

HB9 INTRODUCED



1 HB9
2 ST1J578-1
3 By Representative Hulsey
4 RFD: Education Policy
5 First Read: 04-Feb-25
6 PFD: 08-Jul-24



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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 curricula 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 this body to establish criteria for core curricula, interventions, instructional materials, and supplemental materials for each educator preparation program.



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29 Section 2. For the purposes of this act, the following
30 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
34 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) SCIENCE OF READING. The large body of evidence that
45 informs how proficient reading and writing develop; why some
46 have difficulty; and how to most effectively assess and teach
47 and, therefore, improve student outcomes through prevention of
48 and intervention for reading difficulties.

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

52 Section 3. (a) All reading instructional materials
53 approved for use in Alabama schools, whether through the
54 textbook law or a local textbook review process as provided in
55 Chapter 36 of Title 16, Code of Alabama 1975, the Alabama
56 Literacy Act as provided in Chapter 6G of Title 16, Code of



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57 Alabama 1975, or other vetting or selection process, shall
58 utilize structured literacy strategies for teaching word
59 reading and phonics instruction for decoding and encoding.
60 Instructional strategies may not employ the three-cueing
61 system model of reading or visual memory as a basis for
62 teaching word reading. The instruction may include visual
63 information and strategies which improve background and
64 experiential knowledge, add context, and increase oral
65 language and vocabulary to support comprehension, but may not
66 be used to teach word reading. This prohibition is specific to
67 the teaching of foundational reading skills and should not be
68 construed to impact the teaching of background knowledge and
69 vocabulary as connected to the language comprehension side of
70 Scarborough's Reading Rope.

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 that 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,



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85 and multisensory strategies. Instructional strategies shall
86 not include visual memory, in lieu of teaching decoding, for
87 teaching word recognition, nor the three-cueing system model
88 of reading based on meaning, structure and syntax, and visual
89 cues. Beginning with the 2024-2025 school year, these
90 requirements shall be included in the approval process for
91 educator preparation programs. If the board determines that an
92 educator preparation program has violated this section, the
93 board shall notify the Legislature and the public.

94 Section 4. (a) (1) A local board of education shall not
95 use instructional materials as defined in this act for
96 students in any grade kindergarten through 12 that utilizes
97 any of the following:

98 a. The three-cueing system model of teaching students
99 to read.

100 b. Visual memory for teaching word recognition.

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

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

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

110 (1) Ensure that instructional materials used to teach
111 students to read are high-quality and based on literacy
112 strategies that are scientifically researched with proven



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113 results in teaching phonological awareness, letter formation,
114 phonics, decoding, fluency, vocabulary, and comprehension.

115 (2) Ensure that no instructional materials that employ
116 the three-cueing system model of teaching students to read,
117 visual memory for teaching word recognition, or the
118 three-cueing system model of teaching students to read based
119 on meaning, structure and syntax, and visual cues are used in
120 reading instruction.

121 Section 5. This act shall become effective June 1,
122 2025.