New Hampshire
Department of Education

TECHNICAL ADVISORY

Subject: ***Literacy Skill Development in Elementary Grades***. ***Date: July 30, 2024***	***Legal Reference – HB 1015*** ***(2023-2024 Legislative Session)*** • ***RSA 189:53***

This Technical Advisory continues the New Hampshire Department of Education's communication regarding new legislation that was passed during the 2023-2024 legislative session. Specifically, HB 1015 that amends RSA 189:53, which pertains to Literacy Skill Development in Elementary Grades.

HB 1015 is effective July 30, 2024*
*****The changes in the law are to be implemented beginning July 1, 2027***

During the 2023-2024 legislative session, HB 1015 was passed into law, amending the current law on Literacy Skill Development in Elementary Grades as set forth in RSA 189:53. While RSA 189:53 is currently applicable to only school districts, beginning July 1 of 2027, the law will be applicable to chartered public schools that provide elementary education. The law will also now be applicable to all students through grade 5 rather than grade 3, as previously required.

All school districts and public chartered schools which provide elementary education will be required to provide measurable, evidence-based instruction in literacy for all students through grade 5. This instruction must include explicit, systematic instruction in phonemic awareness, phonics (both the decoding and encoding of sounds and words), fluency, vocabulary, and comprehension; writing to include grammar and mechanics, speaking; listening; and mathematics reasoning and mathematics calculation to include fluency.

All instruction shall be designed to assist students to achieve grade-level literacy and numeracy, and to provide the opportunity for each student to learn according to their individual needs and abilities as set forth in the public elementary school minimum standards.

By way of relevant background information:
Evidence-based strategies are instructional practices, activities, or programs that have been independently evaluated and resulted in demonstrated statistical improvements to student outcomes. These standards aim to ensure that every student receives comprehensive, evidence-based instruction, as mandated by the state's minimum standards for public elementary education.

Phonemic Awareness Instruction is evidence-based, explicit, systematic instruction in recognizing and manipulating phonemes in spoken words. It is in the ability to hear, identify, move, or change the smallest sound units in spoken words. This includes isolating, blending, segmenting, adding, deleting, and substituting phonemes (sounds) in words.

Phonics instruction is evidence-based, explicit, systematic instruction that teaches students to decode (read) and encode (spell) words. Decoding is the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to pronounce written words correctly. Encoding (spelling) is breaking a spoken word into each of its individual phonemes (sounds). In the context of spelling,

encoding refers explicitly to the process of translating spoken language into its written form by segmenting words into their individual phonemes or sounds.

Fluency is a combination of the ability to read with accuracy, speed, and proper expression, which helps students strengthen their reading comprehension skills.

Vocabulary is the knowledge of words, including their structure morphology meanings (semantics), and links to other words (word/semantic relationships).

Comprehension is understanding and making meaning from spoken and written language. The process involves several interconnected components, including decoding, language fluency, vocabulary, understanding the sentence and text structure, applying background knowledge, and developing the cognitive processes that contribute to comprehension.

Writing is the ability to communicate ideas in written form. This is accomplished through systematic, explicit, evidence-based instruction that intertwines literacy and language development and includes active practice through guided and independent writing exercises and evidence-based instruction in grammar, mechanics (handwriting), and proofreading.

Mathematical Reasoning is the process of applying logical thinking to a situation to determine which strategy or strategies to use for solving the problem.

Mathematical Calculation refers to the knowing and using of math facts and the application of mathematical properties and operational procedures in calculations.

Fluency in Mathematical Computation refers to having accurate and efficient methods for mathematical calculations. Computational fluency allows for using conceptual and procedural understandings in building strategic reasoning and flexibility in computational methods chosen, the ability to understand and explain these methods and in producing accurate answers efficiently when problem solving.

To learn more about Literacy Skill Development in Elementary Grades, please visit:

HB1015 -RSA 189:53 Literacy Skill Development in Elementary Grades (instructure.com)

HB 1015 can be accessed in its entirety here.

For questions related to this Technical Advisory, please contact:

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