

Dragonfly Logic Model

Dragonfly is a comprehensive, digital-forward, standards-based K–5 core English language arts (ELA) program that engages teachers and diverse learners through compelling, real-world content. This content-based curriculum focuses on equity, emphasizes character development, and engages students with rich, complex text designed to build deeper literacy skills. Each grade level includes four modules divided into three 12–15 day units 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 Dragonfly is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program

Dragonfly

- Blended use core ELA solution including interactive and engaging digital and print materials that allow for differentiated instruction with point-of-use resources
- Consistent structure across Knowledge-Building (K–5), Foundational Skills (K–2), and Advanced Foundational Skills (3–5) modules, units, and lessons to increase student ownership of their own learning by providing predictable routines and opportunities for goal setting and reflection. Consistent structure also reduces the cognitive load for teachers by improving ease of content internalization and planning, which results in more fluent lesson delivery.
- Knowledge-Building
 - Students read multiple high-quality, complex texts on the same topic to build deep content knowledge about the world. Reading, writing, speaking, and listening are all taught through engagement with content-rich texts. Topics are intentionally sequenced so students can build on what they've learned over time
 - Habits of Character are embedded throughout the curriculum to foster students' development of ethical and effective habits such as respect, responsibility, and perseverance. Aligned with the unit's task and learning mindsets, Habits of Character are reinforced across all grade levels to promote coherence and long-term character development
- Foundational Skills
 - Students learn and practice essential early literacy skills such as phonological awareness, decoding, and sight recognition of familiar words
 - Equitable, whole group instruction on grade level content and small group instruction providing opportunities for differentiated learning activities
- Integrated supports for English learners embedded throughout the curriculum reflecting a commitment to equitable access and culturally responsive teaching
- Unit and Benchmark assessments available via Dragonfly; screening and diagnostic assessments available through Imagine+ Assessment

Imagine Learning

- Onboarding and implementation support
- Professional learning for teachers and administrators
 - Imagine Learning platform training
 - Dragonfly curriculum training
- Customer support to troubleshoot issues
- In product Help Center for Self Service needs

District

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

Classroom Activities

Student Activities

- All Students
 - Students engage in Knowledge-Building instruction across four modules per year, each comprised of three units spanning 12–15 days. Within each unit, students complete up to 15 lessons, a Mid-Unit Check, End-of-Unit Assessment, and a final Performance Task.
 - Knowledge-building lessons include 60 minutes of daily core Tier 1 instruction following a consistent structure: Ignite, Connect, Apply, Reflect, including integrated reading and writing instruction, embedded vocabulary, and explicit skill development.
- Grades K–2
 - In addition to Knowledge-Building modules, students complete four Foundational Skills modules per year. Within each unit, students build foundational reading skills including phonological awareness, decoding, and encoding using decodable readers and aligned decodable book routines.
 - Foundational Skills lessons include 15–20 minutes of whole-group instruction and approximately 40–45 minutes of small-group differentiated instruction. Whole-group lessons follow a consistent structure: Drill, Opening, Work Time, Reflect.
 - Close Read Aloud lessons scaffold access to complex texts and develop comprehension through structured rereading, oral language, and discussion.
- Grades 3–5
 - In addition to Knowledge-Building modules, students complete four Advanced Foundational Skills modules per year to address and deepen advanced foundational skills aligned to grade-level standards, with continued support in phonics, morphology, fluency, and encoding.

Teacher Activities

- Teachers complete Getting Started professional learning focused on the Dragonfly print and digital resources.
- Teachers complete Dragonfly professional learning designed to support continued fluency of the Dragonfly curriculum and resources.
- Teachers use lesson plans, complete with teaching notes, helpful scripts, as well as differentiation for their classrooms.
- Teachers assign assessments and grade student work, either digitally or in print.
- For Grades K–2, teachers implement Knowledge-Building and Foundational Skills lessons for a total of two hours of instruction daily.
- For Grades 3–5, teachers implement Knowledge-Building and Advanced Foundational Skills lessons for two hours of instruction daily.
- Teachers use Dragonfly digital reports for continuous monitoring of student learning and intervening when students need differentiation.

Outputs

Student Outputs

- Student participation is reflected by the number of Knowledge-Building and Foundational Skills lessons completed.
- Student writing artifacts including daily written responses and extended writing projects.
- Students engage in targeted sentence practice using the “Sentence Studio” routine (disassemble, reassemble, practice) to build syntactic awareness.
- Students demonstrate content mastery through the completion of all unit assessments and final Performance Tasks.

Teacher Outputs

- Teachers complete all professional learning sessions and are prepared to implement Dragonfly.
- Teachers maintain consistent pacing through the curriculum by delivering all instruction and activities within recommended periods.
- Teachers monitor student data to make informed instructional decisions including differentiation of content for individual students or entire classes based on student performance of Dragonfly activities and assessments.
- Teachers analyze student writing, provide formative feedback, and document these artifacts to support ongoing revision and writing growth.

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.
- Increased student vocabulary acquisition, including academic and domain-specific vocabulary.
- Improved student writing proficiency, including sentence-level fluency, syntax, and structure.

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.
- Increased student ability to synthesize and apply knowledge across disciplines.
- Sustained student engagement and self-direction in ELA.