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## Early Literacy Services

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### Summer Literacy Program (\$30 million, General Fund)

- Since FY21, the Legislature has grown early literacy interventions twelvefold, from \$10.5 million to \$119 million.
- Beginning in June or July 2024, PED plans to provide a summer literacy program to 10 thousand students in kindergarten through eighth grade for four hours a day, four to five days a week, for four to six weeks (similar to K-3 Plus).
- The department is seeking partner organizations (e.g. districts, charters, colleges, early care centers, and libraries) to operate summer literacy program sites while state literacy contractors will oversee curriculum, educator training, and instruction.
- Instructors for the summer literacy program do not need to be licensed teachers but must be trained by the state's literacy contractors. They will be paid \$35 per hour and will work with up to four students for the program's duration.
- According to LESC, 46 partner organizations and 8,000 students have registered for the summer literacy program.

### Statewide Literacy Institute (\$30 million, Public School Capital Outlay Fund)

- The Higher Education Department (HED) and PED plan to review proposals solicited from higher education institutions on potential sites for the statewide literacy institute but have not published any designs or plans for the facility. HED has until FY28 to expend the funds.

### Science of Reading (\$16.5 million, General Fund; \$2.5 million, Public Education Reform Fund)

- For FY25, PED projects over 12 thousand elementary teachers will complete or be enrolled in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development programs to learn about the science of reading. As of FY22, 8,998 educators have completed or were enrolled in LETRS training.
- PED's FY25 appropriations include \$5 million in a nonrecurring special to train middle school teachers in the science of reading.

Appropriation (in thousands)	FY21	FY22	FY23	FY24	FY25
SEG Early Literacy	\$8,000.0	\$8,000.0	\$8,000.0	\$8,000.0	\$30,000.0
PED Early Literacy	\$1,661.0	\$1,661.0	\$8,000.0	\$11,500.0	\$14,000.0
Sec. 5 Early Literacy and Summer PD	\$875.0				
Sec. 5 Early Literacy			\$3,500.0	\$2,000.0	
Sec. 5 Secondary Literacy					\$5,000.0
Sec. 5 Summer Literacy Program					\$30,000.0
Literacy Institute Capital Outlay					\$30,000.0
<b>GRAND TOTAL</b>	<b>\$10,536.0</b>	<b>\$9,661.0</b>	<b>\$19,500.0</b>	<b>\$21,500.0</b>	<b>\$119,000.0</b>

Source: LFC Files

- The science of reading is the accumulation of research on how students learn to read, which is used to inform effective ways to teach literacy. New Mexico uses a structured literacy approach to reading instruction, which is based on the science of reading.
- The structured literacy approach weaves together multiple reading skills (including, at a minimum, phonology) and is helpful for all students, including students with reading disabilities, English learners, and struggling adolescents.

ELEMENTS OF STRUCTURED LITERACY	PRINCIPLES GUIDING THE TEACHING OF THE ELEMENTS
<ul style="list-style-type: none"> <li>• <b>Phonology</b> – the study of the sound structure of spoken words (includes rhyming, counting words in spoken sentences, clapping syllables in spoken words, as well as blending, segmenting, and manipulating phonemes within words)</li> <li>• <b>Sound-Symbol Association</b> – the ability to map phonemes to printed letters (involves visual to auditory-reading- and auditory to visual -spelling)</li> <li>• <b>Syllable Instruction</b> – instruction of the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and vowel pair as well as division rules for decoding and spelling multisyllabic words</li> <li>• <b>Morphology</b> – the study of morphemes including base words, roots, prefixes, and suffixes (this instruction assists students with decoding, encoding, and comprehension)</li> <li>• <b>Syntax</b> – the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning (includes grammar, sentence variation, and the mechanics of language).</li> <li>• <b>Semantics</b> – the aspect of language concerned with meaning (instruction includes comprehension of written language)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Systematic and Cumulative</b> – instruction is organized to follow the logical order of language progressing methodically from easiest and most basic to more difficult concepts and elements – each additional step continues to fold in previously mastered concepts (For example, the /f/ phoneme (sound) is initially taught as being represented by the grapheme (letter) f before additional spellings such as ff, ph, or gh are introduced. Furthermore, the teacher is careful about the quantity of information to present so that the student can truly master concepts before adding additional information. For example, each short vowel sound and letter may be gradually introduced, practiced, and mastered for reading and spelling before introducing additional short vowels).</li> <li>• <b>Explicit</b> – the teacher explains each concept directly and clearly with modeling and guided practice with continuous student-teacher interaction (It is not assumed that students will naturally deduce concepts on their own). Research shows the highly explicit teaching characteristic of structured literacy instruction benefits the majority of students, not just those with disabilities.</li> <li>• <b>Diagnostic</b> – instruction is designed to meet individual student need based on careful and continuous formal and informal assessments (through both observation and with standardized measures) – content is mastered to a degree of automaticity and the teacher uses the student’s response to instruction to make adjustments in pacing, presentation, and practice opportunities. This progress monitoring also allows the identification of needs for entire schools or school districts if there is a high occurrence of data showing widespread weaknesses to adjust the core instructions of these areas.</li> <li>• <b>Multisensory/Multimodal</b> – listening, speaking, reading, and writing are paired together – students are encouraged to physically move tactile objects such as letter tiles.</li> </ul>

Source: PED