

The New Mexico Statewide Literacy Framework (NMSLF) is intended to support districts, schools, and teachers as they implement a comprehensive literacy system from birth through high school that ensures all students are prepared for meaningful post-secondary opportunities, including further education, meaningful employment, and lifelong learning.



The NMSLF may be viewed online at <https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED-NM-Statewide-Literacy-Framework-Summer-2020.pdf>

What is included in the NMSLF:

- New Mexico's Vision and Goals
- Literacy Framework Purpose
- New Mexico Current Achievement
- New Mexico Birth to Preschool
- New Mexico Prekindergarten
- New Mexico Literacy Framework's Critical Components

The New Mexico Statewide Literacy Framework

Introduction for Curriculum & Instruction Directors and Departments

What is the New Mexico Statewide Literacy Framework?

- Provides clear guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction in New Mexico
- Aligns to PED's New Mexico's State Plan for the *Every Student Succeeds Act*
- Outlines implementation of structured literacy and the evidence base behind the science of reading
- Provides a roadmap for systematic, strategic, and dynamic reading systems and instruction



New Mexico Statewide Literacy Framework Supports Re-Entry

- Provides detail and clarity around best practices for reading instruction
- Critical component checklists help highlight most essential aspects of literacy instruction, assessment, professional learning, and community engagement

How to use it?

- Support reading instruction and ensure all aspects of teaching contribute to the learning of *all students*
- Ensure instructional practices are evidence-based and aligned with structured literacy to strategically address the persistent achievement gap
- Identify and delineate variables directly under the school's control to optimize student learning
- Consider how to optimize reading outcomes for all students from birth through 12th grade
- Identify areas of need for common professional learning among educational staff
- Use with administrators and educators as a model for updating school district literacy plans
- Utilize critical component checklists for school leadership; instruction and intervention; formative, interim, and summative assessment activities; professional learning; and school/family/community engagement implementation

