

Union Calendar No. 623

119TH CONGRESS
2^D SESSION

H. R. 7890

[Report No. 119-717]

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.

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

JUNE 29, 2026

Additional sponsor: Ms. FOXX

JUNE 29, 2026

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in *italic*]

[For text of introduced bill, see copy of bill as introduced on March 12, 2026]

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 Act*
 5 *of 2026”.*

6 **SEC. 2. PROMOTING READING INSTRUCTION ALIGNED TO**
 7 **THE SCIENCE OF READING.**

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

11 *(1) in paragraph (1)—*

12 *(A) in subparagraph (K), by striking “;*
 13 *and” and inserting a semicolon;*

14 *(B) in subparagraph (L), by striking the*
 15 *period and inserting “; and”; and*

16 *(C) by adding at the end the following:*

17 *“(M) does not include the use of a three-cue-*
 18 *ing model.”; and*

19 *(2) by adding at the end the following:*

20 *“(4) SCIENCE OF READING.—The term ‘science of*
 21 *reading’ means an interdisciplinary body of evidence-*
 22 *based research about reading and issues related to*
 23 *reading and writing that—*

24 *“(A) identifies instruction in phonemic*
 25 *awareness, phonics, vocabulary, fluency, com-*

1 *prehension, and writing as essential components*
 2 *to skilled reading;*

3 “(B) demonstrates the importance of back-
 4 ground knowledge, oral language, the connection
 5 between reading and writing, and strong writing
 6 instruction;

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

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

10 “(5) *THREE-CUEING MODEL.*—The term ‘three-
 11 cueing model’ means an instructional approach or
 12 model that—

13 “(A) uses meaning drawn from context, pic-
 14 tures, or syntax as the primary basis for teach-
 15 ing word recognition (commonly referred to as
 16 ‘meaning, structure and syntax, and visual cues’
 17 or ‘MSV’); or

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

20 (b) *STATE APPLICATIONS FOR COMPREHENSIVE LIT-*
 21 *ERACY STATE DEVELOPMENT GRANTS.*—Section 2222(d)(2)
 22 of the Elementary and Secondary Education Act of 1965
 23 (20 U.S.C. 6642(d)(2)) is amended by inserting at the
 24 end—

1 “(F) A description of the extent to which the
2 State comprehensive literacy instruction plan is
3 aligned to the science of reading.”.

4 (c) *COMPREHENSIVE LITERACY STATE DEVELOPMENT*
5 *GRANT PRIORITY.*—Section 2222(e) of the *Elementary and*
6 *Secondary Education Act of 1965 (20 U.S.C. 6642(e))* is
7 *amended by striking the period at the end and inserting*
8 *“, that are aligned to the science of reading.”.*

9 (d) *COMPREHENSIVE LITERACY STATE DEVELOPMENT*
10 *SUBGRANT PRIORITY.*—

11 (1) *BIRTH THROUGH KINDERGARTEN ENTRY.*—
12 Section 2223(c) of the *Elementary and Secondary*
13 *Education Act of 1965 (20 U.S.C. 6643(c))* is amend-
14 *ed—*

15 (A) *by striking “grants” and inserting*
16 *“subgrants”;*

17 (B) *by striking “grant” and inserting*
18 *“subgrant”;* and

19 (C) *by striking the period at the end and*
20 *inserting “, that are aligned to the science of*
21 *reading.”.*

22 (2) *KINDERGARTEN THROUGH GRADE 12.*—Sec-
23 *tion 2224(b) of the Elementary and Secondary Edu-*
24 *cation Act of 1965 (20 U.S.C. 6644(b))* is amended—

1 (A) by striking “grants” and inserting
2 “subgrants”; and

3 (B) by striking the period at the end and
4 inserting “that are aligned to the science of read-
5 ing.”.

6 **SEC. 3. GENERAL PROVISIONS.**

7 (a) *APPLICABILITY.*—This Act and the amendments
8 made by this Act shall apply with respect to funds awarded
9 under the Elementary and Secondary Education Act of
10 1965 (20 U.S.C. 6301 note et seq.) on or after the date of
11 the enactment of this Act.

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

14 (1) limit or alter the rights, protections, and in-
15 dividualized instructional requirements under the In-
16 dividuals with Disabilities Education Act (20 U.S.C.
17 1400 et seq.), section 504 of the Rehabilitation Act of
18 1973 (29 U.S.C. 794), or the Americans with Disabil-
19 ities Act (42 U.S.C. 12101 et seq.); or

20 (2) authorize any officer or employee of the Fed-
21 eral Government to mandate, direct, or control a
22 State, local educational agency, or school’s specific in-
23 structional content, academic standards and assess-
24 ments, curricula, or program of instruction.

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