

# 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
<p>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.:</p> <ul style="list-style-type: none"> <li>- Personalizes learning;</li> <li>- Exposes students to words and word meanings through topically based fiction and nonfiction passages;</li> <li>- Teaches multiple meanings of words and clustering of related words and meanings;</li> <li>- Teaches, repeats, and reinforces word meanings, content, themes, and structures; and</li> <li>- Provides opportunities to practice newly acquired skills.</li> </ul> <p>Additional instructional materials and data are available for teachers to reinforce vocabulary and knowledge.</p>	<p><b>Teachers use W.O.R.D. to:</b></p> <ul style="list-style-type: none"> <li>- Support student use by incorporating independent learning regularly and consistently 3x/week for 20 minutes/session into their weekly instructional practice; and</li> <li>- Access student reports to monitor real-time usage, proficiency, and vocabulary activities.</li> </ul> <p><b>Students use W.O.R.D. to:</b></p> <ul style="list-style-type: none"> <li>- Receive personalized instruction 3x/week for 20 minutes/session;</li> <li>- Build vocabulary and knowledge through exposure to high-utility words and their meanings in multiple contexts encouraging deep comprehension; and</li> <li>- 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).</li> </ul>	<p><b>Teachers incorporate program to:</b></p> <ul style="list-style-type: none"> <li>- Use progress reports to gain insight of students' vocabulary proficiency and monitor usage;</li> <li>- Supplement classroom instruction; and</li> <li>- Use reports to inform and/or differentiate classroom instruction.</li> </ul> <p><b>Students have opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Gain access to a personalized learning environment that maintains interest and engagement;</li> <li>- Receive additional practice and reinforcement of learning concepts;</li> <li>- Access fiction and nonfiction text;</li> <li>- Exposed to high-utility words;</li> <li>- Engage with audio narration with text highlighting to provide diverse readers different entry point to literacy;</li> <li>- Acquire semantic and morphological knowledge of 2,500 word families and high-utility words; and</li> <li>- Practice newly acquired knowledge and skills.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Adjust their classroom instruction in real time by using data on students' reports to differentiate instruction; and</li> <li>- Adjust classroom instruction using data on students' skill development to assess and group students.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Develop richer and deeper understanding of word meanings and multiple meanings of words in context of fiction and nonfiction text across subjects;</li> <li>- Increase ability to identify relationships between words; and</li> <li>- Increase ability to comprehend the meaning of text.</li> </ul>	<p>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.</p> <p>Students exhibit increased vocabulary and word knowledge and ELA achievement; and increase enjoyment of reading.</p>