

Voyager  
**PASSPORT**

## K-5 LITERACY INTERVENTION



### WATCH LITERACY TAKE FLIGHT

*Voyager Passport's* comprehensive intervention is designed for students who need support outside of the core reading curriculum. With small-group, differentiated intervention implemented daily, *Voyager Passport*<sup>®</sup> accelerates reading success and gets students on track.

**Reading levels reach new heights with *Voyager Passport!***



# THE CHALLENGE

In today's schools, **20 to 40 percent of students are up to two years behind** when it comes to literacy achievement. These students need more intensified, explicit instruction and support to become proficient readers, or the achievement and opportunity gap will continue to widen. In addition, **teachers need resources and support** to help each student reach grade-level literacy.

## NOW BOARDING!

Give struggling readers everything they need to succeed in just 30 minutes a day. *Voyager Passport* K–5 reading intervention delivers explicit instruction for you and your students. Research-based and designed to support students with literacy learning gaps, *Voyager Passport* strategically targets priority reading skills to accelerate the performance of students reading below grade level.



### STRONGEST ESSA RATING AVAILABLE

*Voyager Passport* earned ESSA's strongest rating, which means you can use it with confidence



### 30 MINUTES A DAY

of systematic small-group instruction



### FORMATIVE ASSESSMENT

provides checkpoints on students' fluency and comprehension growth



### MEANINGFUL PRACTICE

Includes **Reading Rangers** online, independent practice (See page 17)

# A PROVEN ADVENTURE IN LEARNING

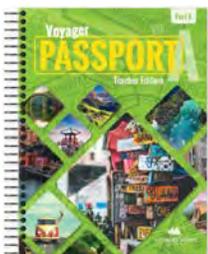
*Voyager Passport* provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing. It is packed with the essentials you need to teach reading.

- Students receive a **variety of practice** with the skills they have been taught
- Teachers **model and provide guided support** of the specific skills
- **Immediate corrective feedback** helps eliminate any misconceptions

## FIVE ESSENTIAL COMPONENTS OF READING



# CONTENT INCREASES IN COMPLEXITY ACROSS GRADE LEVELS



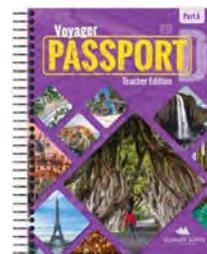
KINDERGARTEN



FIRST GRADE



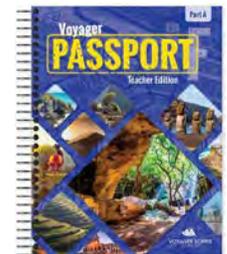
SECOND GRADE



THIRD GRADE



FOURTH GRADE



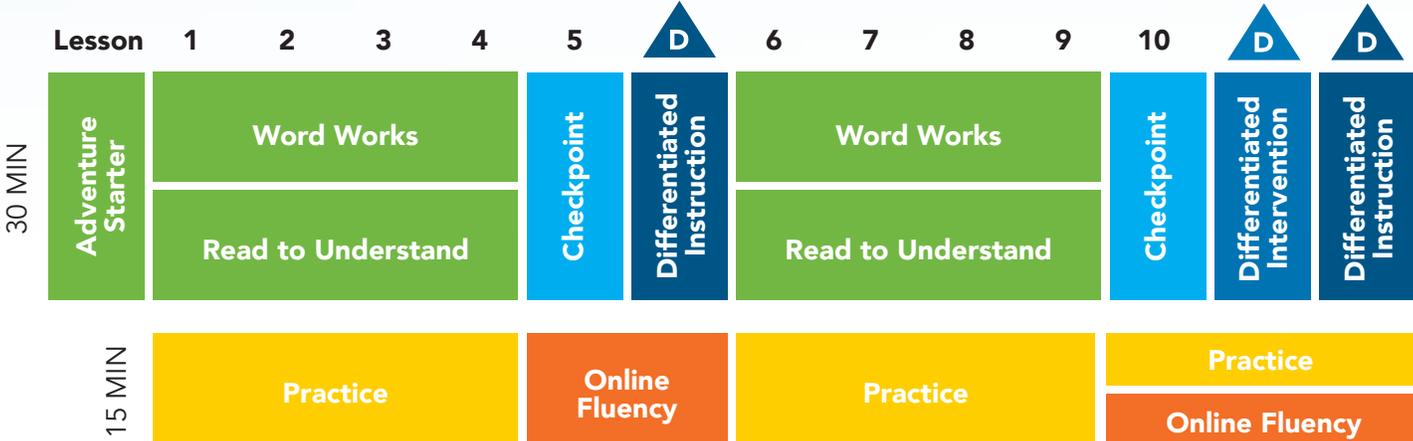
FIFTH GRADE

# VOYAGER PASSPORT'S TARGETED INSTRUCTIONAL MODEL HELPS YOU OPTIMIZE LEARNING TIME

## EVERY UNIT FOLLOWS A CONSISTENT SEQUENCE TO STREAMLINE INSTRUCTION

Voyager Passport is organized into **12 engaging adventures**. Each adventure includes an Adventure Starter, daily lessons, Adventure Checkpoints or formative assessments, and differentiated instruction lessons that make up the **30-minute daily routine**. Practice components, which include lessons with fluency and writing, extend learning. Writing Projects are also designed for Adventures 10–12.

### INSTRUCTIONAL ROUTINE



“The Voyager Passport program is the most comprehensive program I have ever seen. I have seen tremendous growth in all of my students.”

—Kim Wagner, Former Special Education Teacher, Oxford Elementary School, Oxford, AL

# BUILT TO SUPPORT SUCCESS IN EVERY LESSON

## TEACH, MODEL, AND PROBE

- Explicitly present the specific concept or skill and state the reason for learning the concept or skill so students know why it is important
- Model or demonstrate how to complete a task
- Ask students about their initial understanding of the skill or concept

## GUIDED PRACTICE

- Provide a limited number of items or short tasks and closely supervise practice
- Closely monitor each student's success and provide immediate corrective feedback
- Ensure students are successful before moving to independent practice

## INDEPENDENT PRACTICE

- Students practice independently to reinforce proficiency
- Online fluency practice through audio exercises

## CUMULATIVE REVIEW

- A systematic review of previously taught elements is key to the design of *Voyager Passport*
- New material is integrated into previously learned materials, so students receive continual practice and reinforcement



## ASSESSMENT

- Teachers have many opportunities to assess student responses for accuracy within each lesson
- Reteaching of critical elements is provided at multiple points within each lesson to ensure daily success
- Based on results of the assessments, teachers move forward with instruction or differentiate as necessary

# LESSON EXAMPLE

Every unit follows a consistent sequence to streamline instruction. **Adventure Starters** introduce the content and connect what students know with what they will learn.

## THE PRACTICE SECTION EMPHASIZES:

- Extra Word Works practice
- Extra Read to Understand practice
- Writing in Response to Reading

## THE WRITING SECTION EMPHASIZES:

- Writing Projects (at Adventures 10–12)

**Adventure Overview** includes a brief description about the topic and skills that will be covered in the Adventure.

30 minutes  
of instruction  
per day.

## ADVENTURE 1

30 MIN

### Building Background Knowledge 10 MIN

Have students turn to page 1 in the Student Book and look at the photograph of the children. **What are these children doing?** (playing, standing in a circle) **Do you think they are friends?** (yes) **Why?** (They look happy.)

Lead a discussion about friends. **Think about who your friends are. Why are they your friends?** (Answers will vary.) **Friends are people we want to spend time with. We get along with our friends, and they make us feel good. What are some ways your friends make you feel good?** (Answers will vary.)

Ask students to consider what activities they do with their friends. Allow several students to share their ideas. **Friends have fun together and talk together. They share ideas. They listen. They help us solve our problems. Friends can also disagree. Think about a time you had a disagreement with a friend. How did that make you feel?** Allow students to share their experiences with a partner. **What are some ways you can avoid or fix a disagreement with your friend?** (be honest, don't tell secrets, talk about feelings)

Lead a discussion about families. **What is a family?** (Answers will vary.) **A family is a group of people who love and take care of each other. Your family can be relatives, parents, siblings, and grandparents. Can someone you aren't related to be part of your family?** (yes) Allow students to share ideas about people who aren't related to you who might be a part of your family. This might include stepparents, foster parents, or neighbors. **The people in a family are family members. Who are the members of your family?** (Answers will vary.)

Ask students to consider what activities they do with a partner. **The people in a family do many things together. These can be special things, like going on a vacation or celebrating birthdays and holidays. What are special things you do with your family?** (Answers will vary.) **Families also do everyday things together, like eat breakfast and do chores. What are everyday things you do with your family?** (Answers will vary.)

Ask students to think about the activities they do with their friends and the activities they do with their families. **Is there an activity you do with your friends and your family?** (Answers will vary.)

### Adventure Overview

In this Adventure, students learn about activities we do with family and friends and the importance of these relationships. In Word Works, students segment and blend letters to read new words. In Read to Understand, students learn about the sequence of events in a story.

**Key Questions to ask yourself as you teach:**

- Word Works: Are students able to segment and blend new words?
- Read to Understand: Are students able to tell the sequence of events in a story?

2 Adventure 1

ADVENTURE STARTER

**ELL ENGLISH LANGUAGE LEARNERS**  
 English Language Learners will be at different stages of English language development. When asking questions to students in early stages, scaffold by providing possible answers to the questions posed, and model how to answer the questions. Challenge students to answer questions using complete sentences to help with vocabulary development.

**What is your favorite activity to do with family?**  
 Ask students to find one or two people who share the same favorite family activity from the diagram. Have them discuss why they like the activity. Then, invite partners to share their thoughts in front of the class. Encourage students to provide details about the activity and to state specific reasons why they like it.  
 Repeat the activity as time allows, having students identify their favorite activity to do with a friend.

**Probing Question** 20 MIN

**What do family and friends do together?**  
 Read the probing question aloud. **What do family and friends do together? We like to spend time with our friends and our families. On weekends, my friends and I like to go out to dinner together. My family and I like talking to one another about our day during the week.**

Draw a Venn diagram as shown. **Let's list activities we like to do with family members or friends. Let's also think about activities we do with family members and friends.** Have students share activities they do. Have students identify whether the activity is something they do with family, something they do with friends, or something they do with both. Record their responses in the diagram.

**ELL ENGLISH LANGUAGE LEARNERS**  
 When introducing new diagrams, ensure you model how to use each one as a tool to organize ideas. Model using a Think-Aloud a few times until students are comfortable with the diagram. This modeling helps students use the tool as intended and not struggle to define its use.



A Friendship Tour **3**

The **Adventure Starter** helps students develop background knowledge and connect what they already know to what they are about to learn.

**Graphic Organizers** help teachers and students organize key thoughts about the Adventure topic.

# LITERACY IS THE DESTINATION

## EXPLICITLY STRUCTURED LESSONS

Teachers will find everything they need for student success, efficiently organized for immediate learning.

Voyager Passport daily lessons follow a 30-minute routine of **Word Works** and **Listen** or **Read to Understand**. Adventure Checkpoints, provided at the midpoint and end of each Adventure, are formative assessments that highlight student response to instruction and pinpoint

additional resources, should students require additional differentiated instruction.

Voyager Passport also includes **resources to extend the 30-minute daily lesson** by providing additional practice lessons, which include fluency and writing in response to reading. Writing Projects are included in Adventures 10–12.

Correction Procedures provide immediate feedback, redirect instruction, and confirm accuracy.

ADVENTURE 1
20 MIN
LESSON 9

### WORD WORKS

**Letter and Sound Identification**

Write on board: j, j, o, o

Materials: write-on boards, letter cards

Show the letter j. This letter is j. What is this letter? (j)

The sound for this letter is a step sound. /j/, as in jet. What is the sound for /j/ (j) as in jet?

Repeat with capital J. Have individuals say the letter name and sound for J, j.

Write / three times on your write-on board and say the name and sound for the letter each time you write it.

Repeat with capital J. Assist students with forming the letters as needed.

Repeat with o, O, and /o/.

**Review i, t, j, o, n, b, I, f, a, K, R, m, J, F, O, r**

Have students turn to page 27 in the Student Book.

Direct them to Set A. Let's say the letter names and sounds: we know. Have them point to each letter and say the name. Then, have them point to each letter and say the sound. Have individuals say the letter names, then the sounds, quickly.

**RETEACH** Say a letter sound, then, have students repeat the sound. Have students write the letter that makes the sound on the write-on boards.

**Word Reading**

Introduce Words with j and o

Direct students to Set B. Write the words jot and on. First, I'll say each sound in the words. Point to each letter and connect the sounds as you stretch the words. /j/ /j/ /t/ /t/ /o/ /o/. Now, I'll slide the words back together. Slide your finger under the words as you say them. jot, on.

**TO CORRECT**

- Review the verse with students.
- Have students supply the underlined words.

**Phonemic Awareness**

**Initial Sound Segmentation**

We'll play I Say, You Say, I'll say a word, and you say the first sound in the word, like this. Briefly model saying the chant and pointing. Emphasize the initial sound in the key word as you speak.

I say helicopter (point to yourself).

You say /h/ (point to students).

Helicopter (point to yourself), /h/ (point to students).

Helicopter (point to yourself), /h/ (point to students).

Repeat with *nightlight* /n/.

Let's play the game together. Say the sounds with students. Speak slowly and listen carefully to ensure students produce the sound correctly. Use the words *jellybean* /j/, *baseball* /b/, *donkey* /d/, and *island* /l/.

Now, you'll say your part by yourselves. Listen carefully to students' reproduction of the initial sound.

tickle /t/ rooster /r/ umbrella /u/  
goose /g/ kitchen /k/ vest /v/

**TO CORRECT**

- Say the word, emphasizing the initial sound.
- Students echo the word, also emphasizing the sound.
- Say the sound and have students echo it.

**Letter and Sound Identification**

5 min

Materials: write-on boards, letter cards

Show the letter j. This letter is j. What is this letter? (j)

The sound for this letter is a step sound. /j/, as in jet. What is the sound for /j/ (j) as in jet?

Repeat with capital J. Have individuals say the letter name and sound for J, j.

Write / three times on your write-on board and say the name and sound for the letter each time you write it.

Repeat with capital J. Assist students with forming the letters as needed.

Repeat with o, O, and /o/.

**Review i, t, j, o, n, b, I, f, a, K, R, m, J, F, O, r**

Have students turn to page 27 in the Student Book.

Direct them to Set A. Let's say the letter names and sounds: we know. Have them point to each letter and say the name. Then, have them point to each letter and say the sound. Have individuals say the letter names, then the sounds, quickly.

**RETEACH** Say a letter sound, then, have students repeat the sound. Have students write the letter that makes the sound on the write-on boards.

**Word Reading**

5 min

Introduce Words with j and o

Direct students to Set B. Write the words jot and on. First, I'll say each sound in the words. Point to each letter and connect the sounds as you stretch the words. /j/ /j/ /t/ /t/ /o/ /o/. Now, I'll slide the words back together. Slide your finger under the words as you say them. jot, on.

Consistently using Voyager Passport's explicit and deliberate dialogue facilitates teaching critical skills. Students become comfortable with the instructional routine.

Reteach features are embedded into the lessons, providing an opportunity to scaffold and clarify critical skills to ensure students attain the necessary level of mastery.

## WORD WORKS

Throughout each of the six levels of *Voyager Passport*, a specific letter sequence is used in **Word Works**. The introduction of letters and their sounds place students on a path to decode and read words. In Levels A–C, students learn single phonemes, blends, digraphs, and vowel teams. In Levels D–F, these skills are reinforced as students learn more about words and their word parts.

**Introduction of New Concepts & Guided Practice:** Lessons are provided in a structured approach to scaffold students toward success.

### Explicit Instruction

- Phonological Awareness
- Phonemic Awareness
- Phonics
- Word Study

**Listen For/Watch For/Remember:** Specific reminders about skill development, expectations, and support to foster success.

**ADVENTURE 3**

# WORD WORKS

18 MIN

**LESSON 3**

**Word Works**

**Word Reading**

begin	enjoy	stop
because	every	under

**Sight Words**

today	hours	measure
listen	toward	vowel
at	again	what

**Sentence Reading**

1. Make and feel fairly proud today.  
 2. Last week Jack spent many hours working under a tree.  
 3. The best word I heard for today.  
 4. Ask Mrs. in class for the list that says what class begins.  
 5. Read a word to measure this, etc.

**RETEACH** Write ea, oo, and oo on the board. Point to each letter combination and repeat its sound(s) with students. Add consonants before and after each combination to make a word. Underline the combination in the word and stretch the word out. Have students repeat after you, then read the word at a normal rate.

**ELL ENGLISH LANGUAGE LEARNERS**

Be deliberate about introducing each letter combination and its sound separately. English Language Learners will need additional time to process letter combinations that are pronounced irregularly. Practice with various examples, and post some of the words around the classroom to use as a reference.

**Word Reading**

**Open and Closed Syllables**

Remember, you can read a long word more easily when you divide it into parts. Write the open-syllable word begin on the board. Underline the first syllable, be. Read this word part. (be) Point to the remaining syllable. What is this word part? (gin) Put the word parts together. What is the word? (begin)

Write the closed-syllable word window on the board. Have students read the word parts (win, dow), then read the whole word (window).

Direct students to Set A on page 76 in the Student Book. Repeat with the words in the box. Have students read the list of words in a way that sounds like natural speech to build fluency.

**TO CORRECT**

- Quickly model how to segment and blend the words.
- Have students repeat the process.

**Letter and Sound Identification**

**Review ea, oo, oo**

Materials: write-on boards

Write the letters ea on the board. This letter combination is ea. What is this letter combination? (ea) The sound for ea is /ē/ as in seat. What is the sound for ee? (/ē/ as in seat) Have Individuals say the sound for ea.

Repeat with oo and oa.

ea /ē/ as in seat  
 oo /ū/ as in boat, /ō/ as in cook  
 oa /ō/ as in coat

**TEACHER TALK**

Correction procedures are embedded throughout the *Voyager Passport* lessons to provide teachers with strategic and research-based methods to improve student performance. The procedures are included at point of use so that readers receive immediate and purposeful feedback. At all times, the teacher's behavior is to quickly model the correct answer and have students repeat the appropriate response. Correction procedures should be crisp and balanced, not interrupting the overall flow of the lesson.

**RETEACH** If students have trouble reading the multisyllabic words, have them read the first part of each word, then the second part of each word. Then, have students combine the parts to read the word.

**at Sight Words**

**Introduce today, hours, measure, listen, toward, vowel**

Direct students to Set B. Write the word today on the board. Some letters in this word may not make the sounds you know. (I'll read this word. This word is today). What is this word? (today) Let's read the word again. (today) Let's spell the word. (t-o-d-a-y) What is the word? (today)

Repeat with the remaining words in Rows 1 and 2. Have students read the list of words in a way that sounds like natural speech to build fluency.

Today, hours, toward, and measure have irregular spellings.

**REMEMBER**

Sight words build speed and fluency when reading. Accuracy, speed, and fluency in reading. Increase reading comprehension.

**Review**

Direct students to the words in Row 3. Let's read these words quickly. Have students read the list of words in a way that sounds like natural speech to build fluency.

**RETEACH** Use flash cards to practice reading words. Write each word on an index card. Hold up each index card one at a time. Ask students to quickly read the word.

**Sentence Reading**

Direct students to Set C. Choral read each sentence with students. Have students reread the sentences in a way that sounds like natural speech to build fluency.

**TO CORRECT**

- Immediately say the word and have students repeat the word.
- If the word is phonetically regular, have students say the sounds in the word, then say it quickly.
- If the word has one or more irregular sounds, have students spell the word, then say it quickly.
- Have students reread the sentence smoothly.

**d \_ g Spelling**

**Open and Closed Syllables**

Materials: write-on boards

You will spell words that you can read. Say the word return. (return) Break the word into syllables. Say the sounds you hear in the first word part. (r/ /ə/) Use the sounds you hear to write the first word part. Then, say the sounds you hear in the next word part. (t/ /ə/) Use the sounds you hear to write the next word part. Use the sounds you hear to write return. Pause while students write the word on a write-on board.

Check the word together. Read the word. Pause. Say the sounds you wrote. Pause. Now say the letters you wrote. Pause. Write the word on the board. Does your word look like mine? Have students correct the word if it is misspelled. Now read the word again.

Repeat with the remaining words in the box.

return	longer	cement
tiny	helmet	submit

**RETEACH** Have students rewrite a word that they have difficulty spelling on one side of an index card. Have them look at the word and spell it out loud. Then, have them spell the word again on the other side of the index card without looking at the correct spelling.

**ELL ENGLISH LANGUAGE LEARNERS**

Sentence reading is a good strategy to promote fluency in English Language Learners. Ensure you use easily decodable words that students have practiced.

**Teacher Talk:** Unlocks the “why” behind “what” is being taught in the Adventure.

**Review:** Provides additional practice and review.

# DYNAMIC, EFFICIENT FEATURES

## LISTEN TO UNDERSTAND AND READ TO UNDERSTAND

Throughout each of the six levels of *Voyager Passport*, comprehension is supported in the Listen to Understand (Level A) and the Read to Understand (Levels A–F) components of each daily lesson. **Here, students are actively involved in building meaning as they:**

- Connect new concepts to prior knowledge
- Make predictions
- Make inferences
- Unlock vocabulary as words convey meaning and ideas

Each Read to Understand includes strategies in the Before Reading, During Reading, and After Reading format.

The screenshot shows a lesson page titled "ADVENTURE 1 READ TO UNDERSTAND" with a 13-minute timer. It features three preview images: a lemonade stand, a coat drive, and a group of people. Below the images are sections for "Before Reading" (3 min), "THINK-ALoud", "ELL ENGLISH LANGUAGE LEARNERS", "TEACHER TALK", and "Follow along as I skim the first part of the passage." The page number 26 and "Adventure 1" are at the bottom.

**ADVENTURE 1**  
**READ TO UNDERSTAND** 13 MIN

*Anyone Can Make a Difference*  
*Lemonade 15¢*  
*coat DRIVE*  
think... for helping to keep others warm

**Before Reading** 3 MIN  
**Preview Text**  
Have students turn to page 11 in the Student Book. Let's skim this passage and make predictions about what we'll read. What will we look for? (information from the title, images, and certain words or phrases that might give ideas about what the passage is about)

**ELL ENGLISH LANGUAGE LEARNERS**  
Help students make connections to a new text by asking questions that bring students' prior knowledge and experiences to the surface. Ask students about a time they have helped someone in need or whether they have participated in community activities. Provide examples of possible activities they could have engaged in to help them retrieve their experiences.

**THINK-ALoud**  
The title of this passage is "Anyone Can Make a Difference." Slide your finger under the title as you read aloud. There is a picture of a girl. I wonder who this girl is and if she is the one who makes a difference. The first sentence says: *Harmonie Frederick makes the world better.* Slide your finger under the sentence as you read aloud. On the second page it says: *Harmonie began to collect coats to give away.* Slide your finger under the sentence as you read aloud. I also see a picture of coats. From these sentences and pictures, I think the girl's name is Harmonie Frederick and she makes a difference by giving away coats.

Now, let's finish skimming the passage together.  
Guide students through skimming the remainder of the text, focusing on key words or phrases. What else do you predict this passage will be about? Accept all reasonable responses and write them on the board.

**TEACHER TALK**  
In this lesson, students make inferences after reading an informational passage. Researchers identify inferential thinking as a complex skill that develops over time. Because students will use inference skills across the content areas, it is important that they begin to understand and apply the skill in diverse reading experiences. Explicit instruction is an effective approach to helping readers develop inferences.

26 Adventure 1

“Voyager Passport takes the five reading components and hits every one of them every day. It works, and the proof is in the student success!”

—Candace Dearing, Former Principal,  
Phillippi Shores Elementary School, Sarasota, FL

- Model the cognitive strategies students use to understand text.

**LESSON 4**

**Vocabulary Introduction**  
Write *organizations*, *collect*, and *deeds* on the board. These words are important to the passage. Knowing what they mean will help you understand what you read. Point to each word as you give its meaning and use it in a sentence.

*Organizations* are groups of people who act and work together to do something. Major League Baseball is the oldest *organization* of professional sports in the United States. What is another kind of *organization*? (Possible responses: news stations, nonprofits, police)

To *collect* means to gather things together. I will collect all the books at the end of class and put them back on the shelf.

*Deeds* are actions people do. The group performed many good *deeds*, like picking up litter in the park.

Have students repeat each vocabulary word and clap the number of syllables. Ask how many syllables are in each word.

**During Reading**

**Read for Fluency**  
Read the passage modeling fluent reading. Pause to point out that your reading sounds like natural speech and that it's important to read at an appropriate rate so that others can follow you and better understand what you're reading.

Before you read the passage, here are some words you should know to help you read the passage. Write *cancer*, *senior centers*, and *awards* on the board and read the words aloud. Have students find each word in the text and quickly repeat it after you.

Now, let's read together with fluency. Choral read the passage with students.

**FLUENCY WITH PROSODY** Have students pay attention to the way they read. Assign students partners, and have them take turns reading one paragraph to each other. Each partner should try to read with increasing prosody (expression) until the selection sounds natural.

**After Reading**

**Verify Predictions**  
Point to the board and read each prediction aloud. Let's check our predictions by answering some questions about the passage. Have students highlight or underline the evidence in the text that supports their answers for the first two questions.

- Why did Harmonie decide to give money to cancer organizations? *Comprehension* (Her parents were sick with cancer and she wanted to help.)
- What did Harmonie collect to give away? *Knowledge* (coats)
- What other things do groups collect to give away? *Application* (Answers will vary.)

**Make Inferences**  
We can often understand or recognize things that are not written in the text we read. We use what we already know along with what is written to make new meaning or details. When we do this, we infer or make inferences. For example, if someone is laughing, one thing we can infer is that he or she is happy. Why? (Laughing is something that many people do when they are happy.) Have students quote from the text as evidence for their inferences.

- Why do you think Harmonie's deeds at the senior centers make the people happy? *Analysis* (Answers will vary.)
- How does Harmonie prove that one person can make a difference? *Analysis* (Answers will vary.)

In this passage, we learned about a girl who proves that anyone can find ways to make a difference. Think about ways that you might help people and make a difference.

**REMEMBER**  
Readers who make inferences use the clues in the text along with their own experiences to help figure out what is not directly said.

**PRACTICE**  
See Adventure 1 Lesson 4 Practice on page A3.

The Road to Responsibility 27

- Build automaticity with sounds or words and increase fluency through independent and partner reading.

- Each Practice activity provides additional time on task to master priority skills.

## A CONSISTENT FORMAT OF INSTRUCTION

**BEFORE READING:** The purpose is set for reading and students identify text features, structure, or genre. Students also make predictions and participate in discussions about the topic.

**DURING READING:** Instruction guides students to form ideas about what is being read, how words impact the meaning of the text, and strategies to help organize thinking. Students begin to ask questions from pre-reading activities and form new ones as they read.

**AFTER READING:** Instruction guides students to think about new vocabulary or language in the text, retell or summarize main themes and understandings, answer questions, and evaluate.

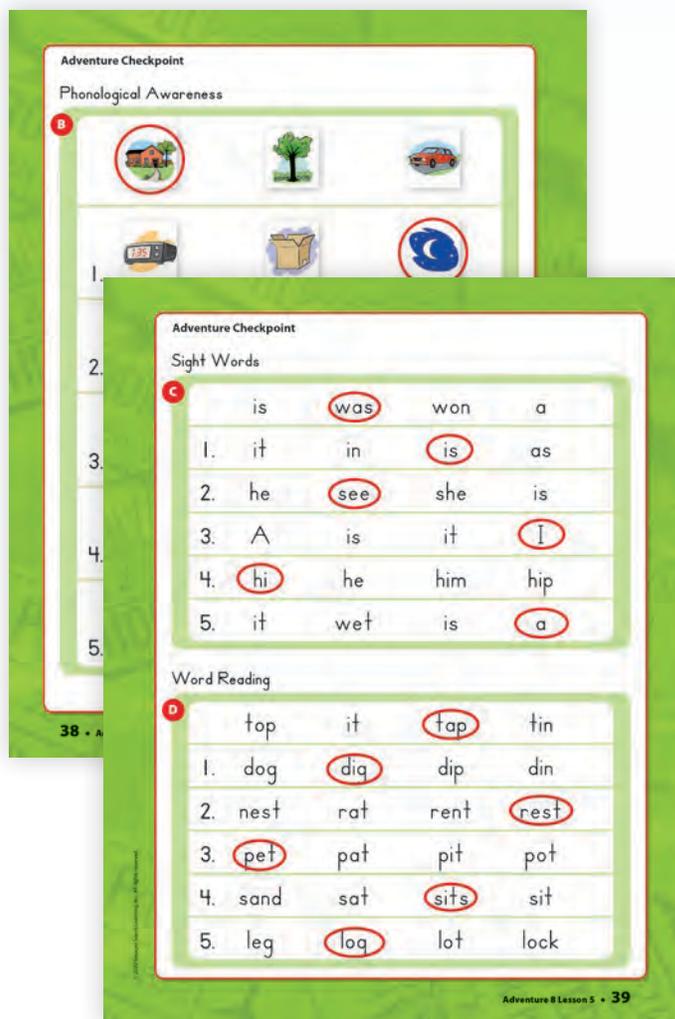
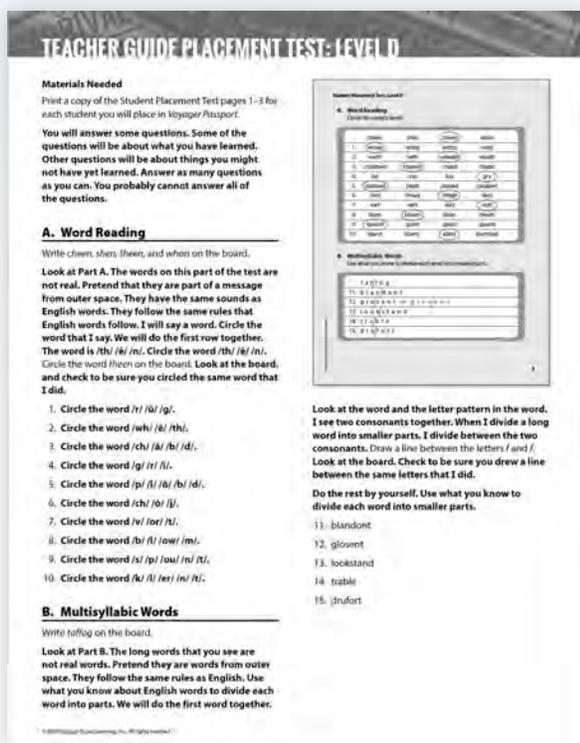
# BUILT-IN ASSESSMENT TOOLS HELP TEACHERS MAKE INFORMED DECISIONS

## TWO TYPES OF ASSESSMENT TOOLS:

**1** A **PLACEMENT ASSESSMENT** helps teachers understand the instructional strengths and weaknesses of each student and can be used to determine the best entry point into *Voyager Passport*.

**2** **FORMATIVE ASSESSMENTS** or **ADVENTURE CHECKPOINTS** appear at Lessons 5 and 10 and inform teachers if students are mastering skills taught.

**ADVENTURE CHECKPOINTS** provide opportunities to quickly assess students' proficiency with the skills and strategies taught in the preceding lessons. Using data from these formative assessments, teachers can target instruction using the differentiated instruction lessons that correspond to the assessments.



## ADVENTURE CHECKPOINTS

- Provide opportunities to regularly assess students' proficiency on previously taught skills
- Inform teachers about students who need additional support



## ADVENTURE MAP

- Students stamp their maps to show progress as they complete an Adventure
- Provides a key opportunity to celebrate the path to literacy success

WRITING PROJECT

### Plan My Informative Text Graphic Organizer

**Topic:**

**Research/Details**

1. What does it look like?
2. Where does it live?
3. What does it eat?
4. What is an interesting fact about it?

**Introduction:**

**Concluding statement:**

A17

## WRITING PROJECTS

Each Adventure includes Writing in Response to Reading activities, with additional content as Practice activities. Writing Projects are also available in Adventures 10-12 of every level. Explicit, direct instruction is included for teaching the writing process for narrative, informational, and opinion writing.

WRITING PROJECT

### Editing Checklist

	Yes	No	Not Sure
My sentences begin with a capital letter.			
My sentences end with a period, question mark, or exclamation point.			
I used a capital letter for place names that are proper nouns.			
I used apostrophes correctly in contractions.			
I used apostrophes correctly in words that show possession.			
I checked the spelling of words I'm not sure of.			

A18 • Adventure 12 Writing Project

# DIFFERENTIATION TOOLS ALLOW TEACHERS TO RESPOND TO SPECIFIC STUDENT NEEDS

With embedded differentiation in each lesson, for every skill and for every student at every point of use, *Voyager Passport* accommodates diverse learners who are engaged by different content and learn at varied rates.

## Voyager Passport includes additional lessons for differentiation:

- Allows time to revisit skills missed
- Immediate reteaching at point of need
- Teaching activities following the lesson
- Weekly reteaching for students still experiencing difficulty
- Activities based on specific skills missed in the Adventure Checkpoint

ADVENTURE 3
LESSON 10

## DIFFERENTIATED INSTRUCTION

### DAY 1

#### Introduction

Review the data in the Class Dashboard online or the Checkpoint Data Sheet. Use the following activities to reinforce instruction for those students who have not mastered the skills assessed.

#### Activity 1 Letter and Sound Identification

List the letter sounds students missed.

\_\_\_\_\_

\_\_\_\_\_

Write the letters that students missed on the board. Then, refer to the following table. Use only the word boxes that apply. Write the words under each sound.

/s/	/j/	/er/	/er/	/er/
cent	gem	term	shirt	hurt
race	gene	nerve	third	turf
slice	age	serve	first	burn

ay, /ā/	ea, /ē/	ee, /ē/	/ōō/	oo, /ū/
day	steal	deed	took	pool
pay	wheat	steel	crook	boot
say	meat	seen	stood	cool

Point under the first letters. **The sound is \_\_\_\_\_. Say the sound with me. \_\_\_\_\_. Say the sound again.**

Repeat for as many as three letter-sound correspondences.

Randomly point under each of the listed letters. Have the group say the sounds. Then, call on individuals to say the sounds. Immediately correct any sounds that students miss.

Use the Model, Guide, Probe routine to reinforce instruction with the word under each sound.

Model	Guide	Probe
Point to the <b>c</b> while saying the sound, /s/. Point to the word <b>cent</b> .	Point to the <b>c</b> . <b>Say the sound with me, /s/.</b> Point to the word <b>cent</b> .	<b>Say the sound as I point to it.</b> Point to the word <b>cent</b> . <b>Say the word.</b> (cent)

Then, randomly point to each word and have students quickly read it. Immediately correct any word that students miss. Call on individuals to read the word list. Record the names of students who misread any words. Work with them on Day 2.

#### Activity 2 Word Reading

Write page, face, her, term, bird, firm, burst, and lurch on the board.

Model how to stretch and slide words. Say the sound for each letter or letter combination as you point under it. Use the word page to show students how to correct mistakes as they read words. Point to page. **I will sound out the letters to read this word: /p/ /ā/ /j/. Wait. That doesn't sound right. I see the e at the end so I know the letter a says its name. The /j/ sound doesn't sound right. I know the letter g can also say /j/ so I will try that: /p/ /ā/ /j/, page. The word is page.**

Follow the Model, Guide, Probe routine for the remaining words. When possible, model making mistakes and correcting them.

Randomly point to each word and have students read them. Record the names of students who missed any words. Work with them on Day 2.

#### Activity 3 Rule-Based Words

##### VcE Words

Follow this routine to practice reading VcE words. Write two columns of words on the board:

pane	rate
rat	time
stem	pan
mice	age
lime	mine

##### Model

Remind students that an e at the end of a word makes the first vowel say its name. Point to pane. **I will sound out the letters to read this word: /p/ /ā/ /n/. I see the e at the end so I know the letter a says its name. The word is pane.**

##### Guide

**Do it with me.** Point to rate. **Say the sounds with me: /r/ /ā/ /t/, /r/ /ā/ /t/. Say the word with me: rate, rate.**

##### Probe

**Now, it's your turn.** Point to rat. **Say the sounds.** (/r/ /ā/ /t/) **Say the word.** (rat)

Repeat for the remaining words, alternating between each column.

Record the names of students who missed any words. Work with them on Day 2.

#### Activity 4 Sight Words

List the sight words students missed.

\_\_\_\_\_

\_\_\_\_\_

Write as many as five missed sight words on the board. Use the following routine.

Point to the first word. **The word is \_\_\_\_\_. Say the word with me. \_\_\_\_\_. Spell the word with me. \_\_\_\_\_. Say the word again.**

Repeat with each word. Then, randomly point to words. Have the group quickly read the word. Reteach any missed words. Call on individuals to read the list. Record the names of students who misread any words. Work with them on Day 2.

#### Activity 5 Comprehension

Have students turn to the assessment passage on page 101 in the Student Book.

##### Main Idea

If students missed Main Idea, ask them to read the title of the passage. Discuss how a title can give clues to the main idea. **The title of this passage is "Inventors." The word inventors makes me think this passage could be about inventions or people who invent things. The passage might tell examples of inventions and how they came to be.** Then, reread the passage with students to see if your predictions were correct.

##### Facts and Details

If students missed Facts and Details, reread the story with them. When you encounter a fact or detail, ask students yes or no questions, such as: *Do inventors always have good ideas?* and *Did the Wright brothers build the first car?* Use students' responses to discuss the facts and details of the story.

Record the names of students who continue to have difficulty. Work with them on Main Idea and Facts and Details on Day 2.

180 Adventure 3
Historical Ride 181

# SUPPORT FOR ENGLISH LANGUAGE LEARNERS

There is much diversity within ELL populations, which demands the kind of differentiated, research-based approach made possible by *Voyager Passport*.

**In addition to systematic explicit instruction, these research-supported practices for English language learners are integrated into every Adventure:**

- Frontloading content and building background during Adventure Starters
- Teaching oral language development through frequent teacher-student and student-student activity
- Linking ideas with graphic organizers and ample visuals
- Using extensive vocabulary instruction to maximize language learning
- Pre-teaching vocabulary prior to student reading
- Multiple exposures, review, and practice of targeted vocabulary
- Highlighting of cognates in English and Spanish



**ELL**

## ENGLISH LANGUAGE LEARNERS

Help students make connections to a new text by asking questions that bring students' prior knowledge and experiences to the surface. Ask students about a time they have helped someone in need or whether they have participated in community activities. Provide examples of possible activities they could have engaged in to help them retrieve their experiences.

## FOLLOWS IDA'S STRUCTURED LITERACY APPROACH

*Voyager Passport* follows the International Dyslexia Association's Structured Literacy approach for student success in reading.

- The elements of Structured Literacy are embedded in the instructional routine for each daily lesson
- Phonology and phonemic awareness
- Phonics and morphology
- Syntax and semantics

- Each Adventure Unit guides teachers to apply principles of Structured Literacy to deliver, practice, and assess for retention of priority skills to inform instruction
- Systematic and Cumulative Instruction
- Explicit Instruction
- Diagnostic Teaching

Information provided by the International Dyslexia Association. (2015). Retrieved from <https://app.box.com/s/hvjb2c4dctr2jrsrpmi6kqg9f4k1bjsl>

# ONLINE RESOURCES

Voyager Passport provides teachers with an Online Resource Center and gives students access to audio for fluency passages.

## Online Data Management System for Managing and Reporting Student Data

Teachers and administrators can instantly access reports and tools to measure and track student progress with the built-in data management system. This secure, web-based system houses data from Voyager Passport's formative assessments.

### TEACHERS

can input and view their students' data

### COACHES AND PRINCIPALS

can view all building-level data

### DISTRICT ADMINISTRATORS

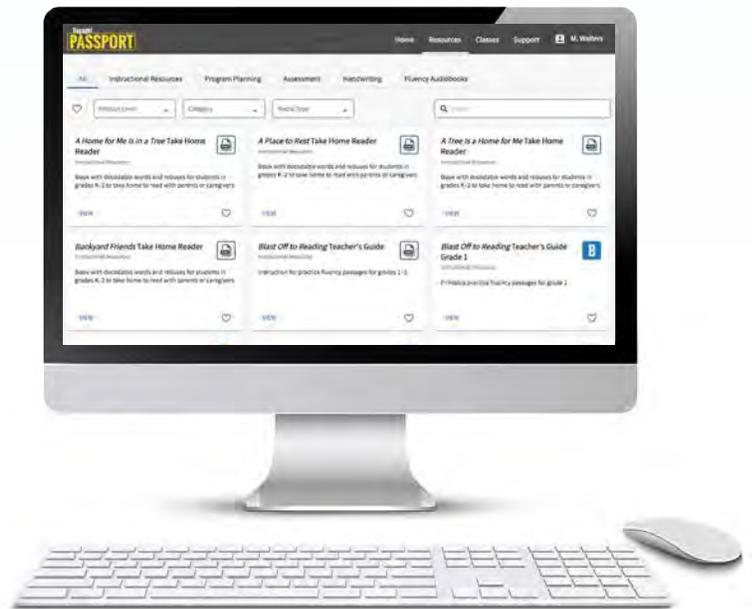
can view district, school, and student data

### STUDENTS

can find resources and meaningful online practice

## THE TEACHER RESOURCE CENTER

- Instructional Resources
- Program Planning to support implementation, Assessments, Handwriting Videos, and Fluency Audiobooks
- Class information including student names, IDs, grade level, user names, passwords, license status, and demographic information
- Students' names can be added to the class roster. All information can be edited.



## THE STUDENT RESOURCE CENTER

- Fluency Books and eBooks
- Audio versions of Fluency Books are available to students by Level
- Students are guided to focus on reading for accuracy as they follow along in their books, which leads to practice for gaining fluency
- Sound and Handwriting Library



## MOTIVATING ONLINE PRACTICE WITH *READING RANGERS*

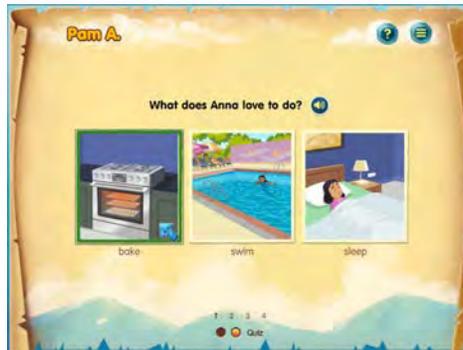
Built into *Voyager Passport* is *Reading Rangers*, which provides online reading practice to support your K–5 students as they strengthen reading fluency and comprehension skills with fun and interactive online activities.

Dewey the Archivist guides students on an online reading journey to exotic environments. Students move through a structured and consistent routine to practice the five essential skills necessary to become proficient readers.

- Phonology      → Vocabulary      → Comprehension
- Phonics        → Fluency



*Students practice word building.*



*Listening Comprehension: K–1 students listen to short text selections and answer questions.*



*Students practice reading and comprehension.*

## READING RANGERS PROVIDES:

- Defined and consistent delivery of activities that follow a structured path of learning
- Multiple opportunities to learn new vocabulary, use vocabulary, listen to fluent reading, practice fluent reading, and illustrate acquisition of reading comprehension
- Specific learning activities designed for students still in the acquisition phase of foundational literacy skills of phonological awareness and phonics
- Reports that show how students are progressing through the program
- The ability to assign lessons that align with any reading program in use

**LEARN MORE:** [voyagersopris.com/reading-rangers](http://voyagersopris.com/reading-rangers)

# TEACHER MATERIALS

The comprehensive **Teacher's Resource Kit** includes all of the components needed to effectively teach *Voyager Passport* lessons. Teacher editions are available in print and eBooks.

- Two Teacher Guides
- Picture Cards (Level A)
- Letter Cards (Levels A & B)
- Word Cards (Level A)
- Online Resources
- *Voyager Passport* Ink Stamp



# STUDENT MATERIALS

The **Student Reading Pack** offers materials for students to engage in meaningful teacher-directed instruction, guided practice, and independent practice. Student books are available in print and eBooks.

- Two Student Books
- Fluency Books
- Letter Trays and Squares
- Word Mats
- Digital Delivery with eBooks
- Write-On Boards
- Markers



# THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO HELP YOU INCREASE STUDENT ACHIEVEMENT

Our team specializes in partnering with schools and districts to build custom *Voyager Passport* implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain *Voyager Passport*.

- Face-to-Face and Online Training
- Coaching and Support
- Training of Trainers

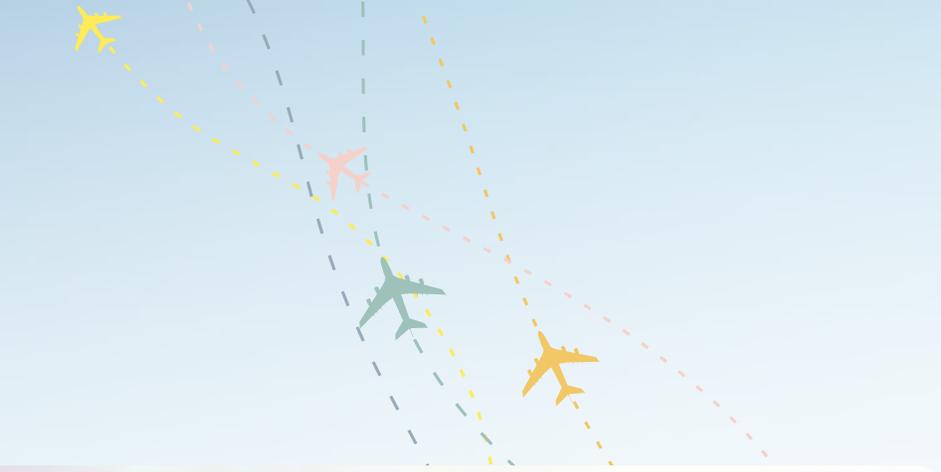
## KEY STAGES OF VOYAGER PASSPORT IMPLEMENTATION

The foundation for a personalized strategy for planning, training, and ongoing support:



FIVE KEYS TO SUCCESS





“

*For intervention, we need a more intensive program that covers all five elements, that's easy for the teacher to use, that students respond well to. That's where Voyager Passport fits in very well, no matter the core.*

—Jim Herman, Reading First Director, TN

# Voyager **PASSPORT**

## GRAB YOUR PASSPORT

Contact your local representative to download a digital sample or to schedule a presentation today.

[voyagersopris.com/passport](http://voyagersopris.com/passport) • 800.547.6747



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