BUILDSTM ENGAGED, MOTIVATED READERS WITH HIGH-INTEREST CONTENT
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, and captivating content components that support and enhance instruction.

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

**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
- Fluency
- Informational and literary text
- Vocabulary and comprehension
- Writing
- 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.

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

---

**Lexile Gain for 8th Grade:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>147</td>
<td>152</td>
<td>147</td>
<td>142</td>
<td>147</td>
<td>157</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lexile Gain for 9th Grade:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>165</td>
<td>173</td>
<td>135</td>
<td>100</td>
<td>116</td>
<td>110</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*
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

- **Whole-Group Instruction**
  - Comprehension Strategies
  - Content-area passages
  - Student activity pages
  - Vocabulary
  - Writing in Response to Reading
  - Advanced Word Study
  - Writing Extensions (optional)

- **Leveled, Flexible Small-Group Instruction**
  - Comprehension Strategy Review
  - Word Study (optional)
  - Decoding
  - Vocabulary

- **Comprehension & Vocabulary Assessment**
  - High-stakes format

- **Leveled, Guided Independent Practice**
  - ReadingScape Online Library
  - PRJ Classroom Library
  - Self-selected reading of authentic text
  - Power Pass online test-readiness component
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
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

WHOLE GROUP

Advanced Word Study
- Foundational Skills: Phonic Element and Sight Words

Before Reading
- Expedition Introduction with Video Segment
- Introduce Comprehension Strategy and Vocabulary

Reading
- Close Reading—Lesson 1 Passage

After Reading
- Comprehension Check—Critical Understanding

LESSON 2

WHOLE GROUP

Before Reading
- Review Lesson 1 Instruction

Reading
- Reread Lesson 1 Passage with evidence-based questioning

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

INDEPENDENT PRACTICE

PRJ Library and ReadingScape

LESSONS 3 AND 4 READING SELECTION

LESSON 3

WHOLE GROUP

Advanced Word Study
- Foundational Skills: Phonic Element and Sight Words

Before Reading
- Introduce Comprehension Strategy and Vocabulary

Reading
- Close Reading—Lesson 3 Passage

After Reading
- Comprehension Check—Critical Understanding

LESSON 4

WHOLE GROUP

Before Reading
- Review Lesson 3 Instruction

Reading
- Reread Lesson 3 Passage with evidence-based questioning

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

INDEPENDENT PRACTICE

PRJ Library and ReadingScape

LESSON 5

INDEPENDENT PRACTICE

Review, Extend, Assess
- Writing
- Online Opportunities

*Please note that this 10-lesson structure is designed for students who will be using a computer lab for Power Pass 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
WHAT DO PRJ STUDENTS READ?

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

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

Vocabulary

1. 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.

   ![Synonym Map Diagram]

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

2. When students have completed the synonym maps, check comprehension by having them write in their own words the meaning of each vocabulary word.
The Comprehension and Vocabulary section introduces students to the upcoming reading selection. Before students read, they make predictions, generate questions, and review strategies.

**Comprehension and Vocabulary**

**Before Reading**

- Have students turn to Anthology page 34. Guide students 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**

2. 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.

3. 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.
  - I am absolutely sure that I set the alarm clock.
- **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**

- **constellation** a group of stars that forms a pattern
  - My favorite constellation is shaped like a crab.
- **enslave** to take someone prisoner and claim to own them
  - At one time it was legal to enslave people in the United States.

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

1. 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 /shun/. Say the sounds for this suffix. (shun) Write rebellion on the board. Underline the suffix -ion. What are the sounds for this suffix? (shun) Use the sounds you know to read the rest of the word. (rebel[li]) 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.

2. 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. (impress[ion], reject[ion]) 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. (miss) What is the word? (mischief) 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.

### Sight Words

1. 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.

2. 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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mischief</td>
<td>neighbor</td>
<td>build</td>
<td>poured</td>
</tr>
<tr>
<td>rescue</td>
<td>baboon</td>
<td>huge</td>
<td>trouble</td>
</tr>
<tr>
<td>enough</td>
<td>monkeys</td>
<td>buy</td>
<td>habitat</td>
</tr>
</tbody>
</table>
believed that full-grown sperm whales are too big for giant squids to eat, but many whales show the circular marks of squids’ suckers on their skin. Squids have wrapped their tentacles around whales before eat, but many whales show the circular marks of squids’ suckers on their skin. Squids have wrapped their tentacles around whales before. The squid attacked bait off the ship was reportedly attacked. A giant squid swam up and grabbed the sailors’ stories about the giant squid were simply vanished. Those are also incorrect. The correct pronunciation is MYSTRous. 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.

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. Mysterious. After you read all of the vocabulary words aloud to the students, point to this word, and say: Let’s read this word again: mysterious. Echo: (mysterious) 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: MYSTRrous. Now listen as I say the word with the stress on the first syllable: MYSTRous. That is an incorrect pronunciation of the word. If we stressed the third syllable, it would be mysterious. And if we stressed the last syllable, it would be MYSTRous. Those are also incorrect. The correct pronunciation is MYSTRous. 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.

Introduce Strategy: Central idea

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.

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

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

<table>
<thead>
<tr>
<th>READING BENCHMARK</th>
<th>Determines placement in library and tracks student progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK 1 Entry (Expedition 1)</td>
<td>BENCHMARK 2 Mid-Year (Experiments 5–7)</td>
</tr>
<tr>
<td>BENCHMARK 3 Exit (Expedition 15—Levels Beginnings, I, and II; Expedition 14—Level III)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Exams (Level III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Exam A and B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPREHENSION AND VOCABULARY ASSESSMENT</th>
<th>Assesses mastery of skills and content taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK 1 Screening</td>
<td>BENCHMARK 2 Mid-Year (administered between benchmarks)</td>
</tr>
<tr>
<td>BENCHMARK 3 Year-End</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRESS MONITORING THROUGH STUDENT ONLINE OPPORTUNITIES**

<table>
<thead>
<tr>
<th>Student self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK 1 Entry (Expedition 1)</td>
</tr>
<tr>
<td>BENCHMARK 2 Mid-Year (Experiments 5–7)</td>
</tr>
<tr>
<td>BENCHMARK 3 Exit (Expedition 15—Levels Beginnings, I, and II; Expedition 14—Level III)</td>
</tr>
</tbody>
</table>

**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**

- Teacher-guided practice, modeling, and think-aloud
- Action-packed videos introducing new Expedition topics and probing questions
- Close reading and multiple reads of text
- Comprehension strategies
- Vocabulary
- Writing in response to reading
- Advanced Word Study
- Writing
- Wrap-up video review of Expedition content

**SMALL-GROUP INSTRUCTION**

- Leveled, flexible format
- Teacher-guided practice, modeling, and think-aloud
- Comprehension strategy review
- Immediate, corrective feedback
- Word Study
- Writing

**INDEPENDENT PRACTICE**

- Independent practice and application of skills
- Online Opportunities
  - Power Pass
  - ReadingScape
- PRJ Library self-selected readings
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

Visit 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

- ReadingScape
- Power Pass

ASSESS AND REPORT

- Online Assessments
- 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.
**SCOPE AND SEQUENCE**

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

<table>
<thead>
<tr>
<th>Fluency</th>
<th>E1</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
<th>E5</th>
<th>E6</th>
<th>E7</th>
<th>E8</th>
<th>E9</th>
<th>E10</th>
<th>E11</th>
<th>E12</th>
<th>E13</th>
<th>E14</th>
<th>E15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Readings of Passages</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Choral and Partner Reading</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Rate and Accuracy Correction</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Prosody</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expository Texts</th>
<th>E1</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
<th>E5</th>
<th>E6</th>
<th>E7</th>
<th>E8</th>
<th>E9</th>
<th>E10</th>
<th>E11</th>
<th>E12</th>
<th>E13</th>
<th>E14</th>
<th>E15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Features</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Signal Words</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>How-To Texts</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Argument Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biography and Autobiography</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Sequential Order Text Structure</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Compare-and-Contrast Text Structure</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Cause-and-Effect and Problem/Solution Text Structures</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Texts</th>
<th>E1</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
<th>E5</th>
<th>E6</th>
<th>E7</th>
<th>E8</th>
<th>E9</th>
<th>E10</th>
<th>E11</th>
<th>E12</th>
<th>E13</th>
<th>E14</th>
<th>E15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Elements</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Plot and Sequence of Events</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Character Motivation</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Author's Point of View</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Character and Setting Analysis</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>First-Person Narration</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td>⚫</td>
<td></td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figurative Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text-to-Text Comparison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Explicit Instruction**: ⚫
- **Skill Application**: ⚫
- **N/A**: /
<table>
<thead>
<tr>
<th>Expeditions</th>
<th>Additional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>E2</td>
</tr>
<tr>
<td><strong>Foundational Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td></td>
</tr>
<tr>
<td>High-Frequency Words</td>
<td></td>
</tr>
<tr>
<td>Regular Words</td>
<td></td>
</tr>
<tr>
<td>Irregular Words</td>
<td></td>
</tr>
<tr>
<td>Word Automaticity</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
</tr>
<tr>
<td>Letter Combinations</td>
<td></td>
</tr>
<tr>
<td>Rule-Based Words</td>
<td></td>
</tr>
<tr>
<td>Prefixes</td>
<td></td>
</tr>
<tr>
<td>Suffixes</td>
<td></td>
</tr>
<tr>
<td>Multisyllabic Words</td>
<td></td>
</tr>
<tr>
<td>Compound Words</td>
<td></td>
</tr>
<tr>
<td>Sight Words</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Planning to Write and Develop a Topic</td>
<td></td>
</tr>
<tr>
<td>Ideas and Elaboration</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td></td>
</tr>
<tr>
<td>Sentence Fluency</td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Responding to Reading Selections</td>
<td></td>
</tr>
<tr>
<td>Assessment: Answering Essay Questions</td>
<td></td>
</tr>
<tr>
<td>Informative Text Structures</td>
<td></td>
</tr>
<tr>
<td>Narrative Writing</td>
<td></td>
</tr>
<tr>
<td>Argument—Support Claims</td>
<td></td>
</tr>
<tr>
<td>Multiparagraph Writing</td>
<td></td>
</tr>
<tr>
<td>Writing a Research Paper</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>Making Connections</td>
<td></td>
</tr>
<tr>
<td>Building Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>Making Predictions</td>
<td></td>
</tr>
<tr>
<td>Reading Charts and Graphs</td>
<td></td>
</tr>
<tr>
<td>Identifying Central Idea</td>
<td></td>
</tr>
<tr>
<td>Determining Central Ideas and Themes</td>
<td></td>
</tr>
<tr>
<td>Cite Textual Evidence</td>
<td></td>
</tr>
<tr>
<td>Making Inferences</td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td></td>
</tr>
<tr>
<td>Generating Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>Making Connections Between Words</td>
<td></td>
</tr>
<tr>
<td>Context Clues</td>
<td></td>
</tr>
<tr>
<td>Word Parts: Compound Words</td>
<td></td>
</tr>
<tr>
<td>Word Parts: Prefixes and Suffixes</td>
<td></td>
</tr>
<tr>
<td>Dictionary Skills</td>
<td></td>
</tr>
<tr>
<td>High-Frequency Words</td>
<td></td>
</tr>
<tr>
<td>Content-Related Words</td>
<td></td>
</tr>
<tr>
<td>Latin and Greek Roots</td>
<td></td>
</tr>
<tr>
<td>Synonyms and Antonyms</td>
<td></td>
</tr>
<tr>
<td>Multiple-Meaning Words</td>
<td></td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
</tr>
</tbody>
</table>
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:

- Quality of Instruction
- Use of Assessments
- Differentiation
- Classroom Management
- Amount of Instruction

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:

- Pre-Implementation Planning
- Launch
- Ongoing
- Data Review

Visit voyagersoprism.com/prj to review training options and a comprehensive menu of services.

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
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.

**Advisory Team**

- Sharon Vaughn, Ph.D., Principal Design Advisor
- Donald D. Deshler, Ph.D.
- Janette Klingner, Ph.D.
- Susan De La Paz, Ph.D.
- Diane August, Ph.D.

**Consultants**

- Maria Elena Argüelles, Ph.D.
- Ae-Hwa Kim, Ph.D.
- Jeanne Wanzek, Ph.D.
- Nancy Romance, Ed.D.
- Jade Hjelm
- Colleen Klein Reutebuch, Ph.D.

**Program Validation**

- Manatee County School District, Bradenton, Florida
  - Dr. Roger Dearing, Superintendent
  - Ms. Denver Raney, Curriculum Specialist

- Riverview Gardens School District, St. Louis, Missouri
  - Central Middle School
  - Ms. Donna Marie Wright
  - Ms. Rebecca Kendall

- Dallas Independent School District, Dallas, Texas
  - W.T. White High School
  - Ms. Carol Moore
P A S S P O R T  R E A D I N G

JOURNEYS

AVAILABLE IN eBooks

VISIT VOYAGERSOPRIS.COM/PRJ:
• Complimentary sample lessons
• An overview of the materials
• Results summaries
• Video testimonials
• Correlations

ACTION-PACKED EXPEDITIONS MOTIVATE ADOLESCENT READERS

VOYAGER SOPRIS
LEARNING®
a cambium learning company

voyagersopris.com  •  800.547.6747