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SYNOPSIS:

This bill would prohibit the use of the three-cueing system of educational instruction in the public K-12 education curriculum.

A BILL  
TO BE ENTITLED  
AN ACT

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

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. It is the intent of this Legislature to require public K-12 schools to ensure that certain textbooks and instructional materials are not used in reading instruction; to provide for related matters concerning practices, interventions, and curriculum that are based on the science of reading; and to prohibit the use of curricula that employ the three-cueing system model of teaching students to read. It shall additionally be the intent of the this body to establish criteria for core curricula, interventions, instructional materials, and supplemental materials for each educator preparation program; to ensure that reviews for the



29 comprehensive core reading programs and intervention materials  
30 take place in the same calendar year as the state textbook  
31 adoption for other English Language Arts materials; and to  
32 ensure that additional reviews are considered by the literacy  
33 task force.

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

36 (1) BOARD. The State Board of Education

37 (2) DEPARTMENT. The State Department of Education

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

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

49 (5) READING INTERVENTION. Includes evidence-based  
50 strategies frequently used to remediate reading deficiencies  
51 including, but not limited to, individual instruction,  
52 multisensory approaches, tutoring, mentoring, or the use of  
53 technology that targets specific reading skills and abilities.

54 (6) SCIENCE OF READING. The large body of evidence that  
55 informs how proficient reading and writing develop; why some  
56 have difficulty; and how to most effectively assess and teach



57 and, therefore, improve student outcomes through prevention of  
58 and intervention for reading difficulties.

59 (7) THREE-CUEING SYSTEM. Any model of teaching students  
60 to read based on meaning, structure and syntax, and visual  
61 cues, which may also be known as MSV.

62 Section 3. (a) All reading instructional materials  
63 approved for use in Alabama schools, whether through the  
64 textbook law or a local textbook review process as provided in  
65 Chapter 36 of Title 16, Code of Alabama 1975, the Alabama  
66 Literacy Act as provided in Chapter 6G of Title 16, Code of  
67 Alabama 1975, or other vetting or selection process, shall not  
68 include visual memory for teaching word recognition, or the  
69 three-cueing system model of reading based on meaning,  
70 structure and syntax, and visual cues.

71 (b) Beginning with the 2024-2025 school year, if the  
72 board determines that a local board of education has violated  
73 subsection (a), the board shall notify the local board of  
74 education of that violation.

75 (c) The board shall adopt rules pursuant to this act to  
76 establish criteria for any materials used to prepare teacher  
77 candidates to teach reading, including course textbooks, for  
78 each educator preparation program. The rules shall require  
79 instructional strategies what are scientifically researched  
80 and evidence-based reading instructional strategies that  
81 improve reading performance for all students, including  
82 explicit, systematic, and sequential approaches to teaching  
83 oral language, phonemic awareness, phonics, vocabulary,  
84 fluency, text comprehension, writing that includes encoding,



85 and multisensory strategies. Instructional strategies shall  
86 not include visual memory for teaching word recognition, or  
87 the three-cueing system model of reading based on meaning,  
88 structure and syntax, and visual cues. Beginning with the  
89 2024-2025 school year, these requirements shall be included in  
90 the approval process for educator preparation programs. If the  
91 board determines that an educator preparation program has  
92 violated this section, the board shall notify the Legislature  
93 and the public.

94 Section 4. (a) A local board of education shall not use  
95 instructional materials as defined in this act for students in  
96 any grade kindergarten through 12 that utilizes any of the  
97 following:

98 (1) The three-cueing system model of teaching students  
99 to read.

100 (2) Visual memory for teaching word recognition.

101 (3) The three-cueing system model of teaching students  
102 to read based on meaning, structure and syntax, and visual  
103 cues.

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

105 (1) Ensure that all instructional materials used to  
106 teach students to read are high-quality, fully aligned to the  
107 Alabama Literacy Act, and based on literacy strategies that  
108 are scientifically researched with proven results in teaching  
109 phonological awareness, letter formation, phonics, decoding,  
110 fluency, vocabulary, and comprehension.

111 (2) Ensure that no instructional materials that employ  
112 the three-cueing system model of teaching students to read,



113 visual memory for teaching word recognition, or the  
114 three-cueing system model of teaching students to read based  
115 on meaning, structure and syntax, and visual cues are used in  
116 reading instruction.

117 Section 5. This act shall become effective June 1,  
118 2024.