



PASSPORT READING  
**JOURNEYS**

NOW WITH UPDATED CONTENT

AVAILABLE IN eBooks

**BUILDS ENGAGED,  
MOTIVATED READERS WITH  
HIGH-INTEREST CONTENT**



VOYAGER SOPRIS  
LEARNING™

## WITH PASSPORT READING JOURNEYS, STUDENTS READ CLOSELY AND INDEPENDENTLY

*Passport Reading Journeys™ (PRJ)* with Updated Content is an engaging literacy solution for middle and high school students reading below grade level. The research-validated reading intervention uses a blended approach with **real-world, relevant, captivating content and motivating technology components that support and enhance instruction.**

FEATURES	RELATED BENEFITS
Engaging video segments moderated by peers	<b>MOTIVATE</b> students to participate in lessons and build background knowledge.
Interactive, student-centered online technology components	<b>PREPARE</b> students for high-stakes exams and engage them in online literacy activities.
Age-appropriate, high-interest content and instruction	<b>ENGAGE</b> students while building reading skills and closing the achievement gap.
Students and teachers can highlight, annotate, write, and bookmark digital materials	<b>INTEGRATE</b> collaborative learning opportunities, immediate feedback, and student self-monitoring using multiple devices anytime, anywhere.
Reading activities focused on career and real-world learning	<b>INSPIRE</b> students to focus on college and career.

### Who Needs *Passport Reading Journeys*?

- Students in grades 6–12 who are reading one to three years below grade level
- Students with varied needs, including English language learners



## PASSPORT READING JOURNEYS STUDENTS GET PRACTICE IN KEY LITERACY STRANDS

PRJ with Updated Content provides sequenced skills, immediate feedback, and opportunities for focused review and guided practice through engaging, high-interest reading Expeditions. The topics motivate students to read more complex content, moving them to grade-level reading comprehension.

In every expedition, students focus on:

- Word study
- Informational and literary text
- Writing
- Fluency
- Vocabulary and comprehension
- Content-area reading

## Timeless Topics. Captivating Content. Growth to Grade-Level Reading.

Each level of PRJ includes a two-week, 10-lesson expedition format that utilizes content-rich, high-interest science, math, fine art, literature, and social studies topics to teach literacy.



## PRJ CONSISTENTLY DELIVERS SUSTAINED RESULTS ACROSS THE YEARS

The following data are from a system-wide analysis of students receiving *PRJ* instruction during a six-year cohort period (2006–07 through 2011–12). This analysis included students from 42 states and 337 districts in grades 6–9. With this amount of Lexile growth, students are increasing their academic vocabulary, reading increasingly complex texts, and increasing domain knowledge.

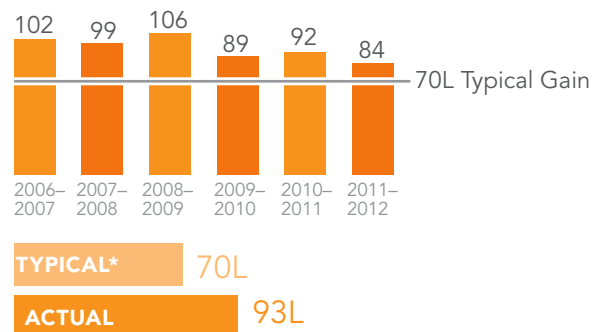
# 93L

Average Lexile Gain Across  
6<sup>th</sup> Grade Students (n=36,591)  
*PRJ* Beginnings

BEGINNING OF YEAR  
560L

END OF YEAR  
653L

### Lexile Gain for 6<sup>th</sup> Grade:



# 108L

Average Lexile Gain Across  
7<sup>th</sup> Grade Students (n=42,264)  
*PRJ* Level I

BEGINNING OF YEAR  
598L

END OF YEAR  
706L

### Lexile Gain for 7<sup>th</sup> Grade:



Reading is the nucleus of everything—of science, of social studies, and of reading itself. It just encompasses so much. With *Passport Reading Journeys*, students forget that they're learning, so the motivation is very high. I truly believe this program will help many children become adults with greater opportunities.

—Leslie Sanchez, Reading/Language Arts Teacher  
Doral Academy Preparatory School, Miami-Dade, Florida



The greatest strength of *Passport Reading Journeys* is that it encapsulates key content areas into the program, from recognizing the need to engage teens in the learning process to scaffolding instruction.

—Dr. Donald Deshler, Director of the Center for Reading and Learning  
University of Kansas

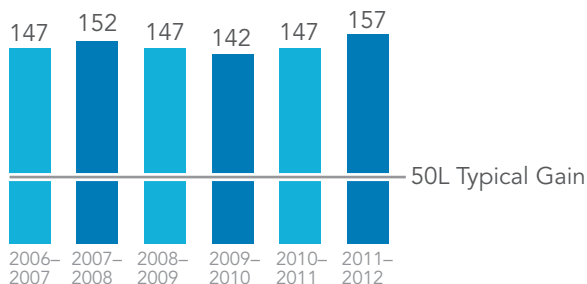
# 150L

Average Lexile Gain Across  
8<sup>th</sup> Grade Students (n=35,175)  
PRJ Level II

BEGINNING OF YEAR  
664L

END OF YEAR  
814L

## Lexile Gain for 8<sup>th</sup> Grade:



TYPICAL\* 50L

ACTUAL 150L

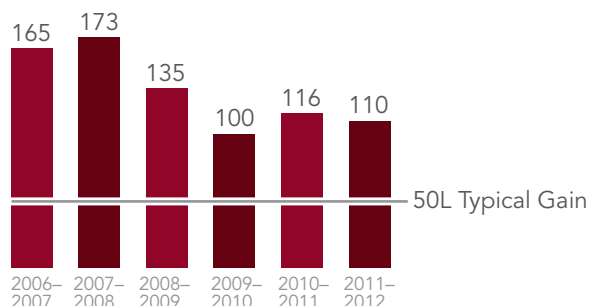
# 127L

Average Lexile Gain Across  
9<sup>th</sup> Grade Students (n=9,551)  
PRJ Level III

BEGINNING OF YEAR  
702L

END OF YEAR  
829L

## Lexile Gain for 9<sup>th</sup> Grade:



TYPICAL\* 50L

ACTUAL 127L

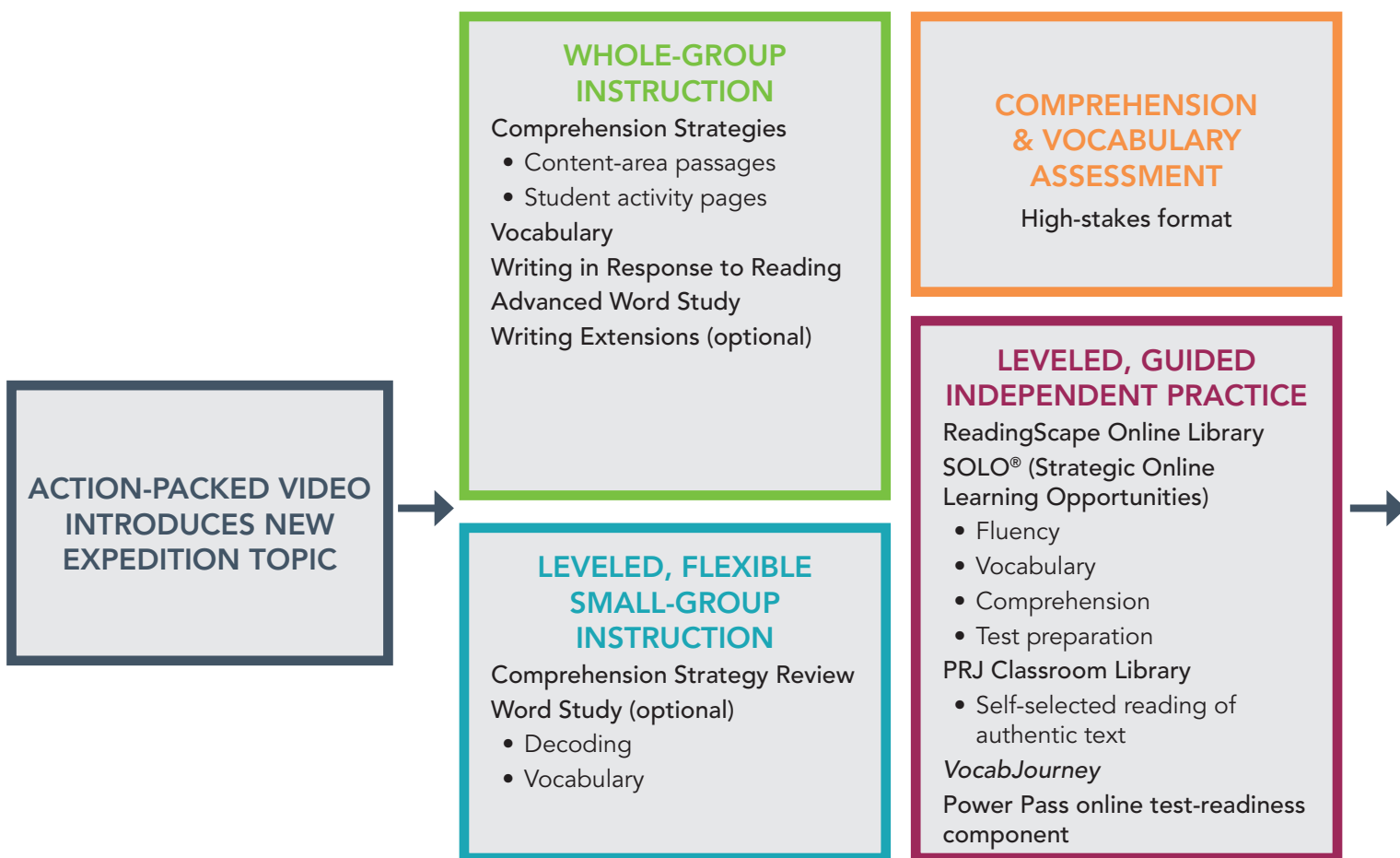
\*According to MetaMetrics®, the typical Lexile gain for 50th percentile students in grades 6 and 7 is approximately 70 Lexiles per year. Typical gain for students in grades 8 and 9 is 50 Lexiles. Students below the 50th percentile must gain more than what is typical to close the achievement gap.

PASSPORT READING  
**JOURNEYS**  
NOW WITH UPDATED CONTENT

## ENGAGING, FLEXIBLE INSTRUCTIONAL APPROACH

The emphasis of the explicit, systematic instruction is on advanced word study, fluency, vocabulary, and comprehension. Lessons consist of whole group instruction, independent reading and technology-based practice, and collaborative student- and teacher-directed small-group instruction.

### Components of Instruction/Expedition





### Each Expedition includes:

- Motivating, repeated instructional routines that build on skills
- Teacher modeling that promotes the “I do, we do, you do” instructional method to guide students to independence
- Integration of content-area texts in reading instruction for transference of knowledge
- Extensive vocabulary and comprehension instruction with multiple exposures and repeated practice
- Writing lessons focusing on the traits of good writing

### Content is accessible for students, no matter their learning style:

- Graphic organizers for connecting ideas
- Visual representation of content and hands-on activities to meet varying student needs
- Multimedia supports that connect reading to students’ background knowledge
- Writing in response to reading and citing text evidence
- Self-paced, technology-based supports to customize and individualize instruction
- Career-based activities inspire students to imagine themselves in stimulating and rewarding jobs in the future

WRAP-UP VIDEO  
TO REVIEW AND  
CLOSE EXPEDITION



## CONSISTENT TWO-WEEK EXPEDITION DESIGN STREAMLINES INSTRUCTION FOR TEACHER AND STUDENTS






Each week, students spend five days in 50-minute lessons designed to improve fluency, build academic vocabulary, and analyze text.

### LESSONS 1 AND 2 READING SELECTION

LESSON 1	LESSON 2
<b>WHOLE GROUP</b>	<b>WHOLE GROUP</b>
<b>Advanced Word Study</b> <ul style="list-style-type: none"> <li>Foundational Skills: Phonic Element and Sight Words</li> </ul> <b>Before Reading</b> <ul style="list-style-type: none"> <li>Expedition Introduction with Video Segment</li> <li>Introduce Comprehension Strategy and Vocabulary</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Close Reading—Lesson 1 Passage</li> </ul> <b>After Reading</b> <ul style="list-style-type: none"> <li>Comprehension Check—Critical Understanding</li> </ul>	<b>Before Reading</b> <ul style="list-style-type: none"> <li>Review Lesson 1 Instruction</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Reread Lesson 1 Passage with evidence-based questioning</li> </ul> <b>After Reading</b> <ul style="list-style-type: none"> <li>Comprehension and Vocabulary Guided Practice</li> <li>Writing in Response to Reading</li> </ul>
	<b>INDEPENDENT PRACTICE</b>
	PRJ Library and ReadingScape
	<b>SMALL GROUP</b>
	Word Study

### LESSONS 3 AND 4 READING SELECTION

LESSON 3	LESSON 4
<b>WHOLE GROUP</b>	<b>WHOLE GROUP</b>
<b>Advanced Word Study</b> <ul style="list-style-type: none"> <li>Foundational Skills: Phonic Element and Sight Words</li> </ul> <b>Before Reading</b> <ul style="list-style-type: none"> <li>Introduce Comprehension Strategy and Vocabulary</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Close Reading—Lesson 3 Passage</li> </ul> <b>After Reading</b> <ul style="list-style-type: none"> <li>Comprehension Check—Critical Understanding</li> </ul>	<b>Before Reading</b> <ul style="list-style-type: none"> <li>Review Lesson 3 Instruction</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Reread Lesson 3 Passage with evidence-based questioning</li> </ul> <b>After Reading</b> <ul style="list-style-type: none"> <li>Comprehension and Vocabulary Guided Practice</li> <li>Writing in Response to Reading</li> </ul>
	<b>INDEPENDENT PRACTICE</b>
	PRJ Library and ReadingScape
	<b>SMALL GROUP</b>
	Word Study

LESSON 5	
INDEPENDENT PRACTICE	
 <b>Review, Extend, Assess</b> <ul style="list-style-type: none"> <li>Writing</li> <li>Online Opportunities</li> </ul>	   

\*Please note that this 10-lesson structure is designed for students who will be using a computer lab for SOLO, Power Pass, VocabJourney, and ReadingScape.



## LESSONS 6 AND 7 READING SELECTION

### LESSON 6

#### WHOLE GROUP

##### Advanced Word Study

- Foundational Skills: Phonic Elements

##### Before Reading

- Review Content with Video Segment
- Introduce Comprehension Strategy and Vocabulary

##### Reading

- Close Read—Lesson 6 Passage

##### After Reading

- Comprehension Check—Critical Understanding

### LESSON 7

#### WHOLE GROUP

##### Before Reading

- Review Lesson 6 Instruction

##### Reading

- Reread Lesson 6 Passage with evidence-based prompts

##### After Reading

- Comprehension and Vocabulary Guided Practice
- Writing in Response to Reading

#### INDEPENDENT PRACTICE

PRJ Library and ReadingScape

#### SMALL GROUP

Word Study

## LESSONS 8 AND 9 READING SELECTION

### LESSON 8

#### WHOLE GROUP

##### Advanced Word Study

- Foundational Skills: Spelling, Sight Words, Fluency Phrases

##### Before Reading

- Introduce Comprehension Strategy and Vocabulary

##### Reading

- Close Read—Lesson 8 Passage

##### After Reading

- Comprehension Check—Critical Understanding

### LESSON 9

#### WHOLE GROUP

##### Before Reading

- Review Lesson 8 Instruction
- Reread Lesson 8 Passage with evidence-based prompts
- Comprehension and Vocabulary Guided Practice
- Writing in Response to Reading

##### Expedition Wrap-Up

- Hands-On Content Review
- Wrap-Up Video Segment

#### ASSESSMENT

Comprehension and Vocabulary Assessment (New passage/High-stakes practice)

### LESSON 10

#### INDEPENDENT PRACTICE



##### Review, Extend, Assess

- Writing
- Online Opportunities
- Reteach and Assess



#### RETEACH

Procedures and activities for reteaching comprehension and vocabulary skills that have not been mastered

#### WRITING

Additional support in the fundamentals of writing, including teacher modeling, writing samples, evaluative criteria, guided practice, and independent practice

## STUDENTS READ AND COMPREHEND A BROAD RANGE OF INFORMATIONAL AND LITERARY TEXTS

### READING OPPORTUNITIES IN

#### Reading in Every Expedition

##### STUDENT ANTHOLOGY



Students in Level III focus on "Reading in the Real World" and "Exploring Careers"

Students read science and social studies Anthology selections and complete vocabulary and comprehension worksheets and practice writing in response to reading in the Student Book—print or eBook.

Available in **eBooks**

##### PASSPORT READING **JOURNEYS** NOW WITH UPDATED CONTENT

Library



Diverse collection of Lexile-leveled, award-winning novels and magazines for paired and independent reading



Strategic Online Learning Opportunities



- Passages at three Lexile levels that connect to the science and social studies Expedition topics
- Expedition hosts from PRJ video segments to guide students through all SOLO lessons
- Automated vocabulary and comprehension support
- Comprehension checks and immediate feedback



VocabJourney provides additional reading practice and application of vocabulary and content knowledge taught in PRJ.

See page 13

## PASSPORT READING JOURNEYS

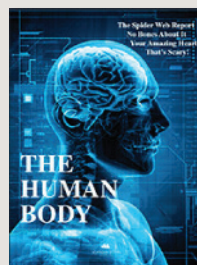
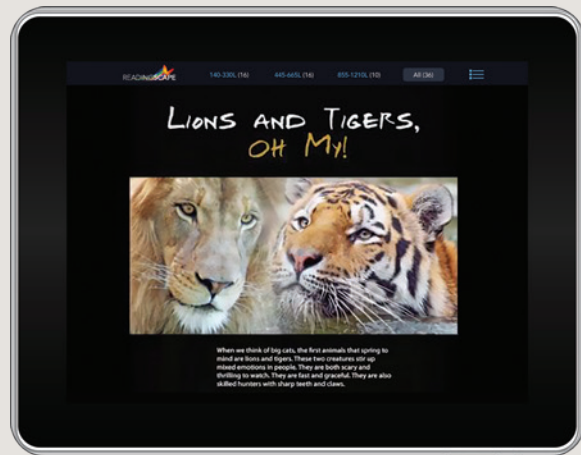
### Independent Reading

# READINGSCAPE

ReadingScape is a powerful online library of engaging text selections that students read independently, reinforcing instructional strategies that build content knowledge, boost reading stamina, and encourage reading for enjoyment.

ReadingScape has:

- An array of **literary and informational** selections
- A wide range of genres
- Topic-centric novellas, articles, short story collections, and poetry
- **Organization by Lexile range** so students can choose books at their reading ability and interest level
- Stunning photography, illustrations, and videos
- Exciting animations and engaging audio that **inspires students to read outside of class**



Visit [www.voyagersopris.com/prj](http://www.voyagersopris.com/prj)  
to take a video tour of ReadingScape.

## STUDENTS LEARN AND PRACTICE HIGH-FREQUENCY, ACADEMIC, AND CONTENT-AREA VOCABULARY

### Vocabulary in Every Expedition

Passport Reading Journeys addresses vocabulary using explicit instruction of word meanings and development of strategies to determine unknown words. A carefully planned sequence of vocabulary skills and multiple exposures of high-utility words is skillfully embedded within the passages, comprehension activities, and text discussions.

The **Comprehension and Vocabulary** section introduces students to the upcoming reading selection. Before students read, they make predictions, generate questions, and review strategies.

**EXPEDITION 3 • LESSON 3**

**Comprehension and Vocabulary**  
*Before Reading*

**15 MIN.**

- Have students turn to Anthology page 34. Remind students that to predict what the article is about, we skim titles, headings, illustrations, photographs, captions, and key words.
  - Call on students to read the title and headings of the article "Amazing Space." **What do these tell us about the article?** (It will be about the wonders of space and will have facts about the stars and planets.)
  - Ask students to read aloud the heading and the text within the chart with you. **What fact is surprising?** (Responses will vary.)
  - What do you predict the article will be about? (It will be about distances, stars, planets, and other amazing things in space.)

**Introduce Vocabulary**

- We will read some new words in today's article, "Amazing Space."
  - Write the vocabulary words on the board. Include Challenge Words to meet the needs of students who are advancing.
  - Read the words to students.
  - Call on individuals to read the words as you point to them.
  - Provide correction and feedback as needed.
- Have students write the words in the Vocabulary Log.
- Tell students that knowing the meanings of these words will help them better understand the article.
 

For each word:

  - Read the word with its definition and the sentence that follows.
  - Write the sentences on the board.
  - Call on students to use their own words to give the meaning and some examples of each vocabulary word.

**Vocabulary**

**surface**  
the outside part of something  
The surface of a tennis ball is fuzzy.

**absolutely**  
without a doubt  
I am absolutely sure that I set the alarm clock.

**vast**  
very, very large  
The Pacific Ocean is vast.

**unit**  
a standard amount by which things are measured  
An inch is a unit of measurement.

**orbit**  
the path one object takes as it moves around another  
The moon follows an orbit around Earth.

**organize**  
to group together  
The clothes in a local store display are organized by color.

**Challenge Words**

**Content Area • Science**  
**constellation**  
a group of stars that forms a pattern  
My favorite constellation is shaped like a crab.

**Content Area • Social Studies**  
**enslave**  
to take someone prisoner and claim to own them  
At one time it was legal to enslave people in the United States.

**Challenge Words** differentiate instruction and meet the needs of students who are advancing.

**Explicit vocabulary instruction** focuses on target words that students will encounter in the upcoming reading selection.

**RETEACH**

**Vocabulary**

- Write on the board the specific words that students have missed, along with a synonym web such as the one below. Then guide students in completing the graphic organizer for each of the words.
  - First, have students think of synonyms for the word. For example, the word *ground* might have the following synonyms: *earth, position, crushed, and base*.
  - Next, have students think of additional synonyms (*soil* as a synonym for *earth*, for example), and help them categorize these according to the different meanings of the words. Write the new synonyms in the outer oval that is connected to the word with the same meaning.

**2.** When students have completed the synonym maps, check comprehension by having them write in their own words the meaning of each vocabulary word.

**Graphic organizers** allow for specific vocabulary words to be retaught.

The **Vocabulary Log** in the Student Book can be used to enhance student retention of the targeted vocabulary words.



## Independent Vocabulary Practice

VocabJourney is the online adaptive-play program that supports word mastery. It allows students to individualize their own vocabulary needs related to the Expedition content and provides skill building and extra practice to help students understand, recognize, and make connections among words, with a focus on academic vocabulary. Students set individual goals, giving them control of text level and pacing.

The image displays four screenshots of the Vocab Journey website interface:

- Top Left:** The main login page. It features the Vocab Journey logo, a "Student Login" section with fields for Username and Password, and a "National Leader Board" table. The table lists students, schools, and scores. A "Word of the Day" section is also visible.
- Top Right:** A word card for the word "angle". It includes a definition, a picture of a person using a laser, and a "Build the word card by completing these activities" section.
- Bottom Left:** A game selection screen. It shows options for "WORD DROPS", "WORD CATCH", and "WORD JUMP". The "WORD DROPS" game is selected, and the goal is to type the word that matches the clue.
- Bottom Right:** A word list showing various words and their meanings. The words are arranged in a grid, and a "Learn!" button is at the bottom.

Visit [www.voyagersopris.com/vocabjourney](http://www.voyagersopris.com/vocabjourney) for a complimentary trial.

Expedition video segments, Online Opportunities, and the *Passport Reading Journeys Library* are summarized for a teacher preview.

## Expedition

# 3



- What makes some animals so frightening?
- Why do animals behave in certain ways?
- In what ways do people and animals threaten each other?

Literary and informational selections in the science, social studies, math, and fine arts content areas are listed for easy reference and preview.

### Video 3.1, 3.2

In this Expedition, the video segments survey the actions and motivations of various members of the animal kingdom, including wolves, apes, giant lizards, and sharks. They explore some of the reasons behind the “wild” behavior of these animals and encourage students to consider the feelings—and even thoughts—that many animals seem to have and use.

### Online Opportunities

Students have access to several online opportunities closely linked to the Expedition.



Applies previously taught strategies to content-related text available at various independent reading levels.



Offers individualized vocabulary practice to reinforce passage vocabulary or expand academic vocabulary relevant to comprehension.



### Passport Reading Journeys Library

Students may select from a diverse collection of Lexile-leveled literary and informational texts for partner and independent reading available in print and online.

## In This Expedition

### READINGS

**Lessons 1 and 2**  
Invasion of the Snow Monkeys

**Lessons 3 and 4**  
Giants of the Deep

**Lessons 6 and 7**  
The Komodo Dragon

**Lessons 8 and 9**  
Pot-Bellied Hero

**Lesson 9 Assessment**  
Africa's Deadly Snakes

### SKILLS

Dictionary Skills

Central Idea Strategy: W-I-N

- Identifying the Most Important *Who* or *What*
- Identifying the Most Important *Information*
- Stating the Central Idea in a Small *Number of Words*

Vocabulary and comprehension strategies are listed to demonstrate the priority skills students will learn in each Expedition.



In **Advanced Word Study** students are taught decoding strategies and the meanings of key prefixes and suffixes. Students then apply these strategies to multisyllabic words and sight words. Spelling and fluency support the phonics skills.

## Advanced Word Study

### Suffixes **-ion**, **-sion**, **-tion**

- Write **-ion** on the board. **This word part is a suffix. Remember, a suffix is a word part that occurs at the end of a word and often helps us understand the meaning of the word. The sounds for the suffix **-ion** are /yun/. Say the sounds for this suffix. (/yun/)** Write *rebellion* on the board. Underline the suffix **-ion**. **What are the sounds for this suffix? (/yun/)** **Use the sounds you know to read the rest of the word. (rebel[l])** **What is the word? (rebellion)** **Sometimes, the spellings of root words change when suffixes are added. The suffix **-ion** means “act of” or “the state or quality of.” One meaning of *rebellion* is “the act of rebelling or resisting something.”** Have students turn to page E3, Lesson 1 in the back of the Student Book. Direct them to line 1 in the first box. **What is the underlined suffix in the first word? (-ion)** **Read the rest of the word. (mill)** **What is the word? (million)** Repeat with the remaining words. Call on individuals to read the words in random order. Ask students to tell the meanings of the words based on the meaning of the suffix.
- Write **-sion** and **-tion** on the board. **These word parts are suffixes. The sounds for the suffixes **-sion** and **-tion** are /shun/. Say the sounds for these suffixes. (/shun/)** Write *impression* and *rejection* on the board. Underline the suffixes **-sion** and **-tion**. **What are the sounds for these suffixes? (/shun/)** **Use the sounds you know to read the rest of the words. (impres[s], rejec[t])** **Remember, sometimes the spellings of root words change when suffixes are added. The suffixes **-sion** and **-tion** mean “act of” or “the state or quality of.” One meaning of *impression* is “the state of being impressed or affected by something.” One meaning of *rejection* is “the act of being rejected or refused.”** Direct students to line 2. **What is the underlined suffix in the first word? (-sion)** **Read the rest of the word. (neighbor)** **What is the word? (neighbor)** Repeat with the remaining words. Call on individuals to read the words in random order. Ask students to tell the meanings of the words based on the meaning of the suffix.

### ▼ To Correct

Say the correct sound(s) in the word. Have students repeat the sound(s). Have them read the word again with the correct sound(s). If students do not know the meaning of the word and/or word part to determine the meaning of the word.

- |                     |             |             |           |
|---------------------|-------------|-------------|-----------|
| 1. <u>million</u>   | champion    | fashion     | bunion    |
| 2. <u>tension</u>   | information | imagination | direction |
| 3. <u>accordion</u> | benefit     | caution     | session   |

**Foundational skills** are taught in isolation, including open and closed syllables, affixes, multisyllabic words, and other important skills to help students decode text.

### Sight Words

- Direct students to line 1. Have them point to the first word. **This word is *mischief*. Read the word. (mischief)** **This is not a regular word. Let’s read the word again. (mischief)** **Let’s spell the word. (m-i-s-c-h-i-e-f)** **What is the word? (mischief)** Repeat with the remaining words. Then have students read the words. Ask students to tell the meanings of the words.
- Direct students to lines 2 and 3. **Let’s read these words.** Remind students that the rows of words consist of regular and irregular words. Point to the first word. **What is the word? (rescue)** Repeat with the remaining words. Call on individuals to read the words in a different order. Ask students to tell the meanings of the words.

### ▼ To Correct

**For Regular Words:** Say the sound(s) in the word, then ask students to repeat the sound(s). Have them read the word again with the correct sound(s). If students do not know the meaning of the word, review the word and/or word part to determine the meaning of the word.

**For Irregular Words:** Immediately say the correct word. Then have students read the word, spell it, and read it again. If students do not know the meaning of the word, review the word.

- |               |            |         |           |
|---------------|------------|---------|-----------|
| 1. mischief I | neighbor I | build I | poured I  |
| 2. rescue I   | baboon R   | huge I  | trouble I |
| 3. enough I   | monkeys I  | buy I   | habitat R |

**Sight Words** instruction allows students to practice and build automaticity with regular and irregular words they will see often in the lesson’s reading selection.

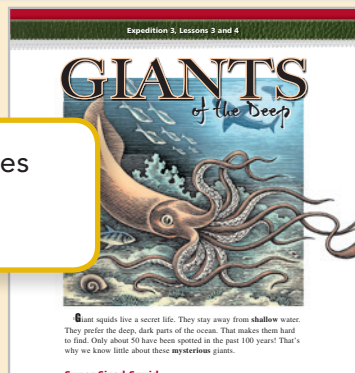


## EXPEDITION 3 • LESSON 3

### Anthology Selection

Science

Anthology Selection pages are provided for quick reference and preview.



#### Super-Sized Squid

The giant squid is a super-sized version of a squid. It is known this from studying dead ones that washed up on a beach. It is pointed at one end.

34

## EXPEDITION 3 • LESSON 3

### English Language Learners

#### Placing Syllabic Stress

English language learners often have difficulty determining which syllable receives stress in new vocabulary words. When writing the vocabulary words on the board, it is important to point out which syllable should receive the stress in multisyllabic words.

For example: As you write the word *mysterious* on the board, underline the second syllable. (*mysteri*ous) After you read all of the vocabulary words aloud to the students, point to this word, and say: Let's read this word again: *mysteri*ous. Echo: (mysteri)ous Point to the second syllable, and say: Notice that I have underlined the second syllable to show that when we say the word, this syllable is stressed. Listen: *mysteri*ous. Now listen as I say the word with the stress on the first syllable: *MYSTERi*ous. That is an incorrect pronunciation of the word. If we stressed the third syllable, it would be *mysteri*ous. And if we stressed the last syllable, it would be *mysteri*ous. Those are also incorrect. The correct pronunciation is *mysteri*ous. Repeat with *enormous*, the other multisyllabic word in the lesson.

When you write words in the Vocabulary Log, underline the stressed syllable to remind you of how to pronounce the word correctly.

object on the board. In some cases, the stress changes the meaning. For example, this word can be read *OBJECT*. Each pronunciation gives it a different meaning. Underline the word (object) and read the meaning of the word. The meaning changes if the word is read *object*. Underline the second syllable (ject) and read the sentence, exaggerating the stressed syllable of the word. I *OBJECT* to the low grade I received on my last test. The word is *OBJECT*. Echo: (ject) You may follow the same steps with other words, such as *invalid* or *produce*.

ELL

### Content-area focus

shows the content area the informational or literary passage supports by building content knowledge and vocabulary.

Comprehension strategies are explicitly taught to support close reading using teacher modeling, guided practice, and student application of each strategy.

### Reading for Understanding

Reading

1. Today we will read an article about a sea creature called a giant squid. Tell what you know about squids. Allow students to share what they know about these creatures. As we read, we can check to see if our ideas about squids are correct.

#### Introduce Strategy: Central Idea

2. We do several things to help us better understand what we read.
  - Before we read, we recall what we already know about the topic, and we predict what the reading might be about.
  - While reading, we make connections with our own lives, with other texts, and with the larger world. And when we come to a word we don't know, we use the CPR strategy to help us figure out the word's meaning.

Together, all of these things help us understand and remember what we read.

3. Write *Central Idea* on the board. Another way to better understand what we read is to look for the most important ideas in a text. These important ideas are called *central ideas*.
4. Let's say you want to figure out the central idea of a paragraph. There are three steps you can use to do this.
  - First, figure out the subject of the paragraph—who or what the paragraph is mostly about.
  - Second, determine the most important information about this who or what.
  - Third, state this important information in as few words as possible.

Today we will focus on the first step—finding out who or what a paragraph or section is mostly about.

English Language Learner strategies provide additional vocabulary and comprehension support. They are designed to integrate the four language skills—reading, writing, speaking, and listening.

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Critical understanding prompts require students to look back in the text for evidence to support their responses.

### EXPEDITION 3 • LESSON 3



#### Checking for Comprehension *After Reading*

1. Direct students' attention to the ideas listed on the board. Read the ideas aloud. **Were our predictions about giant squids confirmed by the article? How?** (Responses will vary.)
2. Use the following prompts and questions to encourage students to apply what they understood from the text:
  - **Determine the most important who or what in the last paragraph.** (A live giant squid photographed for the first time.)
  - **How does the section titled "Get the Picture" fit into the overall structure of the text.** (The author uses a list to give facts that describe the giant squid. The list makes it easy to picture the squid before moving into the description of how the squid hunts for prey.)
  - **One of our probing questions for this Expedition is "What makes some animals so frightening?" How does the author convey this idea?** (by describing anecdotes about how the squid attacks people and a whaling boat)
  - **Use information from the text and your own thinking to infer why people used to think the giant squid was just a legend.** (People had never seen one. They couldn't imagine that such a huge creature lived in the ocean.)
3. **Research** To close the lesson, ask students to brainstorm a list of ideas or topics about the giant squid that they would like to know more about. List students' ideas on the board. Then discuss with students where or how they might locate information related to each subject. For example, they might find a book in the library, check online resources, or interview someone who knows about the subject. Invite students to consult these resources for information and to bring what they find to the next class.

#### Connect to the Author

Have students discuss the following questions in groups.

- What questions would you like to ask the author of this article?
- What do you think the author's main purpose is? What other purposes might he or she have?
- How do you think the author feels about giant squids? Why do you think this?

**Listening and Speaking** When groups are finished discussing the questions, call on students to share one or more of their group's ideas with the class. Remind students to use standard English rather than slang as they report their ideas. Encourage them to speak slowly, taking the time needed to choose words that will best communicate their message.

Expanding on the author's point of view requires analysis to critically examine the text from the author's perspective.

Listening and Speaking Strategies foster student collaboration and build language skills.

20 MIN.

### EXPEDITION 3 • LESSON 3

#### Connect to Science

Use the following activity to help students understand how a squid's movement through water proves Newton's Third Law of Motion.

**Materials:** fishing line; long, cylindrical balloons; strips of paper; tape; binder clips; paper clips; colored markers

- On the board, write Newton's Third Law of Motion: *For every action, there is an equal and opposite reaction.* Explain that the experiment will illustrate this law as it shows how a squid moves through water.
- **Squids propel themselves through the water by forcefully squeezing water out of their bodies.**
- Arrange students in groups. Provide each group with a balloon, binder clip, paper clip, markers, and paper strips. Suspend the fishing line securely between two points. Instruct groups to follow these steps:
  - Blow up the balloon and use the binder clip to seal the end.
  - Add "tentacles" by taping strips of paper to the balloon. Use markers to decorate the "squid."
  - Attach a paper clip to the midpoint of the balloon. Hang the paper clip on one end of the fishing line.
  - Remove the binder clip and observe the movement of the "squid" as air is expelled.
- When all groups have finished the activity, lead a class discussion of students' observations. Have students compare the air forced out of the balloon to water forced out of a squid, noting the direction in which the balloon (or a squid) moves in relation to the expelled air or water.

**To increase difficulty:** Have students conduct other experiments that would prove Newton's Third Law of Motion.



Hands-on content activities extend and enrich the information learned in the readings. The activities promote cross-curricular connections that will enhance reading comprehension in all subject areas.

Research is encouraged throughout the lessons as students gather topics of inquiry and learn how to access knowledge from a variety of sources.

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PASSPORT READING

**JOURNEYS**  
NOW WITH UPDATED CONTENT

## BUILT-IN ASSESSMENT MEASURES STUDENTS' GROWTH AND ACADEMIC ACHIEVEMENT

### Embedded Multistage Assessment

PRJ's embedded multistage assessment system enables teachers to quickly identify struggling readers; intervene with specific, targeted instruction; and monitor progress. The built-in benchmark and progress monitoring assessments allow teachers to easily track student reading levels and adjust instruction where necessary.

TEACHER-ADMINISTERED ASSESSMENT MEASURES			School Year		
	<b>READING BENCHMARK</b>  Powered by the Lexile Framework® for Reading	Determines placement in SOLO and library and tracks student progress	BENCHMARK 1 Entry (Expedition 1)	BENCHMARK 2 Mid-Year (Expeditions 5–7)	BENCHMARK 3 Exit (Expedition 15—Levels Beginnings, I, and II; Expedition 14—Level III)
	<b>VIP®</b>  Reading Connected Text (RCT) Fluency Measure	Determines fluency rate and student progress	BENCHMARK 1 Screening	Progress Monitoring (administered between benchmarks)  BENCHMARK 2 Mid-Year	Progress Monitoring  BENCHMARK 3 Year-End
	Semester Exams (Level III)		Semester Exam A and B		
	<b>COMPREHENSION AND VOCABULARY ASSESSMENT</b>  Criterion-referenced assessment in high-stakes test format	Assesses mastery of skills and content taught	← Expeditions 1–15 Lesson 9 (Levels Beginnings, I, and II) Expeditions 1–14 Lessons 5 and 10 (Level III) →		
<b>PROGRESS MONITORING THROUGH STUDENT ONLINE OPPORTUNITIES</b>	Student self-assessment	<div><div>VocabJourney™ LEARN · PLAY · MASTER see page 13 POWER PASS see page 19</div><div> see page 10</div><div> see below</div></div>			

### Robust Data Management and Reporting

PRJ's online data-management system helps administrators and teachers use data to inform ongoing decision making and teaching strategies so that every student learns to read fluently and with comprehension. The data-management system is accessed through the Teacher Center, where teachers assign benchmark tests and high-stakes assessment practice and quickly monitor students' progress to adjust and differentiate instruction.

- **Enter assessment scores** and access student data online
- **Monitor student growth** in reading proficiency
- **Compare student data** against a trajectory of desired learning
- **Make instructional decisions** and adjustments
- **Support discussions** with parents about reading development
- **Access support materials** for classroom instruction







## Power Pass Prepares Students for High-Stakes Assessments

### Online Test Readiness

Power Pass provides practice reading text and answering questions in a high-stakes format. Teachers can assign 12 passages and corresponding questions throughout the implementation of *Passport Reading Journeys*.

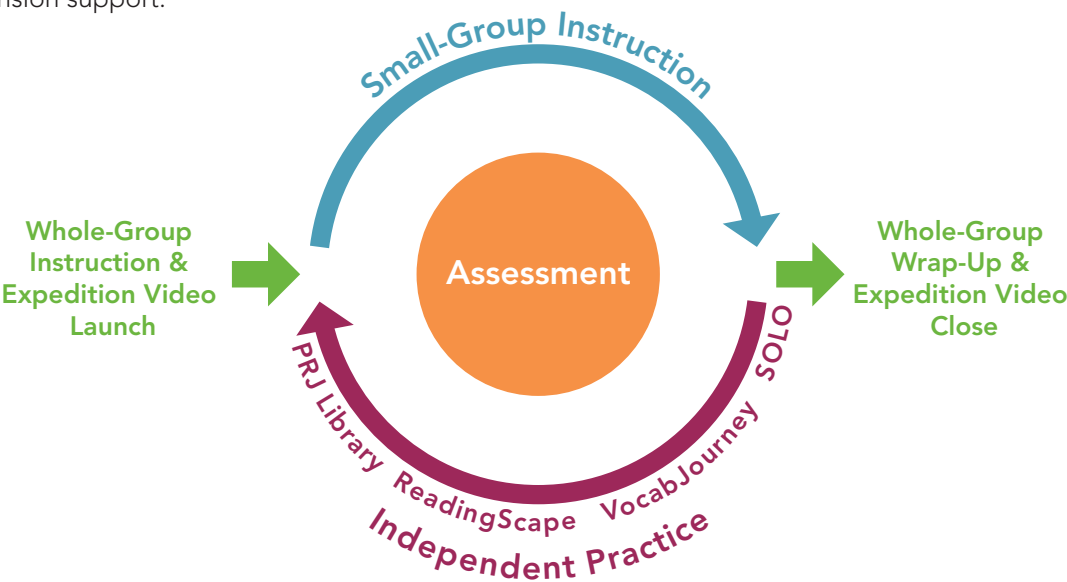
- **Text-based, two-part multiple-choice questions** and short-answer prompts make up each Power Pass quiz
- **Accessible through any device** once assigned by the teacher
- **Multiple-choice answers** are scored by the system, and immediate feedback is provided
- **Short-answer questions** are graded online by the teacher using a predetermined scoring rubric; students have access to the rubric to understand scoring criteria
- **Passage selections include literary and informational text** and the genres required for most high-stakes assessments



DIFFERENTIATION SUPPORT  
INCREASES STUDENT PERFORMANCE

Flexible Grouping Ensures Specific Student Needs Are Met

PRJ utilizes several grouping practices to accommodate multiple types of lessons, lesson objectives, and instructional goals. Flexible grouping keeps students interested and motivated and increases opportunities for interaction with peers and the teacher. Reteach opportunities provide additional instruction for students who require support, and embedded strategies for English language learners provide additional vocabulary and comprehension support.



WHOLE-GROUP INSTRUCTION	SMALL-GROUP INSTRUCTION	INDEPENDENT PRACTICE
<ul style="list-style-type: none"><li>• Teacher-guided practice, modeling, and think-aloud</li><li>• Action-packed videos introducing new Expedition topics and probing questions</li><li>• Close reading and multiple reads of text</li><li>• Comprehension strategies</li><li>• Vocabulary</li><li>• Writing in response to reading</li><li>• Advanced Word Study</li><li>• Writing</li><li>• Wrap-up video review of Expedition content</li></ul>	<ul style="list-style-type: none"><li>• Leveled, flexible format</li><li>• Teacher-guided practice, modeling, and think-aloud</li><li>• Comprehension strategy review</li><li>• Immediate, corrective feedback</li><li>• Word Study</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Independent practice and application of skills</li><li>• Online Opportunities<ul style="list-style-type: none"><li>– VocabJourney</li><li>– SOLO</li><li>– Power Pass</li><li>– ReadingScape</li></ul></li><li>• PRJ Library self-selected readings</li></ul>

## BLENDED OR DIGITAL DELIVERY—TECHNOLOGY ENRICHES AND SUPPORTS INSTRUCTION

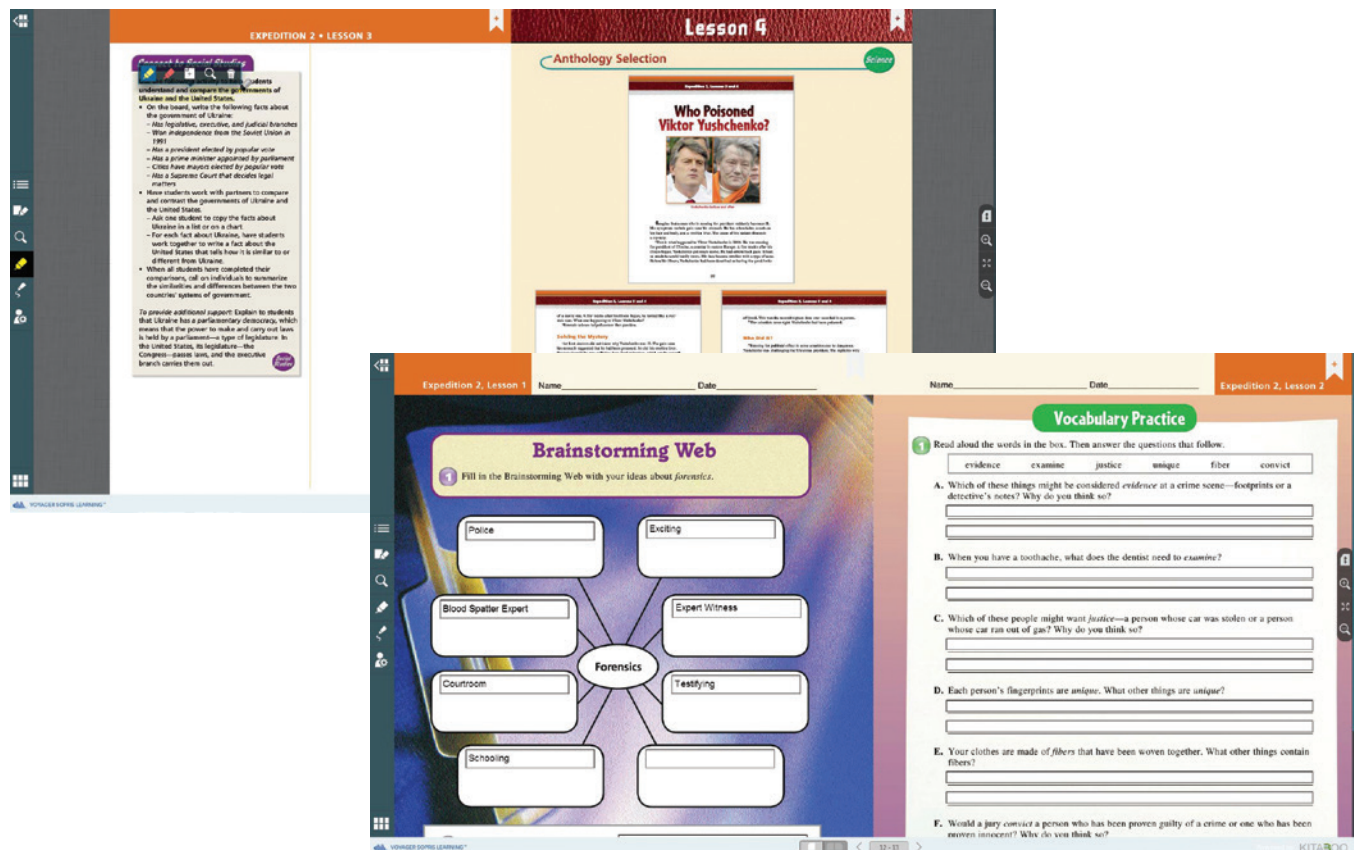
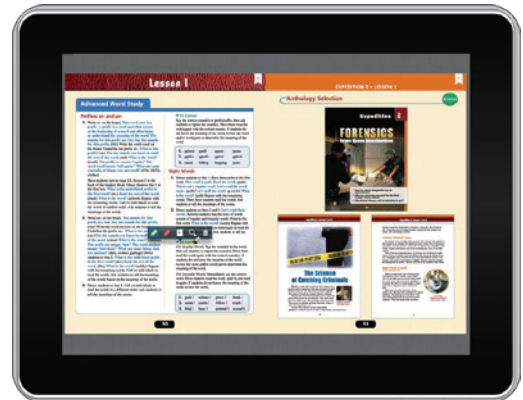
PRJ with Updated Content provides educators with implementation flexibility—implement with a combination of print and digital or 100 percent digital. When educators implement PRJ, they automatically gain access to eBooks through the Teacher and Student Centers.

### Major Benefits of the eBook

With the eBook, learning is dynamic, engaging, and collaborative. eBooks provide a rich, interactive experience with PRJ instructional materials and are included in teacher and student sets. eBooks offer search capability, annotation tools, and analytics.

- Deliver instruction digitally on all supported devices
- Enrich the learning experience with interactive content
- Increase opportunities for immediate feedback and student self-monitoring

# eBooks



Visit [www.voyagersopris.com/prj](http://www.voyagersopris.com/prj) to take a video tour of eBooks.



## COMPREHENSIVE TEACHER MATERIALS

All teacher materials are **available in print and online** through eBooks. The Teacher Center provides a single sign-on, one-stop shop with all the tools needed for instruction when implementing digitally.



### PREPARE TO TEACH

Teacher materials are used during initial training and as an ongoing reference tool. They provide an in-depth overview of all aspects of the curriculum.

### INSTRUCTIONAL MATERIALS

The Teacher's Resource Kit, **available online or in print**, includes:

- Teacher Editions
- Word Study Teacher's Guide
- Teacher's Guide for PRJ Library
- Extension Guide with additional grade-level text of increasing complexity (online only)
- Expedition Videos (online only)
- Interactive Whiteboard Activities (online only)

### DIFFERENTIATE

- VocabJourney
- ReadingScape
- SOLO
- Power Pass

### ASSESS AND REPORT

- Online Assessments
- VocabJourney and SOLO reports
- Assessment data reports

## ENGAGING STUDENT MATERIALS

PRJ student resources offer opportunities for students to engage in meaningful application and practice of skills taught. All Student Reading Pack materials are **available in print and online**. The PRJ Library is available in print only and contains a collection of award-winning, distinctive books and magazines for independent and partner reading.

The Student Center provides a single sign-on environment for all materials and applications.



### STUDENT BOOK

Student materials are **available online and in print**.

- Interactive text pages
- Visual vocabulary
- Charts
- Checklists

### STUDENT ANTHOLOGY

- Lexiled reading selections
- Close text analysis

### WORD STUDY STUDENT BOOK

- Intensive instruction in fundamental reading skills

### ASSESSMENT

- Reading Benchmark tests
- VIP Benchmark test
- Power Pass

### ONLINE LEARNING TOOLS

- VocabJourney
- ReadingScape
- SOLO

## PRJ PROVIDES EXPLICIT INSTRUCTION AND SKILL APPLICATION TO MEET RIGOROUS EXPECTATIONS

	Expeditions															Additional Components				
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	VJ	Power Pass	SOLO	Word Study	Library
<b>Fluency</b>																				
Multiple Readings of Passages	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Choral and Partner Reading	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•
Rate and Accuracy Correction	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•
Prosody	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•
<b>Expository Texts</b>																				
Text Features	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•		•
Signal Words	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•			
How-To Texts						•					•			•	•	•	•	•	•	•
Argument Texts							•				•			•	•	•	•			
Biography and Autobiography														•	•	•	•			
Sequential Order Text Structure	•	•	•	•	•	•					•			•	•	•	•	•	•	•
Compare-and-Contrast Text Structure							•				•			•	•	•	•	•	•	•
Cause-and-Effect and Problem/Solution Text Structures									•	•	•	•	•	•	•	•	•	•	•	•
<b>Literary Texts</b>																				
Literary Elements	•	•		•	•							•	•	•	•	•	•		•	•
Plot and Sequence of Events	•	•		•	•							•	•	•	•	•	•		•	•
Character Motivation	•	•		•	•								•	•	•	•	•		•	
Author's Point of View	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Character and Setting Analysis													•	•	•	•	•			
First-Person Narration														•	•	•	•			•
Poetry												•	•	•	•		•	•		•
Descriptive Details												•	•	•	•	•	•			•
Figurative Language												•	•	•	•	•	•			•
Text Analysis												•	•	•	•	•	•			
Text-to-Text Comparison												•	•	•	•		•			

• Explicit Instruction

• Skill Application

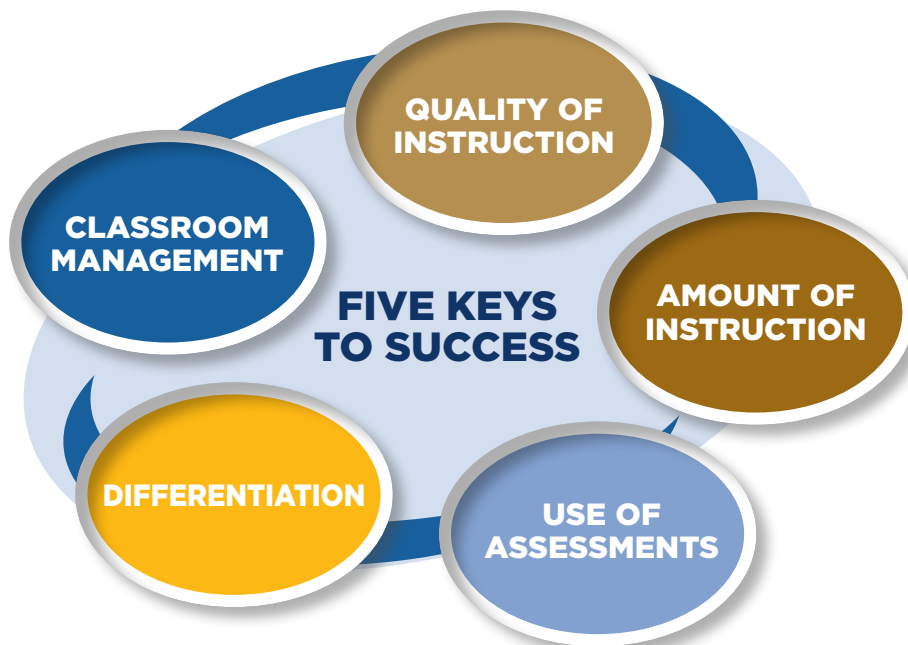
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	Expeditions															Additional Components				
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	VJ	Power Pass	SOLO	Word Study	Library
<b>Foundational Skills</b>																				
Phonemic Awareness	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●	
High-Frequency Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	
Regular Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	
Irregular Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	
Word Automaticity	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	
Phonics	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	
Letter Combinations	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	
Rule-Based Words		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	
Prefixes		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Suffixes	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Multisyllabic Words			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Compound Words		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Sight Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	
Spelling	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●	
<b>Writing</b>																				
Planning to Write and Develop a Topic	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				
Ideas and Elaboration	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		
Word Choice		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		
Sentence Fluency			●	●	●	●	●	●	●	●	●	●	●	●	●	●		●		
Conventions				●	●	●	●	●	●	●	●	●	●	●	●	●		●		
Organization					●	●	●	●	●	●	●	●	●	●	●	●		●		
Responding to Reading Selections	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●
Assessment: Answering Essay Questions						●	●	●	●	●	●	●	●	●	●	●		●		●
Informative Text Structures						●	●	●	●	●	●	●	●	●	●	●		●		
Narrative Writing												●	●	●	●	●				
Argument—Support Claims							●	●	●	●	●	●	●	●	●	●				
Multiparagraph Writing						●	●	●	●	●	●	●	●	●	●	●				
Writing a Research Paper															●	●				
<b>Comprehension</b>																				
Making Connections	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Building Content Knowledge		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Making Predictions		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●
Reading Charts and Graphs		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●
Identifying Central Idea			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Determining Central Ideas and Themes			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Cite Textual Evidence			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Making Inferences				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Summarizing				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
Generating Questions					●	●	●	●	●	●	●	●	●	●	●	●				
<b>Vocabulary</b>																				
Making Connections Between Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Context Clues		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Word Parts: Compound Words		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Word Parts: Prefixes and Suffixes		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Dictionary Skills			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
High-Frequency Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Content-Related Words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Latin and Greek Roots			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Synonyms and Antonyms					●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Multiple-Meaning Words					●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Homophones						●	●	●	●	●	●	●	●	●	●	●	●		●	

## OUR GOAL: PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the **"Five Keys to Success,"** which form the foundation for a personalized strategy for planning, training, and ongoing support:



Even word recognition, breaking down things into word parts, some students had no idea how to do those things the first day of school. They had no idea how to read a sentence and develop a question from it. It was foreign language. ... The strategies put in place from *Passport Reading Journeys* helped tremendously. I think it's easier for them to understand, and we get to apply the strategies in my English class, my reading class, and in *PRJ*. Once we learn them, I use them everywhere.

—Shorace Guider, Grade 6, Jerry Zucker Middle School, Charleston, South Carolina

Our team specializes in partnering with schools and districts to build custom *PRJ* implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain *PRJ* implementation. **Key stages of *Passport Reading Journeys* implementation include:**



Visit [www.voyagersopris.com/prj](http://www.voyagersopris.com/prj) to review training options and a comprehensive menu of services.

The following advisors and consultants provided their research and instructional expertise in the development of *Passport Reading Journeys*. Voyager Sopris Learning would like to acknowledge their contributions.

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## Program Validation

Manatee County  
School District  
Bradenton, Florida

Riverview Gardens  
School District  
St. Louis, Missouri

Dallas Independent  
School District  
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