Making Meaning® with Book Clubs 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, placement)
    - Collect and analyze student work
    - Administer assessments

- **Embedded Professional Learning Supports**
  - Facilitation tips
  - Professional development videos
  - Assessment Resource Book
  - Online course

- **Classroom Activities and Artifacts**
  - Daily reading (IDR) time
  - Partner work
  - Student Response Book
  - Reading logs

**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
  - Increase self-efficacy as reader
  - Use comprehension strategies independently
  - Increase time spent, volume, and quality of reading

- **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

- **Long-Term (2–3 years)**
  - Collaborate well with others
  - Develop increased compassion, empathy
  - Prompt fewer behavior referrals
  - Reflect on their own behavior, are metacognitive about their behavior

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