



PROHIBITING THREE-CUEING INSTRUCTIONAL MATERIALS

Model Policy

ExcelinEd Policy Toolkit - 2024

SECTION 1 - LEGISLATIVE INTENT

- (A) It is the intent of the (insert state legislative body) to require public 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 systems model of teaching students to read. It shall additionally be the intent of the (insert state legislative body) to establish criteria for core curricula for each state-approved educator preparation program.

SECTION 2 - DEFINITIONS

1. "Curriculum" means the materials, instructional programs, texts, lessons and sequence of planned experiences delivered to all students to achieve grade-level state standards.
2. "Department" means the Department of Education
3. "Board" means the State Board of Education
4. "Educator Preparation Program" or "EPP" means any program that prepares individuals for licensure as elementary teachers, school leaders, or other school personnel
5. "Reading intervention" includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.
6. "Science of reading" refers to the large body of evidence that informs how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.
7. "Three-cueing system" is any model of teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as "MSV."

SECTION 3 - ROLE OF THE DEPARTMENT OF EDUCATION / STATE BOARD OF EDUCATION

- (A) Work with the (insert Department of Education) to establish an approved list of core curricula and interventions that are scientifically researched and evidence-based programs that
1. incorporate explicit, systematic, sequential, and cumulative approaches to teaching phonological and phonemic awareness, phonics, vocabulary, fluency, and text comprehension;
 2. utilize decodable and phonetic text for word reading and authentic text for building background knowledge and comprehension; and
 3. do not include instructional strategies that employ the three-cueing systems model of reading, visual memory for teaching word recognition or the three-cueing systems model of reading based on meaning, structure and syntax, and visual cues, which is also known as "MSV."
- (B) Beginning with the [] school year, if the state board determines that a public school district has violated subdivision [] of this section, the state board shall notify the public school district of its violation.
- (C) The State Board of Education shall adopt rules pursuant to [] which establishes criteria for core curricula for each state-approved educator preparation program.
- (D) The rules to establish criteria for core curricula for each state-approved educator preparation program must include, but are not limited to, the following:
1. The use of state-adopted content standards to guide curricula and instruction.
 2. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, sequential, and cumulative approaches to teaching phonemic awareness, phonics, vocabulary, fluency, text comprehension, and multisensory/multi-modal intervention strategies.
 - i. Instructional strategies shall not include those that employ the three-cueing systems model of reading, visual memory for teaching word recognition or the three-



cueing systems model of reading based on meaning, structure and syntax, and visual, which is also known as "MSV."

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 evidence-based content aligned to state standards and grading practices.
8. Strategies appropriate for the early identification of a student with a reading deficiency.
9. Strategies to support the use of technology in education and distance learning.

SECTION 4 - ROLE OF THE PUBLIC SCHOOL DISTRICT

- (A) A public school district shall not use a program of foundational skills instruction for students in kindergarten through grade three (K-3) that is based in any practice or intervention program that utilizes:
 - (1) The three-cueing systems model of teaching students to read;
 - (2) Visual memory for teaching word recognition; or
 - (3) The three-cueing systems model of teaching students to read based on meaning, structure and syntax, and visual, which is also known as "MSV."
- (B) Each public school shall:
 - (1) Ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension.
 - (2) Ensure that no textbooks or instructional materials that employ the three cueing systems model of teaching students to read, visual memory for teaching word recognition, or the three-cueing systems model of teaching students to read based on meaning, structure and syntax, and visual memory or cues, which is also known as "MSV", are used in reading instruction.

SECTION 5 - ROLE OF THE EDUCATOR PREPARATION PROGRAM

- (A) Educator preparation program coursework and curriculum shall not include the use of a three-cueing system model of teaching students to read based on meaning, structure and syntax, and visual memory or cues, which is also known as "MSV", or related balanced literacy strategies for teaching word recognition to students in grades kindergarten through three.
- (B) To be approved by the (Program Approval Agency) an educator preparation program must demonstrate that it provides instruction that prepares teachers to teach reading and language arts using scientifically researched and evidence-based reading instruction and that it does not provide instruction on teaching reading and language arts that incorporates three-cueing.