

Senate Bill 93

By: Senators Kemp of the 38th, Hickman of the 4th, Jones II of the 22nd, Dolezal of the 27th, Esteves of the 35th and others

A BILL TO BE ENTITLED  
AN ACT

1 To amend Code Section 20-2-153.1 of the Official Code of Georgia Annotated, the "Georgia  
2 Early Literacy Act," so as to prohibit the three-cuing system from inclusion in high-quality  
3 instructional materials or structured literacy; to prohibit public schools from employing the  
4 three-cueing system or visual memory as a basis for teaching word reading; to provide for  
5 criteria for core curricula for state approved educator preparation programs; to provide for  
6 and revise definitions; to provide for related matters; to repeal conflicting laws; and for other  
7 purposes.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

9 **SECTION 1.**

10 Code Section 20-2-153.1 of the Official Code of Georgia Annotated, the "Georgia Early  
11 Literacy Act," is amended by revising paragraphs (4) and (8) and adding a new paragraph  
12 to subsection (b) to read as follows:

13 "(4) 'High-quality instructional materials' means instructional materials aligned to the  
14 science of reading that instruct students in foundational literacy skills and  
15 grade-appropriate English language arts and reading standards approved by the State

16 Board of Education. Instructional materials that include the use of the three-cuing system  
17 shall not constitute high-quality instructional materials."

18 "(8) 'Structured literacy' means an evidence based approach to teaching oral and written  
19 language aligned to the science of reading founded on the science of how children learn  
20 to read and characterized by explicit, systematic, cumulative, and diagnostic instruction  
21 in phonology, sound-symbol association, syllable instruction, morphology, syntax, and  
22 semantics. An approach to teaching oral and written language that features or promotes  
23 the three-cuing system shall not constitute structured literacy.

24 (8.1) 'Three-cuing system' means any model of teaching students to read based on  
25 meaning, structure and syntax, and visual cues. Such model or method may also be  
26 referred to as MSV."

27 **SECTION 2.**

28 Said Code section is further amended by adding a new paragraph to subsection (d) to read  
29 as follows:

30 "(6) Instruction in public schools and local school systems shall not employ the  
31 three-cueing system or visual memory as a basis for teaching word reading. Instruction  
32 may include visual information and strategies which improve background and  
33 experiential knowledge, add context, and increase oral language and vocabulary to  
34 support comprehension, but shall not be used to teach word reading."

35 **SECTION 3.**

36 Said Code section is further amended by adding a new subsection to read as follows:

37 "(d.1) The Professional Standards Commission, in consultation with the University System  
38 of Georgia, shall adopt rules which establish criteria for core curricula for each state  
39 approved educator preparation program. Such rules shall include, but shall not be limited  
40 to, the following:

- 41 (1) The use of content standards established by the State Board of Education that are  
42 aligned to the science of reading to guide curricula and instruction;  
43 (2) Research based reading instructional strategies that improve reading performance for  
44 all students, including explicit, systematic, sequential, and cumulative approaches to  
45 teaching phonemic awareness, phonics, vocabulary, fluency, text comprehension, and  
46 multisensory and multi-modal intervention strategies. Such instructional strategies shall  
47 not include those that employ the three-cueing system;  
48 (3) Content literacy and mathematics practices;  
49 (4) Strategies appropriate for the instruction of English language learners;  
50 (5) Strategies appropriate for the instruction of students with disabilities;  
51 (6) Strategies to differentiate instruction based on student needs;  
52 (7) Strategies and practices to support research based content aligned to state standards  
53 and grading practices;  
54 (8) Strategies appropriate for the early identification of a student with a reading  
55 deficiency; and  
56 (9) Strategies to support the use of technology in education and distance learning."

57 **SECTION 4.**

58 All laws and parts of laws in conflict with this Act are repealed.