

Imagine Learning EL Education Logic Model

Imagine Learning EL Education is a comprehensive, digital-first, standards-based K–8 core language arts program that engages teachers and diverse learners through compelling, real-world content. This content-based curriculum focuses on equity, emphasizes social and emotional learning, and engages students with rich, complex text designed to build deeper literacy skills. Each grade level includes four, eight to nine week modules to help students build content knowledge based on a compelling topic related to science, social studies, or literature.

The following logic model provides a conceptual model of how Imagine Learning EL Education is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program Inputs

IMAGINE LEARNING EL EDUCATION

- Blended use model including interactive digital and print materials that allow for differentiated instruction with point-of-use resources.
- An engaging digital student experience that allows students to participate in whole-group instruction, small-group instruction, independent work, and digital assignments.
- Consistent structure across modules, units, and lessons to reduce cognitive load for students and teachers. Every grade has four modules. Each content-rich module consists of three units, which is composed of lessons that follow the same structure (opening, work time, and closing). Each unit includes an end of unit assessment and final performance task for grades K-8, as well as a mid-unit assessment for grades 3–8.
- Rich, authentic central texts make up the required and recommended reading that enables students to develop comprehension skills while they dive deep into several topics, content areas, and disciplines.
- Flexible and customizable lesson plans.
- Live Learn feature available for synchronous virtual instruction for the whole class with the option to assign asynchronous materials. While in Live Learn, real time data is available to inform instructional moves.

- Range of formative and summative assessments.
- Standards driven reporting available for summative assessments within data dashboard.
- English learner supports in each Unit Overview and in the Meeting Students' Needs sections of the lesson narratives and teaching notes.

IMAGINE LEARNING

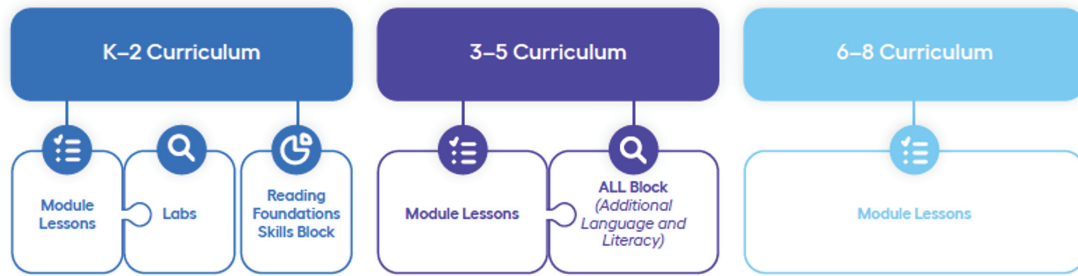
- Onboarding and implementation support.
- Professional learning for teachers and administrators.
 - Imagine Learning platform training
 - Imagine Learning EL Education curriculum training
- Customer support to troubleshoot issues.

DISTRICT

- Networked devices with proper memory, media appliances, headsets, trade books and print materials.
- Adequate classroom or lab space.
- Online access to Imagine Learning EL Education and appropriate bandwidth to support use.
- School or district implementation plan and learning goals.

Classroom Activities

EL Education Content Based Language Arts Curriculum



STUDENT ACTIVITIES

- Students in all grades complete four modules across the school year. Each module includes three units with each unit spanning approximately 2–2.5 weeks. Module lessons include 60 minutes of daily instruction and explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language standards.
- Students in all grades complete the end of unit assessments and a final performance task. Grades 3–8 students complete a mid-unit assessment.
- For Grades K–2, optional labs provide opportunities to help reinforce skills, content knowledge, and habits of character through hands-on exploration and inquiry for up to 60 minutes of additional daily instruction.
- For Grades K–2, the Reading Foundations Skills Block provides an additional 60 minutes of daily reading foundations instruction including phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- For Grades 3–5, the Additional Language and Literacy (ALL) block provides an additional 60 minutes of literacy and language practice, reinforcing the skills taught in the module lessons.

TEACHER ACTIVITIES

- Teachers complete PD ILC Getting Started Parts 1 and 2.
- Teachers complete EL Education curriculum PD.
- Teachers use and (optionally) edit lesson plans and notes to design lessons for their classrooms.
- Teachers assign assessments and grade student work, either digitally or in print.
- For Grades K–2, teachers implement module lessons and skills block for two hours of instruction daily. Optionally implement labs for an additional hour daily.
- For Grades 3–5, teachers implement module lessons and ALL block for two hours of instruction daily.
- For Grades 6–8, teachers implement module lessons for an hour of daily instruction.
- Teachers use reports for continuous monitoring of student learning and intervene when students need differentiation.

Outputs

STUDENT OUTPUTS

- Student participation as reflected by number of activities and lessons completed.
- Student engagement as reflected by the completion of all activities in the student workbooks.
- Students demonstrate content mastery through the completion of all unit assessments and a final performance task.
- Students pass the course and are prepared for the content in the next grade level.

TEACHER OUTPUTS

- Teachers complete all professional development sessions and are prepared to implement Imagine Learning EL Education
- Teachers make informed differentiation of content taught to individual students or entire classes based on student performance on Imagine Learning EL Education activities and assessments
- Teachers monitor student data as needed.

Outcomes

SHORT-TERM

- Improved student engagement in classrooms as measured by progress through ELA activities and lessons and classroom behavior.
- Improved student literacy knowledge and skills as demonstrated by performance on formative and summative assessments.
- Improved student performance on state and district literacy tests.
- Accelerated improvement of student literacy knowledge and skills particularly for subgroups of students including English language learners and economically disadvantaged students

LONG-TERM

- Improved student performance in later K-12 ELA classes and assessments.
- Improved student performance in later K-12 classes and assessments in other ELA dependent domains such as mathematics, social studies, and science.
- Increased confidence in ELA.