

**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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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 comprehensive core reading programs and intervention materials 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 task force.



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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) 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  
50 informs how proficient reading and writing develop; why some  
51 have difficulty; and how to most effectively assess and teach  
52 and, therefore, improve student outcomes through prevention of  
53 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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57           Section 3. (a) All reading instructional materials  
58 approved for use in Alabama schools, whether through the  
59 textbook law or a local textbook review process as provided in  
60 Chapter 36 of Title 16, Code of Alabama 1975, the Alabama  
61 Literacy Act as provided in Chapter 6G of Title 16, Code of  
62 Alabama 1975, or other vetting or selection process, shall not  
63 include visual memory for teaching word recognition, or the  
64 three-cueing system model of reading based on meaning,  
65 structure and syntax, and visual cues.

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

70           (c) The board shall adopt rules pursuant to this act to  
71 establish criteria for any materials used to prepare teacher  
72 candidates to teach reading, including course textbooks, for  
73 each educator preparation program. The rules shall require  
74 instructional strategies what are scientifically researched  
75 and evidence-based reading instructional strategies that  
76 improve reading performance for all students, including  
77 explicit, systematic, and sequential approaches to teaching  
78 oral language, phonemic awareness, phonics, vocabulary,  
79 fluency, text comprehension, writing that includes encoding,  
80 and multisensory strategies. Instructional strategies shall  
81 not include visual memory for teaching word recognition, or  
82 the three-cueing system model of reading based on meaning,  
83 structure and syntax, and visual cues. Beginning with the  
84 2024-2025 school year, these requirements shall be included in



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85 the approval process for educator preparation programs. If the  
86 board determines that an educator preparation program has  
87 violated this section, the board shall notify the Legislature  
88 and the public.

89 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  
103 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  
107 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.

112 Section 5. This act shall become effective June 1,

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113 2024.



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House of Representatives

117 Read for the first time and referred .....15-Feb-24  
118 to the House of Representatives  
119 committee on Education Policy  
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121 Read for the second time and placed .....28-Feb-24  
122 on the calendar:  
123 0 amendments  
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125 Read for the third time and passed .....05-Mar-24  
126 as amended  
127 Yeas 92  
128 Nays 2  
129 Abstains 8  
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John Treadwell  
Clerk

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