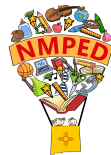


Structured Literacy New Mexico



The New Mexico Public Education Department (NMPED) launched a statewide literacy initiative, Structured Literacy New Mexico, to support the state's Structured Literacy and Dyslexia Intervention legislation signed into law in January 2019. This initiative is focused on a mindset shift, moving from reactive to proactive to increase the number of students reading at or above grade level and decreasing the number of students requiring special education services.



Five Key Focuses for Success



Structured Literacy New Mexico Outcomes December 2022

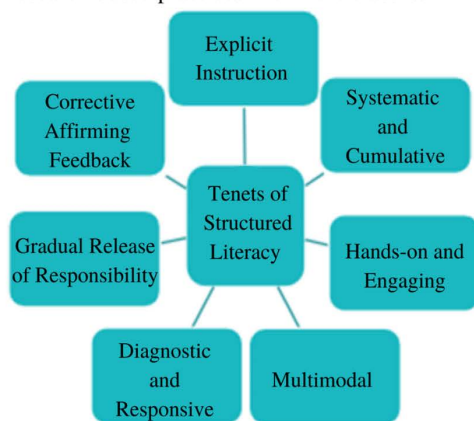
- 5,286 educators are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning
- 1,097 teachers, reading interventionists, administrators, and special education teachers have completed the two-year LETRS training
- 858 administrators (principals, assistant principals, C&I leaders) enrolled in training
- 154 LETRS facilitators across the state sustaining the initiative
- Identification of four model schools across the state that serve as the exemplars for New Mexico
- Identification of 32 literacy support schools across the state who are implementing evidence-based practices aligned to structured literacy
- Identification of 52 literacy leaders across the state, building awareness with colleagues aligned to structured literacy
- Placement of 25 regional reading coaches

Science of Reading

- includes an interdisciplinary body of research;
- uses research to inform instruction on how students learn to read based on what is happening in their brains;
- helps to understand why some students have difficulties in learning to read;
- assists with how to teach all students to read; and
- how to intervene effectively when students struggle.

Structured Literacy

Research-based practices within the classroom



Language Essentials for Teachers of Reading and Spelling (LETRS)

- provides an investment in teacher workforce professional development;
- bridge strategies from research to practice;
- equips teachers with the "why" of how students acquire literacy skills;
- impacts instructional decisions based on new learnings and understandings; and
- is not a program or curriculum (program agnostic).

RESOURCES TO LEARN MORE

- [Statewide Literacy Framework](#)
- [Dyslexia Handbook: A guide to teaching ALL students to read through structured literacy](#)
- [Multi-layered System of Supports](#)
- [Technical Evaluation and Assessment Manual](#)
- [Structured Literacy and Dyslexia 101](#)