

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

AS PASSED SENATE

**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

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

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

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

SECTION 2.

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

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

SECTION 3.

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

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

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

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

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

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

(C) Employ multisensory and multimodal intervention strategies;

(3) Content literacy and mathematics practices;

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

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

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

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

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

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

SECTION 4.

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