

Senate Study Bill 3069 - Introduced

SENATE FILE _____
BY (PROPOSED COMMITTEE
ON EDUCATION BILL BY
CHAIRPERSON ROZENBOOM)

A BILL FOR

1 An Act relating to reading instruction, including modifying
2 provisions related to the language arts instruction provided
3 to students enrolled in kindergarten through grade three and
4 the preparation in reading theory provided by practitioner
5 preparation programs, and including applicability
6 provisions.
7 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.11, subsections 2 and 3, Code 2024,
2 are amended to read as follows:

3 2. a. The kindergarten program shall include experiences
4 designed to develop healthy emotional and social habits and
5 growth in the language arts and communication skills, as well
6 as a capacity for the completion of individual tasks, and
7 protect and increase physical well-being with attention given
8 to experiences relating to the development of life skills and,
9 subject to [section 279.80](#), age-appropriate and research-based
10 human growth and development. A kindergarten teacher shall be
11 licensed to teach in kindergarten. An accredited nonpublic
12 school must meet the requirements of [this subsection](#) only if
13 the nonpublic school offers a kindergarten program; provided,
14 however, that [section 279.80](#) shall not apply to a nonpublic
15 school.

16 b. Commencing with the school year beginning July 1, 2026,
17 the experiences designed to develop growth in the language arts
18 shall include evidence-based early reading instruction that
19 follows a scope and sequence and that is direct, systematic,
20 explicit, responsive, and that consists of all of the
21 following:

22 (1) Phonics, including decoding and encoding and
23 instruction in writing.

24 (2) Phonemic awareness and phonological awareness.

25 (3) Fluency, including oral language development.

26 (4) Vocabulary.

27 (5) Comprehension, including building background knowledge.

28 c. Commencing with the school year beginning July 1, 2026,
29 the experiences designed to develop growth in the language arts
30 shall not include instruction related to any strategies or
31 approaches that are designed to teach students to read based
32 on meaning drawn from context, structure and syntax, visual
33 cues and pictures, or memory, including the instruction model
34 commonly known as the three-cueing system.

35 d. For purposes of this subsection, "evidence-based" means

1 demonstrating a rationale based on high-quality research
2 findings or positive evaluation that such activity, strategy,
3 or intervention is likely to improve student outcomes or other
4 relevant outcomes and includes ongoing efforts to examine the
5 effects of such activity, strategy, or intervention.

6 3. a. The following areas shall be taught in grades
7 one through six: English-language arts, social studies,
8 mathematics, science, health, physical education, traffic
9 safety, music, visual art, and, subject to [section 279.80](#),
10 age-appropriate and research-based human growth and
11 development. Computer science instruction incorporating
12 the standards established under section 256.7, subsection
13 26, paragraph "a", subparagraph (4), shall be offered in
14 at least one grade level commencing with the school year
15 beginning July 1, 2023. The health curriculum shall include
16 the characteristics of communicable diseases. The state board
17 as part of accreditation standards shall adopt curriculum
18 definitions for implementing the elementary program.

19 b. Commencing with the school year beginning July 1,
20 2026, the English-language arts curriculum taught in grades
21 one through three shall include evidence-based early reading
22 instruction that follows a scope and sequence and that is
23 direct, systematic, explicit, responsive, and that consists of
24 all of the following:

- 25 (1) Phonics, including decoding and encoding and
26 instruction in writing.
- 27 (2) Phonemic awareness and phonological awareness.
- 28 (3) Fluency, including oral language development.
- 29 (4) Vocabulary.
- 30 (5) Comprehension, including building background knowledge.

31 c. Commencing with the school year beginning July 1, 2026,
32 the English-language arts curriculum taught in grades one
33 through three shall not include instruction related to any
34 strategies or approaches that are designed to teach students to
35 read based on meaning drawn from context, structure and syntax,

1 visual cues and pictures, or memory, including the instruction
2 model commonly known as the three-cueing system.

3 d. For purposes of this subsection, "evidence-based" means
4 demonstrating a rationale based on high-quality research
5 findings or positive evaluation that such activity, strategy,
6 or intervention is likely to improve student outcomes or other
7 relevant outcomes and includes ongoing efforts to examine the
8 effects of such activity, strategy, or intervention.

9 Sec. 2. Section 256.16, subsection 1, paragraph a, Code
10 2024, is amended to read as follows:

11 a. (1) Include preparation in reading theory, knowledge,
12 strategies, and approaches; and for integrating literacy
13 instruction into content areas.

14 (2) Such preparation shall address all students, including
15 but not limited to ~~students~~ all of the following:

16 (a) Students with disabilities; ~~students.~~

17 (b) Students who are at risk of academic failure; ~~students.~~

18 (c) Students who have been identified as gifted and talented
19 or English learners; ~~and students.~~

20 (d) Students with dyslexia, whether or not such students
21 have been identified as children requiring special education
22 under [chapter 256B](#).

23 (3) Such preparation shall include evidence-based early
24 reading instruction and practical application that follow a
25 scope and sequence that are direct, systematic, explicit,
26 responsive, and that consist of all of the following:

27 (a) Phonics, including decoding and encoding and
28 instruction in writing.

29 (b) Phonemic awareness and phonological awareness.

30 (c) Fluency, including oral language development.

31 (d) Vocabulary.

32 (e) Comprehension, including building background knowledge.

33 (4) Such preparation shall not include instruction or
34 practical application that is designed to teach students to
35 read based on meaning drawn from context, structure and syntax,

1 visual cues and pictures, or memory, including the instruction
2 model commonly known as the three-cueing system.

3 (5) For purposes of this paragraph, "evidence-based" means
4 demonstrating a rationale based on high-quality research
5 findings or positive evaluation that such activity, strategy,
6 or intervention is likely to improve student outcomes or other
7 relevant outcomes and includes ongoing efforts to examine the
8 effects of such activity, strategy, or intervention.

9 Sec. 3. Section 256E.7, subsection 2, paragraph g, Code
10 2024, is amended to read as follows:

11 g. Be subject to and comply with the requirements of section
12 256.7, subsection 21, and the educational standards of section
13 256.11, unless specifically waived by the state board during
14 the application process; provided, however, that the state
15 board shall not waive the educational standards related to
16 language arts instruction in kindergarten through grade three
17 established in section 256.11, subsections 2 and 3.

18 Sec. 4. APPLICABILITY. The following applies to students
19 admitted to an approved practitioner preparation program on or
20 after July 1, 2025:

21 The section of this Act amending section 256.16, subsection
22 1, paragraph "a".

23

EXPLANATION

24 The inclusion of this explanation does not constitute agreement with
25 the explanation's substance by the members of the general assembly.

26 This bill relates to reading instruction, including
27 modifying provisions related to the language arts instruction
28 provided to students enrolled in kindergarten through grade
29 three and the preparation in reading theory provided by
30 practitioner preparation programs.

31 The bill modifies provisions related to the language arts
32 instruction provided to students enrolled in kindergarten
33 through grade three in school districts, accredited nonpublic
34 schools, and charter schools. The bill provides that,
35 commencing with the school year beginning July 1, 2026,

1 such instruction shall include evidence-based early reading
2 instruction that follows a scope and sequence and that is
3 direct, systematic, explicit, responsive, and that consists
4 of phonics, phonemic and phonological awareness, fluency,
5 vocabulary, and comprehension. Additionally, the bill
6 prohibits such instruction from incorporating any strategies or
7 approaches that are designed to teach students to read based
8 on meaning drawn from context, structure and syntax, visual
9 cues and pictures, or memory, including the instruction model
10 commonly known as the three-cueing system.

11 The bill modifies provisions related to preparation in
12 reading theory, knowledge, strategies, and approaches provided
13 in practitioner preparation programs. The bill requires
14 that such preparation include evidence-based early reading
15 instruction and practical application that follow a scope and
16 sequence that are direct, systematic, explicit, responsive,
17 and that also consist of phonics, phonemic and phonological
18 awareness, fluency, vocabulary, and comprehension. The bill
19 prohibits such preparation from including instruction or
20 practical application that is designed to teach students to
21 read based on meaning drawn from context, structure and syntax,
22 visual cues and pictures, or memory, including the instruction
23 model commonly known as the three-cueing system. The bill
24 provides that these provisions apply to students admitted to
25 an approved practitioner preparation program on or after July
26 1, 2025.

27 The bill defines "evidence-based" to mean demonstrating a
28 rationale based on high-quality research findings or positive
29 evaluation that such activity, strategy, or intervention is
30 likely to improve student outcomes or other relevant outcomes
31 and includes ongoing efforts to examine the effects of such
32 activity, strategy, or intervention.