

**SB168 INTRODUCED**



1 SB168  
2 ZQF2TKR-1  
3 By Senator Chesteen  
4 RFD: Education Policy  
5 First Read: 15-Jan-26



1  
2  
3  
4  
5  
6

7     SYNOPSIS:

8                 This bill would prohibit the use of the  
9                 three-cueing system of educational instruction as a  
10                method of teaching reading in the public K-12 education  
11                curriculum.

12

13

14                A BILL  
15                TO BE ENTITLED  
16                AN ACT

17

18                Relating to public K-12 education; to prohibit the use  
19                of the three-cueing system of educational instruction in the  
20                curriculum.

21     BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

22                Section 1. It is the intent of this Legislature to  
23                require public K-12 schools to ensure that certain textbooks  
24                and instructional materials are not used in reading  
25                instruction; to provide for related matters concerning  
26                practices, interventions, and curricula that are based on the  
27                science of reading; and to prohibit the use of curricula that  
28                employ the three-cueing system model of teaching students to

## SB168 INTRODUCED



29 read. It shall additionally be the intent of this body to  
30 establish criteria for core curricula, interventions,  
31 instructional materials, and supplemental materials for each  
32 educator preparation program.

33 Section 2. For the purposes of this act, the following  
34 terms have the following meanings:

35 (1) BOARD. The State Board of Education.

36 (2) DEPARTMENT. The State Department of Education.

37 (3) EDUCATOR PREPARATION PROGRAM. Any state-approved  
38 program that prepares an individual for licensure as an  
39 elementary teacher, school leader, or other school personnel,  
40 including state-approved alternative teacher education  
41 preparation organizations.

42 (4) INSTRUCTIONAL MATERIALS. The core curricular  
43 programs and materials, intervention programs and materials,  
44 instructional programs, supplemental programs and materials,  
45 textbooks, texts, lessons, and sequence of planned experiences  
46 delivered to all students to achieve grade-level state  
47 standards.

48 (5) SCIENCE OF READING. The large body of evidence that  
49 informs how proficient reading and writing develop; why some  
50 students have difficulty; and how to most effectively assess  
51 and teach, therefore improving student outcomes through  
52 prevention of and intervention for reading difficulties.

53 (6) THREE-CUEING SYSTEM. Any model of teaching students  
54 to read based on meaning, structure and syntax, and visual  
55 cues, which may also be known as MSV.

56 Section 3. (a) All reading instructional materials



57 approved for use in Alabama schools, whether through the  
58 textbook law or a local textbook review process as provided in  
59 Chapter 36 of Title 16, Code of Alabama 1975; the Alabama  
60 Literacy Act as provided in Chapter 6G of Title 16, Code of  
61 Alabama 1975; or other vetting or selection process, shall use  
62 structured literacy strategies for teaching word reading and  
63 phonics instruction for decoding and encoding. Instructional  
64 strategies may not employ the three-cueing system model of  
65 reading or visual memory as a basis for teaching word reading.  
66 The instruction may include visual information and strategies  
67 that improve background and experiential knowledge, add  
68 context, and increase oral language and vocabulary to support  
69 comprehension, but may not be used to teach word reading. This  
70 prohibition is specific to the teaching of foundational  
71 reading skills and should not be construed to impact the  
72 teaching of background knowledge and vocabulary as connected  
73 to the language comprehension side of Scarborough's Reading  
74 Rope.

75 (b) Beginning with the 2026-2027 school year, if the  
76 board determines that a local board of education has violated  
77 subsection (a), the board shall notify the local board of  
78 education, the Legislature, and the public of that violation.

79 (c) The board shall adopt rules pursuant to this act to  
80 establish criteria for any materials used to prepare teacher  
81 candidates to teach reading, including course textbooks, for  
82 each educator preparation program. The rules shall require  
83 instructional strategies that are scientifically researched  
84 and evidence-based reading instructional strategies that



85 improve reading performance for all students, including  
86 explicit, systematic, and sequential approaches to teaching  
87 oral language, phonemic awareness, phonics, vocabulary,  
88 fluency, text comprehension, writing that includes encoding,  
89 and multisensory strategies. Instructional strategies shall  
90 not include visual memory, in lieu of teaching decoding, for  
91 teaching word recognition, nor the three-cueing system model  
92 of reading. Beginning with the 2026-2027 school year, these  
93 requirements shall be included in the approval process for  
94 educator preparation programs. If the board determines that an  
95 educator preparation program has violated this section, the  
96 board shall notify the educator preparation program, the  
97 Legislature, and the public.

98         Section 4. (a) (1) A local board of education shall not  
99 use instructional materials as defined in this act for  
100 students in any grade kindergarten through 12 which use either  
101 of the following:

102             a. The three-cueing system model of teaching students  
103 to read.

104             b. Visual memory for teaching word recognition.

105             (2) The instruction may include visual information and  
106 strategies which improve background knowledge and experiential  
107 knowledge, add context, and increase oral language and  
108 vocabulary to support comprehension, but may not be used to  
109 teach word recognition.

110             (b) Each public school shall do all of the following:

111                 (1) Ensure that instructional materials used to teach  
112 students to read are high quality and based on literacy

**SB168 INTRODUCED**



113 strategies that are scientifically researched with proven  
114 results in teaching phonological awareness, letter formation,  
115 phonics, decoding, fluency, vocabulary, and comprehension.

116 (2) Ensure that no instructional materials that employ  
117 the three-cueing system model of teaching students to read or  
118 visual memory for teaching word recognition are used in  
119 reading instruction.

120 Section 5. This act shall become effective June 1,  
121 2026.