

# 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



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28

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.



## HB9 INTRODUCED

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



## HB9 INTRODUCED

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,



## HB9 INTRODUCED

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



## HB9 INTRODUCED

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.