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June 3, 2021

**MEMORANDUM**

**TO: Superintendents, Charter School Administrators**

**FROM: Dr. Gwendolyn Perea Warniment, PhD** GPW

**RE: Structured Literacy New Mexico Updates 2021-2022**

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The purpose of this memorandum is to provide an update and a summary of statutory requirements for the early screening and intervention for students displaying characteristics of dyslexia. The NMPED has developed a comprehensive support structure and guidance for school districts and charter schools as they move forward in implementing the requirements specified in §22-13-32 NMSA 1978.

**Screening of First Grade Students**

All first grade students must be screened for dyslexia during the first 40 days of instruction in the 2021-2022 school year (SY) with the practice continuing in subsequent years. Data will be reported in STARS and all screeners will be provided to districts at no cost.

The recommended English screeners, which were selected through committee, are:

- Teach Me to Read (paper/pencil assessment available for download on Canvas)
- Lexercise screener (online)

If Spanish is the language of instruction for students, the approved screeners are:

- Indicadores Dinámicos del Éxito en la Lectura (IDEL)
- Istation ISIP assessment

These assessments will guide teachers in data driven instruction and early identification of the characteristics of dyslexia and skills in which students need most support. It is important that screening is not implemented until teachers have received training in the administration of the tool. These training opportunities are included in the 101 courses and will be available in Canvas July 1, 2021 and enrollment links are included below. Please note that the training modules have

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not changed since last year and first grade teachers do not have to re-take 101 courses unless they need a refresher course on administering the screener. In addition, we encourage all educators K-6, who have not already done so, to enroll in the 101 courses as they provide a basic overview of structured literacy, dyslexia, the dyslexia screeners and are provided at no cost. These courses were in the Mr. Owl platform and have been migrated to the Canvas LMS.

### Canvas Enrollment Links

- <https://nmped.catalog.instructure.com/courses/structured-literacy-and-dyslexia-101>
- <https://nmped.catalog.instructure.com/courses/teach-me-to-read-dyslexia-screener>
- <https://nmped.catalog.instructure.com/courses/structured-literacy-and-dyslexia-101-supplemental-resources>

It will be important for all LEAs and educators to reinforce the purpose for universal first grade dyslexia screening. The results of the screener provide information which teachers use in planning explicit instruction based on student need. The screener is not diagnostic, it does flag possible characteristics of dyslexia, and does not diagnose students with dyslexia. Instead, the results support instructional planning by providing teachers with data to help determine instructional focus areas where they can intervene in daily literacy instruction.

### **LETRS® Training for teachers and administrators**

In addition to the Canvas courses listed above, all:

- Kindergarten teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training in SY 21-22 (Phases IV, V, VI)
- First grade teachers/Special Education teachers/Interventionists/Literacy Coaches who began training in SY 20-21 will continue (Phases I, II, III)
- Teachers new to first grade will begin training in SY 21-22 (Phases IV, V, VI)
- Second grade teachers/Special Education teachers/Interventionists/Literacy Coaches will begin training in SY 21-22 (Phases IV, V, VI)

Educators will begin an intensive two-year professional learning opportunity with eight units of in-depth learning through a blended model of online training paired with real-time distance professional learning led by certified LETRS® trainers (Language Essentials for Teachers of Reading and Spelling). Each LETRS® unit is estimated to take 10-12 hours to complete. This includes online training, reading of the text, and application in the classroom to include guided reflection on practice. This professional learning opportunity will support teachers in developing additional skills to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language and the use of classroom-based assessment to meet student learning needs.

In addition. School principals and administrators will also participate in the LETRS Admin training. LETRS® for Administrators is a course of study that combines *A Principal's Primer for Raising Reading Achievement* with an online component to help instructional leaders create the systems and structures needed to improve overall literacy instruction. LETRS for Administrators helps literacy leaders:

- Create efficient methods of analyzing student data
- Establish effective instructional blocks in literacy

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- Examine resources for all tiers of instruction
- Support their LETRS professional learning participants

The research-based course complements LETRS and guides state, district, or building leaders in implementing research-based, multi-tiered instruction. Administrators are provided specific steps for facilitating change, developing a comprehensive assessment plan, managing resources, assembling a school leadership team, and making data-based decisions.

The 2021 Legislature provided funding to support the professional development for early literacy and reading support embedded within the State Equalization Guarantee (SEG). These funds should be designated to support teachers (ex. / substitute coverage, stipends, etc.) as they complete the Structured Literacy and Dyslexia 101 and LETRS professional learning. NMPED is sponsoring the purchase of the training modules and are at no cost to LEAs. Districts are also encouraged to designate a lead coach for structured literacy within each district.

### **LETRs Facilitator**

During the 20-21 SY, 46 LEAs identified a facilitator to support sustainability across LEAs. It is strongly encouraged that we continue this trend with each LEA identifying one facilitator for their district who will be trained on a fast-track schedule. Facilitators will complete the LETRS training units 1-8 and facilitator training in a year. These facilitators will allow for sustainability and build capacity as they lead cohorts within their LEA.

### **Next Steps: Enrollment for LETRS Training**

Phases I, II, III will continue on the identified schedule already in progress. Training for Phase IV, V, and VI will begin in September 2021, October 2021 or January 2022.

Please use the following link to specify which phase your Kindergarten and Second Grade teachers/Special Education teachers/Interventionists/Literacy Coaches, and new first grade teachers will participate in. This will also allow you to identify your district based facilitator, principals and upload enrollment spreadsheet. Please note all teachers in the same grade level must be grouped in the same phase across an LEA.

### **[LETRS ENROLLMENT FOR 2021-2022](#)**

**Deadline to submit enrollment information is Wednesday, June 23, 2021.**

### **Future Steps: Make Changes in LETRS**

In the event that you need to make a change to your LETRS training assignments after you submit your original list, please submit changes at the link below.

### **[New Mexico LETRS Request Form](#)**

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### Professional Learning Supports

Requirement	Timeline
All kindergarten through second grade teachers should complete the 8-hour module “Structured Literacy and Dyslexia 101.”  Any teachers who took these courses previously, do not have to retake them.	Prior to beginning LETRS training
All first-grade students screened for dyslexia	Within the first 40 days of instruction
A student who demonstrates characteristics of dyslexia (following or according to the screener) and is having difficulty reading, writing, spelling, and understanding spoken language or difficulty with expression shall receive appropriate classroom intervention or be referred to a student assistance team	Ongoing
Schools shall provide timely, appropriate systematic, scientific, evidence-based interventions prescribed by student assistance team with appropriate progress monitoring to determine effectiveness of the intervention	Ongoing
School districts and charter schools develop/revise a literacy professional development plan that includes a detailed plan for structured literacy training and detailed plan for evidence-based reading interventions	2021-22 school year and continually implemented and updated as necessary
Cohort IV of LETRS training begins (virtual training)	September 2021
Cohort V of LETRS trainings begins (virtual training)	October 2021
Cohort VI of LETRS trainings begins (virtual training)	January 2022

Should you have any additional questions, please contact Severo Martinez, Literacy and Humanities Director, at [severo.martinez@state.nm.us](mailto:severo.martinez@state.nm.us).

GW/jc/sm

Attachment: NM Enrollment Template

cc: Secretary Dr. Ryan Stewart  
Deputy Secretary Kata Sandoval  
Deputy Secretary Dr. Vickie Bannerman

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Deputy Secretary Adan Delgado

Deputy Secretary Dr. Tim Hand

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