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® accelerates reading success and gets students on track.

Reading levels reach new heights with Voyager Passport!
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.

**ESSA EVIDENCE**

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 the new *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

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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>1</th>
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<tr>
<td></td>
<td>Adventure Starter</td>
<td>Word Works</td>
<td>Read to Understand</td>
<td>Checkpoint</td>
<td>Differentiated Instruction</td>
<td>Word Works</td>
<td>Read to Understand</td>
<td>Checkpoint</td>
<td>Differentiated Intervention</td>
<td>Differentiated Instruction</td>
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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.
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.
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.

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

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

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
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.

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

Model the cognitive strategies students use to understand text.

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

Vocabulary Introduction
Write organizations, collect, and draw the board. These words are in 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 station, nonprofit, 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. Here 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 word aloud. Here 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. Here students highlight or underline the evidence in the text that supports their answers for the first two questions.
- Why did Harmonica decide to give money to cancer organizations? Comprehension (Her parents were sick with cancer and she wanted to help.)
- What did Harmonica 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.) Here students quote from the text as evidence for their inferences.
- Why do you think Harmonica’s deeds are the senior centers make the people happy? Analysis (Answers will vary)
- How does Harmonica 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.
BUILT-IN ASSESSMENT TOOLS HELP TEACHERS MAKE INFORMED DECISIONS

TWO TYPES OF ASSESSMENT TOOLS:

1. **ADVENTURE CHECKPOINTS**
   - Provide opportunities to regularly assess students’ proficiency on previously taught skills
   - Inform teachers about students who need additional support

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.
**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.

**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

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

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**Adventure 3**

**Differentiated Instruction**

**DAY 1**

**Introduction:**
Review the data on the Checkpoint Data Sheet. Identify those skills that fewer than 10 percent of students mastered. Use the appropriate activities to reinforce instruction.

**Activity 1 Letter and Sound Identification**

**Short and Long Vowels**

List the letter sounds that correspond to 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.

<table>
<thead>
<tr>
<th>Short Vowels</th>
<th>Long Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, e, i, o, u</td>
<td>a, e, i, o, u</td>
</tr>
</tbody>
</table>

Point under the first letter. The sound is _____________. Say the sound with me. _____________. Say the sound again. _____________.

Repeat for as many of these letter sounds as your students missed.

**Activity 2 Word Reading**

Write the words. Read the words, then, hear, blend, pat, pat, and look at the board.

Model how to stretch and slide words. Say the sound for each letter in a letter combination as you point under it. Under the word page to show students how to connect the words.

Point under the letters to read the word. ‘pat’ /at/ ‘pat’ /at/ ‘pat’ /at/ ‘pat’ /at/. Wash, this doesn’t sound right. I see the at on the end so I know the letter a says its name. The /at/ sound doesn’t sound right. I know the letter a says its name. The /at/ sound doesn’t sound right.

Then, randomly point to each word. Have students say the word. Immediately correct any errors that students miss.

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

**Activity 3 Rule-Based Words**

**I-Ce Words**

Follow this routine to practice reading I-Ce words. Write two columns of words on the board.

<table>
<thead>
<tr>
<th><em>pipe</em></th>
<th><em>me</em></th>
<th><em>van</em></th>
<th><em>tan</em></th>
<th><em>pen</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pipe</em></td>
<td><em>me</em></td>
<td><em>van</em></td>
<td><em>tan</em></td>
<td><em>pen</em></td>
</tr>
</tbody>
</table>

Point to the first word. Say the sound /i/ /i/ /i/ /i/ I-Ce. Point to the word next. Say the sound /i/ /i/ /i/ /i/ I-Ce. Point to the word next. Say the sound /i/ /i/ /i/ /i/ I-Ce.

**Guide**

On the whiteboard, point to the first word. Say the sound with me. ‘pipe’ /pi:p/ ‘pipe’ /pi:p/ ‘pipe’ /pi:p/. I see the at on the end so I know the letter a says its name. The /at/ sound doesn’t sound right. I know the letter a says its name. The /at/ sound doesn’t sound right.

**Probe**

Now it’s your turn. Point to the first word. Read the sound. ‘pipe’ /pi:p/ ‘pipe’ /pi:p/ ‘pipe’ /pi:p/.

Repeat the remaining words, alternating between each column.

**Activity 5 Comprehension**

Have students turn to the assessment passage on Student Book page 181. If students missed facts and details, read the story with them. When you encounter a fact or detail, ask students yes or no questions, such as: ‘I have a cat’ or ‘Is this true’. Use a graphic organizer to summarize the main ideas and details of the story. Record the names of students who continue to have difficulty.

Write as many as students missed on the board. Use the following routine.

Point to the first word. The sound is _____________. Say the sound with me. _____________. Say the sound again. _____________.

Repeat with each word. Then, randomly point to each word. If students miss any words, write the names of students who missed any words.

Work with them on Day 3.
There is much diversity within ELL populations, which demands the kind of differentiated, research-based approach made possible by Voyager Passport.

**Support for English Language Learners**

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

**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

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.

THE TEACHER RESOURCE CENTER

➔ Instructional Resources, including slide decks to accompany every lesson
➔ 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
➔ Students can track their progress online
MOTIVATING ONLINE PRACTICE WITH READING RANGERS

Built into Voyager Passport is the new 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

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 performing and detail where they may be struggling
➜ The ability to assign lessons that align with any reading program in use

LEARN MORE: 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 & B)
- 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:

- Pre-Implementation Planning
- Launch
- Ongoing
- Data Review
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 • 800.547.6747