### HB173 ENGROSSED



- 1 HB173
- 2 B8KL4JJ-2
- 3 By Representatives Hulsey, Collins, Faulkner, Baker, Estes,
- 4 DuBose, Drummond
- 5 RFD: Education Policy
- 6 First Read: 15-Feb-24



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5	A BILL
6	TO BE ENTITLED
7	AN ACT
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9	Relating to public K-12 education; to prohibit the use
10	of the three-cueing system of educational instruction in the
11	curriculum.
12	BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:
13	Section 1. It is the intent of this Legislature to
14	require public K-12 schools to ensure that certain textbooks
15	and instructional materials are not used in reading
16	instruction; to provide for related matters concerning
17	practices, interventions, and curriculum that are based on the
18	science of reading; and to prohibit the use of curricula that
19	employ the three-cueing system model of teaching students to
20	read. It shall additionally be the intent of the this body to
21	establish criteria for core curricula, interventions,
22	instructional materials, and supplemental materials for each
23	educator preparation program; to ensure that reviews for the

25 take place in the same calendar year as the state textbook

adoption for other English Language Arts materials; and to

ensure that additional reviews are considered by the literacy

comprehensive core reading programs and intervention materials

28 task force.

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- Section 2. For the purposes of this act, the following terms have the following meanings:
- 31 (1) BOARD. The State Board of Education
- 32 (2) DEPARTMENT. The State Department of Education
- 33 (3) EDUCATOR PREPARATION PROGRAM. Any state-approved program that prepares an individual for licensure as an
- 35 elementary teacher, school leader, or other school personnel,
- 36 including state-approved alternative teacher education
- 37 preparation organizations.
- 38 (4) INSTRUCTIONAL MATERIALS. The core curricular
- 39 programs and materials, intervention programs and materials,
- 40 instructional programs, supplemental programs and materials,
- 41 textbooks, texts, lessons, and sequence of planned experiences
- 42 delivered to all students to achieve grade-level state
- 43 standards.
- 44 (5) READING INTERVENTION. Includes evidence-based
- 45 strategies frequently used to remediate reading deficiencies
- 46 including, but not limited to, individual instruction,
- 47 multisensory approaches, tutoring, mentoring, or the use of
- 48 technology that targets specific reading skills and abilities.
- 49 (6) SCIENCE OF READING. The large body of evidence that
- informs how proficient reading and writing develop; why some
- 51 have difficulty; and how to most effectively assess and teach
- and, therefore, improve student outcomes through prevention of
- and intervention for reading difficulties.
- 54 (7) THREE-CUEING SYSTEM. Any model of teaching students
- 55 to read based on meaning, structure and syntax, and visual
- 56 cues, which may also be known as MSV.

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

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

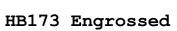
establish criteria for any materials used to prepare teacher candidates to teach reading, including course textbooks, for each educator preparation program. The rules shall require instructional strategies what are scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching oral language, phonemic awareness, phonics, vocabulary, fluency, text comprehension, writing that includes encoding, and multisensory strategies. Instructional strategies shall not include visual memory for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues. Beginning with the 2024-2025 school year, these requirements shall be included in



- 85 the approval process for educator preparation programs. If the
- 86 board determines that an educator preparation program has
- violated this section, the board shall notify the Legislature
- 88 and the public.
- Section 4. (a) A local board of education shall not use
- 90 instructional materials as defined in this act for students in
- 91 any grade kindergarten through 12 that utilizes any of the
- 92 following:
- 93 (1) The three-cueing system model of teaching students
- 94 to read.
- 95 (2) Visual memory for teaching word recognition.
- 96 (3) The three-cueing system model of teaching students
- 97 to read based on meaning, structure and syntax, and visual
- 98 cues.
- 99 (b) Each public school shall do all of the following:
- 100 (1) Ensure that all instructional materials used to
- 101 teach students to read are high-quality, fully aligned to the
- 102 Alabama Literacy Act, and based on literacy strategies that
- are scientifically researched with proven results in teaching
- 104 phonological awareness, letter formation, phonics, decoding,
- 105 fluency, vocabulary, and comprehension.
- 106 (2) Ensure that no instructional materials that employ
- the three-cueing system model of teaching students to read,
- 108 visual memory for teaching word recognition, or the
- 109 three-cueing system model of teaching students to read based
- 110 on meaning, structure and syntax, and visual cues are used in
- 111 reading instruction.
- Section 5. This act shall become effective June 1,



113 2024.





114 115 116	House of Representatives
117	Read for the first time and referred
118 119	to the House of Representatives committee on Education Policy
120	Committee on Education Foricy
121	Read for the second time and placed28-Feb-24
122	on the calendar:
123	0 amendments
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125 126	Read for the third time and passed
127	Yeas 92
128	Nays 2
129	Abstains 8
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132	John Treadwell
133	Clerk
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