THE JOURNEY MATTERS.

PACK FOR IT.

Watch literacy take flight with Voyager Passport.

Voyager Passport® is packed with the essentials you need to teach reading. Give struggling readers everything they need in just 30 MINUTES A DAY. Voyager Passport delivers explicit instruction for you and your students.
THE CHALLENGE
20 TO 40 PERCENT OF AMERICAN K–5 STUDENTS ARE FALLING BEHIND & NEED ADDITIONAL INSTRUCTION IN READING

TEACHERS HAVE LIMITED TIME

TEACHERS NEED RESOURCES & SUPPORT TO HELP EACH STUDENT REACH GRADE-LEVEL LITERACY AND SUCCEED

THE SOLUTION
Voyager Passport is a proven approach to accelerating student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers. The program provides comprehensive, explicit, and systematic instruction. Voyager Passport can be used as a wraparound to any core reading curriculum.

→ Proven: ESSA Research Based
→ Comprehensive: Five Essential Components
→ Effective: 30 Minutes a Day
→ Targeted: Explicit Instruction
→ Flexible: Fits with Any Curriculum
→ Informative: Formative Assessments

CONTENT INCREASES IN COMPLEXITY ACROSS GRADE LEVELS

Voyager PASSPORT
KINDERGARTEN
FIRST GRADE
Help your struggling K–5 students reach new heights of literacy success based on decades of literacy research and wrapped up in just 30 minutes of instruction per day. Voyager Passport strategically targets priority reading skills to accelerate the performance of students reading below grade level.

HELP STUDENTS MAKE POSITIVE STRIDES

→ They 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

Efficient and research-based intervention is key. Voyager Passport provides struggling readers with explicit instruction, corrective feedback, and more time on task to master critical reading skills.

Voyager Passport is intended for:

→ Students who have not made adequate progress in core reading instruction
→ Students who require instruction beyond the core and need explicit, systematic intervention to accelerate growth

WHAT IS VOYAGER PASSPORT?

Unpacking the essentials for a successful journey to literacy

SECOND GRADE
THIRD GRADE
FOURTH GRADE
FIFTH GRADE
Reach new heights...
Our targeted instructional model helps you optimize learning time

Every unit follows a consistent sequence to streamlined 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.

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
- Probe 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 on 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

INSTRUCTIONAL ROUTINE

Checkpoint ➜ Differentiated Instruction ➜ Word Works ➜ Read to Understand ➜ Checkpoint ➜ Differentiated Instruction

Online Fluency ➜ Practice ➜ Online Fluency

voyagersopris.com/passport
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.

**Adventure Overview** maps out the instructional components ahead and provides an overview of the skills taught.

**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?

**Building Background Knowledge**

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 experience 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 their family. Allow students to share their ideas 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)
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.

Practice and Writing lessons are included in the back of the Teacher’s Edition and Student Edition. These appear as blue boxes in the 30-minute lesson, highlighting anything else that could be used.

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)
LITERACY IS THE DESTINATION

CAREFULLY 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, with fluency and writing in response to reading. Writing Projects are included in Adventures 10–12.
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, diagraphs, and vowel teams. In Levels D–F, these skills are reinforced as students learn more about words and their word parts.
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.

**Before Reading**

**Preview Text**

Here 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 reframe their experiences.

**Think-Aloud**

The title of this passage is “Everyone 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: Hermoine Frederick make the world better. Slide your finger under the sentence as you read aloud. I see a picture of coats. From these sentences and pictures, I think the girl’s name is Hermoine 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.
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.

Vocabulary introduction
Write organizations, collect, and check 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.

Read for Fluency
Read the passage modeling fluent reading. Pause to point out that your reading sounds like natural speech and that it is important to read at an appropriate rate so that others can follow you and better understand what you are 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. Here students find each word in the text and quickly repeat it after you.

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.

Each Practice activity provides additional time on task to master priority skills.
BUILT-IN ASSESSMENT TOOLS HELP TEACHERS MAKE INFORMED DECISIONS

TWO TYPES OF ASSESSMENT TOOLS:

1. **Placement Assessments** help 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, ensuring students who need additional instruction receive what they need.

**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

Assessment

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.
DIFFERENTIATION TOOLS ALLOW TEACHERS TO RESPOND TO SPECIFIC STUDENT NEEDS

Students have diverse needs. They begin instruction with different skills and background knowledge and are engaged by different content and learn at varied rates.

To accommodate these diverse learners, Voyager Passport includes ongoing, embedded opportunities for differentiation:

- Allows time to intensify instruction
- Immediate reteaching at point of need
- Teaching activities following the lesson
- Weekly reteaching for students still experiencing difficulty
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 ELLs 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
- Providing a variety of response formats and alternative responses

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

NEW ONLINE RESOURCES

Voyager Passport provides teachers with an online resource center and students with 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 embedded assessments.

THE TEACHER RESOURCE CENTER

Under Resources, teachers will find: Instructional Resources, Program Planning to support implementation, Assessments, Handwriting videos, and Fluency Audiobooks

Under Class, teachers will find: 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

Students will find: 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 book, which leads to practice for gaining fluency
- Students can track their progress online
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
OUR GOAL

PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT SO YOU CAN 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:

PRE-IMPLEMENTATION PLANNING  LAUNCH  ONGOING  DATA REVIEW
HELP YOUR STUDENTS SOAR TO GRADE-LEVEL READING WITH VOYAGER PASSPORT...

YOUR TICKET TO LITERACY

Here’s what your colleagues said about Voyager Passport:

“When you’re teaching reading, it makes sense to work through context, thus increasing vocabulary and knowledge of the world. That’s a must. With the updated Voyager Passport, we’re extremely pleased to see ‘Adventure Starters’ expanded to standalone lessons, with hooks for students around text.”

—Janet Sexton, Ed.S.
Supervisor of Reading and Language Arts, K-5
Knox County Schools, TN

“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

“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
For more information, visit: voyagersopris.com/passport

Contact your local representative to schedule a presentation today: 800.956.2860