

The Senate Committee on Education and Youth offered the following substitute to SB 93:

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-cueing 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-cueing
17 system 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-cueing system shall not constitute structured literacy.

24 (8.1) 'Three-cueing 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) Except as expressly agreed to by the parent or guardian of a nonverbal student as
31 part of such student's Individualized Education Program, instruction in public schools and
32 local school systems shall not employ the three-cueing system or visual memory as a
33 basis for teaching word reading. Instruction may include visual information and
34 strategies which improve background and experiential knowledge, add context, and
35 increase oral language and vocabulary to support comprehension, but shall not be used
36 to teach word reading."

37 **SECTION 3.**

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

39 "(d.1) The Professional Standards Commission shall adopt rules which establish criteria
40 for core curricula for each state approved educator preparation program. Such rules shall
41 include, but shall not be limited to, the following:

42 (1) The use of content standards established by the State Board of Education that are
43 aligned to the science of reading to guide curricula and instruction;

44 (2) Evidence based standards for the teaching of reading that:

45 (A) Are exclusively aligned with the science of reading;

46 (B) Prepare teachers to provide explicit, systematic, sequential, and cumulative
47 approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text
48 comprehension; and

49 (C) Employ multisensory and multimodal intervention strategies;

50 (3) Content literacy and mathematics practices;

51 (4) Strategies appropriate for the instruction of English language learners;

52 (5) Strategies appropriate for the instruction of students with disabilities;

53 (6) Strategies to differentiate instruction based on student needs;

54 (7) Strategies and practices to support research based content aligned to state standards
55 and grading practices;

56 (8) Strategies appropriate for the early identification of a student with a reading
57 deficiency; and

58 (9) Strategies to support the use of technology in education and distance learning."

59 **SECTION 4.**

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