### Being a Reader™ Logic Model

#### INPUTS

**Materials**
- Curricular kits, including trade books and *Teacher’s Manuals*
- Professional learning through the Learning Portal
- ClassView Pro assessment tool

**People**
- Teachers
- Administrators
- District Coordinator

**District Supports**
- Programs are prioritized and trusted
- Teacher collaboration and learning are prioritized
- Resources and time are provided

**Infrastructure**
- Master schedules prioritize programs: a literacy block of 120–150 minutes

**Resources**
- Students have access to classroom libraries for independent reading
- Students have access to classroom libraries or computers for student research projects

#### OUTPUTS

**Curricular Implementation**

**Teachers:**
- Teach the lessons as written
- Engage in adequate lesson preparation
- Schedule adequate time to teach lessons as designed
- Teach all the units
- Administer the performance tasks

**Student Assessment Data**

**Teachers:**
- Keep student records and conference notes (reading, writing, placement)
- Collect and analyze student work
- Administer mastery and end-of-unit assessments

**Embedded Professional Learning Supports**
- Facilitation tips
- Professional development videos
- *Implementation Handbook*
- *Teacher Learning System*

**Classroom Activities and Artifacts**
- Daily reading (IDR) time/daily writing time
- Partner work
- *Handwriting Notebook* and *Word Study Notebook*
- *Student Response Book*

#### OUTCOMES

**Teachers:**
- Deepen understanding and use of curriculum
- Deepen understanding of how to teach reading
- Become better observers of students
- Use formative and summative data to monitor and support students
- Ask open-ended questions about social and academic topics
- Increase expectations of students
- Value and trust the programs

**Literacy Outcomes**

**Students:**
- Apply decoding skills to grade-level text
- Read fluently at a grade-appropriate rate with prosody
- Increase range/difficulty in types of books read
- Identify as reader/writer
- Increase self-efficacy as reader/writer
- Use comprehension strategies independently
- Increase time spent, volume, and quality of reading and writing

**Social/Behavioral Outcomes During the Literacy Block**

**Students:**
- Collaborate well with others
- Develop increased compassion, empathy
- Prompt fewer behavior referrals
- Reflect on their own behavior, are metacognitive about their behavior

#### Short-Term

**Activities and Participation**

**Teachers:**
- Deepen understanding and use of curriculum
- Deepen understanding of how to teach reading
- Become better observers of students
- Use formative and summative data to monitor and support students
- Ask open-ended questions about social and academic topics
- Increase expectations of students
- Value and trust the programs

**Literacy Outcomes**

**Students:**
- Show increased proficiency in standardized measures of reading
- Read and understand grade-appropriate text
- Reflect on their own thinking, become metacognitive about their learning
- Increase their participation in a discourse community (student-to-student talk); improve their speaking and listening skills

**Social/Behavioral Outcomes**

**Students:**
- Collaborate well with others
- Develop increased compassion, empathy
- Prompt fewer behavior referrals
- Reflect on their own behavior, are metacognitive about their behavior

#### Short-to Mid-Term (1–2 years)

**Literacy Outcomes**

**Students:**
- Show increased proficiency in standardized measures of reading
- Read and understand grade-appropriate text
- Reflect on their own thinking, become metacognitive about their learning
- Increase their participation in a discourse community (student-to-student talk); improve their speaking and listening skills

**Social/Behavioral Outcomes**

**Students:**
- Collaborate well with others
- Develop increased compassion, empathy
- Prompt fewer behavior referrals
- Reflect on their own behavior, are metacognitive about their behavior

#### Long-Term (2–3 years)

**Literacy Outcomes**

**Students:**
- Show increased proficiency in standardized measures of reading
- Read and understand grade-appropriate text
- Reflect on their own thinking, become metacognitive about their learning
- Increase their participation in a discourse community (student-to-student talk); improve their speaking and listening skills

**Social/Behavioral Outcomes**

**Students:**
- Collaborate well with others
- Develop increased compassion, empathy
- Prompt fewer behavior referrals
- Reflect on their own behavior, are metacognitive about their behavior