Logic Model

OUTCOME ROADMAP

Logic Model for DynaMax Decodables

Reading is a complex skill that involves recognizing letters and sounds, connecting them to meaning, and using this knowledge to understand the text. For many students, this process can be challenging. Research supports using decodable books—carefully structured texts that use specific letter-sound patterns aligned with the phonics skills students have recently learned or previously mastered—to enhance reading instruction. Decodable texts allow students to apply their decoding skills, build confidence, and ensure that what they learn in phonics instruction transfers to actual reading success. Decodables are most effective when they are instructive, comprehensible, and engaging.

Research shows that decodable texts support the development of decoding, spelling, fluency, and comprehension skills (Ehri, 2005; Rupley, 2009; Mesmer, 2005; Beverly et al., 2009). These texts promote reading independence and strengthen foundational skills by reinforcing phonics patterns and providing repeated practice. As students become more proficient, instruction should gradually move to more complex texts that introduce new vocabulary, richer language, and more challenging content. This shift helps expand students' background knowledge and supports comprehension across various subject areas (Adams, 2009; Harmon & Wood, 2018; Allor et al., 2022).

DynaMax Decodables are 80% decodable, meaning 80% of the words feature phonics skills students have been taught. The remaining 20% consists of high-frequency words and carefully selected story words that students have learned. DynaMax Decodables' logic model shows a clear roadmap for improving outcomes, reflecting our commitment to providing essential resources for successful implementation.

Resources/Input

- Grades K-2 decodable readers and teacher cards.
- Digital and print.
- Built on a systematic and cumulative phonics scope and sequence, knowledge strands, and topics.
- 80% Decodable, 100% accountable by reinforcing high-frequency words & pre-taught story words in context.
- 50/50 fiction/nonfiction.

Activities

- Teachers integrate DynaMax Decodables into whole-group, small-group, and independent practice activities.
- Teachers connect phonemic awareness, phonics, fluency, vocabulary, and writing instruction while using DynaMax Decodables.
- Additional knowledge-building activities across science, social studies, and literature topics.
- Teachers use both fiction and nonfiction texts to build student literacy skills.
- Students complete written and oral activities.

Outputs

- Students read and interact with high-interest DynaMax texts (fiction and nonfiction).
- Teachers implement systematic lessons connecting phonics, comprehension, and writing.
- Students engage in cross-disciplinary lessons that build knowledge across subjects.
- Students demonstrate comprehension.

Short-Term Outcomes

- More consistent school-level early literacy instruction.
- Increased understanding of sound-spelling relationships.
- Increased understanding of word patterns and structures.
- Increased accuracy and automaticity in word recognition.
- Increased student enjoyment in words and reading.
- Increased individualized instruction.

Long-Term Outcomes

- Teachers enhance their expertise with early literacy instruction.
- Improved student phonemic awareness, decoding, word recognition, vocabulary, comprehension, and writing skills.
- Increased percentage of students reading at grade level.
- Increased confidence in reading abilities.
- Increased motivation to read.

**Citations available on the digital version*

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