

Logic Model for *Express! Asset-Based Access to English*

Problem: Provide an asset-based program for students in U.S. schools that provides instruction specifically dedicated to developing English language proficiency.

Resources	Activities	Outputs	Outcomes
<p>Implementations</p> <p><i>Express!</i> is a comprehensive English language development program that can be used to support students in need of designated ELD instruction in addition to integrated ELD found in core materials. The program is aligned to the knowledge strands found in <i>Benchmark Advance</i> but can be used as a stand-alone program for mainstream English or Structured English Immersion classrooms, Intervention classrooms, pull-out or push-in models, or before- or after-school programs. <i>Express!</i> could be taught by teachers, specialists, and paraprofessionals.</p> <p>Teacher Components</p> <ul style="list-style-type: none"> • Program Guide supports implementation. • Teacher's Resource System (print and digital) includes instruction for 10 units/30 weeks of instruction. • Vocabulary Cards (print and digital) build vocabulary and promote meaning. • Unit Videos (digital only) are used to introduce each unit. • Unit Assessments and three Interim Assessments; formative assessment is embedded within the instruction. • Home Connection Activities (digital only) are translated into five languages, with home connection activities. • Professional Learning Video (digital only) supports implementation. • Multilingual Glossary (digital only) connects vocabulary across twelve world languages. • Advancing Foundational Skills for English Language Learners supports foundational skills 2-6 • Think Speak Listen Bookmarks K-1 support speaking and listening and foundational skills. • Think Speak Listen Flip Books 2-6 support speaking, listening, and foundational skills. <p>Student Components</p> <ul style="list-style-type: none"> • 2-Volume Consumable Student Book (print and digital) • Sing, Swing & Learn Songs K-2 (digital only) • Home Connection Activities (digital only) • Multilingual Glossary (digital only) 	<p>Activities occur during the 3-week unit with the goal of English language development that focuses on "how English works" while building background knowledge and skills that support access to complex grade-level text.</p> <p>Gr. K-1 My Language Buddy</p> <ul style="list-style-type: none"> • Lessons 1 and 2: Introduce the Unit/Analyze the Essential Question • Lessons 3 and 4: Shared Reading—Important Words to Know/Shared Reading • Lessons 5 and 6: Foundational Skills/Speech Function • Lessons 7 and 8: Preview Read-Aloud/Read-Aloud • Lessons 9 and 10: Language Comprehension/Retell <p>Gr. 2 My Language Companion</p> <ul style="list-style-type: none"> • Lessons 1 and 2: Introduce the Unit/Analyze the Essential Question • Lessons 3 and 4: Important Words to Know/Amplified Text • Lessons 5 and 6: Comprehension/Foundational Skills • Lessons 7 and 8: Speech Function/Language Structure • Lessons 9 and 10: Language Structure/Summarize/Write <p>Gr. 3-6 My Language Companion</p> <ul style="list-style-type: none"> • Lessons 1 and 2: Introduce the Unit/Analyze the Essential Question • Lessons 3 and 4: Important Words to Know/Amplified Text • Lessons 5 and 6: Comprehension/Critical Thinking • Lessons 7 and 8: Language Structure/Summarize • Lessons 9 and 10: Summarize/Language Structure/Write <p>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.</p> <p>Unit assessments are provided to measure student achievement relative to each unit's instructional goals and assess students' language development across four domains: Listening, Reading, Speaking, and Writing.</p>	<p>For students, outputs include:</p> <ul style="list-style-type: none"> • Making progress with English language development across four language domains (Listening, Speaking, Reading, and Writing) to achieve the language demands needed to access grade-level complex text • Becoming agents of their own learning by and regarding themselves as being good readers and writers, with the understanding that the development of English and their home language is an asset <p>For teachers, outputs include:</p> <ul style="list-style-type: none"> • Using the program's targeted alignment along with strategic scaffolding to ensure access to grade-level core curriculum • Understanding that teaching students "How English Works" is a critical element for language proficiency • Enjoying the materials and using the materials to help students succeed • Understanding effective scaffolding strategies and routines to help students stretch and grow 	<p>Short-term</p> <p>Students demonstrate proficiency on assessments based on instruction within the program, enabling them to develop content knowledge and academic English.</p> <p>Midterm</p> <p>Students increase their cognitive, linguistic, and content knowledge to successfully negotiate meaning in English in all content areas.</p> <p>Long-term</p> <p>The foundations of English language development established during the instruction of <i>Express! Asset-Based Access to English</i> provide a framework for successfully continuing mainstream academic pathways through middle school and high school, leading to success in chosen careers or college.</p>