

119<sup>TH</sup> CONGRESS  
2<sup>D</sup> SESSION

# H. R. 7890

To amend the Elementary and Secondary Education Act of 1965 to exclude certain instructional approaches from comprehensive literacy instruction, to prioritize certain funds to promote the use of evidence-based literacy instruction and supports aligned to the science of reading, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

MARCH 12, 2026

Mrs. HOUCHIN (for herself, Mr. MANNION, and Mr. KILEY of California) introduced the following bill; which was referred to the Committee on Education and Workforce

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## A BILL

To amend the Elementary and Secondary Education Act of 1965 to exclude certain instructional approaches from comprehensive literacy instruction, to prioritize certain funds to promote the use of evidence-based literacy instruction and supports aligned to the science of reading, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Science of Reading  
5 Act of 2026”.

1 **SEC. 2. PROMOTING READING INSTRUCTION ALIGNED TO**  
2 **SCIENCE OF READING.**

3 (a) COMPREHENSIVE LITERACY INSTRUCTION.—Sec-  
4 tion 2221(b) of the Elementary and Secondary Education  
5 Act of 1965 (20 U.S.C. 6641(b)) is amended—

6 (1) in paragraph (1)—

7 (A) in subparagraph (K), by striking “;  
8 and” and inserting a semicolon;

9 (B) in subparagraph (L), by striking the  
10 period and inserting “; and”; and

11 (C) by adding at the end the following:

12 “(M) does not include the use of a three-  
13 cueing model.”; and

14 (2) by adding at the end the following:

15 “(4) SCIENCE OF READING.—The term ‘science  
16 of reading’ means an interdisciplinary body of evi-  
17 dence-based research about reading and issues re-  
18 lated to reading and writing that—

19 “(A) identifies instruction in phonemic  
20 awareness, phonics, vocabulary, fluency, com-  
21 prehension, and writing as essential components  
22 to skilled reading;

23 “(B) demonstrates the importance of back-  
24 ground knowledge, oral language, the connec-  
25 tion between reading and writing, and strong  
26 writing instruction;

1 “(C) explains why some students have dif-  
2 ficulty with reading and writing; and

3 “(D) does not use a three-cueing model.

4 “(5) THREE-CUEING MODEL.—The term ‘three-  
5 cueing model’ means an instructional approach or  
6 model that—

7 “(A) uses meaning drawn from context,  
8 pictures, or syntax as the primary basis for  
9 teaching word recognition (commonly referred  
10 to as ‘meaning, structure and syntax, and vis-  
11 ual cues’ or ‘MSV’); or

12 “(B) teaches visual memory as the primary  
13 basis for word recognition.”.

14 (b) STATE APPLICATIONS FOR COMPREHENSIVE LIT-  
15 ERACY STATE DEVELOPMENT GRANTS.—Section  
16 2222(d)(2) of the Elementary and Secondary Education  
17 Act of 1965 (20 U.S.C. 6642(d)(2)) is amended by insert-  
18 ing at the end—

19 “(F) A description of the extent to which  
20 the State comprehensive literacy instruction  
21 plan is aligned to the science of reading.”.

22 (c) COMPREHENSIVE LITERACY STATE DEVELOP-  
23 MENT GRANT PRIORITY.—Section 2222(e) of the Elemen-  
24 tary and Secondary Education Act of 1965 (20 U.S.C.

1 6642(e)) is amended by striking the period at the end and  
2 inserting “, that are aligned to the science of reading.”.

3 (d) COMPREHENSIVE LITERACY STATE DEVELOP-  
4 MENT SUBGRANT PRIORITY.—

5 (1) BIRTH THROUGH KINDERGARTEN ENTRY.—

6 Section 2223(c) of the Elementary and Secondary  
7 Education Act of 1965 (20 U.S.C. 6643(c)) is  
8 amended—

9 (A) by striking “grants” and inserting  
10 “subgrants”;

11 (B) by striking “grant” and inserting  
12 “subgrant”; and

13 (C) by striking the period at the end and  
14 inserting “, that are aligned to the science of  
15 reading.”.

16 (2) KINDERGARTEN THROUGH GRADE 12.—Sec-  
17 tion 2224(b) of the Elementary and Secondary Edu-  
18 cation Act of 1965 (20 U.S.C. 6644(b)) is amend-  
19 ed—

20 (A) by striking “grants” and inserting  
21 “subgrants”; and

22 (B) by striking the period at the end and  
23 inserting “that are aligned to the science of  
24 reading.”.

1 **SEC. 3. GENERAL PROVISIONS.**

2 (a) **APPLICABILITY.**—This Act and the amendments  
3 made by this Act shall apply with respect to funds award-  
4 ed under the Elementary and Secondary Education Act  
5 of 1965 (20 U.S.C. 6301 note et seq.) on or after the  
6 date of the enactment of this Act.

7 (b) **RULES OF CONSTRUCTION.**—Nothing in this Act  
8 or the amendments made by this Act shall be construed  
9 to—

10 (1) limit or alter the rights, protections, and in-  
11 dividualized instructional requirements under the In-  
12 dividuals with Disabilities Education Act (20 U.S.C.  
13 1400 et seq.), section 504 of the Rehabilitation Act  
14 of 1973 (29 U.S.C. 794), or the Americans with  
15 Disabilities Act (42 U.S.C. 12101 et seq.); or

16 (2) authorize any officer or employee of the  
17 Federal Government to mandate, direct, or control a  
18 State, local educational agency, or school's specific  
19 instructional content, academic standards and as-  
20 sessments, curricula, or program of instruction.

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