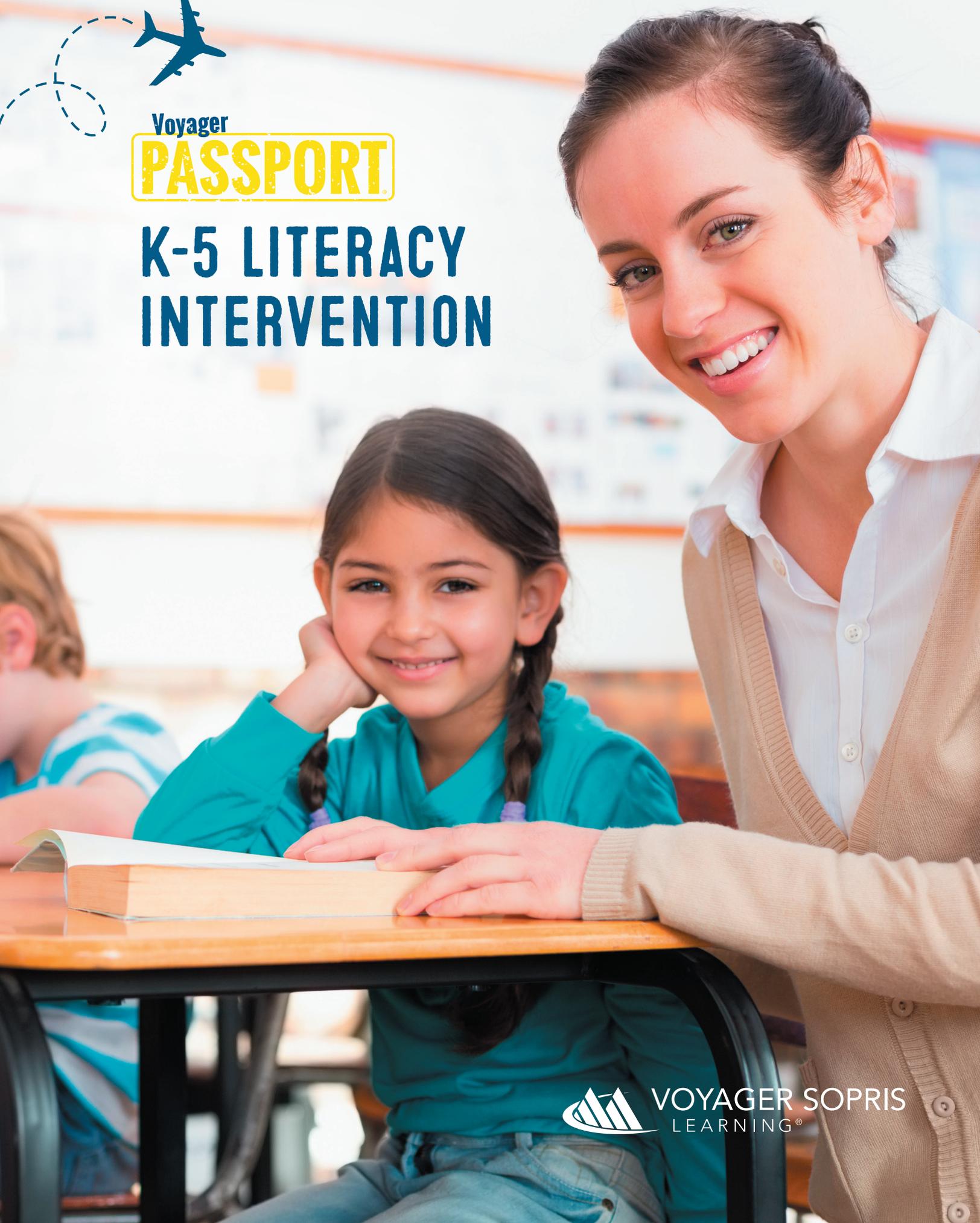




Voyager  
**PASSPORT**

# K-5 LITERACY INTERVENTION



VOYAGER SOPRIS  
LEARNING®

# THE CHALLENGE

In today's schools, 20 percent 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 gaps will continue to widen. In addition, teachers need resources and support to help each student reach grade-level literacy.



# NOW BOARDING

Give striving readers everything they need to succeed in as little as 30 minutes a day. *Voyager Passport*® is a research-proven intervention solution that accelerates student literacy achievement by targeting critical skills and providing strategies learners need to become fluent, on-level readers. This intervention can complement any core reading program to accelerate students to reading success.



**30 MINUTES A DAY**  
of systematic small-group instruction



**FORMATIVE ASSESSMENT**  
provides checkpoints on students' progress and growth



**MEANINGFUL PRACTICE**  
Includes **Reading Rangers** online, independent practice



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

# 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. Based on the science of reading and using a Structured Literacy approach, it has everything you need to support your students on their literacy adventures.

- 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



## 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

	Lesson 1	2	3	4	5	D	6	7	8	9	10	D	D
30 MIN	Adventure Starter	Word Works		Checkpoint	Differentiated Instruction	Word Works		Checkpoint	Differentiated Instruction	Differentiated Instruction			
		Read to Understand				Read to Understand							
15 MIN	Practice		Online Fluency		Practice		Practice		Online Fluency				

# BUILT TO SUPPORT SUCCESS IN EVERY LESSON

Students who have difficulty learning to read can gain proficiency if they receive intervention developed with evidence-based and research-validated instructional practices. **Through teacher-led, small-group instruction, Voyager Passport incorporates these instructional practices:**

### 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

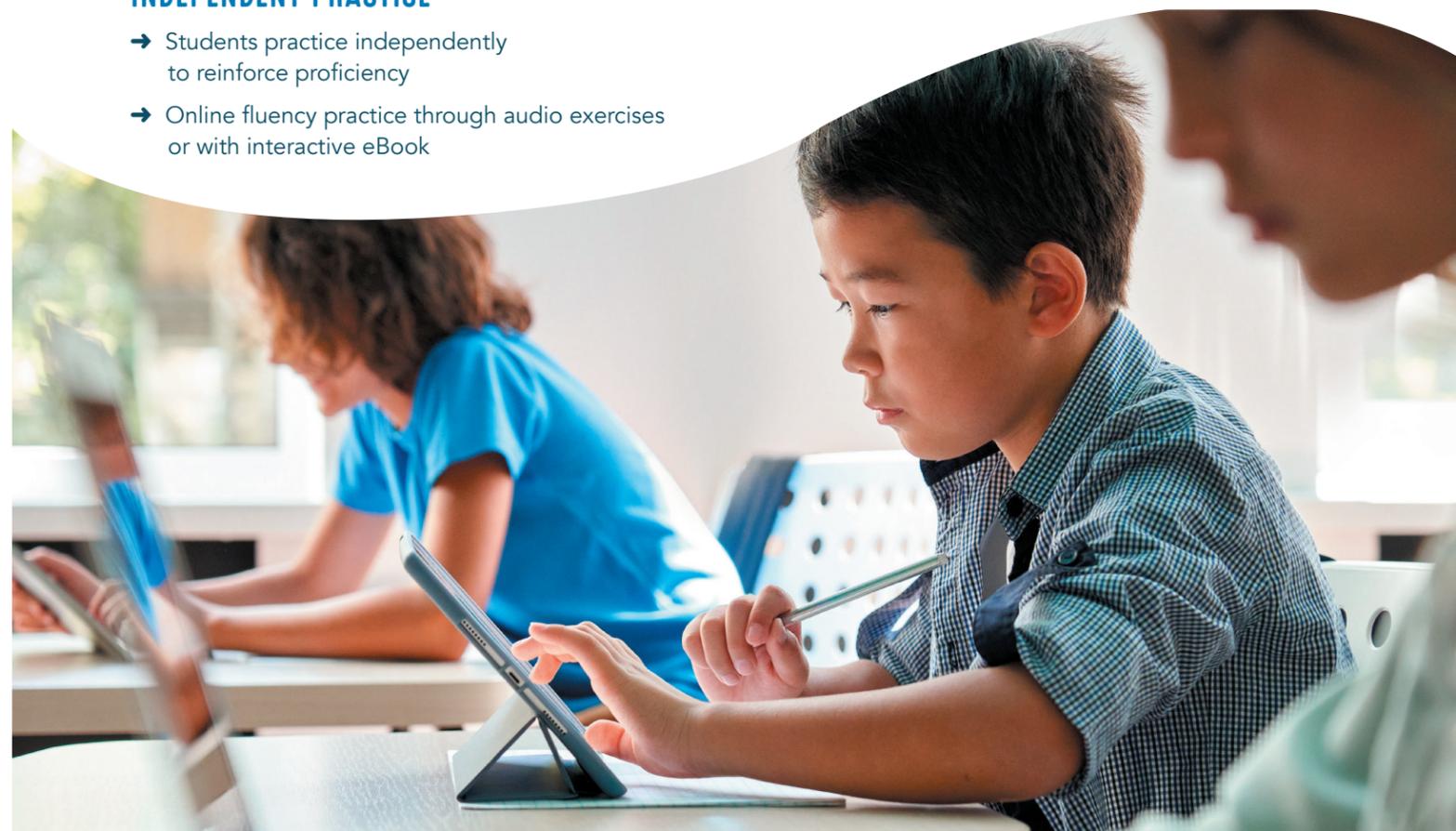
- Students practice independently to reinforce proficiency
- Online fluency practice through audio exercises or with interactive eBook

### CUMULATIVE REVIEW

- A systematic review of previously taught elements
- New material is integrated into previously learned materials for continual practice and reinforcement

### ASSESSMENT

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





# EXPLICITLY STRUCTURED LESSONS

## DAILY LESSONS

Voyager Passport daily lessons follow a 30-minute routine of **Word Works** and **Listen** or **Read to Understand**. The Teacher Edition guides teachers on delivering systematic, explicit instruction with built-in professional development at the point of use.

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.

**Correction Procedures:** Provide immediate feedback, redirect instruction, and confirm accuracy.

ADVENTURE 1
LESSON 9

## WORD WORKS

**Word Works**

Letter and Sound Identification

1 i f j o n b I f  
a K R m J F O r

Word Reading

2 jot on Nat ran kin bun tip  
sat lit pup cat fat up mat

Sight Words

3 do the is  
to a said

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

**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.

**Phonological Awareness**

**Rhyme Patterns**

Briefly discuss with students things that take place in the fall season. Listen as I read a poem about fall. Read the poem aloud.

Now the leaves are falling down.  
In pretty red, orange, green, and brown.  
Listen carefully to them say.  
Wintertime is on its way!

Reread the poem.  
I'll read the poem one more time. You will fill in the missing words. Reread the poem slowly, omitting the underlined words for students to say. This author chose words that sound the same at the end—words like *down/brown* and *say/way*.

**TEACHER TALK**

As teachers continue to build letter-naming proficiency, it is important to ascertain if students know the relationship of uppercase and lowercase letters. Not understanding these differences will create confusion as young readers encounter the printed word. These associations between uppercase and lowercase letters are not recognized automatically by most students. Observe students closely to determine who will benefit from additional exposure and practice.

**Letter and Sound Identification**

1 **Introduce 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 stop 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 j 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**

1 **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/ /o/ /t/, /o/ /n/. Now, I'll slide the words back together. Slide your finger under the words as you say them. *Jot, on*.

**Phonological Awareness**

**TO CORRECT**

- Immediately say the name or sound.
- Repeat the name or sound together, then individually.

**Vocabulary Support**

**jot** Have students point to the word *jot*. I will jot down milk and bread on my grocery list.

**kin** Have students point to the word *kin*. Your relatives, such as your cousins, are also called your kin.

**at Sight Words**

**Review**

Direct students to Set C. Let's read these words quickly. What is the first word? (do)

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

**RETEACH** Say a word and have students point to the word on the page. Have students write the word. Then, read the word, write the word, spell it, and read it again.

**TO CORRECT**

- Quickly model how to segment or blend the word.
- Have students repeat the steps.

**TO CORRECT**

- Immediately say the word.
- Have students read the word, spell it, and read it again.

**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.

**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 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.

TEACHER EDITION: LEVEL B

**Explicit and Deliberate Dialogue:** Facilitates teaching critical skills. Students become comfortable with the instructional routine.

**Reteach:** Embedded features in lessons provide 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.

### Explicit Instruction

- Phonological Awareness
- Phonemic Awareness
- Phonics
- Word Study

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

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

ADVENTURE 3
LESSON 3

## WORD WORKS

**Word Works**

Word Reading

1 begin window lazy  
because enters under

Sight Words

2 today hours measure  
listen toward vowel  
door horse sure

Sentence Reading

3 Mark and her family moved today.  
Last week Jack spent many hours reading under a tree.  
The bird moved toward the window.  
Amy likes to begin for the ball that stops when class begins.  
I need a river to measure this stick.

**RETEACH** Write ea, oo, and oa 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**

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)

**Open and Closed Syllables**

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.

**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 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.

**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.

**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.

**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/ /n/) 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.

**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 EDITION: LEVEL D

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

**Teacher Talk:** Built-in professional development that unlocks the "why" behind "what" is being taught in the Adventure.

# 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.

“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

ADVENTURE 1
READ TO UNDERSTAND
13 MIN
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.

**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.

**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.

**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.

**During Reading** 6 MIN

**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** 4 MIN

**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.

26 Adventure 1
The Road to Responsibility 27

Model the cognitive strategies students use to understand text.

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.

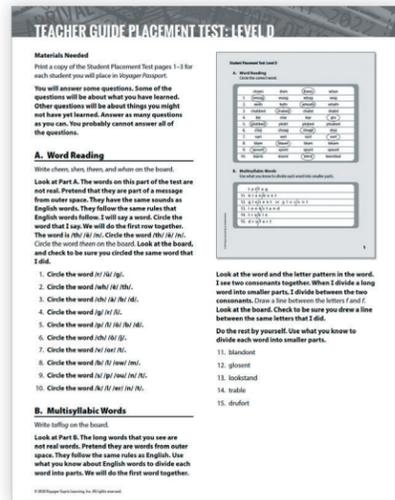
## A CONSISTENT FORMAT OF INSTRUCTION

**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.

# TWO TYPES OF BUILT-IN ASSESSMENT TOOLS HELP TEACHERS MAKE INFORMED DECISIONS



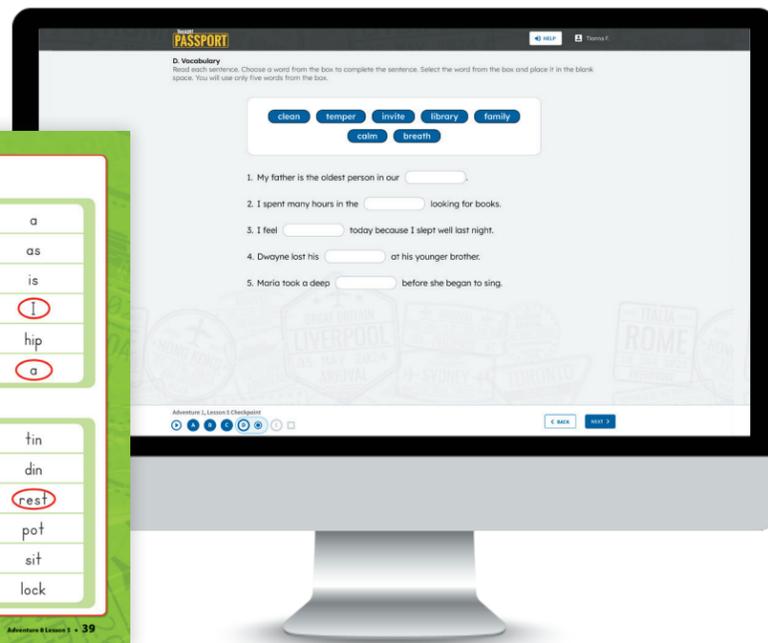
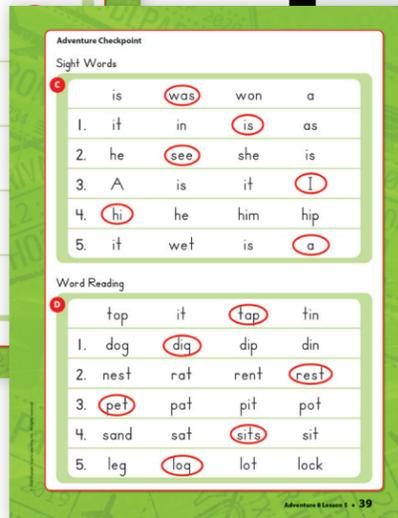
## 1 PLACEMENT ASSESSMENT

A Placement Assessment helps teachers understand the instructional strengths and weaknesses of each student and can be used to determine the best entry point within a level of *Voyager Passport*.

## 2 ADVENTURE CHECKPOINTS

Formative Assessments, called Adventure Checkpoints, appear at Lessons 5 and 10.

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 use the differentiated instruction lessons that correspond to the assessments.



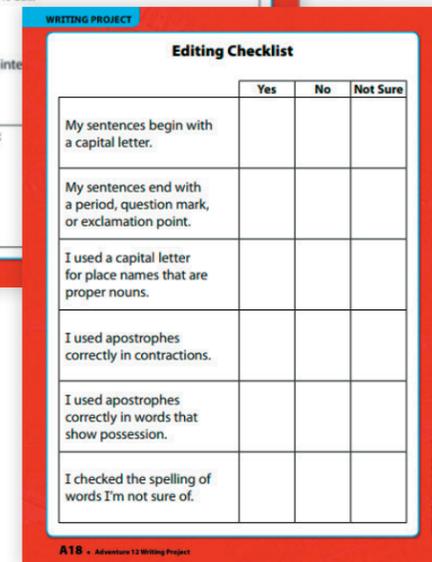
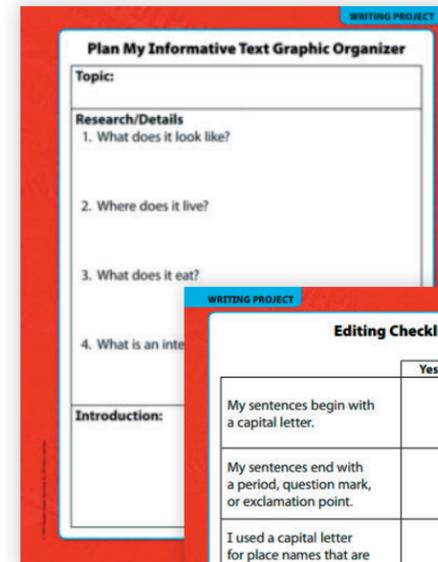
## ONLINE OR PRINT ADVENTURE CHECKPOINTS

Teachers can assign Adventure Checkpoints for students to complete online in their student account or they can be completed in print form in the Student Edition text.



## 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 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.



# 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

# SUPPORT FOR ENGLISH LANGUAGE LEARNERS

ELLs are diverse learners who need the differentiated, research-based approach made possible with *Voyager Passport*.

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

- Building background knowledge during Adventure Starters
- Oral language development is supported by frequent teacher-student interaction
- 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.

*Research-supported considerations for ELLs are integrated into every Adventure*

ADVENTURE 3
LESSON 10

## DIFFERENTIATED INSTRUCTION

**DAY 1**  
**Introduction**

Review the data on the Checkpoint Data Sheet. Identify those skills that fewer than 80 percent of students mastered. Use the appropriate activities to reinforce instruction.

**Activity 1 Letter and Sound Identification**

**Short and Long Vowels**

List the letter-sound correspondences 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/	iōō/	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 c while saying the sound, /s/.	Point to the c. Say the sound with me, /s/.	Say the sound as I point to it. Point to the word cent.
Point to the word cent.	Point to the word cent. Say the word with me, cent.	Say the word. (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/ /g/. Wait. That doesn't sound right. I see the e at the end so I know the letter a says its name. The /g/ 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
mic	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 Student Book page 101.

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 Have Great Ideas." The word *inventors* makes me think this passage could be about inventions or people who invent things. The words *great ideas* make me think the passage could be about really good ideas that people have had. Then, reread the passage with students to see if your predictions were correct.

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.

# 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 and students with an Online Resource Center.

## Online Data Management

Teachers and administrators can instantly access reports and tools to measure and track student progress with the built-in data management system. This secure, online system allows educators to manage their classes, access resources, manage Adventure Checkpoints, and monitor student performance.

### TEACHERS

can assign Adventure Checkpoints or enter student data and view results

### COACHES AND PRINCIPALS

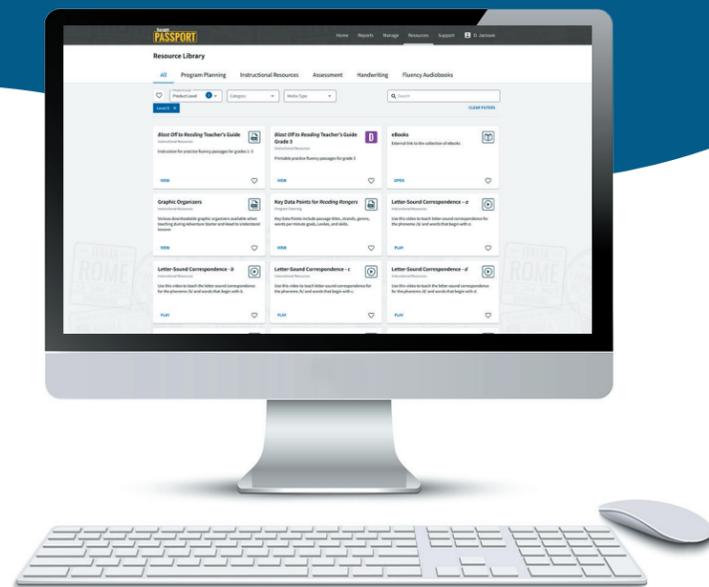
can view all building-level data

### DISTRICT ADMINISTRATORS

can view district, school, and student data

### STUDENTS

can access resources, additional practice, or complete assigned Adventure Checkpoints



## THE TEACHER RESOURCE CENTER

- Instructional Resources
- Program Planning to support implementation, Assessments, Handwriting Videos, and Fluency Audiobooks
- Manage class and student information
- Assign Adventure Checkpoints to be taken online or manage students' data
- View reports and grouping recommendations for Differentiated Instruction activities

## THE STUDENT RESOURCE CENTER

- Student and Fluency eBooks
- Fluency Audiobooks
- Sound and Handwriting Library
- Online Adventure Checkpoints
- Access Reading Rangers online practice

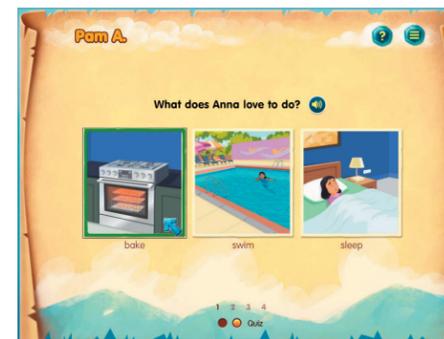


# MOTIVATING ONLINE PRACTICE WITH READING RANGERS

Built into *Voyager Passport*, Reading Rangers provides online reading practice to support your K–5 students as they strengthen reading fluency and comprehension skills through 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 listen to short text selections and answer questions.



Students practice word building.



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

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.

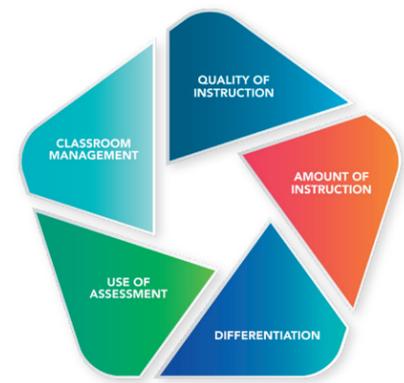
- Two Student Books
- Fluency Books
- Letter Trays and Squares
- Word Mats
- Online Resource Center with eBooks
- Write-On Boards
- Markers



# 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:



To learn more about Customer Success partnerships, visit [voyagersopris.com](http://voyagersopris.com).





*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



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