THE ADVENTURE STARTS HERE
PROVEN APPROACH TO BUILDING
PRIORITY READING SKILLS
Accelerate student reading success through:

- **Explicit, systematic**, teacher-led instruction
- Engaging, **age-appropriate materials** with appealing content
- Text that supports **content-area learning** and connects to science and social studies
- A complete **assessment and data-management system**

- **Flexible grouping strategies and differentiation** to accommodate diverse learners
- A **student-centered online technology component**—Ticket to Read®
- Digital delivery with **eBooks**

For more information on Ticket to Read, see page 18.
WHAT IS VOYAGER PASSPORT?

Voyager Passport® is a research-based strategic reading intervention for K–5 students reading below grade level. Through a blended approach of print and technology, Voyager Passport accelerates student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers.

Blended Learning Solution:
Teacher-Led and Online Instruction

Integrates All Five Key Reading Components:
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

TEACHER-LED INSTRUCTION
- Research-based intervention
- Balanced instructional approach
- Integrates key reading strands
- Flexible grouping strategies
- Data-driven

STUDENT-CENTERED, INTEGRATED TECHNOLOGY
- Web-based with 24/7 access
- Reinforces instruction with more time on task
- Ticket to Read® online technology

IMPLEMENTATION SUPPORT SERVICES
- On-site and online training
- Consultative resources and support
- Ongoing professional development

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
DESIGNED SPECIFICALLY FOR K–5 STUDENTS WHO STRUGGLE WITH READING

Voyager Passport provides struggling readers with explicit instruction, corrective feedback, and more time on task in order to master critical reading skills. It is intended for:

- Students who have not made adequate progress in core reading instruction
- Students who need additional **explicit, systematic intervention** to accelerate growth

Voyager Passport’s flexible instructional model accommodates diverse learners, including English language learners (ELLs) and special education students, which enables teachers to adapt instruction according to the assessed needs.

### WHO NEEDS VOYAGER PASSPORT?

- Priority skills students need to accelerate growth

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<table>
<thead>
<tr>
<th>FIVE ESSENTIAL COMPONENTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVENTURE</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>PHONEMIC AWARENESS</strong></td>
<td>Explicit instruction</td>
<td>Explicit instruction</td>
<td>Additional support linked to phonics</td>
<td>Support lessons for remediation</td>
<td>Support lessons for remediation</td>
<td>Support lessons for remediation</td>
</tr>
<tr>
<td><strong>PHONICS</strong></td>
<td>Basic skills applied to controlled text</td>
<td>Basic skills applied to controlled text</td>
<td>Basic skills applied to controlled text</td>
<td>Advanced word study</td>
<td>Advanced word study</td>
<td>Basic skills applied to controlled text</td>
</tr>
<tr>
<td><strong>FLUENCY</strong></td>
<td>Letter, sound, and word automaticity</td>
<td>Letter, sound, and word automaticity</td>
<td>Guided oral repeated readings</td>
<td>Guided oral repeated readings</td>
<td>Guided oral repeated readings</td>
<td>Guided oral repeated readings</td>
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<tr>
<td><strong>VOCABULARY</strong></td>
<td>Listening, speaking, and reading vocabulary</td>
<td>Listening, speaking, and reading vocabulary</td>
<td>Listening, speaking, and reading vocabulary</td>
<td>Explicit instruction</td>
<td>Word learning strategies</td>
<td>Word learning strategies</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td>Narrative and expository text</td>
<td>Narrative and expository text</td>
<td>Narrative and expository text</td>
<td>Primarily expository text</td>
<td>Primarily expository text</td>
<td>Primarily expository text</td>
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The description in each cell indicates the emphasis placed on the essential reading component.
**TARGETED INSTRUCTIONAL MODEL OPTIMIZES LEARNING TIME**

**1 TEACH, MODEL, AND PROBE**
- Explicitly present the specific concept or skill and state the reason for learning the concept or skill so that students know why it is important
- Model or demonstrate how to complete a task
- Probe students about their initial understanding of the skill or concept

**2 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 that students are successful before moving to independent practice

**3 INDEPENDENT PRACTICE**
- Students practice independently to reinforce proficiency

**4 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

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

**BUILT TO SUPPORT SUCCESS IN EVERY LESSON**
**Proven Results with Large, Diverse Districts**

- **Proven Effective in Special Education**
- **Proven Effective with ELLs**
- **Proven to Increase Performance on Reading Assessments**

**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
POWERFUL NATIONWIDE IMPACT ON STUDENT ACHIEVEMENT

In a national study of more than 450,000 students enrolled in Voyager Passport during the 2006–2007 to 2011–2012 school years, students demonstrated substantial gains in reading performance as measured by their Initial and Final oral reading fluency scores. The program effect size ranged from 1.09 to 2.00, which is considered educationally meaningful and large.*

Questions are often asked about student results in different regions of the country. The data from the national study were split into four regions and are shown in the chart by grade for students who were in the struggling and emerging categories at the beginning of the school year. This view of the data shows that the gains students make in oral reading fluency across the school year are fairly consistent in the different regions of the country.

*Effect sizes were calculated using the Initial and Final ORF scores. Effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are moderate, and 0.8 are large (Cohen, 1988). An effect size of 0.3 is considered to be educationally meaningful.
EVERY UNIT FollowS A CONsISTENT SEQUENCE TO STREAMLINE INSTRUCTION

The program is organized into 12 two-week Adventures (10-lesson units). Adventure Starters introduce the content and connect what students know with what they will learn. Lessons 1–4 and 6–9 follow a consistent 30-minute routine.

Take a Closer Look: Voyager Passport C, Adventure 1

Adventure at a Glance maps out the 10 lessons ahead and provides an overview of the skills taught.

The Adventure Starter helps students connect what they know to what they will learn.
Consistently using Voyager Passport’s explicit and deliberate dialogue facilitates teaching critical skills. Students become comfortable with the instructional routine.

**ELL support** is integrated into daily lessons.

The reteach activity provides an opportunity to scaffold and clarify critical skills to ensure that students attain the necessary level of mastery.

Correction procedures provide immediate feedback, redirect instruction, and confirm accuracy.
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
STUDENTS QUICKLY ADVANCE TO MORE COMPLEX TEXT

By Adventures 7–12, students are able to read longer and more difficult connected text. Text is 50% expository and 50% narrative.

Vocabulary and comprehension strategies are taught in the Before Reading, During Reading, and After Reading format.

Read to Understand

In later Adventures, students are able to read longer and more difficult connected text. Vocabulary and comprehension strategies are taught in the Before Reading, During Reading, and After Reading format.
ADVENTURE CHECKPOINTS ASSESS LEARNING

Lessons 5 and 10 provide opportunities to quickly assess students’ proficiency with the skills and strategies taught in the preceding lessons. Based on the results, teachers may create additional groups of students who need further instruction in a specific skill area through targeted reteaching activities and practice.

Quick Checks in Lessons 5 and 10 focus primarily on phonics elements and sight words. Every Lesson 10 Adventure Checkpoint provides a cumulative assessment of the skills taught in Lessons 1–9.

Adventure Checkpoint Maps
Students chart their Adventure Checkpoint successes by following a trail on the Adventure Checkpoint Map. At the end of every Unit (Lesson 10) students use the maps to reflect on what they have learned. This is also a key opportunity to celebrate efforts by stamping the circle next to the adventures.
ADVENTURE CENTERS EXTEND INSTRUCTION

Through practice in Adventure Centers, every student in the classroom increases proficiency, builds fluency, extends understanding, and broadens the reading experience.

There are six centers to choose from at the end of each Adventure:

A brief description of each activity is followed by step-by-step instructions for teachers to share with students.

The six Adventure Centers show the skills addressed in each center.

In each center there is a suggested grouping strategy. The following icons correlate to the suggested student grouping:

- Students may work individually.
- Students may work with a partner.
- Students may work in a small group.

Each center builds on specific skills that have been taught in the Adventure. The activities can be completed as a group, with partners, or as individuals. The Adventure Centers are flexible in design, allowing teachers to determine which centers are most appropriate for students who need independent practice.
PRACTICAL DIFFERENTIATION TOOLS RESPOND TO SPECIFIC STUDENT NEEDS

Students have diverse needs. They begin instruction with different skills and background knowledge. Students are engaged by different content, and learn at varied rates. To accommodate these diverse learners, Voyager Passport includes ongoing, embedded opportunities for differentiation:

- Reteaching within the daily lesson
- Teaching activities following the lesson
- Weekly reteaching for students still experiencing difficulty

RETEACH EXTRA PRACTICE

Reteach Extra Practice provides pivotal support to nonresponders by giving extra practice on the items taught. These opportunities for reteaching are effective because they decrease the complexity of the task, offer additional scaffolds to learning, and clarify expectations. Extra Practice activities extend Voyager Passport instruction for an additional 15 minutes.

ADDITIONAL RETEACH LESSONS

Additional Reteach Lessons are designed on the same principles of effective remediation as reteaching within the lessons. Reteach activities in the form of Blackline Masters provide essential extended support for nonresponders. Teachers guide students through extended opportunities until they are able to work independently. These are provided in every alternate lesson (2, 4, 7, and 9).
ADDITIONAL RETEACH OPPORTUNITIES

Additional Reteach Opportunities with independent practice appear in Lessons 5 and 10. Following the Adventure Checkpoints, teachers may reteach the whole group, a pair, or individual students. Students who demonstrate proficiency in the skills assessed in the Adventure Checkpoints will benefit from the independent practice activities or work in the Adventure Centers.

Teachers can also use the Home Connection in Lessons 5 and 10 to provide additional practice.

ADVENTURE CENTERS

Adventure Centers and the Ticket to Read online component provide extended opportunities for students to practice, review, and solidify skills taught in the Adventures.
ENGLISH LANGUAGE LEARNERS

There is much diversity within ELL populations. That diversity demands the kind of differentiated approach made possible by Voyager Passport. In addition to systematic, explicit instruction, the following research-supported practices for ELLs are integrated into every Adventure:

Simultaneously Support English Language Development and Growth Toward Grade-Level Literacy

- **Frontloads content and builds background** during Adventure Starters
- **Oral language development** through frequent teacher-student and student-student activity
- **Graphic organizers and ample visuals** link ideas and clarify meaning
- **Extensive vocabulary instruction** maximizes language learning
- **Preteaching vocabulary** prior to student reading
- **Multiple exposures, review, and practice of targeted vocabulary** enable students to generalize words
- **Highlighted cognates in English and Spanish**
- **Variety of response formats** and alternative responses

Point-of-Use ELL Support

In addition to the inherent design features that provide effective instruction for all students, Voyager Passport assists ELLs through specific reinforcements within the curriculum using embedded teaching strategies.
STUDENTS IN SPECIAL EDUCATION

Voyager Passport provides explicit and systematic instruction, delivered early and with intensity. This intervention provides the effective instructional tools students with reading disabilities require.

Carefully researched learning principles provide the foundation for each level of Voyager Passport. Working with these principles, students can:
- Attend closely to the features of sensory tasks
- Be able to perform tasks at a high level of accuracy
- Have their behavior reinforced consistently with corrective feedback
- Receive repetitive input over a prolonged period of time
- Experience systematic increases of difficulty level over time
- Be provided continuous progress monitoring and review

Additional design features of Voyager Passport enable schools to effectively differentiate instruction within a multitier model, including:
- An entry system for matching students to instructional levels
- A progress monitoring system integral to a Response to Intervention (RtI) model
- Multiple instructional levels
- Programmatic scaffolding
- A format appropriate for a multitier model of instruction

Endorsed by:

Voyager Passport is phenomenal! While in this program, the students gained the necessary skills and confidence to become successful readers. It has been such a joy to see the students grow, and I am excited about the future success the students will have thanks to dedicated teachers and Voyager Passport.

—Rachel Surles,
School Improvement Specialist
Autauga County, AL
MOTIVATE STUDENTS TO BECOME BETTER READERS WITH 
FUN, PURPOSEFUL ONLINE READING PRACTICE

Ticket to Read is a self-paced, student-centered online program that results in improved reading performance. As students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension, they earn points that can be used to decorate their personal clubhouse or stock their toy store. An easy-to-use data-management system enables teachers to monitor performance, track progress, and run reports anytime, anywhere in order to adjust instruction.

Ticket to Read includes:

- Hundreds of high-interest reading passages and games
- Entry points based on students’ reading levels
- Interactive activities supported by audio and animation
- Support for English language learners
- Automated quizzes and self-correcting guidance
- Motivating rewards system to keep students engaged and on task

Fluency and Comprehension now available as an iPad® app

Visit www.voyagersopris.com/ttr for a complimentary 14-day trial.

“I’m a better reader because I learned on Ticket to Read.”
—Robert, Fourth Grade Student, Maryland

Ticket to Read is a nationally recognized and acclaimed educational tool.

CODiE finalist for Best Reading/English Instructional Solution.

Winner of EDDIE Award for Multilevel Reading Website

CODiE finalist for Best Reading/English Instructional Solution and Best Education Game or Simulation
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 VPORT data-management system. This secure, web-based system houses data from Voyager Passport’s embedded assessments.

Teachers can input and view their students’ data; coaches and principals can view all building-level data; and district administrators can view district, school, and student data.

Educators use VPORT to:

• Identify individual instructional needs and goals
• Adjust instruction based on skill need
• Monitor progress against goals
• Communicate progress to the instructional team
• Generate reports for parents in English or Spanish

VPORT Reports
Voyager Passport assessments are processed online, and the real-time data provides educators instant access to multiple charts showing student performance at various levels.

Individual Student Reports show student progress and rate of improvement, and how those results compare with the upcoming benchmark goal.

Class Reports show individual student results and provide reteaching recommendations.

School reports provide a comprehensive snapshot of progress across all classrooms and grade levels.
TEACHER MATERIALS

The comprehensive Teacher’s Resource Kits include all of the components needed to effectively teach Voyager Passport lessons. Teacher editions are available in print and eBooks.

• Teacher Editions and Assessment Guides
• Reteach Lessons: Blackline Masters
• Picture cards, letter cards, word cards, and Voyager Passport stamp
• Audio CDs of text in student Fluency Books
• Interactive Whiteboard Graphic Organizers
• Digital delivery with eBooks

Data-Management System

VPORT is the educator’s personal online portal to student data, web-based training, and teaching resources. Student data is secure and available for review at the teacher, building, and district levels. For more information on data management, see page 19.
**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.

- Student Books
- Student Assessment Books
- Fluency Books
- Manipulatives, including letter squares, letter trays, word mats, and dry-erase boards
- Digital delivery with eBooks

**Major Benefits of eBooks—for Teachers and Students**

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

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

**Fun and Motivating Online Reading Program**

Ticket to Read helps students improve vital reading skills at school and at home with exciting age- and level-appropriate stories and fun activities.

For a complimentary trial, visit [www.voyagersopris.com/ttr](http://www.voyagersopris.com/ttr)
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:

1. Classroom Management
2. Quality of Instruction
3. Amount of Instruction
4. Use of Assessments
5. Differentiation

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. Key stages of Voyager Passport implementation include:

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

Visit www.voyagersopris.com/passport to review training options and a comprehensive menu of services.

—Denver M. Raney, Curriculum Specialist, Manatee County, FL

...The training and support has been phenomenal. The support has been there, and that is why we have had the results we’ve had with our students.
Program Advisors

**María Elena Argüelles, Ph.D.**  
**Author and Educational Consultant**

María Elena Argüelles, Ph.D., is an educational consultant who provides support to states, districts, and schools in their implementation of effective reading instruction for young English language learners (ELLs) and struggling learners. Dr. Argüelles is the coauthor of LETRS® Teaching English Learners and Academic Vocabulary for English Learners (AVEL). In addition, she has teaching experience at the public school level as well as at the undergraduate and graduate levels. Her primary areas of interest are early reading instruction, students with reading difficulties, and reading instruction for ELLs.

**Marcia Henry, Ph.D.**  
**Educational Psychologist**

Marcia Henry, Ph.D., has 47 years of experience in the field of reading and dyslexia, working as a teacher, diagnostician, tutor, and professor. A past president of the International Dyslexia Association and former director of the Center for Educational Research on Dyslexia at San Jose State University, Dr. Henry speaks frequently at conferences and writes for and serves on the editorial boards of several professional journals.

**Timothy Rasinski, Ph.D.**  
**Professor of Education**  
**Kent State University**

Timothy Rasinski, Ph.D., is a professor of education in the Reading and Writing Center at Kent State University in Kent, Ohio. Dr. Rasinski has written more than 100 articles and has edited or authored 12 books on reading education. He recently completed a term on the Board of Directors of the International Reading Association, and from 1992 to 1999, he was editor of The Reading Teacher. Currently he serves as coeditor of the Journal of Literacy Research. At Kent State, Dr. Rasinski directs the reading clinic, which won Ohio's Best Award for innovations and effectiveness in education.

**Janette Klingner, Ph.D.**  
**Associate Professor of Education**  
**University of Colorado at Boulder**

Janette Klingner, Ph.D., is a professor at the University of Colorado at Boulder and is a former bilingual special education teacher. She has authored or coauthored more than 90 journal articles and book chapters and coauthored or coedited 10 books. In 2007, she coauthored Teaching Reading Comprehension to Students with Learning Difficulties with Sharon Vaughn and Alison Boardman.

**Julia Peyton, Ph.D.**  
**Research and Development**

Julia Peyton, Ph.D., served as a researcher on the DIBELS® research team, spent seven years conducting research in the area of effective scientifically based supplementary reading instruction for at-risk populations, and has collaborated on multiple studies in the area of early identification and intervention for reading disabilities under the U.S. Department of Education Office of Special Education Programs. She coauthored seven articles in the area of reading interventions targeting at-risk populations.

**Anne Cunningham, Ph.D.**  
**Associate Professor**  
**University of California at Berkeley**

Anne Cunningham, Ph.D., serves as the UC Berkeley director of the Joint Doctoral Program in Special Education. She has served as an elected board member of the Society for the Scientific Study of Reading and American Educational Research Association’s Division C—Learning and Instruction, as well as a member of the editorial boards of the Journal of Educational Psychology, Reading, and Writing: An Interdisciplinary Journal; The Reading Teacher; and The California Reader.
ACCELERATE STUDENTS TO
GRADE-LEVEL READING

Visit www.voyagersopris.com/passport to access:

• Complimentary samples
• Video tour of technology components
• Alignments and Research Foundation
• Flexible implementation options
• Testimonials and classroom videos

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