

Voyager  
**PASSPORT**



# K-5 LITERACY INTERVENTION



## WATCH LITERACY TAKE FLIGHT

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

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

# THE CHALLENGE

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

## NOW BOARDING!

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



### STRONGEST ESSA RATING AVAILABLE

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



### 30 MINUTES A DAY

of systematic small-group instruction



### FORMATIVE ASSESSMENT

provides checkpoints on students' fluency and comprehension growth



### MEANINGFUL PRACTICE

Includes 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



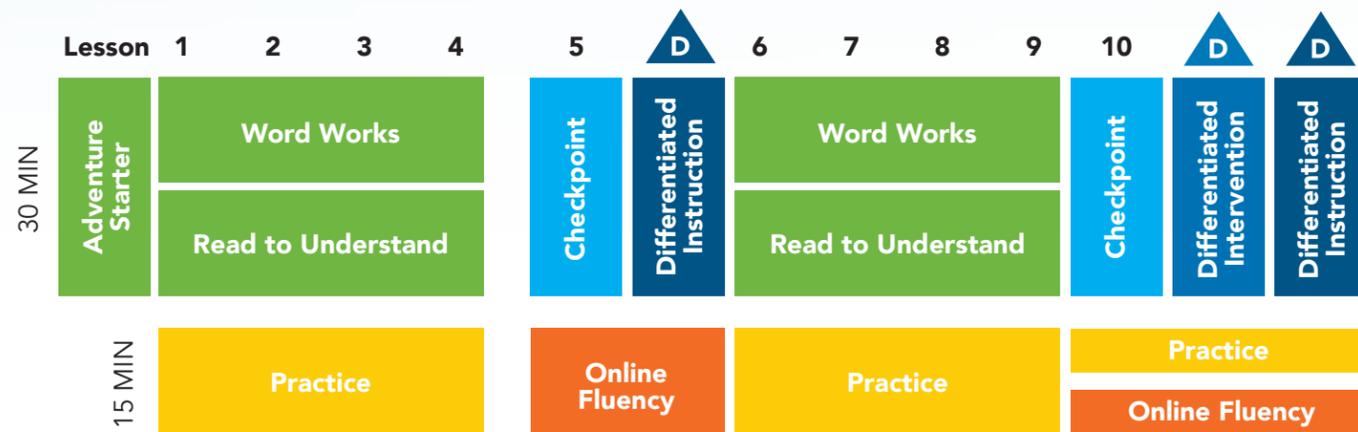
KINDERGARTEN FIRST GRADE SECOND GRADE THIRD GRADE FOURTH GRADE FIFTH GRADE

# 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



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

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



# BUILT TO SUPPORT SUCCESS IN EVERY LESSON

## TEACH, MODEL, AND PROBE

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

## GUIDED PRACTICE

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

## INDEPENDENT PRACTICE

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

## CUMULATIVE REVIEW

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



## ASSESSMENT

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

# LESSON EXAMPLE

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

## THE PRACTICE SECTION EMPHASIZES:

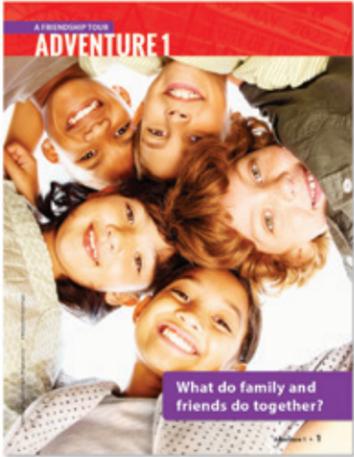
- Extra Word Works practice
- Extra Read to Understand practice
- Writing in Response to Reading

## THE WRITING SECTION EMPHASIZES:

- Writing Projects (at Adventures 10–12)

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

30 minutes of instruction per day.



**Adventure 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** 10 min

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

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

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

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

Ask students to consider what activities they do with 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.)

**ELL ENGLISH LANGUAGE LEARNERS**

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

**ELL ENGLISH LANGUAGE LEARNERS**

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

**Probing Question** 20 min

**What do family and friends do together?**

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

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



Friends	Both	Family
<ul style="list-style-type: none"> <li>• Play at recess</li> <li>• Make friendship bracelets</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate birthdays</li> <li>• Go shopping at the mall</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate holidays</li> <li>• Grocery shopping</li> </ul>

**Adventure Starter**

**What is your favorite activity to do with family?**

Ask students to find one or two people who share the same favorite family activity from the diagram. Have them discuss why they like the activity. Then, invite partners to share their thoughts in front of the class. Encourage students to provide details about the activity and to state specific reasons why they like it.

Repeat the activity as time allows, having students identify their favorite activity to do with a friend.

**After Reading** 10 min

**Use Charts and Graphs**

Have students turn to page 122 in the Student Book. Read the instructions aloud. Show students how to complete the page, and provide support as needed. After students complete the activity, have them read the answers.

**PRACTICE**

See Adventure 11 Lesson 7 Practice on page A26.

**WRITING**

**Writing Project**

See Adventure 11 Writing Project on page A36. Start with the next session when time permits.

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.

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

**ADVENTURE 1 WORD WORKS** 20 MIN LESSON 9

**Word Works**  
Letter and Sound Identification  
i f j o n b i f  
a K R m J F O r

**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.  
Winter time is on its way!

**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).

**Letter and Sound Identification**  
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/.

**TO CORRECT**  
• Review the verse with students.  
• Have students supply the underlined words.

**TO CORRECT**  
• Immediately say the name or sound.  
• Repeat the name or sound together, then individually.

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

**Word Reading**  
Introduce Words with j and o  
Direct students to Set B. Write the words jot and on. First, I'll say each sound in the words. Point to each letter and connect the sounds as you stretch the words. /j/ /o/ /j/, /o/ /n/. Now, I'll slide the words back together. Slide your finger under the words as you say them. Jot, on.

**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.

**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.

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

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

## WORD WORKS

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

### 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 WORD WORKS** 18 MIN LESSON 3

**Word Works**  
Word Reading  
Begin write on board  
begin write on board  
begin write on board

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

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

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

**Letter and Sound Identification**  
Review ee, oo, oo  
Materials: write-on boards  
Write the letters ee on the board. This letter combination is ee. What is this letter combination? (ee) The sound for ee is /e/ as in seat. What is the sound for oo? (/o/ as in seat) Have individuals say the sound for ee.  
Repeat with oo and oo.

**TO CORRECT**  
• Immediately say the word.  
• Have students read the word, spell it, and read it again.

**TO CORRECT**  
• Immediately say the word.  
• Have students read the word, spell it, and read it again.

**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.

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

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

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

# DYNAMIC, EFFICIENT FEATURES

## LISTEN TO UNDERSTAND AND READ TO UNDERSTAND

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

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

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

Model the cognitive strategies students use to understand text.

## 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.

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.

“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

# BUILT-IN ASSESSMENT TOOLS HELP TEACHERS MAKE INFORMED DECISIONS

## TWO TYPES OF ASSESSMENT TOOLS:

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

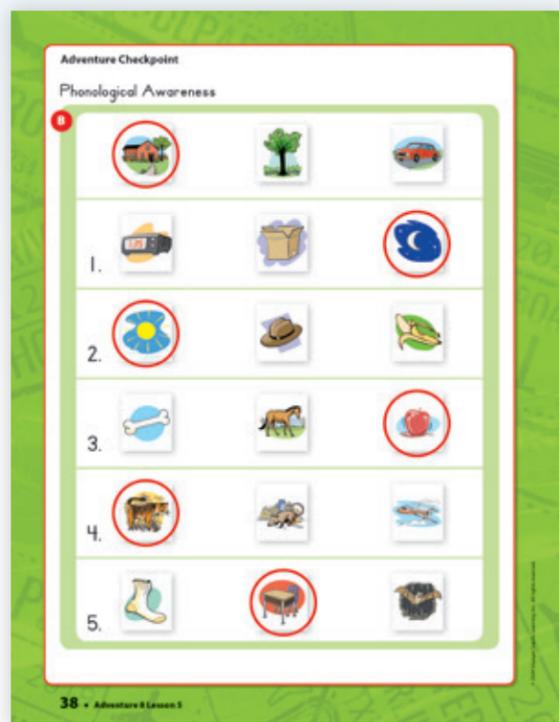
**2** **FORMATIVE ASSESSMENTS** or **ADVENTURE CHECKPOINTS** appear at Lessons 5 and 10 and inform teachers if students are mastering skills taught.

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



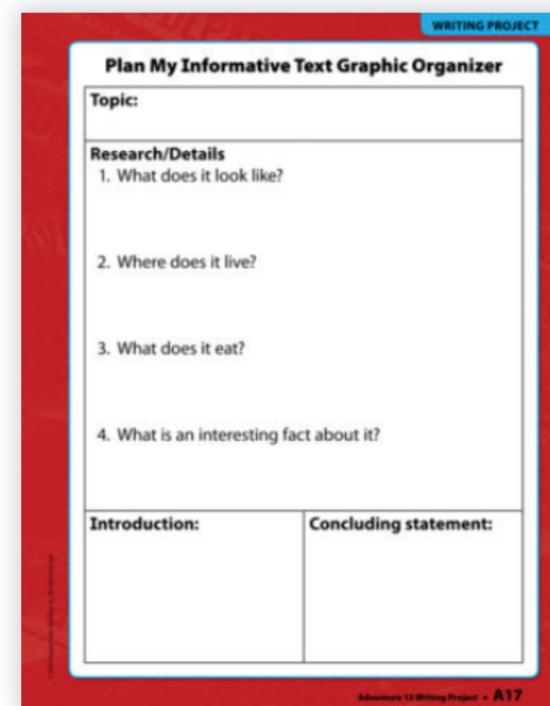
## ADVENTURE MAP

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



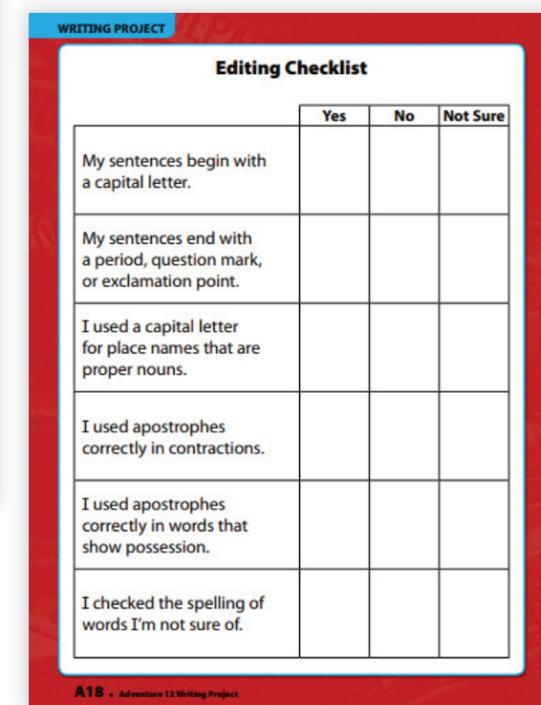
## ADVENTURE CHECKPOINTS

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



## 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.

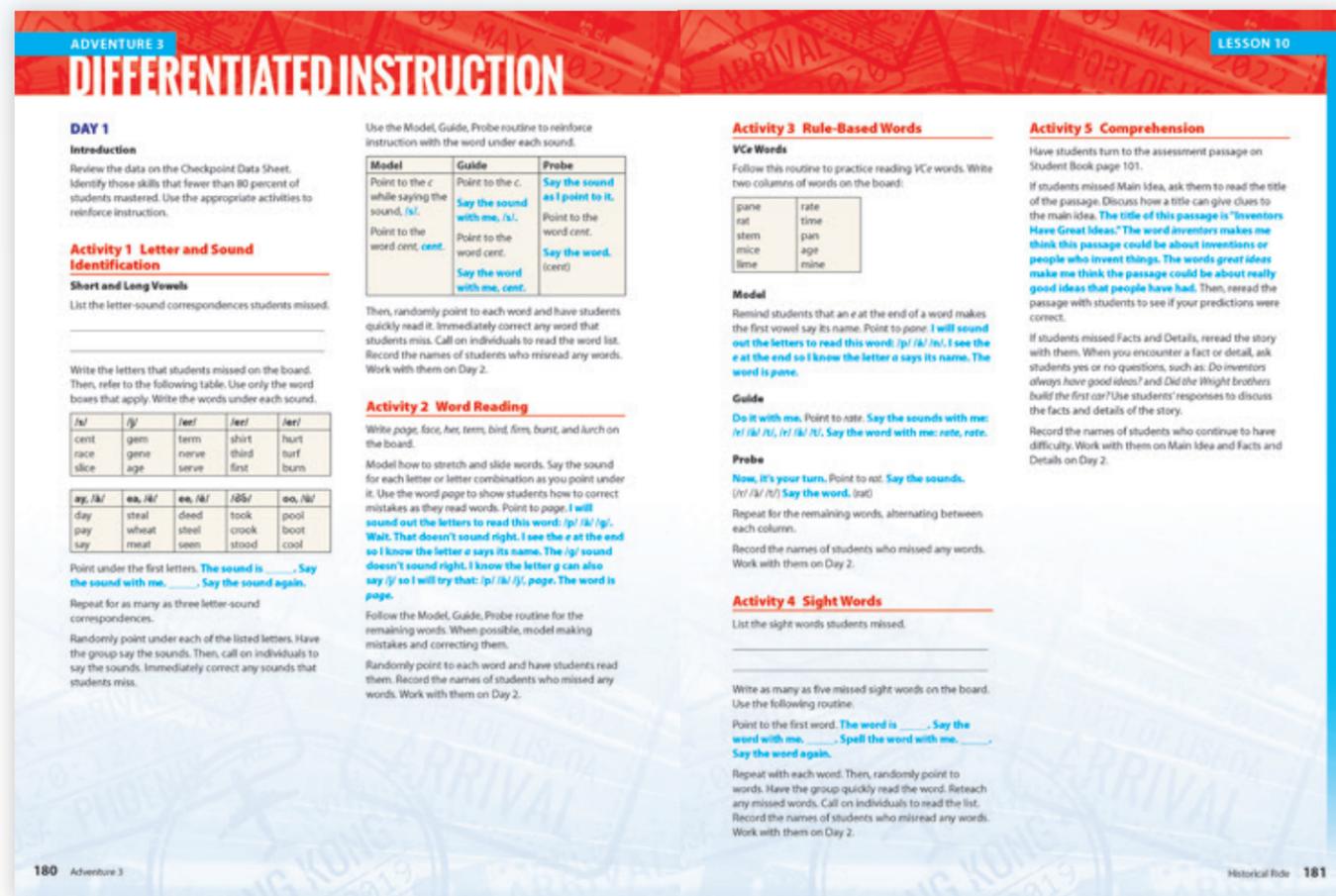


# DIFFERENTIATION TOOLS ALLOW TEACHERS TO RESPOND TO SPECIFIC STUDENT NEEDS

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

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

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

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



**ELL ENGLISH LANGUAGE LEARNERS**

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

# FOLLOWS IDA'S STRUCTURED LITERACY APPROACH

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

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

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

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

# ONLINE RESOURCES

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

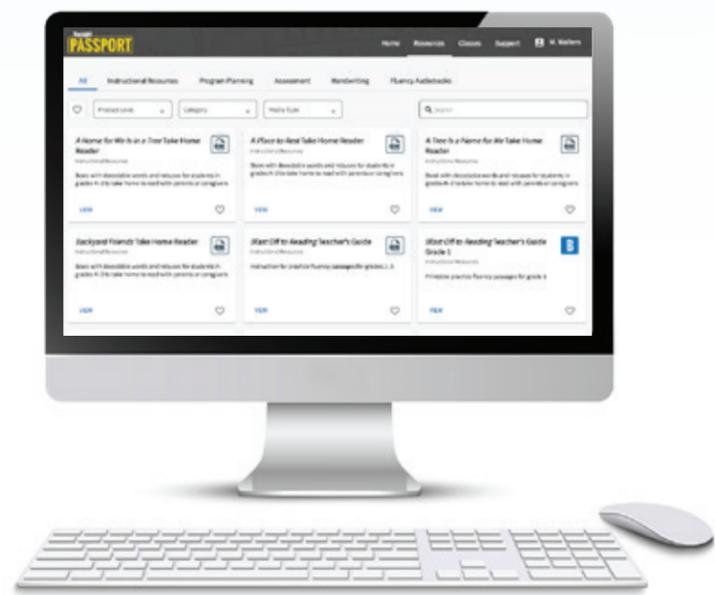
## Online Data Management System for Managing and Reporting Student Data

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



## 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

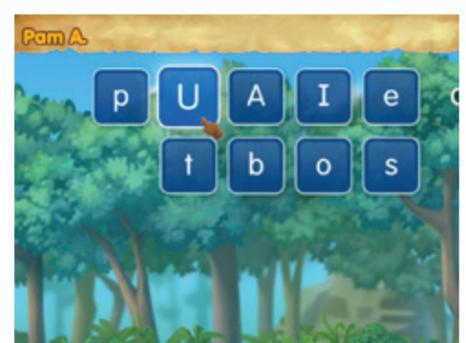


# MOTIVATING ONLINE PRACTICE WITH READING RANGERS

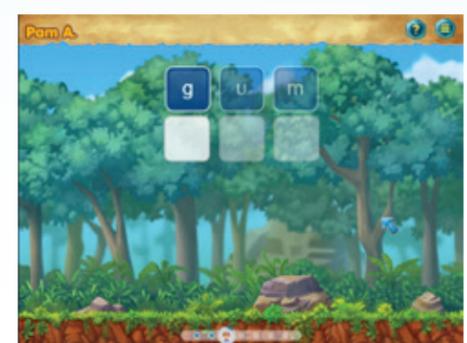
Built into Voyager Passport is the new Reading Rangers, which provides online reading practice to support your K–5 students as they strengthen reading fluency and comprehension skills with fun and interactive online activities.

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.

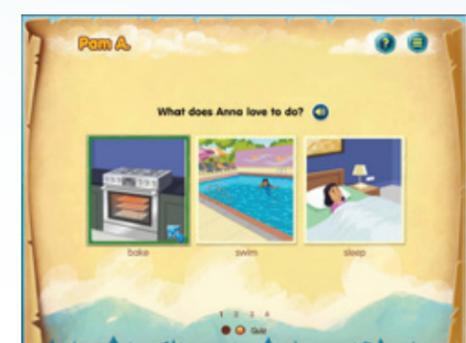
- Phonology
- Vocabulary
- Comprehension
- Phonics
- Fluency



Students listen to sounds and select the correct letter.



Students practice word building.



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

## 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](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.

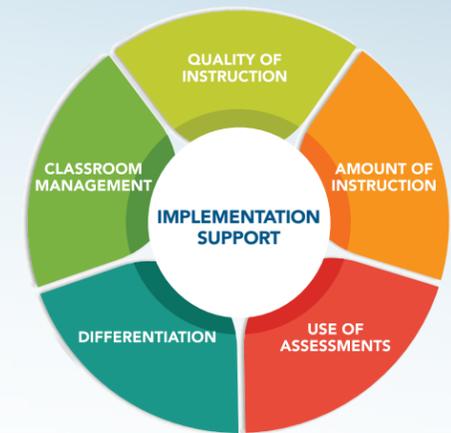
- Two Teacher Guides
- Picture Cards (Level A)
- Letter Cards (Levels A & B)
- Word Cards (Level A & B)
- Online Resources
- *Voyager Passport* Ink Stamp



## 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

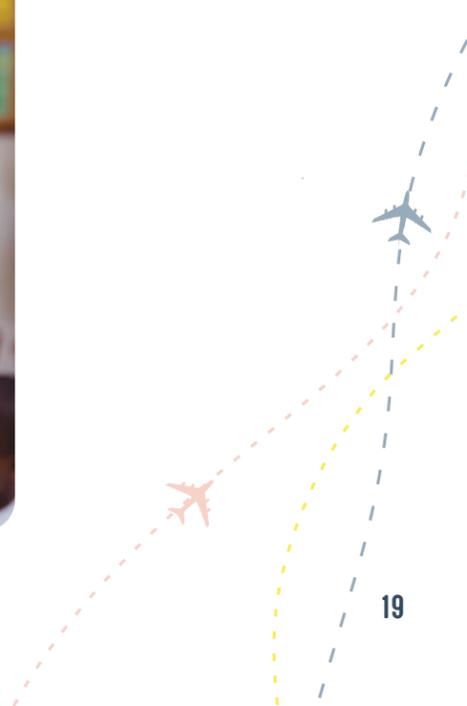
The foundation for a personalized strategy for planning, training, and ongoing support:



## 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





“

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

—Jim Herman, Reading First Director, TN

Voyager  
**PASSPORT**

## GRAB YOUR PASSPORT

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

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