Logic Model for *Steps to Advance Intervention Solutions*

Problem: Core program users need an intervention program that is linked to the learning goals of their core program and supports students who reading two grade levels below in accessing, comprehending, and reading complex texts; building content knowledge and vocabulary; and achieving grade-level standards.

Resources	Activities	Outputs	Outcomes
Steps to Advance provides teacher guidance and materials for 3-week units for students in Grades 2–6 including: • Consumable Student Books that provide students with the opportunity to annotate and engage with content-rich, authentic texts at three reading levels designed to scaffold students to grade-level complex texts while building background knowledge • Vocabulary Cards (120 per grade) with an Act, Find, Talk, and Notice instructional routine, quick vocabulary review, and activities to extend vocabulary knowledge • Teacher's Guides that provide a clear, consistent, and effective approach to vocabulary and comprehension instruction, building background knowledge in the process • Program Guide that offers teachers an overview of the program skills and strategies • Assessment, including unit assessments and progress-monitoring assessments, that contain item types reflecting national exams and provide teachers with progress-monitoring opportunities throughout the year; assessments also available online *Technology* • Videos to introduce each unit • E-books for *Steps to Advance* with audio • Online assessments *Professional Development* • Product implementation • Follow-up product implementation in-service • Embedded support - Reinforcing positive behaviors - Integrated ELD support - Social-emotional learning	Activities occur during the 3-week unit with the goal of vocabulary development focusing on building background knowledge, applying priority skills to support comprehension, and accessing grade-level complex texts. • Day 1: Introduce the Lesson to Build Background / Read Core Text: Students are introduced to words in the Core Text Read-Aloud. • Day 2: Build Vocabulary / Read the Vocabulary Practice Text and Extend Vocabulary Knowledge: Words are taught explicitly and students read them in the Vocabulary Practice Text, providing scaffolding at a lower reading level. Rich vocabulary and language scaffolds support Tier 2 and Tier 3 words. • Day 3: Read the Amplified Text / Interpret Information Presented Visually: Students use the vocabulary words during listening, speaking, and writing activities. • Day 4: Extend Vocabulary / Reread Amplified Text / Identify and Describe Problems and Solutions (Week 1) and Use Context Clues to Determine the Meaning of Words and Phrases (Weeks 2 and 3) • Day 5: Review Vocabulary, Skills, and Knowledge (Weeks 1 & 2) / Unit Wrap-Up: Demonstrate Knowledge (Week 3) Home–School Connection: Families become involved by supporting daily instruction at home using the take-home letters and activities for each unit. The information in the letters and the suggested activities reinforce instruction and foster oral language and cognitive development. Weekly assessments are provided to help monitor progress on Day 5. Digital only, with a printable option for administering. Optional audio for all assessments is available.	For students, outputs include: • Accessing the three levels of text that scaffold students to on-grade-level text and, through productive struggle with appropriate scaffolding, completing the activities successfully as demonstrated by daily work and assessments For teachers, outputs include: • Seeing progress being made by a student and using the tools available to determine and alter what needs to change • Knowing how the flexibility of the program allows the teachers to meet student needs • Enjoying and using the materials to help students succeed	Short-term Students demonstrate proficiency on assessments within the program, allowing them to access grade-level materials (indicating standards and skills for the current grade have been learned). Midterm Students increase their knowledge of all areas of literacy instruction across each school year, completing Grade 6 reading and writing at or above grade level. Long-term The foundations of literacy instruction, established during the elementary school year, provides the framework for successfully completing coursework in middle and high school, leading to success in chosen career or college.