Scholastic W.O.R.D. Logic Model

Problem Statement: Provide students with a developmentally appropriate and personalized program to build vocabulary and knowledge

Underlying Conditions: Students consistently and regularly use Scholastic W.O.R.D.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	
			SHORT-TERM	**LONG-TERM**
Scholastic W.O.R.D. is a knowledge building program focused on 2,500 morphological word families that comprise 90% of words students will encounter in texts in K–12. Through engaging activities W.O.R.D.: - Personalizes learning; - Exposes students to words and word meanings through topically based fiction and nonfiction passages; - Teaches multiple meanings of words and clustering of related words and meanings; - Teaches, repeats, and reinforces word meanings, content, themes, and structures; and - Provides opportunities to practice newly acquired skills. Additional instructional materials and data are available for teachers to reinforce vocabulary and knowledge.	Teachers use W.O.R.D. to: - Support student use by incorporating independent learning regularly and consistently 3x/week for 20 minutes/session into their weekly instructional practice; and - Access student reports to monitor real-time usage, proficiency, and vocabulary activities. Students use W.O.R.D. to: - Receive personalized instruction 3x/week for 20 minutes/session; - Build vocabulary and knowledge through exposure to high-utility words and their meanings in multiple contexts encouraging deep comprehension; and - Build vocabulary and knowledge through a purposeful learning cycle (learning high-utility words in context of fiction and nonfiction passages, sorting words into megaclusters, vocabulary activities, and free choice).	Teachers incorporate program to: - Use progress reports to gain insight of students' vocabulary proficiency and monitor usage; - Supplement classroom instruction; and - Use reports to inform and/ or differentiate classroom instruction. Students have opportunity to: - Gain access to a personalized learning environment that maintains interest and engagement; - Receive additional practice and reinforcement of learning concepts; - Access fiction and nonfiction text; - Exposed to high-utility words; - Engage with audio narration with text highlighting to provide diverse readers different entry point to literacy; - Acquire semantic and morphological knowledge of 2,500 word families and high-utility words; and - Practice newly acquired knowledge and skills.	Teachers: - Adjust their classroom instruction in real time by using data on students' reports to differentiate instruction; and - Adjust classroom instruction using data on students' skill development to assess and group students. Students: - Develop richer and deeper understanding of word meanings and multiple meanings of words in context of fiction and nonfiction text across subjects; - Increase ability to identify relationships between words; and - Increase ability to comprehend the meaning of text.	Teachers strengthen teaching practices in building vocabulary and knowledge and using data to support ELA instruction; and increase content knowledge of supporting student growth in vocabulary and reading comprehension. Students exhibit increased vocabulary and word knowledge and ELA achievement; and increase enjoyment of reading.

RESEARCH & VALIDATION