MATERIALS NOW AVAILABLE IN DIGITAL FORMAT IN THE EDPLICITY™ PLATFORM

PASSPORT READING

JOURNEYS™

NOW WITH Edplicity

ACTION-PACKED
EXPEDITIONS MOTIVATE ADOLESCENT READERS

Proven results that build academic vocabulary, comprehension, and fluency

Voyager LEARNING | Sopris LEARNING

PASSPORT READING

JOURNEYS™

WHAT IS *PASSPORT READING JOURNEYS*?

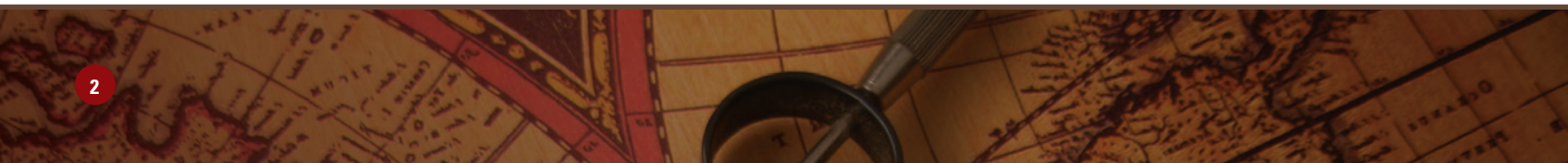
The *Passport Reading Journeys*™ series is a captivating literacy solution for middle and high school students reading one to three years below grade level. The research-based reading intervention program uses a blended approach focused on engaging students with age-appropriate instruction and content.

The *Passport Reading Journeys* series:

- Systematic, targeted instruction in **comprehension, vocabulary, and writing**
- Is **easy to use** and **proven effective**
- Meets the needs of **diverse learners** with built-in strategies for differentiation
- Embeds a **multistage assessment system**
- Includes **ongoing training** and **data management** support through VPORT®
- Aligns to state standards, Reading Next, and Academic Literacy Instruction for Adolescents

Passport Reading Journeys
Beginnings

***Passport Reading Journeys* I**



Passport Reading Journeys Now With

PASSPORT READING JOURNEYS IN EDPLICITY, THE ALL-NEW WEB-BASED TEACHING AND LEARNING PLATFORM

Passport Reading Journeys has always been easy to implement, now educators have the option to access the materials in an innovative cloud-based platform, Edplicity. Edplicity enables educators to:

- Access all PRJ materials online
- Search and tag PRJ content for specific CCSS standards
- Have real-time video chats with other educators and students
- Import whiteboard activities and multimedia instructional supports from the web—videos, podcasts, and images to support and enhance lessons
- Personalize classroom assignments based on student needs
- Collaborate with other teachers to share instructional ideas
- Collaborate with students to differentiate instructions and provide immediate online support

More About Edplicity

Edplicity is a web-based cloud solution that helps teachers and students collaborate, organize, and seamlessly share content. It is designed to improve instruction and increase student achievement with a technology platform that organizes instructional materials, tags them to standards, and encourages engagement and interaction through the social learning features. Edplicity empowers teachers to use computers and tablets to deliver Passport Reading Journeys instruction digitally, which engages students, simplifies differentiation, and accelerates literacy growth.

Passport Reading Journeys II

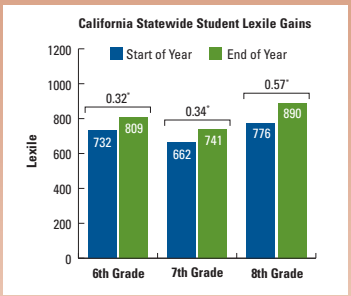
Passport Reading Journeys III

PASSPORT READING
JOURNEYS™

Research and Effectiveness

Passport Reading Journeys has earned praise from leading literacy scholars and the Florida Center for Reading Research (FCRR) and an endorsement by the Council of Administrators of Special Education (CASE).

Districts and schools nationwide have demonstrated positive student gains using *Passport Reading Journeys*.



Pages 8–11

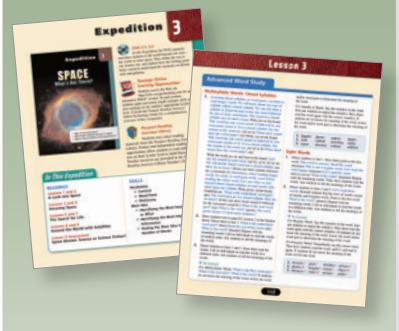
How It Works

Passport Reading Journeys provides a blended reading intervention solution of print and technology for struggling middle and high school students.

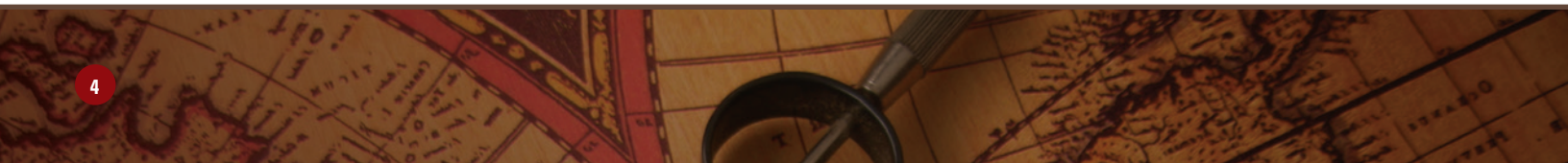
Beginnings, I, II pages 12–15
Journeys III pages 32–37

In the Classroom

Motivation is the most important factor for middle and high school students to become strong, thriving readers. Each level of *Passport Reading Journeys* includes 15 Expeditions infused with high-interest science, math, literature, and social studies topics that are relevant in today's society and inspire and motivate students to engage in reading.



Beginnings, I, II pages 16–25
Journeys III pages 38–47



Cambium Learning® Group is the leading educational company focused primarily on at-risk and special student populations.

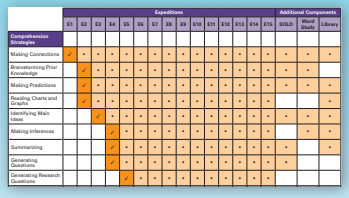
Differentiated Instruction

Passport Reading Journeys, provides a strategic, blended solution of print and technology that targets the needs of non-readers, struggling readers, and English language learners, preparing them for high-stakes assessments.

Beginnings, I, II pages 26–27
Journeys III pages 48–49

Scope and Sequence

Captures the two-week Expedition pinpointing when skills are taught.



Beginnings, I, II pages 28–31
Journeys III pages 50–51

Professional Development

At Cambium Learning Group, we understand that intervention solutions don't come from programs alone. Voyager Learning's professional development partnership provides ongoing training and implementation support to maximize the effectiveness of instruction.

Page 52

Materials

The Classroom System includes:

- Teacher-Resource Kit
- Expedition Videos, and self-selected reading materials
- Online learning
- Student Reading Packs

Beginnings, I, II page 53
Journeys III pages 54–55

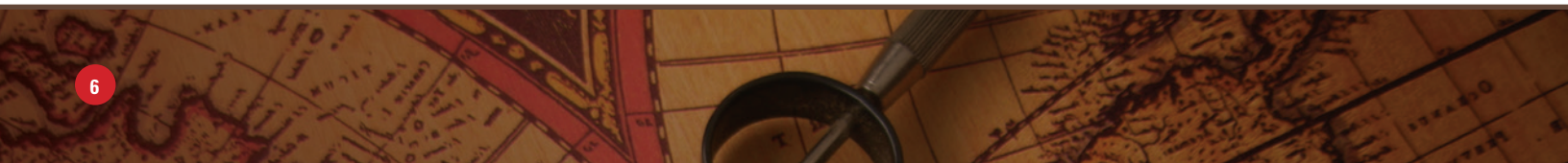
Advisory Team: *Passport Reading Journeys* Beginnings, I, & II

Donald D. Deshler, Ph.D., is a professor in the School of Education and director of the Center for Research on Learning (CRL) at the University of Kansas. He and his colleagues at the CRL have designed and validated the Strategic Instruction Model (SIM). Deshler is the recipient of the J. E. Wallace Wallin Award from the Council for Exceptional Children and the Learning Disabilities Association Award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations. Deshler served as an advisor for *Reading Next: Vision for Action and Research in Middle and High School Literacy*, a recent report from the Carnegie Corporation.

Janette Klingner, Ph.D., is an associate professor of education at the University of Colorado at Boulder. She has authored, coauthored, or coedited more than 70 journal articles, book chapters, and books. Research foci include reading comprehension strategy instruction for diverse populations, the disproportionate representation of culturally and linguistically diverse students in special education, and special education teacher quality. She is an associate editor for the *Journal of Learning Disabilities*, and serves on the editorial boards for eight additional journals. In 2004, she was honored with American Educational Research Association's Early Career Award for outstanding research.

Susan De La Paz, Ph.D., is a tenured professor in Santa Clara University's School of Education, teaching courses in both teacher education and special education. Her research focuses on the area of writing for students with and without learning disabilities, and many of her interventions have focused on students at the secondary level. In 2001, De La Paz received the Samuel Kirk Award for her article, "Self-Regulated Strategy Instruction in Regular Education Settings: Improving Outcomes for Students with and without Learning Disabilities" published in *Learning Disabilities Research and Practice*.

Diane August, Ph.D., is a senior research scientist at the Center for Applied Linguistics located in Washington, D.C. She serves as the principal and co-principal investigator for two federally funded studies investigating the development of literacy in ELLs. August has worked as a teacher, school administrator, legislative assistant, and grants officer for the Carnegie Corporation. She was director of education for the Children's Defense Fund and has published widely in journals and books.



Advisory Team: *Passport Reading Journeys* III

Diane Lapp, Ed.D., Senior Advisor, is the Distinguished Professor of Education in San Diego State University's Department of Teacher Education. Experienced teacher and researcher, Lapp's major area of research and instruction is issues related to struggling readers and writers and their families who live in low socioeconomic areas.

Julia Peyton, Ph.D., is vice president of research and development at Voyager. Her research foci include identifying and aligning to best practices for intervention to improve student outcomes, evaluation of program efficacy, assessment development and evaluation, and interpretation of results. She has background experience in reading intervention, teacher training in the area of literacy and intervention, research design, and sustainability of effective innovations.

María Elena Argüelles, Ph.D., is an educational consultant who provides support to states, school districts, and schools in their implementation of effective reading instruction for young ELLs and struggling learners. Argüelles is the coauthor of several publications and a consultant to publishers that develop programs for struggling readers and ELLs. Her primary areas of interest are early reading instruction, students with reading difficulties, and reading instruction for ELLs. Argüelles' latest endeavor is a program for ELLs entitled *Academic Vocabulary for English Learners*.

Donald D. Deshler, Ph.D.—See p. 10

Janette Klingner, Ph.D.—See p. 10

Gains in Student Achievement

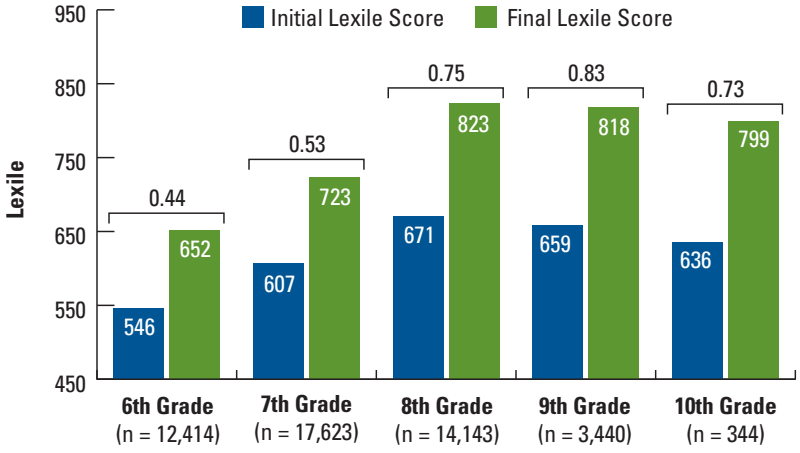
Passport Reading Journeys had a powerful impact on student achievement across the country. In a national study of nearly 48,000 students enrolled *Passport Reading Journeys* during the 2006–07, 2007–08, or 2008–09 school years, students in each grade level demonstrated substantial gains in reading performance as measured by their Initial and Final Lexile® scores.

To view more results, go to www.voyagerlearning.com/results

System Wide Lexile Gains—Grades 6–10

The average student gained 106 to 163 Lexiles after instruction. An average middle school student should gain about 60 Lexiles per year to maintain grade level. The program effect size ranged from 0.44 to 0.83, which is considered educationally meaningful and generally quite large.

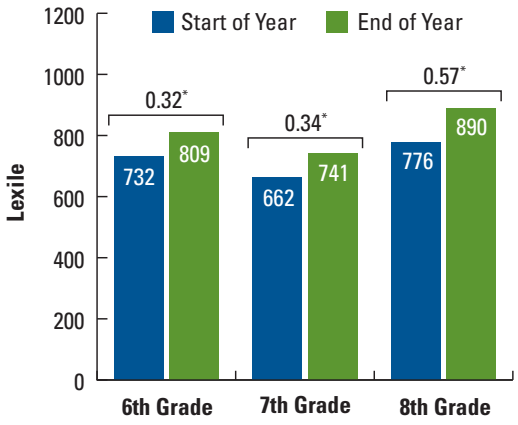
National Impact of *Passport Reading Journeys*
3-Year Cohort: 2006–07, 2007–08, 2008–09



California Statewide Lexile Gains—Grades 6–8

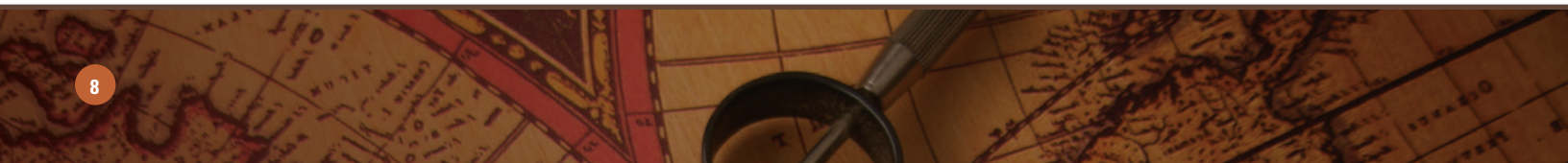
The average student gained 77 to 114 Lexiles on the Lexile measure in a year of instruction. An average middle school student should gain about 60 Lexiles per year to maintain grade level. The program effect size ranged from 0.44 to 0.83, which is considered educationally meaningful and generally quite large.

California Statewide Student Lexile Gains



n= number of students

*Effect sizes were calculated using the Initial and Final Assessment scores. Effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are moderate, and 0.8 are large (Cohen, 1988), An effect size of 0.3 is considered to be educationally meaningful.

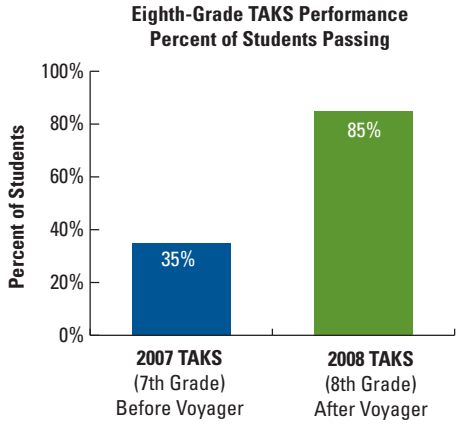


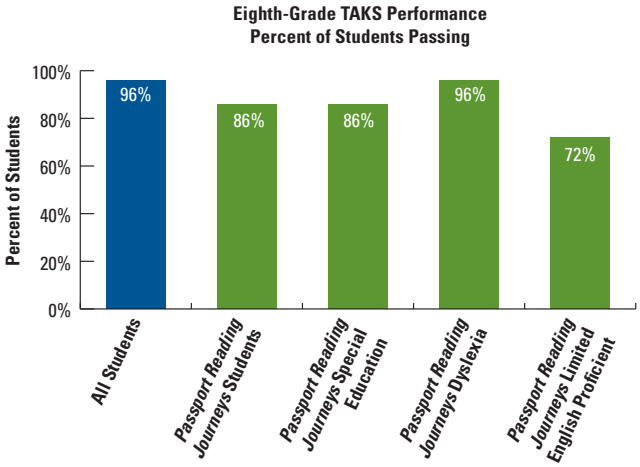
San Antonio School District (TX)—Grades 7–8

San Antonio Independent School District chose to implement *Passport Reading Journeys* during the 2007–2008 school year with seventh and eighth grade students who were not yet reading at grade level. After one year in the program, students made strong academic progress and improved their performance on the Texas Assessment of Knowledge and Skills™ (TAKS).

After one year in *Passport Reading Journeys*, 85 percent of San Antonio eighth grader students passed the TAKS, compared to 35 percent the previous year. This is proof that *Passport Reading Journeys* works.

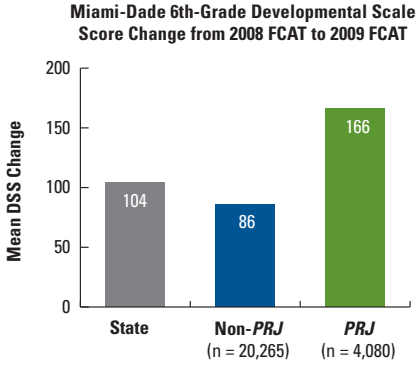
After approximately 26 weeks in *Passport Reading Journeys*, 86 percent of students passed the 2008 TAKS, despite beginning the year reading below grade level. Additionally, data shows significant gains with various student populations.

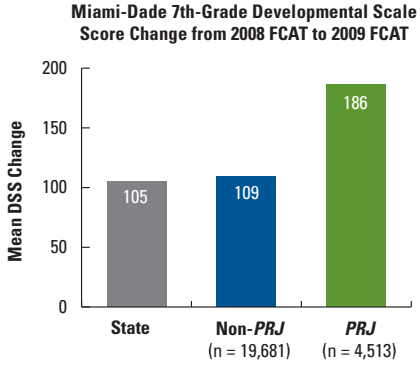


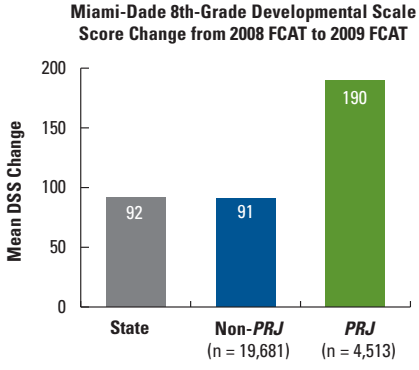


Miami-Dade County Public Schools (FL)—Grades 7–8

Seventh and eighth grade Miami-Dade students in *Passport Reading Journeys* demonstrated substantially higher Developmental Scale Score (DSS) changes from the 2008 to the 2009 Florida Comprehensive Assessment Test® (FCAT) compared to their peers not in the Voyager program. The state mean DSS change for each grade level is provided for comparison.



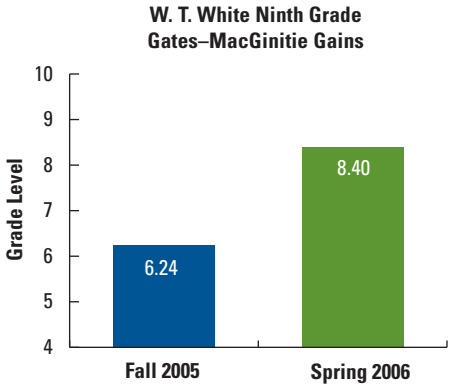




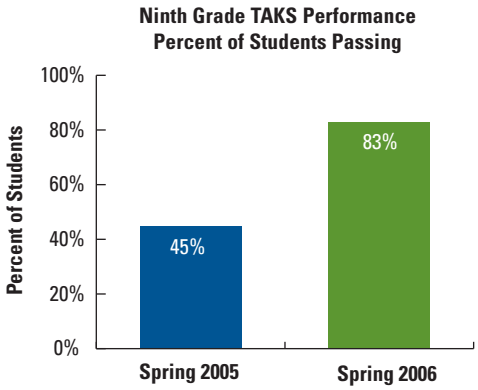
n= number of students

W.T. White High School (Dallas, TX)—Grade 9

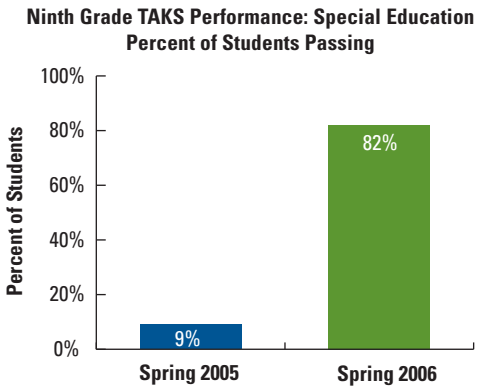
On the Gates-MacGinitie assessment, students gained two grade levels in one academic year, moving from a 6.24 grade level in fall 2005 to 8.4 in spring 2006.

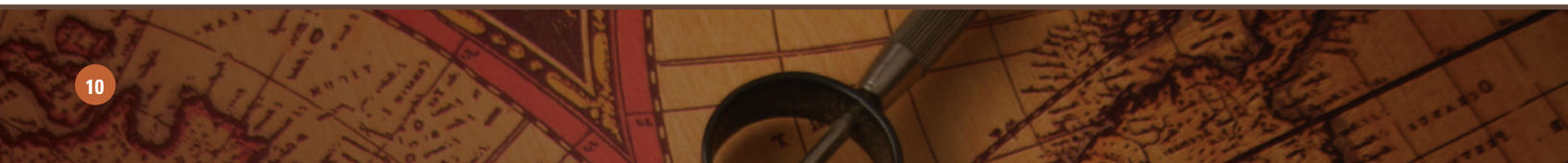


Eighty-three percent of W.T. White ninth grade students in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of the year. Forty-five percent of these students passed the assessment the previous year.



Eighty-two percent of students receiving special education services in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of ninth grade. Nine percent of these students passed the assessment the previous year.

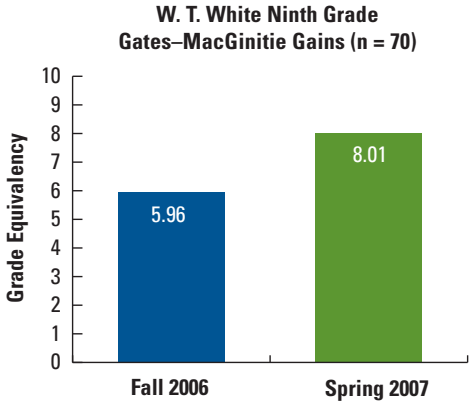


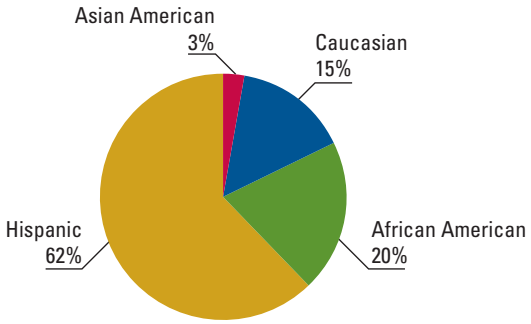


Due to the success of the ninth grade Reading Improvement Cohort during the 2005–2006 school year, W.T. White opted to implement *Passport Reading Journeys* again during the 2006–2007 school year with another ninth grade Reading Improvement Cohort. Again, students made substantial gains, closing the achievement gap and reading closer to grade level by the end of the year.

On the Gates-MacGinitie assessment, students demonstrated nearly two years of academic growth over just one academic year, moving from a 5.96 grade level in fall 2006 to 8.01 in spring 2007.

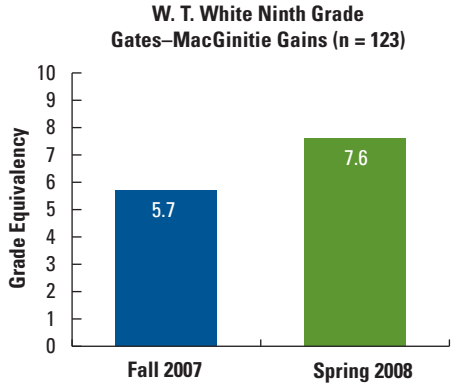
Both English Proficient (EP) and Limited English Proficient (LEP) students improved their mean TAKS scale score from 2005 to 2007. Their growth was well above the score required for passing the TAKS (scale score of 2100).





For the third year in a row, W.T. White implemented *Passport Reading Journeys* as its ninth grade Reading Improvement Cohort. Again, students made substantial gains, closing the achievement gap and reading closer to grade level by the end of the year.

On the Gates-MacGinitie assessment, students demonstrated nearly two years of academic growth over just one academic year, moving from a 5.7 grade level in fall 2007 to 7.6 in spring 2008.



A BLENDED SOLUTION OF TEACHER-LED INSTRUCTION AND STUDENT-CENTERED TECHNOLOGY

Passport Reading Journeys instruction focuses first on foundational skills and concepts and then quickly moves students forward to grade-level learning. Using a balanced, systematic approach to instruction, *Passport Reading Journeys* blends print and technology to differentiate instruction for every type of learner.

Teacher-Led Instruction

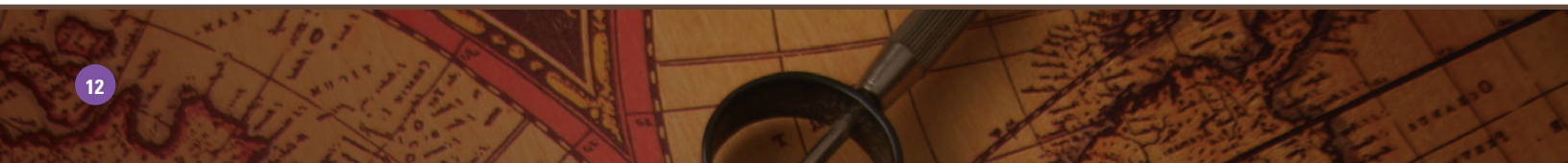
Passport Reading Journeys instructional materials are explicit and easy to implement.

Teacher Resource Kit

- Teacher's Editions
- Assessment Teacher's Guide
- Word Study Teacher's Guide
- Library Teacher's Guide
- Expedition DVDs
- Transparencies
- *Passport Reading Journeys* Training Packet
- Training DVD
- Library Wall Chart
- Access to VPORT® and *Strategic Online Reading Opportunities® (SOLO)*

VPORT Online Data Management System

VPORT is the educator's personal online portal to student data, Web-based training and teaching resources. For more information about VPORT, see page 42.



STUDENT-CENTERED TECHNOLOGY

Highlights of *SOLO*:

- Online lessons provide valuable practice in reading skills that improve comprehension, such as previewing and summarizing text, and finding the main idea
- Automated vocabulary clues support independent reading
- Students can build up their "word banks" with vocabulary as they practice fluency
- Animated format and familiar online environment keep students engaged in learning
- Timed activities and self-assessments provide continuing motivation as students track their progress

Independent Practice with *SOLO*

Using *SOLO*, students continue their reading Expedition online, accompanied by an animated version of their favorite video host, who can help them over the hurdles. The Web-based reading activities require no special computer hardware, support, or service contracts–all you need is a computer with Internet access.

Classroom Materials: *Passport Reading Journeys* Library

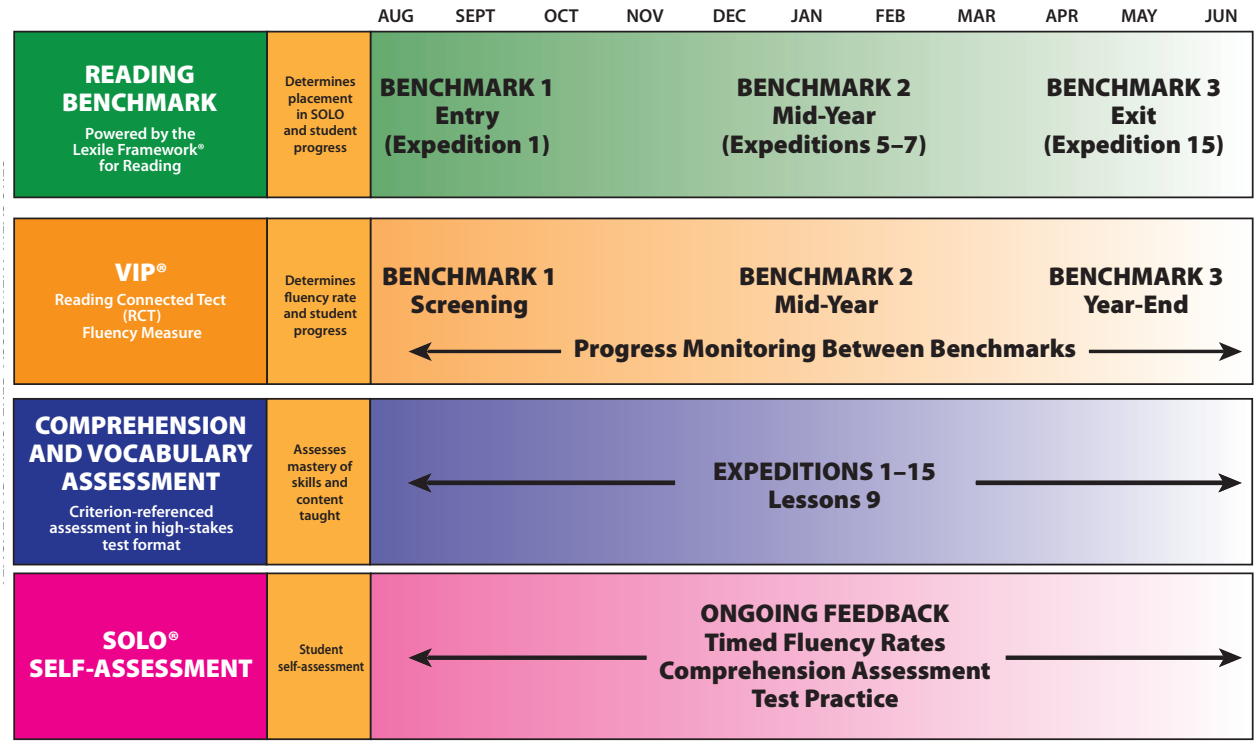
The *Passport Reading Journeys* Library brings to the classroom a diverse collection of Lexile-leveled, award-winning novels and magazines for independent and partnered reading.

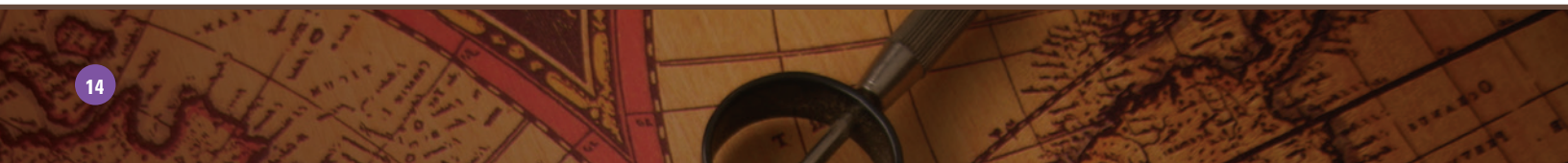
TRACK AND MONITOR STUDENT PERFORMANCE

Passport Reading Journeys enables teachers to quickly identify their struggling readers; intervene with specific, targeted instruction; and monitor progress until intervention is no longer needed. The built-in benchmark and progress monitoring assessments allow teachers to easily track student reading levels and adjust instruction where necessary. VPORT, Voyager Learning's online progress monitoring and reporting system, helps administrators and teachers use data to inform ongoing decision making and teaching strategies so that every student learns to read fluently and with comprehension.

Assessment

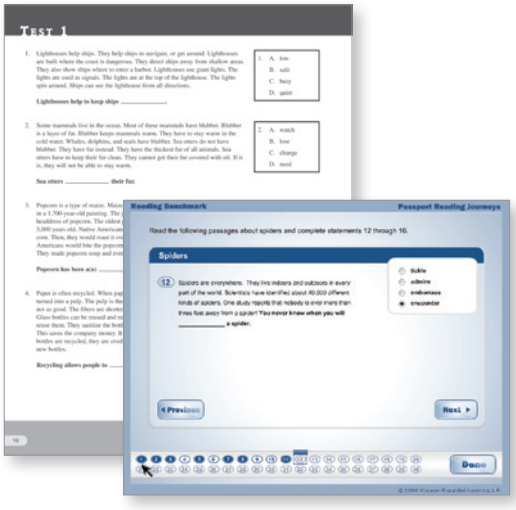
Passport Reading Journeys provides the highest quality integrated assessment system, which assists instructors in placing students and monitoring their progress. The following diagram demonstrates the assessment plan used to measure student growth in reading proficiency.





Reading Benchmark

Passport Reading Journeys uses three **standardized Lexile tests** to determine the reading level of each student. The assessments can be taken on paper or online. VPORT automatically calculates benchmark Lexile scores and places students in one of three reading levels—A, B, or C—for online independent reading in *SOLO*.

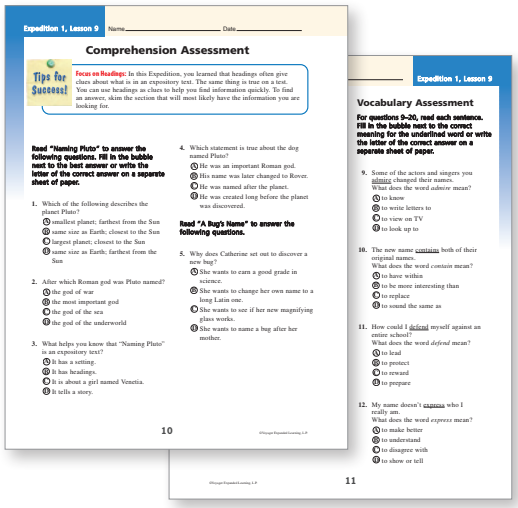


Vital Indicators of Progress® (VIP) Benchmark

The **Reading Connected Text (RCT) assessment** measures students' ability to read a grade-level passage with accuracy and speed. It measures the number of words a student accurately reads in one minute and indicates progress in developing fluency. The RCT measure is predictive of a student's ability to read on grade level. The RCT score is also used as an indicator that instruction in the word study component is suggested.

Comprehension and Vocabulary Assessment

Formative assessments are built into the *Passport Reading Journeys* lessons and Student Book at the end of each Expedition. Each Comprehension and Vocabulary Assessment provides practice in a high-stakes testing format and checks understanding of the current Expedition.



SOLO Progress Reports

During the *SOLO* session, students make choices or select answers as they progress through reading passages. *SOLO* provides corrective feedback to the student and records progress in VPORT. Student and teacher reports include the **Word Bank, reading speed, successful first attempts,** and **test results** for each *SOLO* session.

VPORT

With VPORT, teachers can:

- Identify student instructional needs
- Track student progress
- View real-time data
- Customize district-wide reports
- Access additional implementation ideas, instructional resources, and informational pieces

READING EXPEDITION TOPICS

Each level of *Passport Reading Journeys* includes 15 two-week Expeditions related to high-interest **science, math, fine art, literature,** and **social studies** topics.

Short action-packed videos hosted by teenage guides introduce each Expedition. These guides pose probing questions, highlight interesting vocabulary words, make relevant connections, and engage students in thinking about the reading topics.

Passport Reading Journeys Beginnings
Lexile Range 500-900

Connections—Self realization

911—Medical emergencies

Wild Thing—Unusual animals

Beating the Odds—Sports challenges

Fact or Fiction?—Urban legends and hoaxes

Below the Surface—The ocean

Is This Art?—How art is a matter of perspective

Make It Right!—The environment

Thinking Big—Things that make a difference

E-World—Technology

Motion and Emotion—The world of human motion

Watch Out!—Investigating the appeal of

Passport Reading Journeys I
Lexile Range 600-950

The Global Community—People around the world

Forensics: Crime Scene—Investigations behind crime scenes

Space: What's Out there?—Astronomy

Your Health: Mind Over Body—General health and nutrition

Weather Disasters: Take Cover!—Uncontrollable forces of nature

Computers: Changing Times—Technology then and now

Money: What's It Worth?—World exchange system

The Environment: Impacting Change—Environmental issues

Mi

Passport Reading Journeys II
Lexile Range 750-1100

Connections: How We Fit Together—American cultures

Forensics: Digging Into the Past—Archaeological forensic mysteries

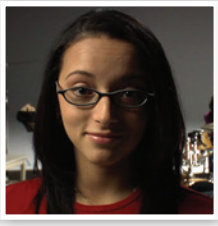
Space: Traveling Into the Unknown—The study of space

Your Health: Fit Minds, Fit Bodies—Connection between the mind and body

Shockwaves: Earthquakes, Volcanoes, Tsunamis—Ways we study and react to forces of nature

The Internet: A Wired World—Issues in today's online environment

Mo



EXPEDITION-AT-A-GLANCE

Whole Group
Independent Practice
Small Group

Each week of the Expedition students spend four days in lessons designed to build **fluency, vocabulary,** and **comprehension**. The fifth day is spent online in *SOLO*, the interactive online learning component.

Lessons 1 and 2 Reading Selection

LESSON 1	LESSON 2
Advanced Word Study • Introduce Phonic Element and Sight Words Before Reading • Expedition Introduction with DVD Video Segment • Introduce Comprehension Strategy and Vocabulary Reading • Read Lesson 1 Passage After Reading • Comprehension Check	Before Reading • Review Lesson 2 Instruction Reading • Reread Lesson 2 Passage After Reading • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice *Passport Reading Journeys* Library Word Study

Lessons 3 and 4 Reading Selection

LESSON 3	LESSON 4
Advanced Word Study • Introduce Phonic Element and Sight Words Before Reading • Introduce Comprehension Strategy and Vocabulary Reading • Read Lesson 3 Passage After Reading • Comprehension Check	Before Reading • Review Lesson 3 Instruction Reading • Reread Lesson 3 Passage After Reading • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice *Passport Reading Journeys* Library Word Study

SOLO

LESSON 5

Online Independent Application of Active Reading Strategies

Lessons 6 and 7 Reading Selection

LESSON 6	LESSON 7
Advanced Word Study • Introduce Phonic Element and Sight Words Before Reading • Review Content with DVD Segment • Introduce Comprehension Strategy and Vocabulary Reading • Read Lesson 6 Passage After Reading • Comprehension Check	Before Reading • Review Lesson 6 Instruction Reading • Reread Lesson 6 Passage After Reading • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice *Passport Reading Journeys* Library Word Study

Lessons 8 and 9 Reading Selection

LESSON 8	LESSON 9
Advanced Word Study • Introduce Spelling, Sight Words, Fluency Phrases Before Reading • Introduce Comprehension Strategy and Vocabulary Reading • Read Lesson 8 Passage After Reading • Comprehension Check	Before Reading • Review Lesson 8 Instruction • Reread Lesson 8 Passage • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice Expedition Wrap-Up • Hands-On Content Review • Wrap-Up DVD Segment Assessment • Tips for Success • Comprehension and Vocabulary Assessment (New passage/ High-stakes practice)

SOLO

LESSON 10

Online Independent Application of Active Reading Strategies

RETEACH

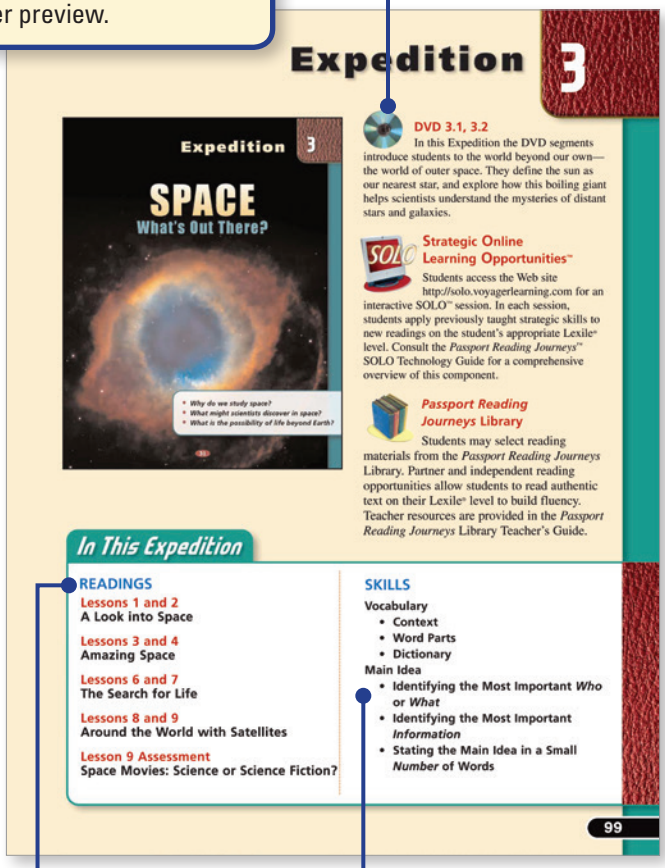
Procedures and activities for reteaching comprehension and vocabulary skills that have not been mastered. Additional support in the fundamentals of writing, including teacher modeling, writing samples, evaluative criteria, guided practice, and independent practice.

CONSISTENT LESSON PLAN

DVD segments, SOLO, and the *Passport Reading Journeys* Library are summarized for a teacher preview.

Advanced Word Study provides explicit, systematic intruction in affixes, sightwords, mutlisyllabic words, spelling and fluency.

Phonic elements are taught in isolation, including open and closed syllables, and other important skills to help students decode text.



Expedition 3

Expedition 3

SPACE
What's Out There?

DVD 3.1, 3.2
In this Expedition the DVD segments introduce students to the world beyond our own—the world of outer space. They define the sun as our nearest star, and explore how this boiling giant helps scientists understand the mysteries of distant stars and galaxies.

Strategic Online Learning Opportunities™
Students access the Web site http://solo.voyagerlearning.com for an interactive SOLO™ session. In each session, students apply previously taught strategic skills to new readings on the student's appropriate Lexile® level. Consult the *Passport Reading Journeys*™ SOLO Technology Guide for a comprehensive overview of this component.

Passport Reading Journeys Library
Students may select reading materials from the *Passport Reading Journeys* Library. Partner and independent reading opportunities allow students to read authentic text on their Lexile® level to build fluency. Teacher resources are provided in the *Passport Reading Journeys* Library Teacher's Guide.

In This Expedition

READINGS
Lessons 1 and 2
A Look into Space
Lessons 3 and 4
Amazing Space
Lessons 6 and 7
The Search for Life
Lessons 8 and 9
Around the World with Satellites
Lesson 9 Assessment
Space Movies: Science or Science Fiction?

SKILLS
Vocabulary
- Context
- Word Parts
- Dictionary

Main Idea
- Identifying the Most Important *Who* or *What*
- Identifying the Most Important *Information*
- Stating the Main Idea in a Small *Number* of Words

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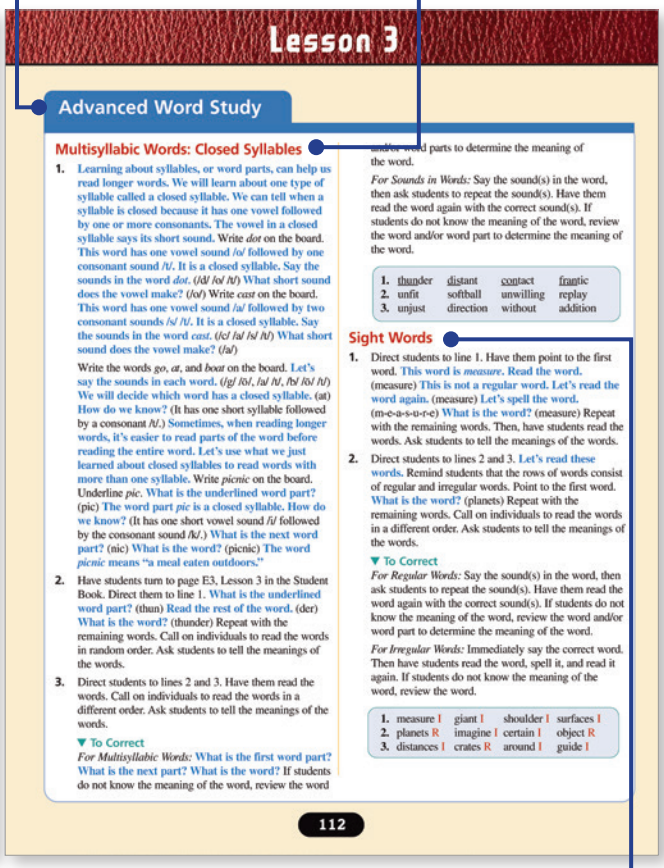

Lesson 3

Advanced Word Study

Multisyllabic Words: Closed Syllables

1. Learning about syllables, or word parts, can help us read longer words. We will learn about one type of syllable called a closed syllable. We can tell when a syllable is closed because it has one vowel followed by one or more consonants. The vowel in a closed syllable says its short sound. Write *dot* on the board. This word has one vowel sound /o/ followed by one consonant sound /t/. It is a closed syllable. Say the sounds in the word *dot*. (/d/ /o/ /t/) What short sound does the vowel make? (/o/) Write *cast* on the board. This word has one vowel sound /a/ followed by two consonant sounds /s/ /t/. It is a closed syllable. Say the sounds in the word *cast*. (/c/ /a/ /s/ /t/) What short sound does the vowel make? (/a/)

   Write the words *go*, *at*, and *boat* on the board. Let's say the sounds in each word. (/g/ /o/, /a/ /t/, /b/ /o/ /t/) We will decide which word has a closed syllable. (at) How do we know? (It has one short syllable followed by a consonant /t/.) Sometimes, when reading longer words, it's easier to read parts of the word before reading the entire word. Let's use what we just learned about closed syllables to read words with more than one syllable. Write *picnic* on the board. Underline *pic*. What is the underlined word part? (pic) The word part *pic* is a closed syllable. How do we know? (It has one short vowel sound /i/ followed by the consonant sound /k/.) What is the next word part? (nic) What is the word? (picnic) The word *picnic* means "a meal eaten outdoors."
2. Have students turn to page E3, Lesson 3 in the Student Book. Direct them to line 1. What is the underlined word part? (thun) Read the rest of the word. (der) What is the word? (thunder) Repeat with the remaining words. Call on individuals to read the words in random order. Ask students to tell the meanings of the words.
3. Direct students to lines 2 and 3. Have them read the words. Call on individuals to read the words in a different order. Ask students to tell the meanings of the words.

▼ To Correct
For Multisyllabic Words: What is the first word part? What is the next part? What is the word? If students do not know the meaning of the word, review the word parts to determine the meaning of the word.
For Sounds in Words: Say the sound(s) in the word, then ask students to repeat the sound(s). Have them read the word again with the correct sound(s). If students do not know the meaning of the word, review the word and/or word part to determine the meaning of the word.

1.	thunder	distant	contact	frantic
2.	unfit	softball	unwilling	replay
3.	unjust	direction	without	addition

Sight Words

1. Direct students to line 1. Have them point to the first word. This word is *measure*. Read the word. (measure) This is not a regular word. Let's read the word again. (measure) Let's spell the word. (m-e-a-s-u-r-e) What is the word? (measure) Repeat with the remaining words. Then, have students read the words. Ask students to tell the meanings of the words.
2. Direct students to lines 2 and 3. Let's read these words. Remind students that the rows of words consist of regular and irregular words. Point to the first word. What is the word? (planets) Repeat with the remaining words. Call on individuals to read the words in a different order. Ask students to tell the meanings of the words.

▼ To Correct
For Regular Words: Say the sound(s) in the word, then ask students to repeat the sound(s). Have them read the word again with the correct sound(s). If students do not know the meaning of the word, review the word and/or word part to determine the meaning of the word.
For Irregular Words: Immediately say the correct word. Then have students read the word, spell it, and read it again. If students do not know the meaning of the word, review the word.

1.	measure I	giant I	shoulder I	surfaces I
2.	planets R	imagine I	certain I	object R
3.	distances I	crates R	around I	guide I

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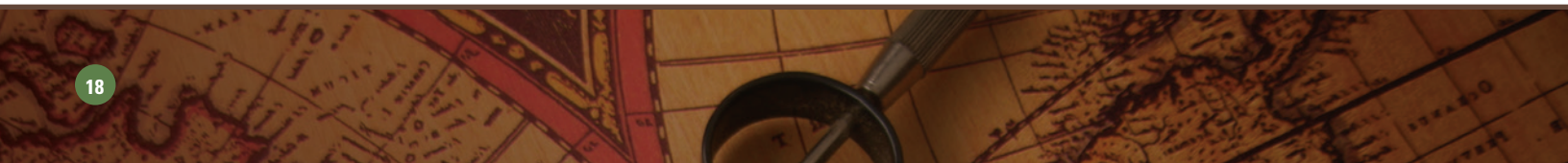
Reading selection titles are listed for easy reference and previewing.

Vocabulary and comprehension skills are listed to demonstrate the priority skills students will learn in each Expedition.

Sight Words instruction allows students to practice and build automaticity with regular and irregular words they will see in the lesson's reading selection.

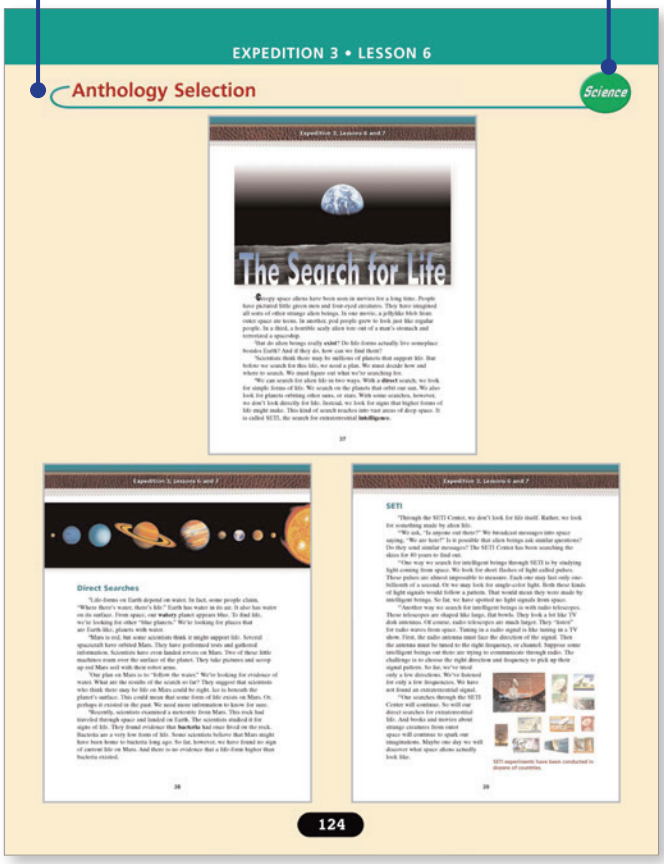
*Online technical support: *SOLO – PRJ Beginnings, I, & II*



Anthology reading selections are provided for previewing and quick reference.

Content-area connections are identified for each passage.

During the Comprehension and Vocabulary section students make predictions, build on prior knowledge, generate questions, and review strategies.



EXPEDITION 3 • LESSON 6

Anthology Selection

Science

The Search for Life

Direct Searches

SETI

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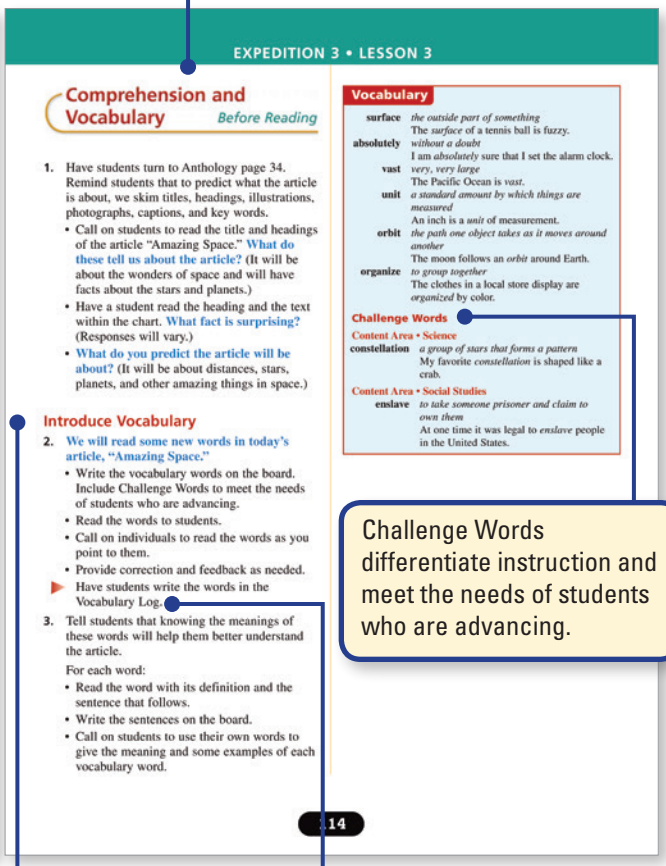

EXPEDITION 3 • LESSON 3

Comprehension and Vocabulary *Before Reading*

1. Have students turn to Anthology page 34. Remind students that to predict what the article is about, we skim titles, headings, illustrations, photographs, captions, and key words.
   - Call on students to read the title and headings of the article "Amazing Space." What do these tell us about the article? (It will be about the wonders of space and will have facts about the stars and planets.)
   - Have a student read the heading and the text within the chart. What fact is surprising? (Responses will vary.)
   - What do you predict the article will be about? (It will be about distances, stars, planets, and other amazing things in space.)

Introduce Vocabulary

2. We will read some new words in today's article, "Amazing Space."
   - Write the vocabulary words on the board. Include Challenge Words to meet the needs of students who are advancing.
   - Read the words to students.
   - Call on individuals to read the words as you point to them.
   - Provide correction and feedback as needed.
   - Have students write the words in the Vocabulary Log.
3. Tell students that knowing the meanings of these words will help them better understand the article.

   For each word:
   - Read the word with its definition and the sentence that follows.
   - Write the sentences on the board.
   - Call on students to use their own words to give the meaning and some examples of each vocabulary word.

Vocabulary

surface *the outside part of something*
The *surface* of a tennis ball is fuzzy.

absolutely *without a doubt*
I am *absolutely* sure that I set the alarm clock.

vast *very, very large*
The Pacific Ocean is *vast*.

unit *a standard amount by which things are measured*
An inch is a *unit* of measurement.

orbit *the path one object takes as it moves around another*
The moon follows an *orbit* around Earth.

organize *to group together*
The clothes in a local store display are *organized* by color.

Challenge Words

Content Area • Science

constellation *a group of stars that forms a pattern*
My favorite *constellation* is shaped like a crab.

Content Area • Social Studies

enslave *to take someone prisoner and claim to own them*
At one time it was legal to *enslave* people in the United States.

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Challenge Words differentiate instruction and meet the needs of students who are advancing.

Explicit vocabulary instruction focuses on target words that students will encounter in the upcoming reading selection.

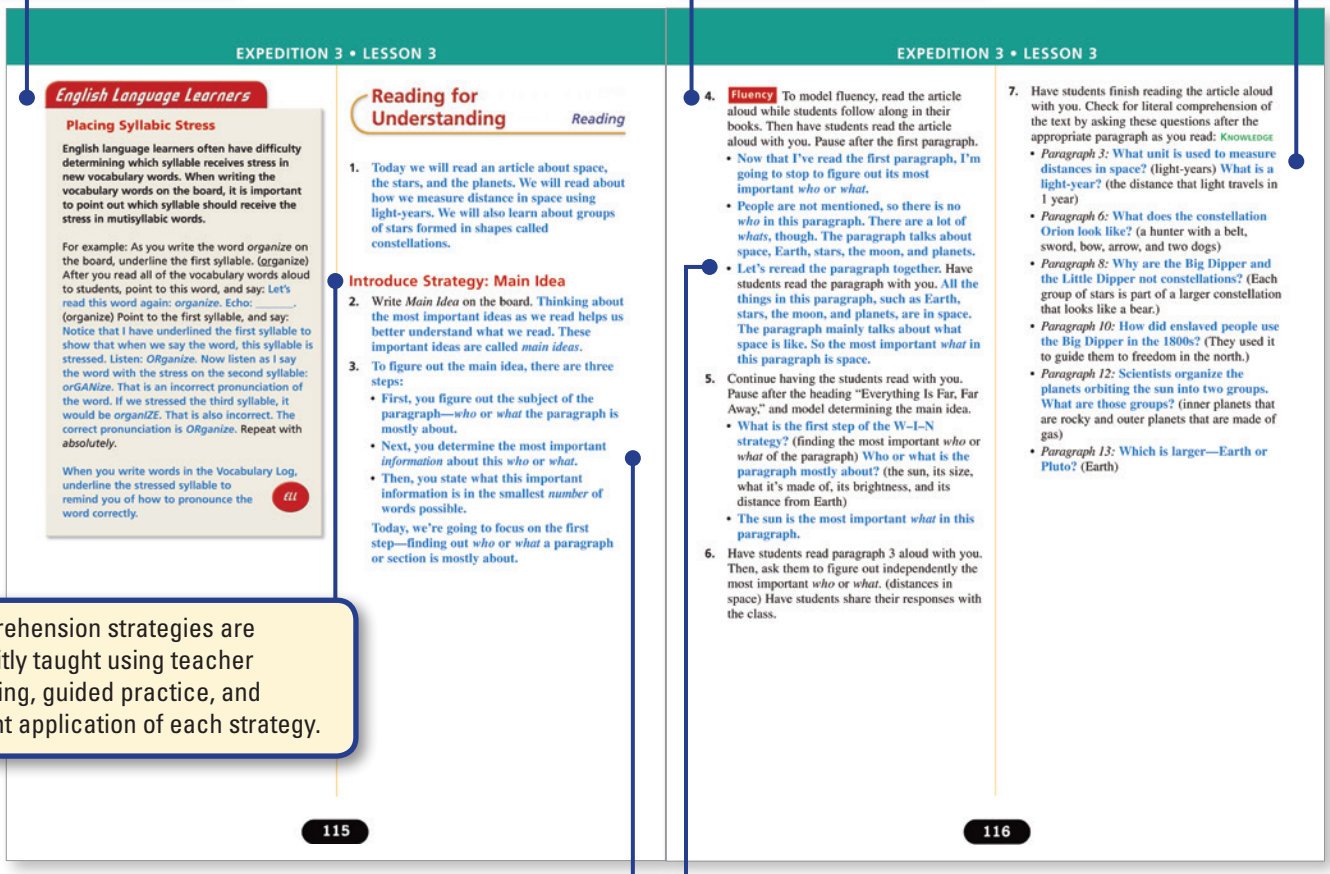
The Vocabulary Log in the Student Book can be used to enhance student retention of the targeted vocabulary words.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

ELL strategies provide additional vocabulary and comprehension support.

Fluency support for accuracy, reading rate, and prosody is highlighted throughout the lessons.

Literal comprehension questions allow teachers to monitor comprehension.



EXPEDITION 3 • LESSON 3

English Language Learners

Placing Syllabic Stress

English language learners often have difficulty determining which syllable receives stress in new vocabulary words. When writing the vocabulary words on the board, it is important to point out which syllable should receive the stress in mutisyllabic words.

For example: As you write the word *organize* on the board, underline the first syllable. (organize) After you read all of the vocabulary words aloud to students, point to this word, and say: Let's read this word again: *organize*. Echo: _____. (organize) Point to the first syllable, and say: Notice that I have underlined the first syllable to show that when we say the word, this syllable is stressed. Listen: *ORganize*. Now listen as I say the word with the stress on the second syllable: *orGANize*. That is an incorrect pronunciation of the word. If we stressed the third syllable, it would be *organIZE*. That is also incorrect. The correct pronunciation is *ORganize*. Repeat with *absolutely*.

When you write words in the Vocabulary Log, underline the stressed syllable to remind you of how to pronounce the word correctly.

Reading for Understanding *Reading*

1. Today we will read an article about space, the stars, and the planets. We will read about how we measure distance in space using light-years. We will also learn about groups of stars formed in shapes called constellations.

Introduce Strategy: Main Idea

2. Write *Main Idea* on the board. Thinking about the most important ideas as we read helps us better understand what we read. These important ideas are called *main ideas*.
3. To figure out the main idea, there are three steps:
   - First, you figure out the subject of the paragraph—*who* or *what* the paragraph is mostly about.
   - Next, you determine the most important *information* about this *who* or *what*.
   - Then, you state what this important information is in the smallest *number* of words possible.

   Today, we're going to focus on the first step—finding out *who* or *what* a paragraph or section is mostly about.

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EXPEDITION 3 • LESSON 3

4. Fluency To model fluency, read the article aloud while students follow along in their books. Then have students read the article aloud with you. Pause after the first paragraph.
   - Now that I've read the first paragraph, I'm going to stop to figure out its most important *who* or *what*.
   - People are not mentioned, so there is no *who* in this paragraph. There are a lot of *whats*, though. The paragraph talks about space, Earth, stars, the moon, and planets.
   - Let's reread the paragraph together. Have students read the paragraph with you. All the things in this paragraph, such as Earth, stars, the moon, and planets, are in space. The paragraph mainly talks about what space is like. So the most important *what* in this paragraph is space.
5. Continue having the students read with you. Pause after the heading "Everything Is Far, Far Away," and model determining the main idea.
   - What is the first step of the W–I–N strategy? (finding the most important *who* or *what* of the paragraph) Who or what is the paragraph mostly about? (the sun, its size, what it's made of, its brightness, and its distance from Earth)
   - The sun is the most important *what* in this paragraph.
6. Have students read paragraph 3 aloud with you. Then, ask them to figure out independently the most important *who* or *what*. (distances in space) Have students share their responses with the class.
7. Have students finish reading the article aloud with you. Check for literal comprehension of the text by asking these questions after the appropriate paragraph as you read: Knowledge
   - *Paragraph 3:* What unit is used to measure distances in space? (light-years) What is a light-year? (the distance that light travels in 1 year)
   - *Paragraph 6:* What does the constellation Orion look like? (a hunter with a belt, sword, bow, arrow, and two dogs)
   - *Paragraph 8:* Why are the Big Dipper and the Little Dipper not constellations? (Each group of stars is part of a larger constellation that looks like a bear.)
   - *Paragraph 10:* How did enslaved people use the Big Dipper in the 1800s? (They used it to guide them to freedom in the north.)
   - *Paragraph 12:* Scientists organize the planets orbiting the sun into two groups. What are those groups? (inner planets that are rocky and outer planets that are made of gas)
   - *Paragraph 13:* Which is larger—Earth or Pluto? (Earth)

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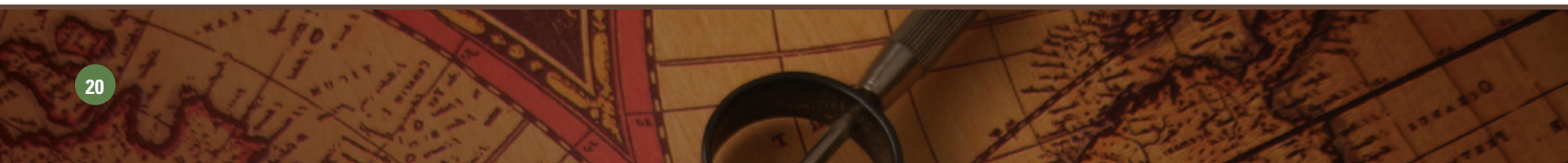
Comprehension strategies are explicitly taught using teacher modeling, guided practice, and student application of each strategy.

Teacher script is provided in blue for in-depth teacher modeling opportunities.

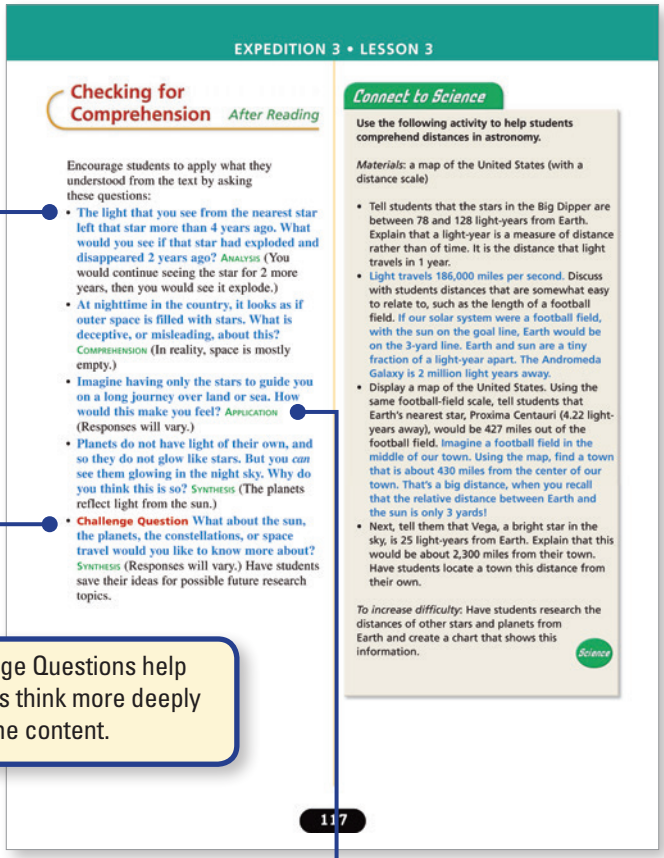
A reading scaffold of teacher, partner, and independent reading is provided to differentiate instruction. Instructional-level texts are read actively by students as they apply the comprehension strategies.



MONITOR PROGRESS

Critical-thinking questions reinforce the comprehension strategies taught in the lesson through review and follow up on the prereading instruction. The questions help students make connections between what they read and the Expedition content.

Vocabulary review allows students multiple exposures to the vocabulary words, increasing their ability to internalize the word meaning.



EXPEDITION 3 • LESSON 3

Checking for Comprehension *After Reading*

Encourage students to apply what they understood from the text by asking these questions:

- The light that you see from the nearest star left that star more than 4 years ago. What would you see if that star had exploded and disappeared 2 years ago? ANALYSIS (You would continue seeing the star for 2 more years, then you would see it explode.)
- At nighttime in the country, it looks as if outer space is filled with stars. What is deceptive, or misleading, about this? COMPREHENSION (In reality, space is mostly empty.)
- Imagine having only the stars to guide you on a long journey over land or sea. How would this make you feel? APPLICATION (Responses will vary.)
- Planets do not have light of their own, and so they do not glow like stars. But you *can* see them glowing in the night sky. Why do you think this is so? SYNTHESIS (The planets reflect light from the sun.)
- **Challenge Question** What about the sun, the planets, the constellations, or space travel would you like to know more about? SYNTHESIS (Responses will vary.) Have students save their ideas for possible future research topics.

Connect to Science

Use the following activity to help students comprehend distances in astronomy.

Materials: a map of the United States (with a distance scale)

- Tell students that the stars in the Big Dipper are between 78 and 128 light-years from Earth. Explain that a light-year is a measure of distance rather than of time. It is the distance that light travels in 1 year.
- Light travels 186,000 miles per second. Discuss with students distances that are somewhat easy to relate to, such as the length of a football field. If our solar system were a football field, with the sun on the goal line, Earth would be on the 3-yard line. Earth and sun are a tiny fraction of a light-year apart. The Andromeda Galaxy is 2 million light years away.
- Display a map of the United States. Using the same football-field scale, tell students that Earth's nearest star, Proxima Centauri (4.22 light-years away), would be 427 miles out of the football field. Imagine a football field in the middle of our town. Using the map, find a town that is about 430 miles from the center of our town. That's a big distance, when you recall that the relative distance between Earth and the sun is only 3 yards!
- Next, tell them that Vega, a bright star in the sky, is 25 light-years from Earth. Explain that this would be about 2,300 miles from their town. Have students locate a town this distance from their own.

To increase difficulty: Have students research the distances of other stars and planets from Earth and create a chart that shows this information.

Science

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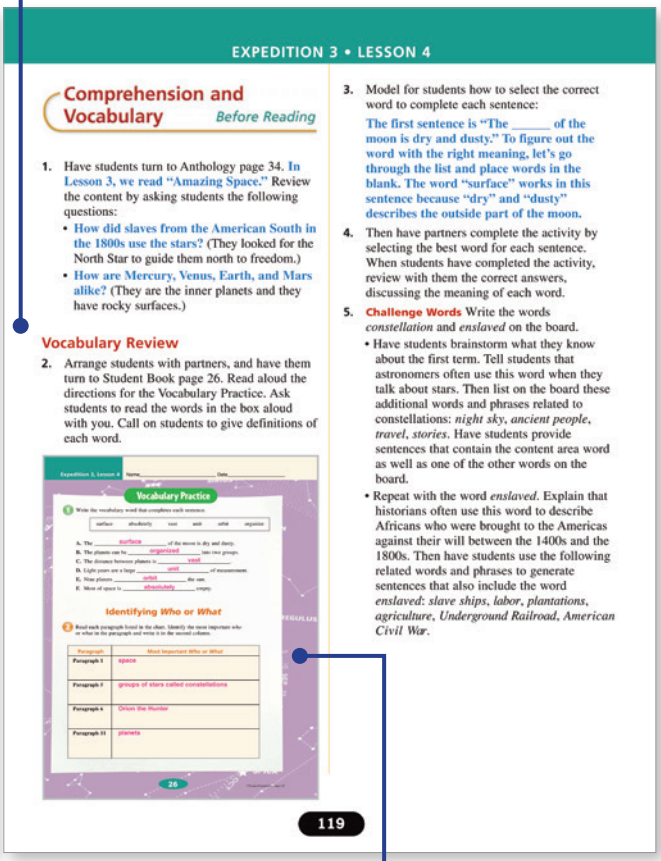

EXPEDITION 3 • LESSON 4

Comprehension and Vocabulary *Before Reading*

1. Have students turn to Anthology page 34. In Lesson 3, we read "Amazing Space." Review the content by asking students the following questions:
   - How did slaves from the American South in the 1800s use the stars? (They looked for the North Star to guide them north to freedom.)
   - How are Mercury, Venus, Earth, and Mars alike? (They are the inner planets and they have rocky surfaces.)

Vocabulary Review

2. Arrange students with partners, and have them turn to Student Book page 26. Read aloud the directions for the Vocabulary Practice. Ask students to read the words in the box aloud with you. Call on students to give definitions of each word.

3. Model for students how to select the correct word to complete each sentence:
   The first sentence is "The _____ of the moon is dry and dusty." To figure out the word with the right meaning, let's go through the list and place words in the blank. The word "surface" works in this sentence because "dry" and "dusty" describes the outside part of the moon.
4. Then have partners complete the activity by selecting the best word for each sentence. When students have completed the activity, review with them the correct answers, discussing the meaning of each word.
5. **Challenge Words** Write the words *constellation* and *enslaved* on the board.
   - Have students brainstorm what they know about the first term. Tell students that astronomers often use this word when they talk about stars. Then list on the board these additional words and phrases related to constellations: *night sky, ancient people, travel, stories*. Have students provide sentences that contain the content area word as well as one of the other words on the board.
   - Repeat with the word *enslaved*. Explain that historians often use this word to describe Africans who were brought to the Americas against their will between the 1400s and the 1800s. Then have students use the following related words and phrases to generate sentences that also include the word *enslaved*: *slave ships, labor, plantations, agriculture, Underground Railroad, American Civil War*.

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Challenge Questions help students think more deeply about the content.

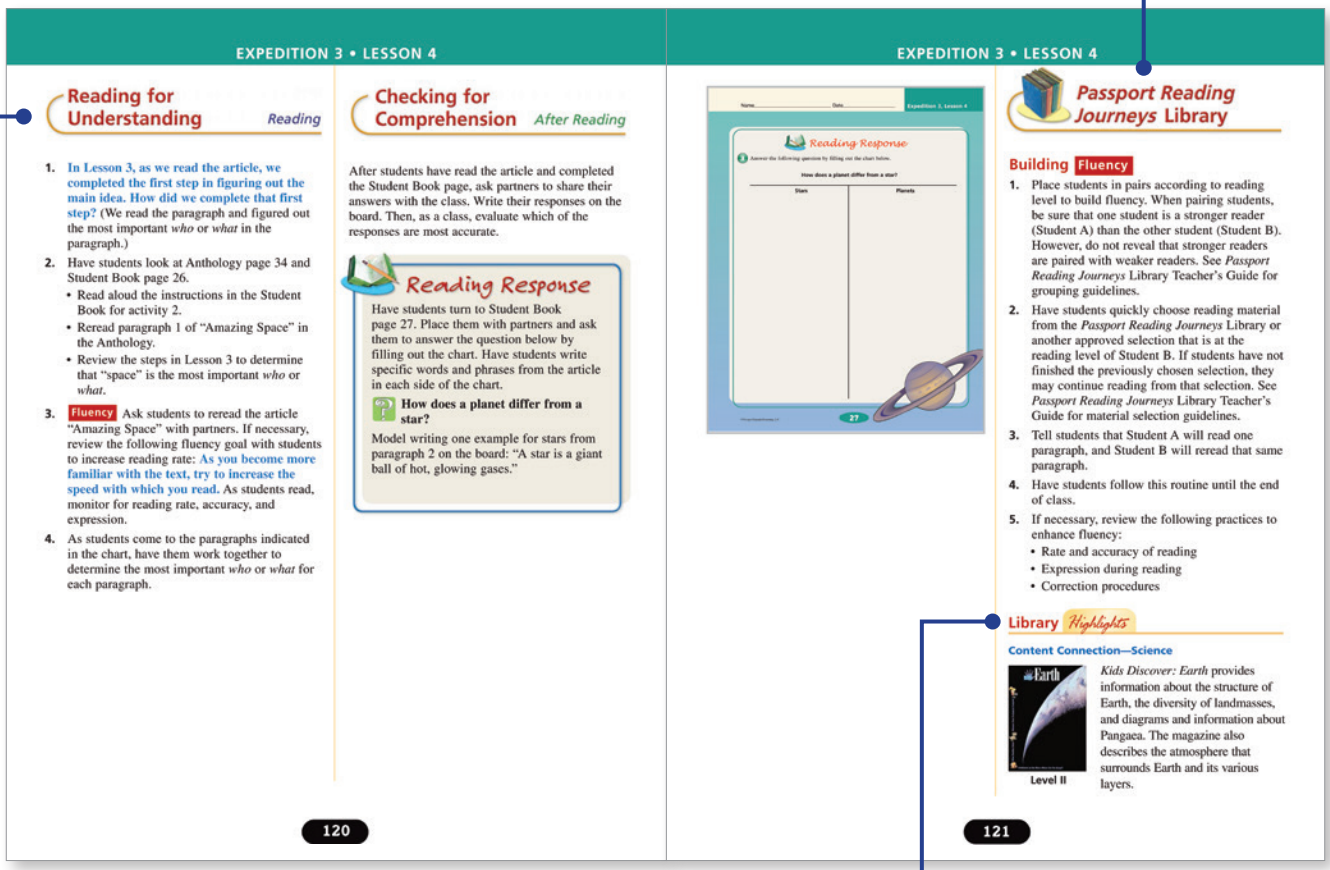
Bloom's Taxonomy labels allow teachers to scaffold the level of comprehension questions posed to students.

Guided practice using vocabulary and comprehension activities allows students to apply newly acquired words and skills.

SUPPORT RESOURCES

Students build fluency as they reread the selection from the previous lesson.

Passport Reading Journeys Library encourages reading for understanding both accurately and with expression.



EXPEDITION 3 • LESSON 4

Reading for Understanding *Reading*

1. In Lesson 3, as we read the article, we completed the first step in figuring out the main idea. How did we complete that first step? (We read the paragraph and figured out the most important *who* or *what* in the paragraph.)
2. Have students look at Anthology page 34 and Student Book page 26.
   - Read aloud the instructions in the Student Book for activity 2.
   - Reread paragraph 1 of "Amazing Space" in the Anthology.
   - Review the steps in Lesson 3 to determine that "space" is the most important *who* or *what*.
3. Fluency Ask students to reread the article "Amazing Space" with partners. If necessary, review the following fluency goal with students to increase reading rate: As you become more familiar with the text, try to increase the speed with which you read. As students read, monitor for reading rate, accuracy, and expression.
4. As students come to the paragraphs indicated in the chart, have them work together to determine the most important *who* or *what* for each paragraph.

Checking for Comprehension *After Reading*

After students have read the article and completed the Student Book page, ask partners to share their answers with the class. Write their responses on the board. Then, as a class, evaluate which of the responses are most accurate.

Reading Response

Have students turn to Student Book page 27. Place them with partners and ask them to answer the question below by filling out the chart. Have students write specific words and phrases from the article in each side of the chart.

How does a planet differ from a star?

Model writing one example for stars from paragraph 2 on the board: "A star is a giant ball of hot, glowing gases."

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EXPEDITION 3 • LESSON 4

Passport Reading Journeys Library

Building Fluency

1. Place students in pairs according to reading level to build fluency. When pairing students, be sure that one student is a stronger reader (Student A) than the other student (Student B). However, do not reveal that stronger readers are paired with weaker readers. See *Passport Reading Journeys* Library Teacher's Guide for grouping guidelines.
2. Have students quickly choose reading material from the *Passport Reading Journeys* Library or another approved selection that is at the reading level of Student B. If students have not finished the previously chosen selection, they may continue reading from that selection. See *Passport Reading Journeys* Library Teacher's Guide for material selection guidelines.
3. Tell students that Student A will read one paragraph, and Student B will reread that same paragraph.
4. Have students follow this routine until the end of class.
5. If necessary, review the following practices to enhance fluency:
   - Rate and accuracy of reading
   - Expression during reading
   - Correction procedures

Library Highlights

Content Connection—Science

Kids Discover: Earth provides information about the structure of Earth, the diversity of landmasses, and diagrams and information about Pangaea. The magazine also describes the atmosphere that surrounds Earth and its various layers.

Level II

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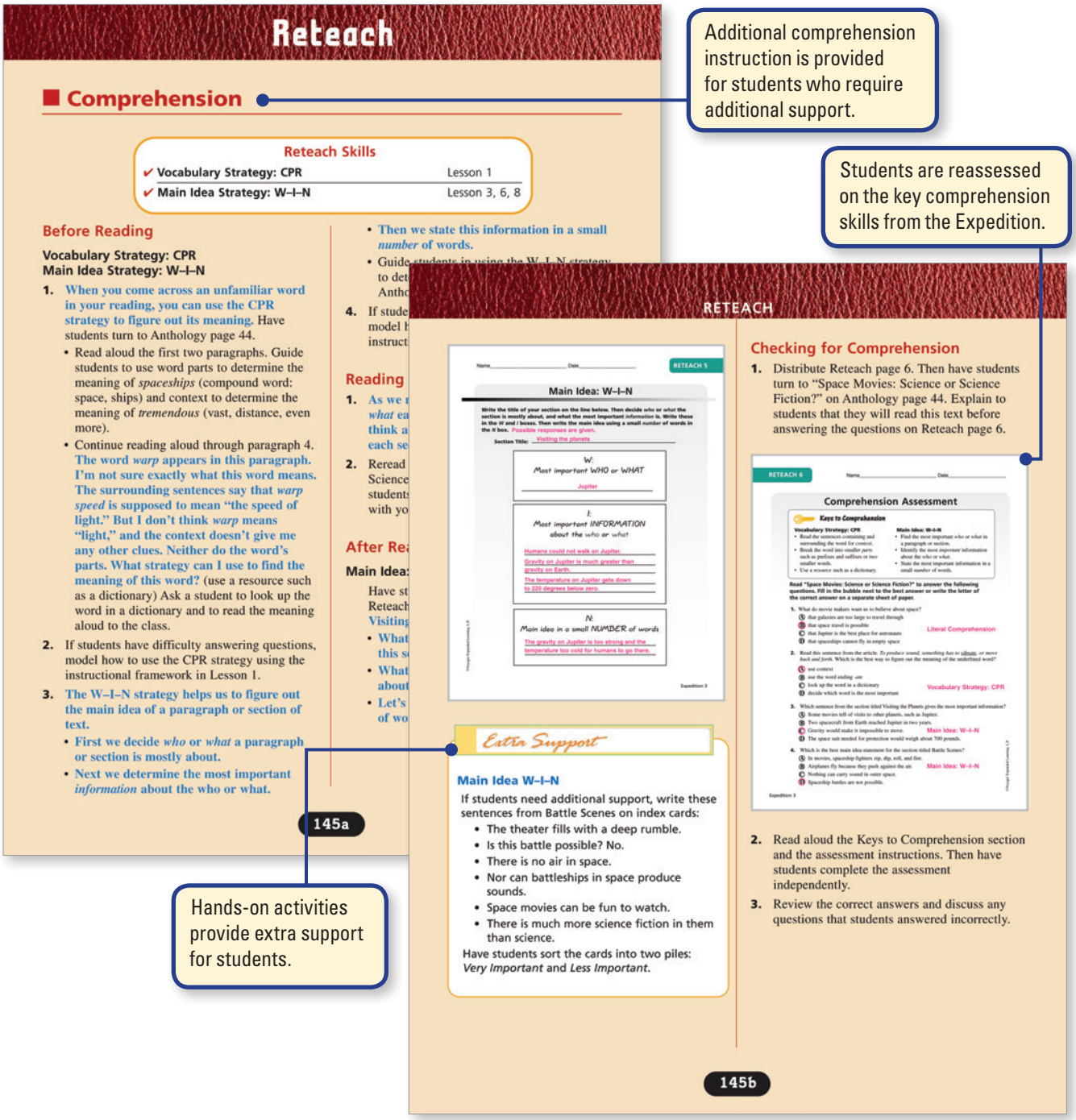
The Library Highlights section features the books and magazines from the program Library that complements the lesson.

RETEACHING OPPORTUNITIES



Reteach

Comprehension

Reteach Skills

✔ Vocabulary Strategy: CPR	Lesson 1
✔ Main Idea Strategy: W–I–N	Lesson 3, 6, 8

Before Reading

Vocabulary Strategy: CPR
Main Idea Strategy: W–I–N

1. When you come across an unfamiliar word in your reading, you can use the CPR strategy to figure out its meaning. Have students turn to Anthology page 44.
   - Read aloud the first two paragraphs. Guide students to use word parts to determine the meaning of *spaceships* (compound word: space, ships) and context to determine the meaning of *tremendous* (vast, distance, even more).
   - Continue reading aloud through paragraph 4. The word *warp* appears in this paragraph. I'm not sure exactly what this word means. The surrounding sentences say that *warp speed* is supposed to mean "the speed of light." But I don't think *warp* means "light," and the context doesn't give me any other clues. Neither do the word's parts. What strategy can I use to find the meaning of this word? (use a resource such as a dictionary) Ask a student to look up the word in a dictionary and to read the meaning aloud to the class.
2. If students have difficulty answering questions, model how to use the CPR strategy using the instructional framework in Lesson 1.
3. The W–I–N strategy helps us to figure out the main idea of a paragraph or section of text.
   - First we decide *who* or *what* a paragraph or section is mostly about.
   - Next we determine the most important *information* about the who or what.
   - Then we state this information in a small *number* of words.
   - Guide students in using the W–I–N strategy to det
   - Antho
4. If stude
   model h
   instruct

Reading

1. As we r
   what ea
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2. Reread
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Main Idea:

Have st
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Visiting
- What
  this s
- What
  about
- Let's
  of wo

145a

Additional comprehension instruction is provided for students who require additional support.

Students are reassessed on the key comprehension skills from the Expedition.

RETEACH

RETEACH 5

Main Idea: W–I–N

Write the title of your section on the line below. Then decide *who* or *what* the section is mostly about, and what the most important *information* is. Write these in the *W* and *I* boxes. Then write the main idea using a small *number* of words in the *N* box. Possible responses are given.

Section Title: Visiting the planets

W:
Most important WHO or WHAT
Jupiter

I:
Most important INFORMATION about the *who* or *what*
Humans could not walk on Jupiter.
Gravity on Jupiter is much greater than gravity on Earth.
The temperature on Jupiter gets down to 220 degrees below zero.

N:
Main idea in a small NUMBER of words
The gravity on Jupiter is too strong and the temperature too cold for humans to go there.

Expedition 3

Extra Support

Main Idea W–I–N

If students need additional support, write these sentences from Battle Scenes on index cards:

- The theater fills with a deep rumble.
- Is this battle possible? No.
- There is no air in space.
- Nor can battleships in space produce sounds.
- Space movies can be fun to watch.
- There is much more science fiction in them than science.

Have students sort the cards into two piles: *Very Important* and *Less Important*.

Checking for Comprehension

1. Distribute Reteach page 6. Then have students turn to "Space Movies: Science or Science Fiction?" on Anthology page 44. Explain to students that they will read this text before answering the questions on Reteach page 6.

RETEACH 6

Comprehension Assessment

Keys to Comprehension

Vocabulary Strategy: CPR
- Read the sentences containing and surrounding the word for context.
- Break the word into smaller *parts* such as prefixes and suffixes or two smaller words.
- Use a *resource* such as a dictionary.

Main Idea: W–I–N
- Find the most important *who* or *what* in a paragraph or section.
- Identify the most *important* information about the *who* or *what*.
- State the most important information in a small *number* of words.

Read "Space Movies: Science or Science Fiction?" to answer the following questions. Fill in the bubble next to the best answer or write the letter of the correct answer on a separate sheet of paper.

1. What do movie makers want us to believe about space?
   - Ⓐ that galaxies are too large to travel through
   - Ⓑ that space travel is possible
   - Ⓒ that Jupiter is the best place for astronauts
   - Ⓓ that spaceships cannot fly in empty space

   Literal Comprehension

2. Read this sentence from the article. *To produce sound, something has to vibrate, or move back and forth.* Which is the best way to figure out the meaning of the underlined word?
   - Ⓐ use context
   - Ⓑ use the word ending *-ate*
   - Ⓒ look up the word in a dictionary
   - Ⓓ decide which word is the most important

   Vocabulary Strategy: CPR

3. Which sentence from the section titled Visiting the Planets gives the most important information?
   - Ⓐ Some movies tell of visits to other planets, such as Jupiter.
   - Ⓑ Two spacecraft from Earth reached Jupiter in two years.
   - Ⓒ Gravity would make it impossible to move.
   - Ⓓ The space suit needed for protection would weigh about 700 pounds.

   Main Idea: W–I–N

4. Which is the best main idea statement for the section titled Battle Scenes?
   - Ⓐ In movies, spaceship fighters zip, dip, roll, and fire.
   - Ⓑ Airplanes fly because they push against the air.
   - Ⓒ Nothing can carry sound in outer space.
   - Ⓓ Spaceship battles are not possible.

   Main Idea: W–I–N

Expedition 3

2. Read aloud the Keys to Comprehension section and the assessment instructions. Then have students complete the assessment independently.
3. Review the correct answers and discuss any questions that students answered incorrectly.

145b

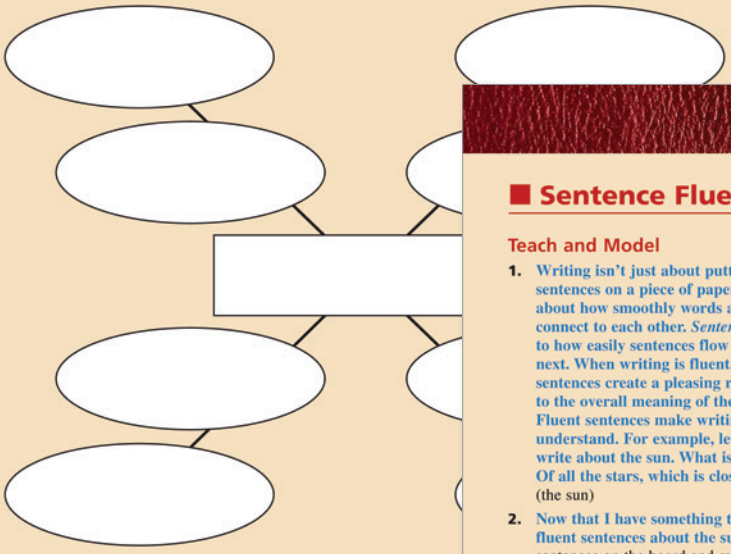
Hands-on activities provide extra support for students.

RETEACHING OPPORTUNITIES

RETEACH

Vocabulary

1. Write on the board the specific words that students have missed, along with a synonym web such as the one below. Then guide students in completing the graphic organizer for each of the words.
   - First, have students think of synonyms for the word. For example, the word *ground* might have the following synonyms: *earth*, *position*, *crushed*, and *base*.
   - Next, have students think of additional synonyms (*soil* as a synonym for *earth*, for example), and help them categorize these according to the different meanings of the words. Write the new synonyms in the outer oval that is connected to the word with the same meaning.



2. When students have completed the synonym maps, check compre
own words the meaning of each vocabulary word.

145c

Graphic organizers allow for specific vocabulary words to be retaught.

Writing lessons teach the fundamental skills needed to write single and multiparagraph essays following each Expedition.

Writing

Sentence Fluency

Teach and Model

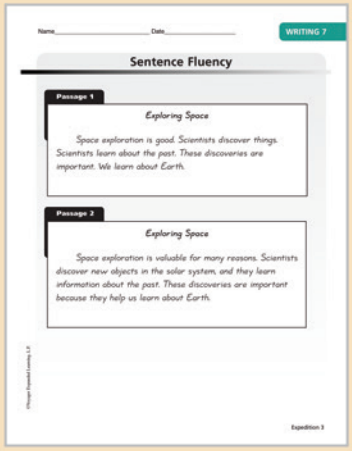
1. Writing isn't just about putting words and sentences on a piece of paper. Writing is also about how smoothly words and sentences connect to each other. *Sentence fluency* refers to how easily sentences flow from one to the next. When writing is fluent, the words and sentences create a pleasing rhythm that adds to the overall meaning of the written work. Fluent sentences make writing easier to understand. For example, let's say I want to write about the sun. What is the sun? (a star) Of all the stars, which is closest to Earth? (the sun)
2. Now that I have something to say, I will write fluent sentences about the sun. Write these sentences on the board and read them aloud: *The sun is really a star. There are millions of stars in the sky, but the sun is the star closest to Earth.*
3. These sentences flow easily from one to the next, so this short piece of writing has sentence fluency. Now let's think of more information about the sun. How big is the sun? (huge) What is the sun made of? (hot gases) Let's add this information to the writing in a way that is interesting and fluent.
4. One way to create sentence fluency is to vary the length of the sentences. *Sentence length* is how long the sentence is. When you use sentences of different lengths, your writing flows and is easier to understand. Now I will add sentences of different lengths. Write some short and long sentences on the board. (Possible sentences: The sun is huge. Hot gases make up the core of this gigantic star, and they explode off the sun's surface.) Short and long sentences often have different sentence structures. *Sentence structure* is how a sentence is put together. Short sentences are often simple sentences. A simple sentence has just one complete thought in one complete sentence: *The sun is really a star. The sun is huge.* Longer sentences are often compound sentences. A compound sentence has two or more complete sentences connected by a word like *and*, *but*, or *or*: *There are millions of stars in the sky, but the sun is the star closest to Earth. Hot gases make up the core of this gigantic star, and they explode off the sun's surface.*
5. Now I have a series of fluent sentences that tell about the sun. Underline the short sentences once and the long sentences twice. Read aloud the four sentences: *The sun is really a star. There are millions of stars in the sky, but the sun is the star closest to Earth. The sun is huge. Hot gases make up the core of this gigantic star, and they explode off the sun's surface.* Some sentences are short and some are long, and the sentence structures vary. The writing flows and is easy to understand.

145d

WRITING

Writing Samples

1. Distribute Writing page 7 to students, and read the first passage aloud. **This passage tells about exploring space. Let's look at the sentences the writer created to give information to the reader.** Read all five sentences and discuss whether the sentence lengths are varied and whether the writing is fluent. Ask the following questions:
   - **Do these sentences have varied lengths?** (No, they are all short.)
   - **Do these sentences create a pleasing rhythm?** (not really)


WRITING 7

Name_____ Date_____

Sentence Fluency

Passage 1

Exploring Space

Space exploration is good. Scientists discover things. Scientists learn about the past. These discoveries are important. We learn about Earth.

Passage 2

Exploring Space

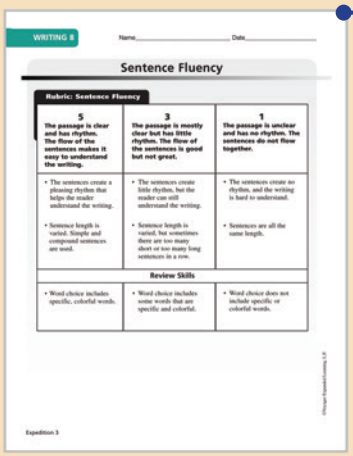
Space exploration is valuable for many reasons. Scientists discover new objects in the solar system, and they learn information about the past. These discoveries are important because they help us learn about Earth.

Expedition 3

2. Read Passage 2 aloud to students. **The passage is still about space exploration, but the sentence lengths and structures are different.**
3. Read the first few sentences in each passage with students. **Let's compare the sentences in the first passage and the second. The first passage says *Space exploration is good. Scientists discover things. Scientists learn about the past.* The second passage says *Space exploration is valuable for many reasons. Scientists discover new objects in the solar system, and they learn information about the past.* Do the sentence lengths vary more in Passage 1 or Passage 2?** (Passage 2) **Which passage contains sentences that create a pleasing rhythm and flow more smoothly from one to the next?** (Passage 2)
4. Read the remainder of each passage with students. Demonstrate how the sentences are more fluent and varied in Passage 2.

Evaluating Writing

1. Distribute Writing page 8. Read the rubric aloud. **This rubric focuses on sentence fluency: writing sentences that flow smoothly and vary in length to create a pleasing rhythm.**


WRITING 8

Name_____ Date_____

Sentence Fluency

Rubric: Sentence Fluency

5	3	1
The passage is clear and has rhythm. The flow of the sentences makes it easy to understand the writing.	The passage is mostly clear but has little rhythm. The flow of the sentences is good but not great.	The passage is unclear and has no rhythm. The sentences do not flow together.
• The sentences create a pleasing rhythm that helps the reader understand the writing. • Sentence length is varied. Simple and compound sentences are used.	• The sentences create little rhythm, but the reader can still understand the writing. • Sentence length is varied, but sometimes there are too many short or too many long sentences in a row.	• The sentences create no rhythm, and the writing is hard to understand. • Sentences are all the same length.
Review Skills		
• Word choice includes specific, colorful words.	• Word choice includes some words that are specific and colorful.	• Word choice does not include specific or colorful words.

Expedition 3

Rubrics and checklists enable students to evaluate writing models, their own writing, and the writing of their peers.

WRITING

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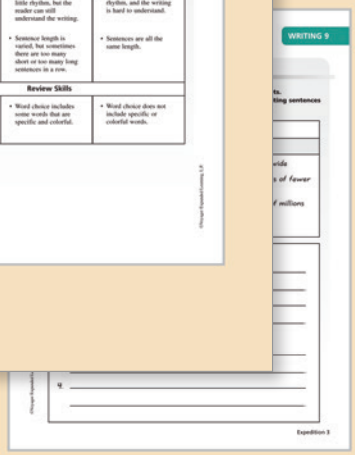

WRITING 9

Expedition 3

2. Have students turn back to the rubric they used on Writing page 8. Review the criteria for sentence fluency that scores a 5.
3. Have students complete the activity by writing short and long sentences. Monitor students as they write, and provide correction and feedback as needed.
4. After students have completed the activity, have them share their sentences with the class. Record the sentences on the board. Discuss which sentences flow smoothly and create a pleasing rhythm.
5. Have students return to their sentences and make them more varied in length so they will flow more smoothly. Then have students share their new sentences.
6. Close the lesson by reminding students that varied sentence length helps create sentence fluency. Sentence fluency, along with careful word choice and good elaboration, makes writing more pleasing and easier to understand.

Extended Writing

Using Fluent Sentences in a Paragraph

To further develop students' sentence fluency, have them use the sentences they recorded on Writing page 9 in a paragraph.

- Have students begin by writing the four sentences from Writing page 9 in paragraph format. Tell students that in a paragraph, the first line is indented and the sentences follow one another continually. Refer students to the models on Writing page 7 for examples.
- Next, have students add three new sentences that continue to tell about comets. Remind students to vary the length of their sentences and to use different sentence structures to combine details.
- Invite students to read their paragraphs aloud. Call on other students to evaluate the sentence fluency of each paragraph.

INSTRUCTION APPROPRIATE FOR STUDENTS AT ALL LEVELS

An array of tools, strategies, and technology to motivate students and improve their reading achievement.

Components of Instruction

WHOLE GROUP INSTRUCTION

Comprehension Strategies
- Content area passages
- Student activity pages

Vocabulary
Writing in Response to Reading
Advanced Word Study
Writing Extensions (optional)

LEVELED FLEXIBLE SMALL GROUP INSTRUCTION

Comprehension Strategy Review
Word Study (optional)
- Decoding
- Vocabulary

LEVELED GUIDED INDEPENDENT PRACTICE

Web-based reading practice using SOLO
- fluency
- vocabulary
- comprehension
- test preparation

Passport Reading Journeys Library
- Reading of authentic text
- Books in audio format

Online books with audio read-along

Action-packed video segment on DVD to introduces new Expedition topic

COMPREHENSION & VOCABULARY ASSESSMENT
High-stakes format

Wrap-up video segment on DVD reviews and closes the Expedition

OPPORTUNITIES FOR ELLS

Every *Passport Reading Journey* lesson provides opportunities for ELLs to succeed. The lessons provide a solid foundation as students apply language skills in reading, writing, listening, and speaking. The following research-supported practices for ELLs are integrated into the core instruction in every Expedition:

- **Explicit, systematic instruction** promotes success in decoding, comprehension, and fluency skills
- **Step-by-step sequencing of instruction** is easy for students to follow and understand
- **Teacher modeling and think-alouds** are embedded throughout each lesson
- **Teacher-guided practice** allows students to gain confidence and move toward independence
- **Oral language development** is supported by frequent teacher-student interaction
- **Immediate, corrective feedback** is provided as students respond orally
- **Graphic organizers** help students link ideas and make connections
- **Multiple exposures, review, and practice with target vocabulary** enable students to internalize words
- **Students connect readings to background knowledge** using visuals, videos, photographs, graphic organizers, time lines, and maps
- **Hands-on activities** such as dramatizations and games, allow students to apply oral language practice with vocabulary, comprehension skills, and thematic concepts

"Voyager has helped us make significant gains with our special education students, English language learners, and Tier II students. Our students are eager and excited about reading, often for the first time due to their frustrations. Voyager has changed the lives of many of our students and their families."

—Alain Guevara, Ed.D.,
Executive Director of Instructional Support Services
Lake Elsinore USD, Lake Elsinore, CA

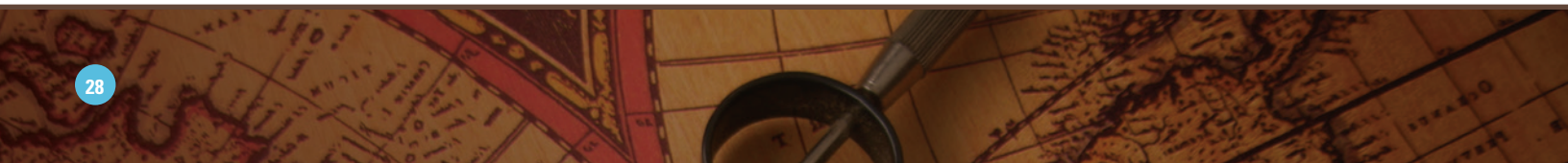
PASSPORT READING JOURNEYS BEGINNINGS, I, & II

Scope and sequence provides the teacher an "At A Glance" across the two-week 15-day Expedition. Teachers can identify when a skill is taught explicitly and applied in the areas of:

- Comprehension
- Vocabulary
- Fluency
- Expository text
- Literacy text
- Word study
- Writing

	Expeditions															Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	SOLO	Word Study	Library
Word Study																		
Phonemic Awareness	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
High-Frequency Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Regular Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Irregular Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Word Automaticity	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Phonics	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
Letter Combinations	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
Rule-Based Words		✓	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
Prefixes		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Suffixes	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Multisyllabic Words			✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Compound Words		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Sight Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
Spelling	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	

✓ Explicit Instruction • Skill Application / N/A



	Expeditions															Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	SOLO	Word Study	Library
Writing																		
Planning to Write	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Ideas and Elaboration	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Word Choice		✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Sentence Fluency			✓	•	•	•	•	•	•	•	•	•	•	•	•			
Conventions				✓	•	•	•	•	•	•	•	•	•	•	•			
Organization					✓	•	•	•	•	•	•	•	•	•	•			
Responding to Reading Selections	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Assessment: Answering Essay Questions						✓	•	•	•	•	•	•	•	•	•			•
Expository Text Structures						✓	•	•	•	•	•	•	•	•	•			
Narrative Writing												✓	•	•	•			
Opinion Statement								✓	•	•	•	•	•	•	•			
Multiparagraph Writing						✓	•	•	•	•	•	•	•	•	•			
Writing a Research Paper														✓	•			

✓ Explicit Instruction

• Skill Application

/ N/A

"Students in *Passport Reading Journeys* maintained their concentration because of the high-interest stories in which technology had been incorporated. Our students increased their time on task. Lexiles improved for our students who used *Passport Reading Journeys*."

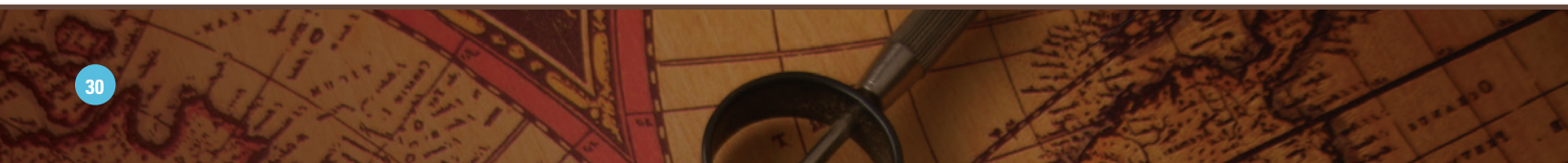
—Alexandra Conniff,
Special Education Teacher
Admiral Moorer Middle School
Eufaula, AL

PASSPORT READING JOURNEYS™

SCOPE AND SEQUENCE: BEGINNINGS, I, & II

	Expeditions															Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	SOLO	Word Study	Library
Comprehension Strategies																		
Making Connections	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Brainstorming Prior Knowledge		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Making Predictions		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading Charts and Graphs		✓	•	•	•	•	•	•	•	•	•	•	•	•	•			•
Identifying Main Ideas			✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Making Inferences				✓	•	•	•	•	•	•	•	•	•	•	•		•	•
Summarizing				✓	•	•	•	•	•	•	•	•	•	•	•	•		•
Generating Questions				✓	•	•	•	•	•	•	•	•	•	•	•	•		
Generating Research Questions					✓	•	•	•	•	•	•	•	•	•	•			
Vocabulary																		
Making Connections Between Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Context Clues		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Word Parts: Compound Words		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Word Parts: Prefixes and Suffixes		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Dictionary Skills			✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
High-Frequency Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Content-Related Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Latin and Greek Roots			✓	•	•	•	•	•	•	•	•	•	•	•	•		•	
Synonyms and Antonyms					✓	•	•	•	•	•	•	•	•	•	•	•		
Multiple-Meaning Words					✓	•	•	•	•	•	•	•	•	•	•	•		
Homophones						✓	•	•	•	•	•	•	•	•	•		•	

✓	Explicit Instruction
•	Skill Application
	N/A



	Expeditions															Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	SOLO	Word Study	Library
Fluency																		
Multiple Readings of Passages	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Choral and Partner Reading	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Rate and Accuracy Correction	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Prosody	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Expository Texts																		
Expository Text Features (time lines, photo captions, bulleted text, titles, headings, charts, and graphs)	✓	•	•	•	•	•	•	•	•	•	•			•	•	•		•
Expository Signal Words	✓	•	•	•	•	•	•	•	•	•	•			•	•			
Sequential Order	✓	•	•	•	•	•					•			•	•	•	•	•
How-To Texts						✓					•			•	•	•	•	•
Compare-and-Contrast Texts							✓				•			•	•	•	•	•
Persuasive Texts								✓			•			•	•			
Cause-and-Effect Texts									✓	•	•	•	•	•	•	•	•	•
Problem-and-Solution Texts										✓	•	•	•	•	•	•	•	•
Literary Texts																		
Narrative Elements	✓	•		•	•							•	•	•	•		•	•
Narrative Plot Sequence	✓	•		•	•							•	•	•	•		•	•
Character Motivation	✓	•		•	•								•	•	•		•	
Questioning the Author	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Character Comparisons													✓	•	•			
Setting Analysis													✓	•	•			•
First-Person Narrative														✓	•			
Biography and Autobiography														✓	•	•		•
Poetry												✓	•	•	•			•
Descriptive Details												✓	•	•	•			•
Figurative Language												✓	•	•	•			
Symbolism												✓	•	•	•			

✓	Explicit Instruction
•	Skill Application
	N/A

PASSPORT READING JOURNEYS: LITERACY SOLUTION FOR STRUGGLING HIGH SCHOOL STUDENTS

Passport Reading Journeys is a captivating literacy solution for struggling high school readers. Fascinating topics and cutting-edge technology capture student interest and improve reading comprehension and academic vocabulary. The research-based program targets high school students reading at least two years below grade level and accelerates performance through a proven approach of print and technology.

Passport Reading Journeys provides explicit, systematic word study, vocabulary, comprehension, and fluency instruction that is both interest level and age appropriate for adolescents. The program incorporates an array of tools, strategies, and technology to motivate students and accelerate their reading achievement.

In addition to a similar range of materials as the other *Passport Reading Journeys* levels, *Passport Reading Journeys* includes these additional materials for struggling high school students:

Reading in the Real World	Exploring Careers	*VocabJourney*™	Live Ink®

Reading in the Real World

The Real World Reading lesson provides students with a scenario and real-life document, such as a jury summons or job application, that is associated with the Expedition topic. It teaches new vocabulary and clarifies previously introduced vocabulary while teaching students how to read with detail, comprehend, and follow sets of instructions.

Exploring Careers

This lesson option asks students to explore careers and responsibilities associated with certain occupations. Students use the reading strategies and skills from the Expedition to learn about a career and extend their understanding beyond the standard lesson.

STUDENT-CENTERED TECHNOLOGY COMPONENT

VocabJourney has three major components—Acquire, Achieve, and Connect

VocabJourney is the interactive Web-based technology component to *Passport Reading Journeys* that **enhances vocabulary and comprehension skills**. The program teaches additional academic vocabulary, provides support for ELLs, monitors student responses, and adapts instruction to meet individual needs.

Because the program is available 24/7, students can complete activities at their own pace, **extending the classroom instruction** and **individualizing instruction**.

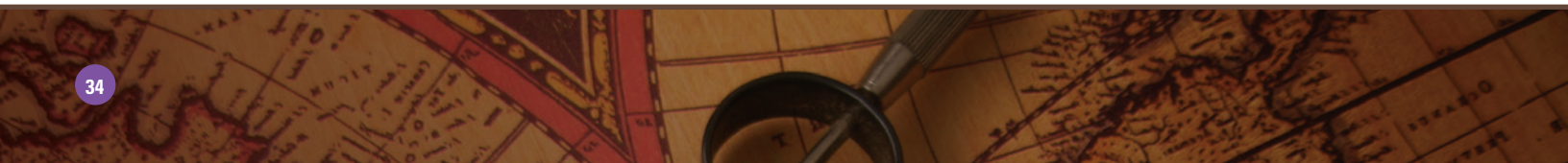
Acquire

In **Acquire**, students learn new words and practice previously introduced words from each Expedition. Words are grouped in word sets that are used to build online word cards. Interactive tasks **scaffold instruction** and help **increase word knowledge**.

Quick checks of word knowledge individualize the experience and provide before-and-after snapshots of student progress.

Students then read the words in context and show their vocabulary and comprehension skills by answering questions in standardized test formats.

Students build word cards to help acquire knowledge of a word's definitions, synonyms, antonyms, and context usage. Word cards can be reviewed throughout *VocabJourney*.



VocabJourney™
LEARN · PLAY · MASTER

Achieve

In **Achieve**, students build on what they learned in **Acquire** with larger sets of words they have previously learned. Students play word games and use online flash cards to **reinforce learning** and **gain additional exposure to multiple meanings of words**. Points earned for word activities are displayed on a Leader Board to motivate students. Progress toward mastery is demonstrated via regularly scheduled Achieve Tests and Cumulative Tests.

Students view and monitor their progress on the Achieve dashboard.

Connect

In **Connect**, students study words organized in categories, such as biology, chemistry, and world history. Through Connect, students **tailor their own learning** to match their vocabulary needs.

Teacher Center

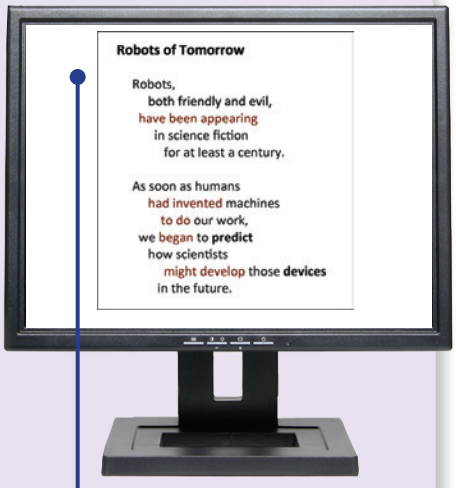
The online Teacher Center facilitates the blending of online and classroom instruction and allows teachers to differentiate goals and adapt instruction by creating a pacing calendar for the school year. Teachers also use the Teacher Center to **monitor individual progress** and **view grades for assignments** that students complete.

Live Ink®

Students can read all the passages in *VocabJourney* and the Student Anthology using Live Ink®. Live Ink lets students read more comfortably and effectively by displaying words in a cascading format with shorter chunks or word groupings.

Research shows that readers using the Live Ink format improved overall reading proficiency and can transfer increased comprehension to traditionally formatted text.* Teachers are encouraged to use the Live Ink format to provide additional support for struggling students and further differentiate instruction.

*Walker, S., Schloss, P., Fletcher, C.R., Vogel, C.A., & Walker, R.C. (2005, May/June). Visual-Syntactic Text Formatting: A new method to enhance online reading. Reading Online, 8(6). Available at http://www.readingonline.org/articles/art_index.asp?HREF=r_walker/index.html



Live Ink displays text in a cascading format to enhance student ability to read faster with more accuracy and with better recall.

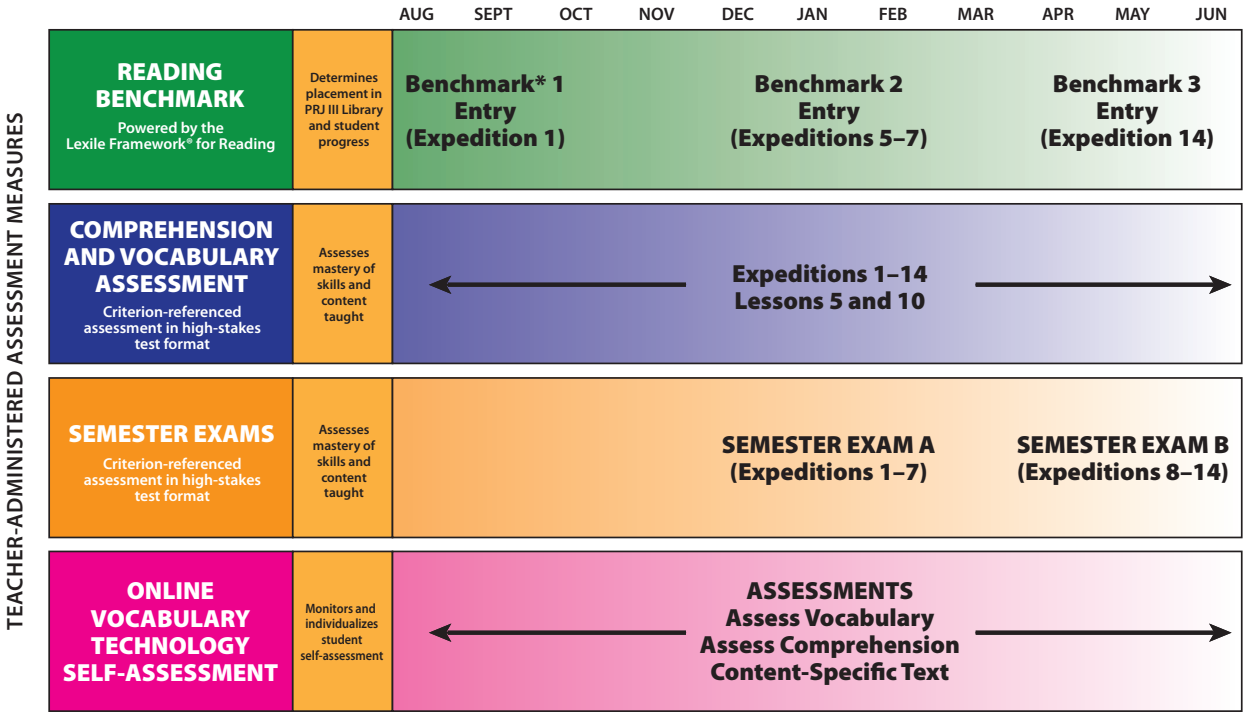
HIGH-QUALITY ASSESSMENT AND REPORTING

VPORT Data Management System

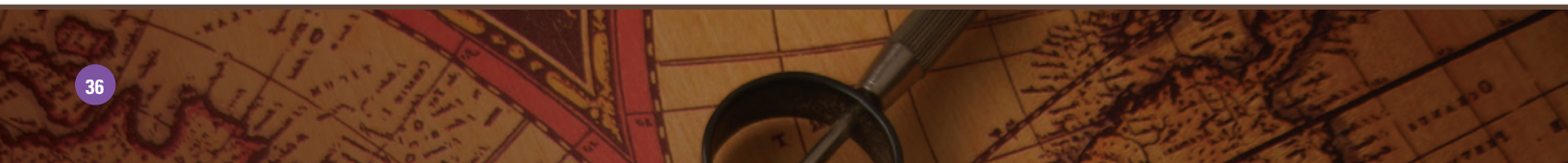
Passport Reading Journeys III also uses the VPORT data management system. This is a powerful online tool that allows teachers and administrators to closely monitor student development of key reading skills. VPORT is used to:

- **Enter assessment scores** and access student data online
- **Monitor student growth** in reading proficiency
- **Compare student data** against a trajectory of desired learning
- **Make instructional decisions** and adjustments
- **Support discussions** with parents about reading development
- **Access support materials** for classroom instruction

The VPORT online data management system requires no software or installation; VPORT only requires Internet connectivity and can be accessed anywhere and at any time.

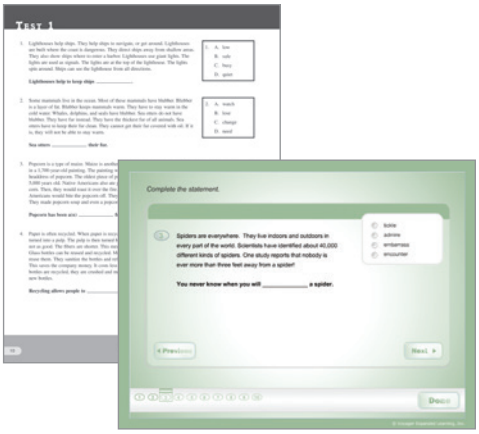


*The three benchmark periods are referred to as Test Periods in VPORT.



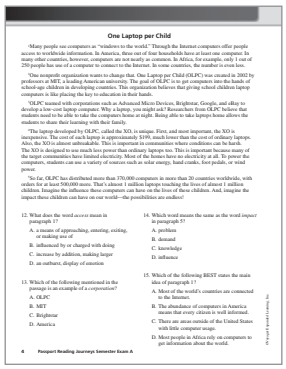
Reading Benchmark Assessments

Three standardized Lexile tests help determine the reading level of each student three times during the school year. **Appropriate for individual, small group, and large group administration**, the Reading Benchmark Assessments are available online or for paper/pencil administration. VPORT automatically calculates benchmark Lexile scores, which are used to monitor progress toward reading proficiency.



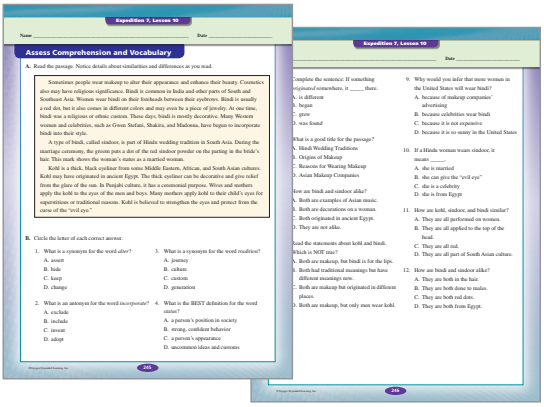
Semester Exams

Passport Reading Journeys III provides semester exams where students **apply the vocabulary and comprehension strategies** learned through the Expeditions. The summative assessments may be given online or in paper/pencil administration.



Comprehension and Vocabulary Assessments

Formative assessments are built in the lessons and found in the Student Book in Lessons 5 and 10. Each Comprehension and Vocabulary Assessment **checks student understanding of the skills focus** in the current Expedition in high-stakes test format.

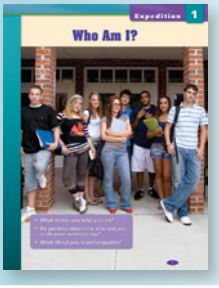


VocabJourney

In an online session, students make choices or select answers as they progress through vocabulary activities. *VocabJourney* **monitors student responses** and **adapts instruction** to meet individual needs. The program **provides corrective feedback** to the student and records progress in VPORT for teachers to monitor and use as a grading opportunity.

TIMELESS EXPEDITION TOPICS

1. Who Am I?
LEXILE 850

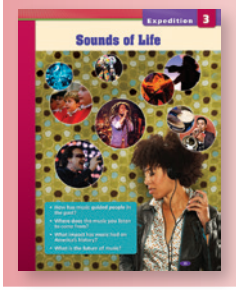


What makes you who you are; the influence of the environment and genetics.

2. R U Online?
LEXILE 850–900

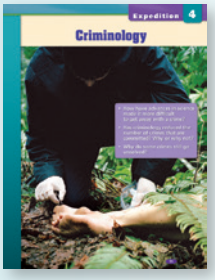
How the Internet has changed our world view, social interactions, and economy.

3. Sounds of Life
LEXILE 850–900



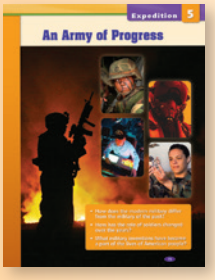
Past and present music trends and how science plays a part in the sounds we hear.

4. Criminology
LEXILE 900–950



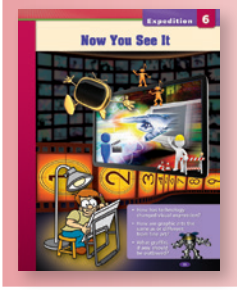
The mysteries surrounding crimes and those who solve them.

5. An Army of Progress
LEXILE 900–950



How modern technology has changed the face of war and impacted items we use daily.

6. Now You See It
LEXILE 900–950

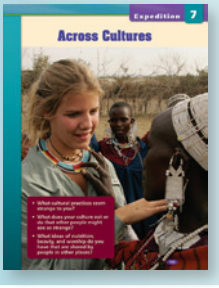


From graffiti to film making—individuals and graphic artists who are making a statement.

Timeless Topics. Captivating Content.

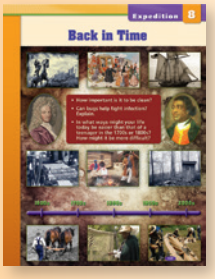
Compelling content and current topics engage high school readers while they build both skills and confidence, make cross-curricular connections, and explore career opportunities.

7. Across Cultures
LEXILE 950–1000



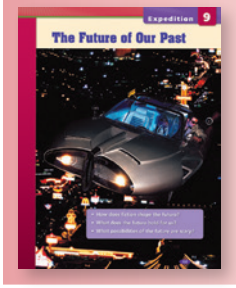
Explores foods, beauty, and rituals from country to country.

8. Back in Time
LEXILE 950–1000



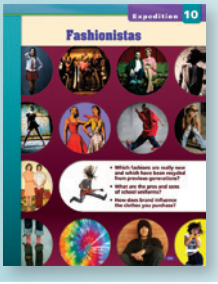
Fashion and medical customs found in America's past.

9. The Future of Our Past
LEXILE 1000–1050



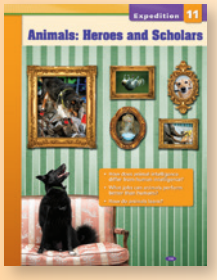
Science fiction comes to life.

10. Fashionistas
LEXILE 1000–1050



Trends and self-expression based on how we dress.

11. Animals: Heroes and Scholars
LEXILE 1050–1100

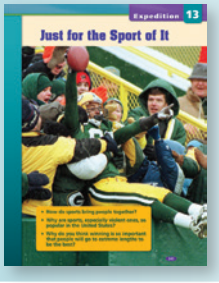


Explores animal intelligence and heroism.

12. Going Green
LEXILE 1050–1100

How what you do affects our planet.

13. Just for the Sport of It
LEXILE 1100–1150



The origins of different sports and their inherent dangers and popularity.

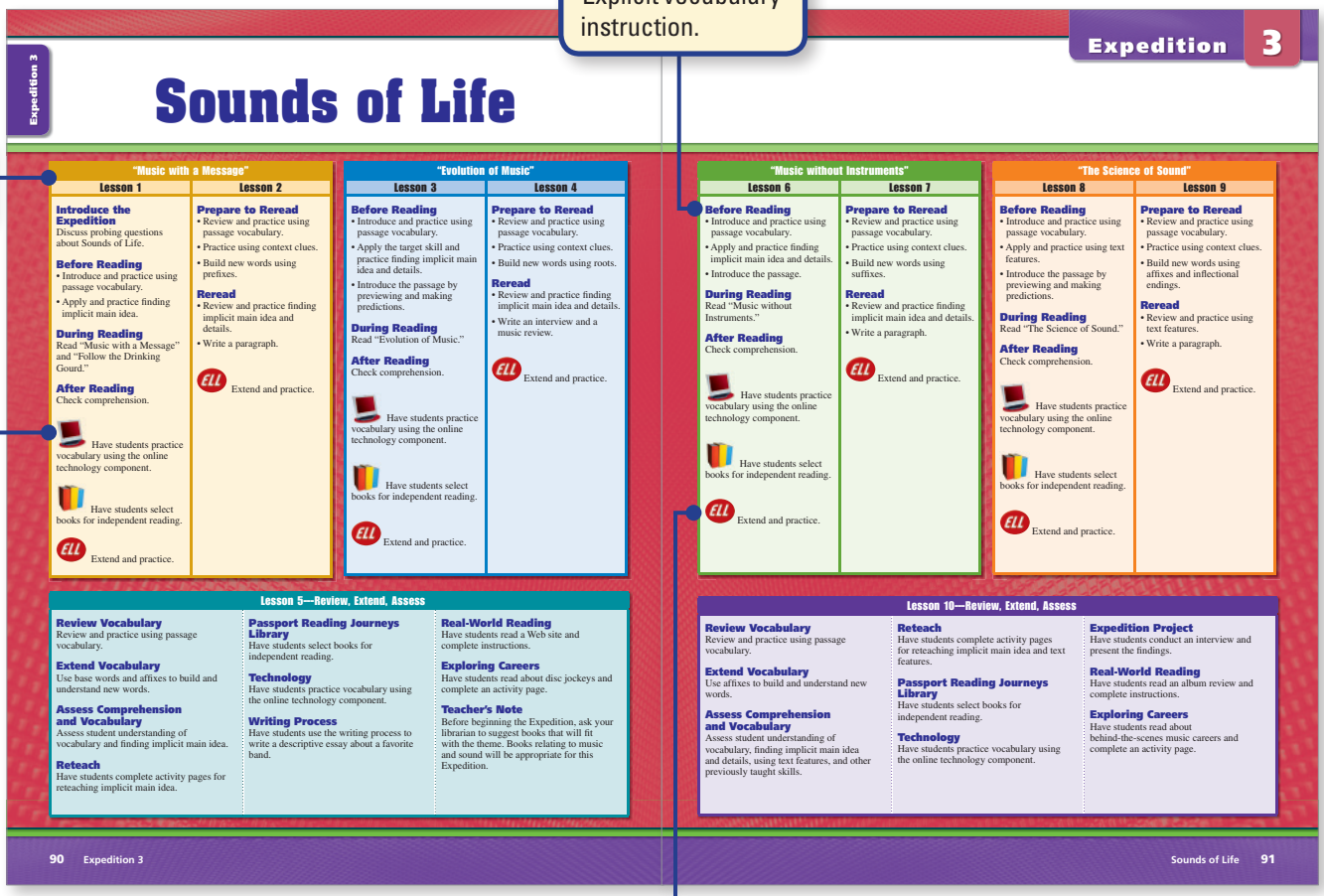
14. Giving Your All
LEXILE 1100–1150

A look at ordinary people who have done extraordinary things in difficult situations.

EXPEDITION-AT-A-GLANCE

Explicit vocabulary instruction.

Lesson pairs.



Expedition 3

Sounds of Life

Expedition 3

"Music with a Message"

Lesson 1

Introduce the Expedition
Discuss probing questions about Sounds of Life.

Before Reading
- Introduce and practice using passage vocabulary.
- Apply and practice finding implicit main idea.

During Reading
Read "Music with a Message" and "Follow the Drinking Gourd."

After Reading
Check comprehension.

Have students practice vocabulary using the online technology component.

Have students select books for independent reading.

ELL Extend and practice.

Lesson 2

Prepare to Reread
- Review and practice using passage vocabulary.
- Practice using context clues.
- Build new words using prefixes.

Reread
- Review and practice finding implicit main idea and details.
- Write a paragraph.

ELL Extend and practice.

"Evolution of Music"

Lesson 3

Before Reading
- Introduce and practice using passage vocabulary.
- Apply the target skill and practice finding implicit main idea and details.
- Introduce the passage by previewing and making predictions.

During Reading
Read "Evolution of Music."

After Reading
Check comprehension.

Have students practice vocabulary using the online technology component.

Have students select books for independent reading.

ELL Extend and practice.

Lesson 4

Prepare to Reread
- Review and practice using passage vocabulary.
- Practice using context clues.
- Build new words using roots.

Reread
- Review and practice finding implicit main idea and details.
- Write an interview and a music review.

ELL Extend and practice.

Lesson 5—Review, Extend, Assess

Review Vocabulary
Review and practice using passage vocabulary.

Extend Vocabulary
Use base words and affixes to build and understand new words.

Assess Comprehension and Vocabulary
Assess student understanding of vocabulary and finding implicit main idea.

Reteach
Have students complete activity pages for reteaching implicit main idea.

Passport Reading Journeys Library
Have students select books for independent reading.

Technology
Have students practice vocabulary using the online technology component.

Writing Process
Have students use the writing process to write a descriptive essay about a favorite band.

Real-World Reading
Have students read a Web site and complete instructions.

Exploring Careers
Have students read about disc jockeys and complete an activity page.

Teacher's Note
Before beginning the Expedition, ask your librarian to suggest books that will fit with the theme. Books relating to music and sound will be appropriate for this Expedition.

90 Expedition 3

Expedition 3

"Music without Instruments"

Lesson 6

Before Reading
- Introduce and practice using passage vocabulary.
- Apply and practice finding implicit main idea and details.
- Introduce the passage.

During Reading
Read "Music without Instruments."

After Reading
Check comprehension.

Have students practice vocabulary using the online technology component.

Have students select books for independent reading.

ELL Extend and practice.

Lesson 7

Prepare to Reread
- Review and practice using passage vocabulary.
- Practice using context clues.
- Build new words using suffixes.

Reread
- Review and practice finding implicit main idea and details.
- Write a paragraph.

ELL Extend and practice.

"The Science of Sound"

Lesson 8

Before Reading
- Introduce and practice using passage vocabulary.
- Apply and practice using text features.
- Introduce the passage by previewing and making predictions.

During Reading
Read "The Science of Sound."

After Reading
Check comprehension.

Have students practice vocabulary using the online technology component.

Have students select books for independent reading.

ELL Extend and practice.

Lesson 9

Prepare to Reread
- Review and practice using passage vocabulary.
- Practice using context clues.
- Build new words using affixes and inflectional endings.

Reread
- Review and practice using text features.
- Write a paragraph.

ELL Extend and practice.

Lesson 10—Review, Extend, Assess

Review Vocabulary
Review and practice using passage vocabulary.

Extend Vocabulary
Use affixes to build and understand new words.

Assess Comprehension and Vocabulary
Assess student understanding of vocabulary, finding implicit main idea and details, using text features, and other previously taught skills.

Reteach
Have students complete activity pages for reteaching implicit main idea and text features.

Passport Reading Journeys Library
Have students select books for independent reading.

Technology
Have students practice vocabulary using the online technology component.

Expedition Project
Have students conduct an interview and present the findings.

Real-World Reading
Have students read an album review and complete instructions.

Exploring Careers
Have students read about behind-the-scenes music careers and complete an activity page.

Sounds of Life 91

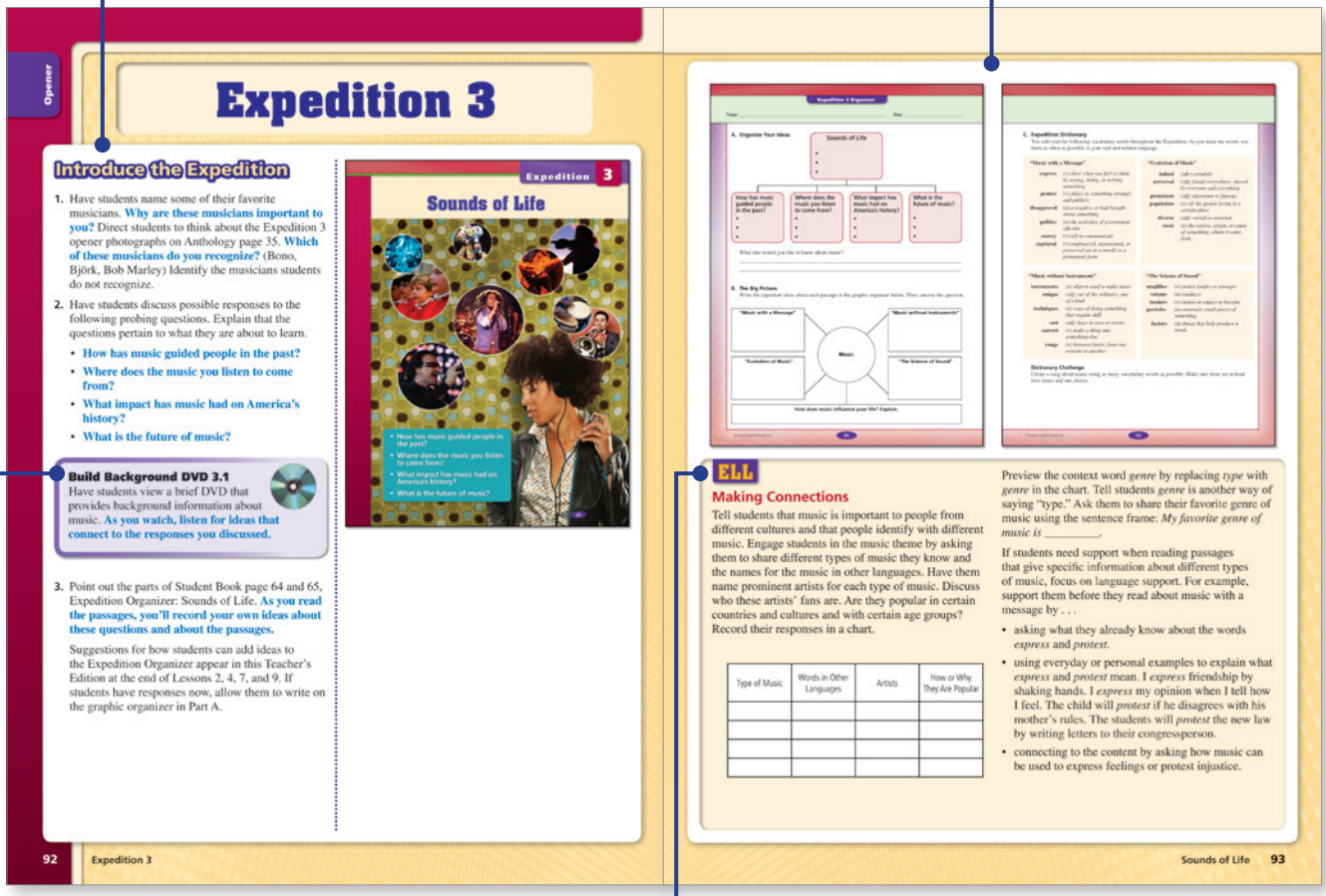
VocabJourney online support.

Additional support for students learning English.

CONSISTENT LESSON FORMAT

During Introduce the Expedition students make predictions, build on prior knowledge, generate questions, and review reading strategies.

Students refer to Expedition Organizers throughout the Expedition as they think more deeply about the topics.



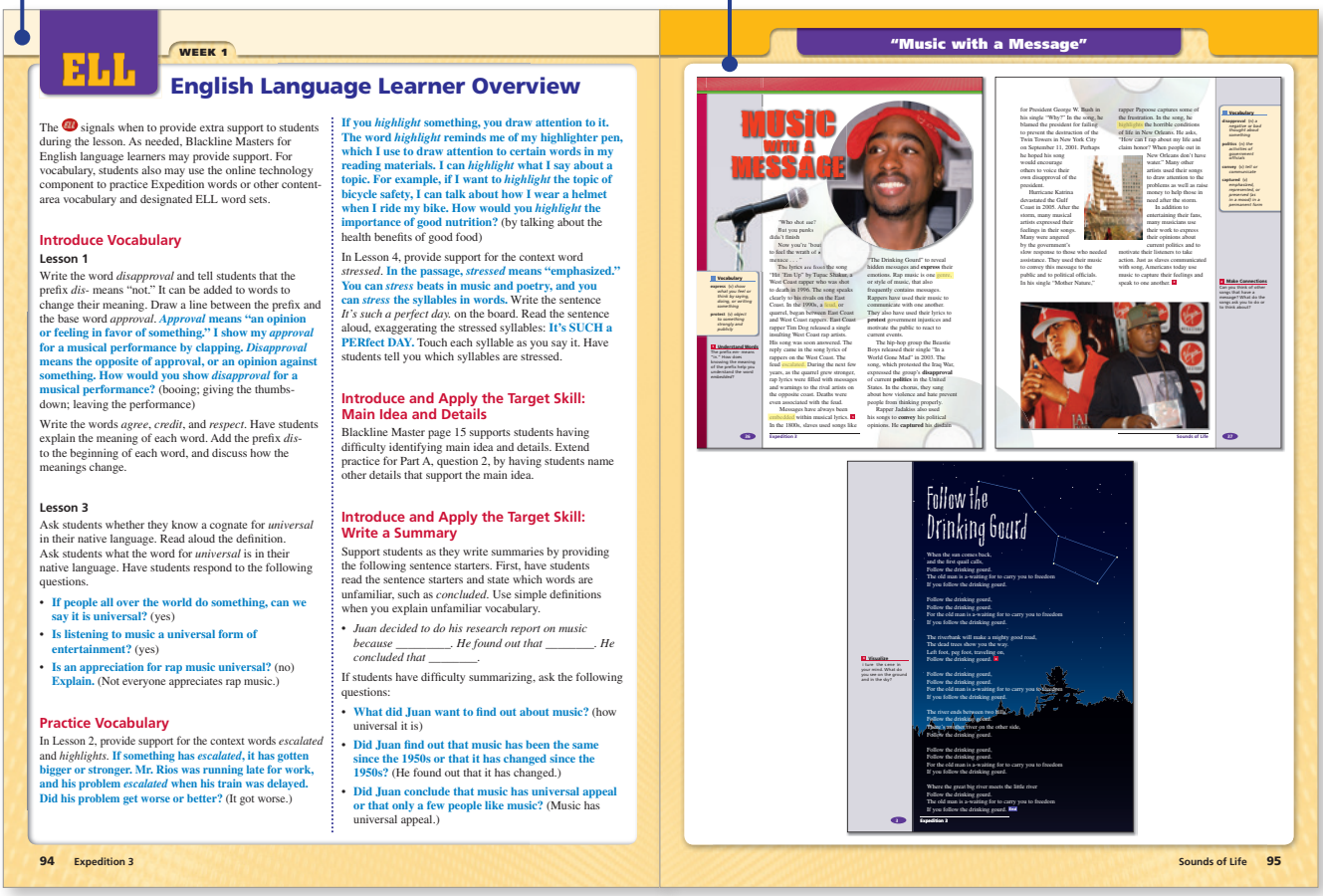
DVD segments accompany each Expedition to capture student interest and provide background knowledge.

ELL strategies provide additional vocabulary and comprehension support and integrate reading, writing, speaking, viewing, and listening.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

In a addition to the integrated strategies, specific ELL activities extend the lessons and offer more support, guidance, and modifications for students learning English.

The Teacher's Edition includes easy-to-use reproductions of the reading passages from the Student Anthology. Highlighted words are taught using context clues.



ELL

WEEK 1

English Language Learner Overview

The ELL signals when to provide extra support to students during the lesson. As needed, Blackline Masters for English language learners may provide support. For vocabulary, students also may use the online technology component to practice Expedition words or other content-area vocabulary and designated ELL word sets.

Introduce Vocabulary

Lesson 1

Write the word *disapproval* and tell students that the prefix *dis-* means "not." It can be added to words to change their meaning. Draw a line between the prefix and the base word *approval*. ***Approval* means "an opinion or feeling in favor of something." I show my *approval* for a musical performance by clapping. *Disapproval* means the opposite of approval, or an opinion against something. How would you show *disapproval* for a musical performance?** (booing; giving the thumbs-down; leaving the performance)

Write the words *agree*, *credit*, and *respect*. Have students explain the meaning of each word. Add the prefix *dis-* to the beginning of each word, and discuss how the meanings change.

Lesson 3

Ask students whether they know a cognate for *universal* in their native language. Read aloud the definition. Ask students what the word for *universal* is in their native language. Have students respond to the following questions.

- **If people all over the world do something, can we say it is universal?** (yes)
- **Is listening to music a universal form of entertainment?** (yes)
- **Is an appreciation for rap music universal?** (no) **Explain.** (Not everyone appreciates rap music.)

Practice Vocabulary

In Lesson 2, provide support for the context words *escalated* and *highlights*. **If something has *escalated*, it has gotten bigger or stronger. Mr. Rios was running late for work, and his problem *escalated* when his train was delayed. Did his problem get worse or better?** (It got worse.)

If you *highlight* something, you draw attention to it. The word *highlight* reminds me of my highlighter pen, which I use to draw attention to certain words in my reading materials. I can *highlight* what I say about a topic. For example, if I want to *highlight* the topic of bicycle safety, I can talk about how I wear a helmet when I ride my bike. How would you *highlight* the importance of good nutrition? (by talking about the health benefits of good food)

In Lesson 4, provide support for the context word *stressed*. **In the passage, *stressed* means "emphasized." You can *stress* beats in music and poetry, and you can *stress* the syllables in words.** Write the sentence *It's such a perfect day.* on the board. Read the sentence aloud, exaggerating the stressed syllables: **It's SUCH a PERfect DAY.** Touch each syllable as you say it. Have students tell you which syllables are stressed.

Introduce and Apply the Target Skill: Main Idea and Details

Blackline Master page 15 supports students having difficulty identifying main idea and details. Extend practice for Part A, question 2, by having students name other details that support the main idea.

Introduce and Apply the Target Skill: Write a Summary

Support students as they write summaries by providing the following sentence starters. First, have students read the sentence starters and state which words are unfamiliar, such as *concluded*. Use simple definitions when you explain unfamiliar vocabulary.

- *Juan decided to do his research report on music because _____. He found out that _____. He concluded that _____.*

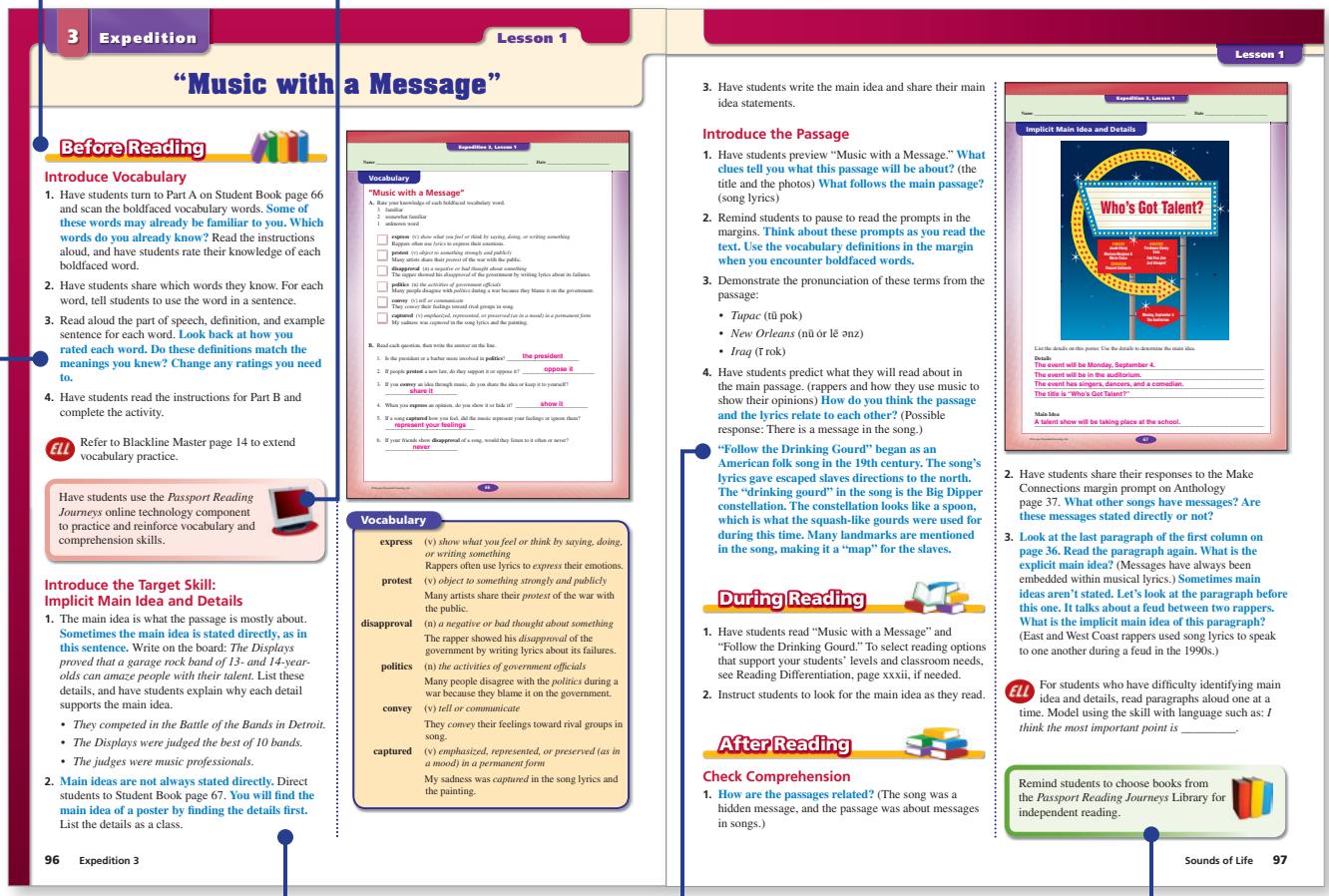
If students have difficulty summarizing, ask the following questions:

- **What did Juan want to find out about music?** (how universal it is)
- **Did Juan find out that music has been the same since the 1950s or that it has changed since the 1950s?** (He found out that it has changed.)
- **Did Juan conclude that music has universal appeal or that only a few people like music?** (Music has universal appeal.)

ONGOING SUPPORT FOR ALL STUDENTS

Explicit vocabulary instruction focuses on target words students will encounter in the selection.

VocabJourney engages students with additional academic vocabulary and comprehension practice.



3 Expedition — Lesson 1

"Music with a Message"

Before Reading

Introduce Vocabulary

1. Have students turn to Part A on Student Book page 66 and scan the boldfaced vocabulary words. **Some of these words may already be familiar to you. Which words do you already know?** Read the instructions aloud, and have students rate their knowledge of each boldfaced word.
2. Have students share which words they know. For each word, tell students to use the word in a sentence.
3. Read aloud the part of speech, definition, and example sentence for each word. **Look back at how you rated each word. Do these definitions match the meanings you knew? Change any ratings you need to.**
4. Have students read the instructions for Part B and complete the activity.

ELL Refer to Blackline Master page 14 to extend vocabulary practice.

Have students use the *Passport Reading Journeys* online technology component to practice and reinforce vocabulary and comprehension skills.

Introduce the Target Skill: Implicit Main Idea and Details

1. The main idea is what the passage is mostly about. **Sometimes the main idea is stated directly, as in this sentence.** Write on the board: *The Displays proved that a garage rock band of 13- and 14-year-olds can amaze people with their talent.* List these details, and have students explain why each detail supports the main idea.
   - *They competed in the Battle of the Bands in Detroit.*
   - *The Displays were judged the best of 10 bands.*
   - *The judges were music professionals.*
2. **Main ideas are not always stated directly.** Direct students to Student Book page 67. **You will find the main idea of a poster by finding the details first.** List the details as a class.

Vocabulary

express	(v) *show what you feel or think by saying, doing, or writing something* Rappers often use lyrics to *express* their emotions.
protest	(v) *object to something strongly and publicly* Many artists share their *protest* of the war with the public.
disapproval	(n) *a negative or bad thought about something* The rapper showed his *disapproval* of the government by writing lyrics about its failures.
politics	(n) *the activities of government officials* Many people disagree with *politics* during a war because they blame it on the government.
convey	(v) *tell or communicate* They *convey* their feelings toward rival groups in song.
captured	(v) *emphasized, represented, or preserved (as in a mood) in a permanent form* My sadness was *captured* in the song lyrics and the painting.

3. Have students write the main idea and share their main idea statements.

Introduce the Passage

1. Have students preview "Music with a Message." **What clues tell you what this passage will be about?** (the title and the photos) **What follows the main passage?** (song lyrics)
2. Remind students to pause to read the prompts in the margins. **Think about these prompts as you read the text. Use the vocabulary definitions in the margin when you encounter boldfaced words.**
3. Demonstrate the pronunciation of these terms from the passage:
   - *Tupac* (tū pok)
   - *New Orleans* (nū ôr lē ənz)
   - *Iraq* (ĭ rok)
4. Have students predict what they will read about in the main passage. (rappers and how they use music to show their opinions) **How do you think the passage and the lyrics relate to each other?** (Possible response: There is a message in the song.)

"Follow the Drinking Gourd" began as an American folk song in the 19th century. The song's lyrics gave escaped slaves directions to the north. The "drinking gourd" in the song is the Big Dipper constellation. The constellation looks like a spoon, which is what the squash-like gourds were used for during this time. Many landmarks are mentioned in the song, making it a "map" for the slaves.

During Reading

1. Have students read "Music with a Message" and "Follow the Drinking Gourd." To select reading options that support your students' levels and classroom needs, see Reading Differentiation, page xxxii, if needed.
2. Instruct students to look for the main idea as they read.

After Reading

Check Comprehension

1. **How are the passages related?** (The song was a hidden message, and the passage was about messages in songs.)

Implicit Main Idea and Details

Who's Got Talent?

List the details on this poster. Use the details to determine the main idea.

Details
The event will be Monday, September 4.
The event will be in the auditorium.
The event has singers, dancers, and a comedian.
The title is "Who's Got Talent?"

Main Idea
A talent show will be taking place at the school.

2. Have students share their responses to the Make Connections margin prompt on Anthology page 37. **What other songs have messages? Are these messages stated directly or not?**
3. **Look at the last paragraph of the first column on page 36. Read the paragraph again. What is the explicit main idea?** (Messages have always been embedded within musical lyrics.) **Sometimes main ideas aren't stated. Let's look at the paragraph before this one. It talks about a feud between two rappers. What is the implicit main idea of this paragraph?** (East and West Coast rappers used song lyrics to speak to one another during a feud in the 1990s.)

ELL For students who have difficulty identifying main idea and details, read paragraphs aloud one at a time. Model using the skill with language such as: *I think the most important point is* _____.

Remind students to choose books from the *Passport Reading Journeys* Library for independent reading.

96 Expedition 3

Sounds of Life 97

Instruction in carefully selected vocabulary enables students to construct meaning from text.

Comprehension strategies are explicitly taught using teacher modeling, guided practice, and student application of each strategy.

Suggested teacher dialogue supports in-depth teacher modeling opportunities.

Self-selected Lexile-leveled books engage students in reading quality literature at their own reading level.

PASSPORT READING JOURNEYS™

ONGOING SUPPORT FOR ALL STUDENTS

Explicit review of the previous lesson's instruction reinforces content and comprehension.

Guided practice using vocabulary activities allows students to apply newly acquired word knowledge.

Students build confidence and comprehension as they reread the selection from the previous lesson and practice the comprehension skill.

3 Expedition — Lesson 2

"Music with a Message"

Prepare to Reread

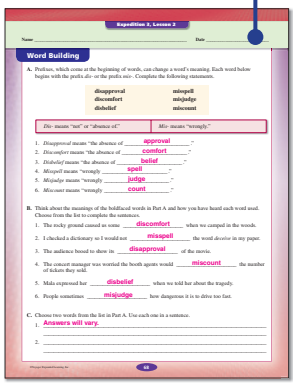
Introduce the Lesson

Remind students that they read about music with a message in Lesson 1. **In Lesson 2, we will identify the main idea and important details in "Music with a Message."**

Practice Vocabulary

1. Review the vocabulary words from Lesson 1 by asking the following questions.
   - **Who are some artists who have used music to *express* themselves?** (Tupac; Jadakiss)
   - **What issues have artists used their music to *protest*?** (the Iraq War; response to Hurricane Katrina)
   - **The Beastie Boys wrote "In a World Gone Mad" to show their *disapproval* of something. What was it?** (current politics in the United States)
   - **Why did the Beastie Boys criticize current *politics* in the United States?** (They did not like how violence and hate influenced people's thinking.)
   - **What did Jadakiss *convey* in his song "Why?"** (his political opinions)
   - **What are some messages that artists in this passage have *captured* in their music?** (personal messages to rivals; war protests; political criticism; response to Hurricane Katrina)
2. Remind students that they can use context clues to find the meanings of words they don't know. Have students turn to Anthology page 36. **What do you think the word *feud* means?** (a quarrel or fight) **What clue in the text helps you know this?** (The text restates *feud* as a "quarrel.")

   Repeat this process for the following words.
   - **escalated** (v) *increased; grew stronger*, Anthology page 36
   - **embedded** (v) *placed within something else*, Anthology page 36
   - **genre** (n) *style*, Anthology page 36
   - **highlights** (v) *draws attention to something*, Anthology page 37


Expedition 3, Lesson 2

Word Building

A. Prefixes, which come at the beginning of words, can change a word's meaning. Each word below begins with the prefix *dis-* or the prefix *mis-*. Complete the following statements.

disapproval, misspell, discomfort, misjudge, disbelief, miscount

Dis- means "not" or "absence of." *Mis-* means "wrongly."

1. *Disapproval* means "the absence of ___approval___."
2. *Discomfort* means "the absence of ___comfort___."
3. *Disbelief* means "the absence of ___belief___."
4. *Misspell* means "wrongly ___spell___."
5. *Misjudge* means "wrongly ___judge___."
6. *Miscount* means "wrongly ___count___."

B. Think about the meanings of the boldfaced words in Part A and how you have heard each word used. Choose from the list to complete the sentences.

1. The rocky ground caused us some ___discomfort___ when we camped in the woods.
2. I checked a dictionary so I would not ___misspell___ the word *dissolve* in my paper.
3. The audience booed to show its ___disapproval___ of the movie.
4. The concert manager was worried the booth agents would ___miscount___ the number of tickets they sold.
5. Mala expressed her ___disbelief___ when we told her about the tragedy.
6. People sometimes ___misjudge___ how dangerous it is to drive too fast.

C. Choose two words from the list in Part A. Use each one in a sentence.

1. Answers will vary.
2. ___

ELL Provide examples for the word *genre* by telling students that mysteries and science fiction are different *genres* of books. Have them supply different *genres* of music. List their responses.

3. Have students turn to Student Book page 68. **You learned that the word *disapproval* means "a negative or bad thought about something." This is the opposite of the meaning of *approval*. The prefix *dis-* causes this change in meaning.** Read the instructions for the page aloud. Have students complete the activities, then share their responses.

Reread

Apply the Target Skill: Implicit Main Idea and Details

1. Have students turn to Anthology page 36 and reread the first paragraph. **I can find the main idea of this paragraph by identifying details. What are three details in this paragraph?** (An East Coast rapper insulted West Coast rappers in a song; West Coast rappers replied in other song lyrics; rap lyrics became filled with messages.) **What is the main idea?** (Some rappers have put messages to other rappers in their lyrics.)
2. Have students read the instructions on Student Book page 69 and complete the activity.

ELL Refer to Blackline Master page 15 to extend practice with main idea.

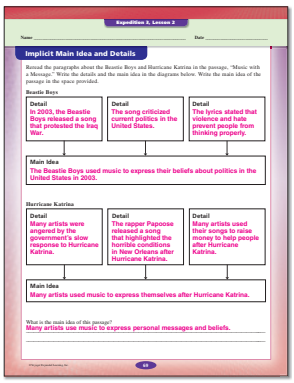
ACADEMIC SKILL Remind students that they can use details to figure out a main idea when they read textbooks. They also can use subheadings and other text features.

Write in Response to Reading

1. Prepare students to complete the writing activities on Student Book page 70. **Many artists have expressed their ideas through music. What are some messages they conveyed?** (protesting wars; criticizing current politics; raising money for assistance after Hurricane Katrina) Have students read the instructions and complete Part A.
2. **How are the artists in the passage similar? How are they different?** (They all use music to convey a message, but the messages are different.) Have students read the instructions for Part B and write the paragraph.

EXPEDITION ORGANIZER **Sounds of Life**

Pause to have students turn to Student Book pages 64 and 65. Have students complete the following:
- Respond to any of the probing questions in Part A. Encourage them to write a question of their own.
- Think about an important idea from "Music with a Message." Tell students to write it in Part B.


Expedition 3, Lesson 2

Implicit Main Idea and Details

Reread the paragraphs about the Beastie Boys and Hurricane Katrina in the passage, "Music with a Message." Write the details and the main idea in the diagrams below. Write the main idea of the passage in the space provided.

Beastie Boys

Detail: In 2003, the Beastie Boys released a song that protested the Iraq War.
Detail: The song criticized current politics in the United States.
Detail: The lyrics stated that violence and hate prevent people from thinking properly.

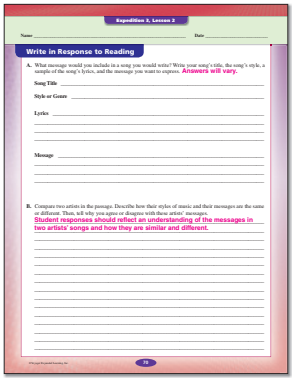
Main Idea: The Beastie Boys used music to express their beliefs about politics in the United States in 2003.

Hurricane Katrina

Detail: Many artists were angered by the government's slow response to Hurricane Katrina.
Detail: The rapper Papoose released a song that highlighted the horrible conditions in New Orleans after Hurricane Katrina.
Detail: Many artists used their songs to raise money to help people after Hurricane Katrina.

Main Idea: Many artists used music to express themselves after Hurricane Katrina.

What is the main idea of this passage? Many artists use music to express personal messages and beliefs.


Expedition 3, Lesson 2

Write in Response to Reading

A. What message would you include in a song you would write? Write your song's title, the song's style, a sample of the song's lyrics, and the message you want to express. Answers will vary.

Song Title ___
Style or Genre ___
Lyrics ___
Message ___

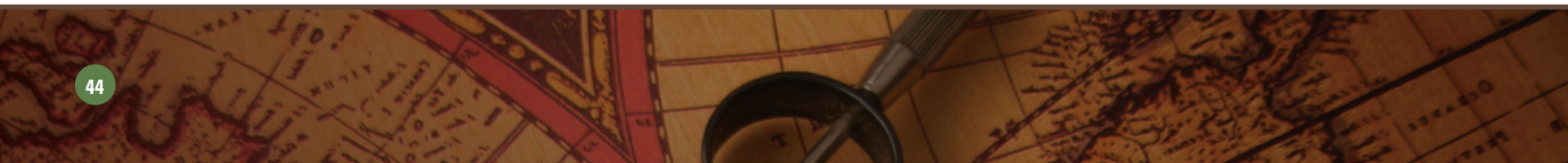
B. Compare two artists in the passage. Describe how their styles of music and their messages are the same or different. Then, tell why you agree or disagree with these artists' messages.
Student responses should reflect an understanding of the messages in two artists' songs and how they are similar and different.

98 Expedition 3

Sounds of Life 99

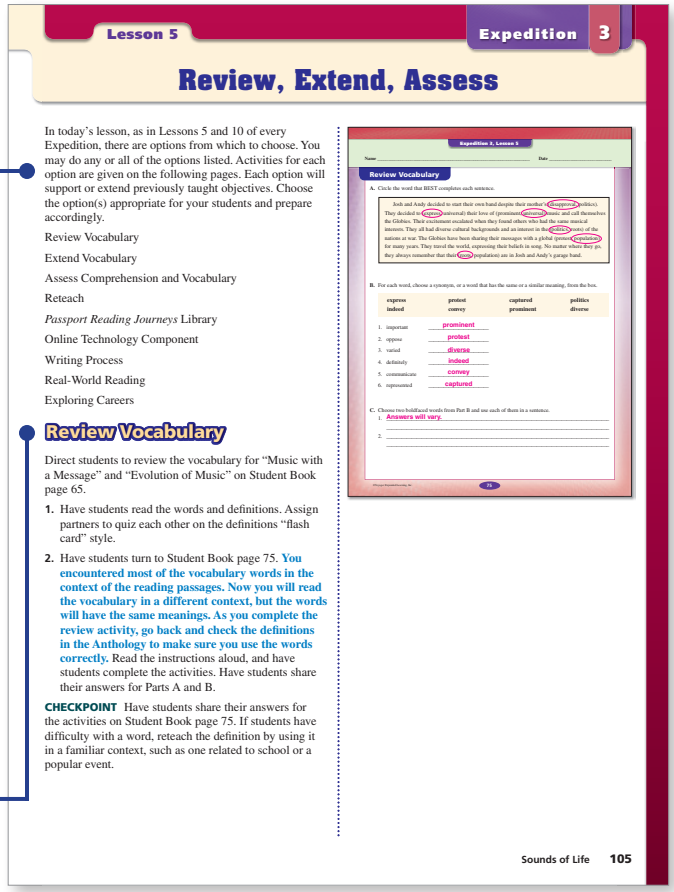
Transferring learning strategies to academic classes brings student success.

Write in Response to Reading allows students to practice writing with graphic organizers and sentence frames to guide their writing.



REVIEW, EXTEND, ASSESS

- Review Vocabulary
- Extend Vocabulary
- Assess Comprehension and Vocabulary
- Reteach
- Real-World Reading
- Exploring Careers
- *VocabJourney*
- Writing Process
- Expedition Project



Lesson 5

Expedition 3

Review, Extend, Assess

In today's lesson, as in Lessons 5 and 10 of every Expedition, there are options from which to choose. You may do any or all of the options listed. Activities for each option are given on the following pages. Each option will support or extend previously taught objectives. Choose the option(s) appropriate for your students and prepare accordingly.

Review Vocabulary

Extend Vocabulary

Assess Comprehension and Vocabulary

Reteach

Passport Reading Journeys Library

Online Technology Component

Writing Process

Real-World Reading

Exploring Careers

Review Vocabulary

Direct students to review the vocabulary for "Music with a Message" and "Evolution of Music" on Student Book page 65.

1. Have students read the words and definitions. Assign partners to quiz each other on the definitions "flash card" style.
2. Have students turn to Student Book page 75. **You encountered most of the vocabulary words in the context of the reading passages. Now you will read the vocabulary in a different context, but the words will have the same meanings. As you complete the review activity, go back and check the definitions in the Anthology to make sure you use the words correctly.** Read the instructions aloud, and have students complete the activities. Have students share their answers for Parts A and B.

CHECKPOINT Have students share their answers for the activities on Student Book page 75. If students have difficulty with a word, reteach the definition by using it in a familiar context, such as one related to school or a popular event.

Sounds of Life 105

Working with vocabulary in multiple contexts enables students to internalize meaning and maximize comprehension.

PASSPORT READING JOURNEYS™

Extending vocabulary gives struggling readers the key to unlocking comprehension.

Weekly criterion-referenced assessments check student understanding and provide practice in taking high-stakes tests.

Lesson 5

Extend Vocabulary

1. Direct students to Part A on Student Book page 76. **Knowing the definition of some words can help us understand other words. We can use affixes in the same way.**
2. Write the word *politics* on the board. Ask a student for the definition. Write the word *political* next to *politics* on the board. Ask a student to look up the suffix *-al* in his or her affixionary and read it aloud. Write a class definition of *political* on the board. Instruct students to do the same for the remainder of the words in Part A on Student Book page 76. Review responses when students have finished.
3. Read aloud the instructions for Part B. Tell students they can reread the definitions to help them complete the sentences in Part B. Have students complete the activity, then share their responses.

CHECKPOINT When student share their responses for Part B, be sure that they used the new words in the correct contexts. Pause to explain and correct any errors.

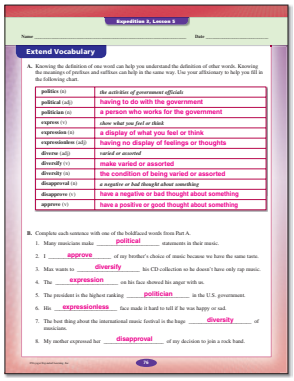
ELL

Part A

1. Write the boldfaced words and underline the affix in each of them. Tell students that affixes can change the meaning of a word. Ask them whether they have affixes in their native language.
2. Explore each new word by reading the definition, using the words in a sentence, then asking students to answer a question about the word. **An *expression* is a display of how you feel. When I am happy, my *expression* is a smile. What is your *expression* when you are angry?** Have students answer using the following sentence starter: *When I am angry, my expression is _____.*

Part B

If students have difficulty completing the sentences, turn the sentence frame into a question with the blank as an answer. *Many musicians make _____ statements in their music.* **What kind of statements do musicians make?** (political)



Expedition 3, Lesson 5

Extend Vocabulary

A. Knowing the definition of one word can help you understand the definition of other words. Knowing the meanings of prefixes and suffixes can help in the same way. Use your affixionary to help you fill in the following chart.

politics (n)	*the activities of government officials*
political (adj)	having to do with the government
politician (n)	a person who works for the government
express (v)	*show what you feel or think*
expression (n)	a display of what you feel or think
expressionless (adj)	having no display of feelings or thoughts
diverse (adj)	*varied or assorted*
diversify (v)	make varied or assorted
diversity (n)	the condition of being varied or assorted
disapproval (n)	*a negative or bad thought about something*
disapprove (v)	have a negative or bad thought about something
approve (v)	have a positive or good thought about something

B. Complete each sentence with one of the boldfaced words from Part A.

1. Many musicians make ___political___ statements in their music.
2. I ___approve___ of my brother's choice of music because we have the same taste.
3. Max wants to ___diversify___ his CD collection so he doesn't have only rap music.
4. The ___expression___ on his face showed his anger with us.
5. The president is the highest ranking ___politician___ in the U.S. government.
6. His ___expressionless___ face made it hard to tell if he was happy or sad.
7. The best thing about the international music festival is the huge ___diversity___ of musicians.
8. My mother expressed her ___disapproval___ of my decision to join a rock band.

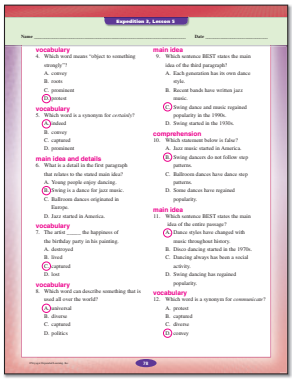
Lesson 5

Assess Comprehension and Vocabulary

1. Remind students that when they read the passages, they practiced identifying main ideas that were not directly stated. **When you read, you notice details to determine the main idea of a paragraph. You can use the main idea of each paragraph to help you write a summary of the whole passage.**
2. Direct students to Student Book pages 77–79. Preview the pages, showing students that they will read a passage and answer questions about it. Have students complete the pages independently.

Review student answers. Whenever possible, provide elaborative feedback to student responses. Refer to page xl for examples of elaborative feedback and how to incorporate it in your lessons.

If students incorrectly answer more than 4 out of 15 Assessment questions, evaluate what kind of reteaching is needed. If students miss vocabulary questions, have them return to the vocabulary activities and work with the words they missed. For main idea errors, use the reteaching suggestions on page 108.



Expedition 3, Lesson 5

vocabulary
4. Which word means "object to something strongly"?
A. convey
B. roots
C. prominent
D. protest

vocabulary
5. Which word is a synonym for *certainly*?
A. indeed
B. convey
C. captured
D. prominent

main idea and details
6. What is a detail in the first paragraph that relates to the stated main idea?
A. Young people enjoy dancing.
B. Swing is a dance for jazz music.
C. Ballroom dances originated in Europe.
D. Jazz started in America.

vocabulary
7. The artist ____ the happiness of the birthday party in his painting.
A. destroyed
B. lived
C. captured
D. lost

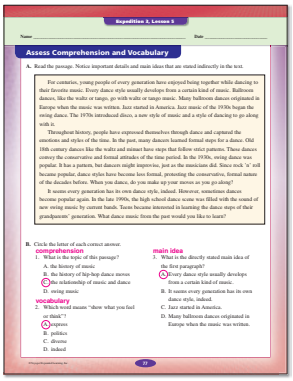
vocabulary
8. Which word can describe something that is used all over the world?
A. universal
B. diverse
C. captured
D. politics

main idea
9. Which sentence BEST states the main idea of the third paragraph?
A. Each generation has its own dance style.
B. Recent bands have written jazz music.
C. Swing dance and music regained popularity in the 1990s.
D. Swing started in the 1930s.

comprehension
10. Which statement below is false?
A. Jazz music started in America.
B. Swing dancers do not follow step patterns.
C. Ballroom dances have dance step patterns.
D. Some dances have regained popularity.

main idea
11. Which sentence BEST states the main idea of the entire passage?
A. Dance styles have changed with music throughout history.
B. Disco dancing started in the 1970s.
C. Dancing always has been a social activity.
D. Swing dancing has regained popularity.

vocabulary
12. Which word is a synonym for *communicate*?
A. protest
B. captured
C. diverse
D. convey



Expedition 3, Lesson 5

Assess Comprehension and Vocabulary

A. Read the passage. Notice important details and main ideas that are stated indirectly in the text.

For centuries, young people of every generation have enjoyed being together while dancing to their favorite music. Every dance style usually develops from a certain kind of music. Ballroom dancers, like the waltz or tango, go with waltz or tango music. Many ballroom dances originated in Europe when the music was written. Jazz started in America. Jazz music of the 1930s began the swing dance. The 1970s introduced disco, a new style of music and a style of dancing to go along with it.

Throughout history, people have expressed themselves through dance and captured the emotions and styles of the time. In the past, many dancers learned formal steps for a dance. Old 18th century dances like the waltz and minuet have steps that follow strict patterns. These dances convey the conservative and formal attitudes of the time period. In the 1930s, swing dance was popular. It has a pattern, but dancers might improvise, just as the musicians did. Since rock 'n' roll became popular, dance styles have become less formal, protesting the conservative, formal nature of the decades before. When you dance, do you make up your moves as you go along?

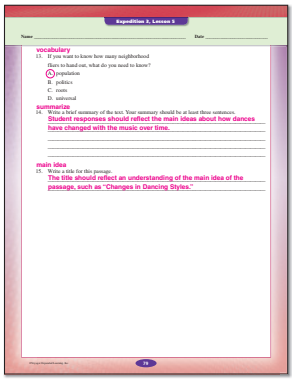
It seems every generation has its own dance style, indeed. However, sometimes dances become popular again. In the late 1990s, the high school dance scene was filled with the sound of new swing music by current bands. Teens became interested in learning the dance steps of their grandparents' generation. What dance music from the past would you like to learn?

B. Circle the letter of each correct answer.

comprehension
1. What is the topic of this passage?
A. the history of music
B. the history of hip-hop dance moves
C. the relationship of music and dance
D. swing music

vocabulary
2. Which word means "show what you feel or think"?
A. express
B. politics
C. diverse
D. indeed

main idea
3. What is the directly stated main idea of the first paragraph?
A. Every dance style usually develops from a certain kind of music.
B. It seems every generation has its own dance style, indeed.
C. Jazz started in America.
D. Many ballroom dances originated in Europe when the music was written.

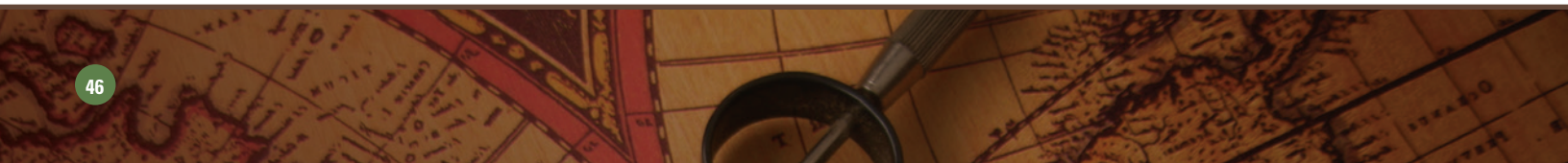


Expedition 3, Lesson 5

vocabulary
13. If you want to know how many neighborhood flyers to hand out, what do you need to know?
A. population
B. politics
C. roots
D. universal

summarize
14. Write a brief summary of the text. Your summary should be at least three sentences.
Student responses should reflect the main ideas about how dances have changed with the music over time.

main idea
15. Write a title for this passage.
The title should reflect an understanding of the main idea of the passage, such as "Changes in Dancing Styles."



Reteach lessons provide additional instruction and support for students having difficulty learning the concepts.

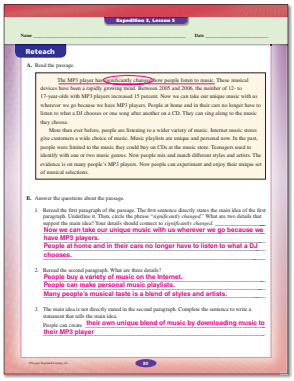
Writing lessons build comprehension by capitalizing on the critical link between writing and comprehension.

Lesson 5

Reteach

Main Idea and Details

1. Have students turn to Student Book page 80. Read the passage aloud. **What is the topic of this passage?** (MP3 players) Read aloud the first set of instructions in Part B. **Reread the first sentence and underline it. What has significantly changed?** (how people listen to music) **Each sentence has new information. Underline information that connects to what has changed. The main idea is not directly stated in the second paragraph. Begin with identifying details. Then, put the details together to form the main idea of the paragraph.**
2. Have students complete Parts A and B. If students have difficulty, provide them with two or three words to begin each answer.
3. Have students share their responses to Parts A and B. Write the most common responses on the board. As a class, have students use the details and main ideas to write a summary of the passage. Have a student write the summary on the board.



Expedition 3, Lesson 5

Name _____ Date _____

Reteach

A. Read the passage.

The MP3 player has significantly changed how people listen to music. These musical devices have been a rapidly growing trend. Between 2005 and 2006, the number of 12- to 17-year-olds with MP3 players increased 15 percent. Now we can take our unique music with us wherever we go because we have MP3 players. People at home and in their cars no longer have to listen to what a DJ chooses or one song after another on a CD. They can sing along to the music they choose.

More than ever before, people are listening to a wider variety of music. Internet music stores give customers a wide choice of music. Music playlists are unique and personal now. In the past, people were limited to the music they could buy on CDs at the music store. Teenagers used to identify with one or two music genres. Now people mix and match different styles and artists. The evidence is on many people's MP3 players. Now people can experiment and enjoy their unique set of musical selections.

B. Answer the questions about the passage.

1. Reread the first paragraph of the passage. The first sentence directly states the main idea of the first paragraph. Underline it. Then, circle the phrase "*significantly changed*." What are two details that support the main idea? Your details should connect to *significantly changed*.
Now we can take our unique music with us wherever we go because we have MP3 players.
People at home and in their cars no longer have to listen to what a DJ chooses.

2. Reread the second paragraph. What are three details?
People buy a variety of music on the Internet.
People can make personal music playlists.
Many people's musical taste is a blend of styles and artists.

3. The main idea is not directly stated in the second paragraph. Complete the sentence to write a statement that tells the main idea.
People can create their own unique blend of music by downloading music to their MP3 player

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Lesson 5

Writing Process

Descriptive Essay

Distribute copies of Writing Blackline Master page 5. Tell students they will write a three-paragraph essay describing their favorite band or musician. **What kinds of words or phrases will you include in your descriptions?** (adjectives; sensory details) **Adjectives and sensory details create a vivid picture in readers' minds.** Tell students they may include descriptions of these things:

- **Musical genre, sound, instruments, and message of lyrics**
- **Musician's appearance, background, and style**
- **Reasons why you like the musician or band**
- **What the music tells you about the time period in which it was written**

Ask students to look at the assignment and follow along as you explain it. Assign point values and ask students to write them in the rubric. Tell them to make any notes on the page that will help them, but they will turn in the page with the assignment.

Prewrite

Remind students that descriptive writing includes adjectives, or descriptive words that modify nouns. Tell them their essays should use sensory descriptions that appeal to the five senses: sight, smell, hearing, taste, and touch.

If possible, have students listen to the music they will write about. Then they should work independently to write lists of descriptive words and phrases for each sense. Students should focus on sight and hearing, then focus on smell and touch as they apply the context of a concert or musical event. Have groups share their lists with one another. **Use this list of words and phrases as you write your essays.**

Draft

You will use these standards, or criteria, as you write your essays. Write the following on the board, and tell students their descriptive essays must have . . .

- *sensory details that vividly appeal to the senses.*
- *detailed descriptions or explanations about subtopics such as the musicians' backgrounds, music styles, and lyrics.*
- *reasons why they like the musician or band.*
- *what the music tells them about the time period in which it was written.*

Have students work independently to draft their descriptive essays. Tell them they will be able to revise their work.

Revise

Have students reread their drafts, using the revision steps and the following questions. After each step, have students make the revisions and write their final draft. Remind them to do the following steps:

- **Check the explanation.** Did you clearly inform the reader about the band/musician? What parts should you clarify or add more information to?
- **Check your description.** Did you use vivid sensory details and adjectives? Where do you need to add more details or description?
- **Check mechanics.** Do fragments or run-on sentences need to be rewritten? What words might be misspelled? Do all sentences begin with capital letters and end with proper punctuation?

Present

Have students present their essays. If possible, have students play samples of the music their essays describe.

Assess

I will assess your writing and presentation based on the rubric on your page. To assess students' descriptive essays, use the rubric from the Writing Blackline Master.

To download a student lesson sample, please visit www.voyagerlearning.com

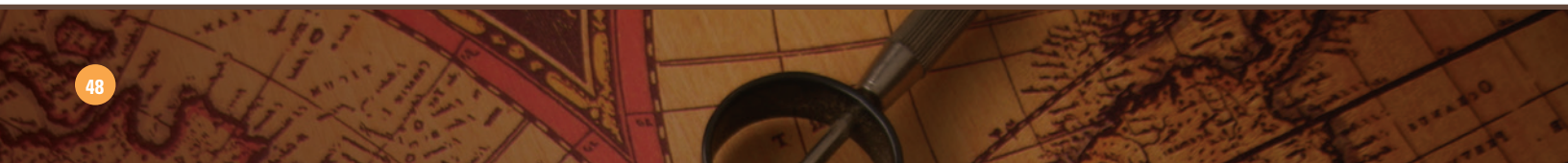
FLEXIBLE GROUPING OPTIONS

Flexible grouping is necessary to provide differentiated instruction. Because each classroom has students with a large range of abilities, interests, and background knowledge, grouping practices must change to accommodate the lesson objectives and instructional goals. *Passport Reading Journeys III* uses several grouping practices, including whole group, small groups, partners, and individualized instruction. Flexible grouping helps maintain students' interest and allows teachers to interact more with students.

Whole Group Instruction	Small Group Instruction	Individual Practice
• Teacher-guided practice, modeling, and think-alouds • Action-packed DVD introduces new Expedition topics and probing questions • Comprehension strategies • Vocabulary • Writing • Wrap-up DVD review of Expedition content	• Flexible format • Teacher-guided practice, modeling, and think-aloud • Comprehension strategy review • Immediate, corrective feedback • Word Study • Writing in Response to Reading • Writing Process • Expedition Project	• Independent practice and application of skills • Web-based reading practice using *VocabJourney* - Fluency - Vocabulary - Comprehension - Test preparation • *Passport Reading Journeys* Library self-selected readings • Writing in Response to Reading • Writing Process

Students may listen as the teacher reads or read independently, with a partner, or chorally depending on need. The chart below helps determine which strategy is appropriate.

Reading Strategy	Definition/Usage	Benefits	When to Use
Read-Aloud	Teacher reads aloud as students follow along, stopping frequently to model comprehension skills.	Students are presented with a model of fluent reading and comprehension strategy usage.	When presenting a new comprehension skill with difficult text.
Choral Reading	Teacher or other skilled reader leads a group reading of the text.	Struggling students are actively engaged in reading while stronger readers model fluency.	When presenting text that may be too difficult for students to read independently but may be able to access with support.
Paired Reading	Two students take turns reading aloud a section of the text.	Struggling students can be paired with stronger readers, giving the struggling student a model of fluent reading.	When presenting text at the independent reading level of students.
Independent Reading	Individual students read the text silently.	Students practice and apply reading skills and strategies independently.	When presenting text at the students' independent reading level or when asking students to reread a previously introduced text.



ELL STRATEGIES FOR SUCCESS

Each Expedition provides opportunities for ELLs to succeed. The lessons are designed to provide a solid foundation of support as ELLs apply their language skills in reading, writing, listening, and speaking.

ELL strategies, such as explicit, systematic instruction, modeling, think-alouds, guided practice, and correction procedures, are embedded in the lessons in every Expedition. These global strategies extend the lesson with additional support and guidance for both the teacher and the student.

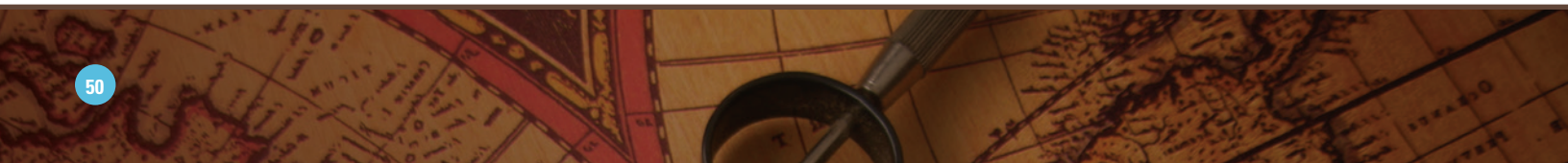
When each strategy is introduced for the first time, the curriculum provides a complete model that includes the purpose for teaching the strategy, a description of the strategy, teacher modeling and examples, sentence frames for oral participation, multiple opportunities to use oral language, and an oral demonstration of knowledge by the student.

ELL Comprehension and Vocabulary Strategies

- Oral vocabulary practice
- Consistent prompts
- Allowing wait time
- Using oral language
- Placing syllabic stress
- Illustrating word meaning
- Sentence word order
- Sentence frames for oral support
- Multiple-meaning words
- Retelling
- Using descriptive words
- Prepositional phrases
- Using graphic organizers
- Understanding literary language
- Responding to literature
- Complex sentence structures
- Conversational language practice

SCOPE AND SEQUENCE: *PASSPORT READING JOURNEYS III*

	Expeditions														Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	SOLO	Word Study	Library
Comprehension Strategies																	
Make Connections	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use Prior Knowledge		✓	•	•	•	•	•	•	•	•	•	•	•	•		•	
Preview/Predict	✓	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Identify Text Features		✓	•	•	•	•	•	•	•	•	•	•	•	•			•
Identify Main Idea		✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Make Inferences				✓	•			•		•			•	•	•	•	•
Summarize		✓	•				•	•		•			•	•	•		•
Ask Questions	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
Identify Author's Purpose						✓				•							
Compare and Contrast							✓				•			•			•
Sequence				✓		•					•		•				•
Identify Cause and Effect					✓				•		•		•	•			•
Take Notes					✓	•	•			•	•						
Visualize	✓	•	•	•	•		•	•	•	•	•	•	•	•			•
Identify Story Elements				✓		•			•		•				•		•
Vocabulary																	
Make Connections Between Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Context Clues	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Morphology	✓	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Dictionary Skills			✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•
High-Frequency Words															•	•	•
Content-Related Words	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Synonyms and Antonyms	✓	•	•		•	•	•		•		•	•	•	•	•		
Multiple-Meaning Words		✓		•	•	•	•		•						•		
Homophones	✓														•	•	



	Expeditions														Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	Technology	Word Study	Library
Fluency																	
Multiple Readings of Passages	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Prosody	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Word Study																	
Phonemic Awareness																•	
High-Frequency Words															•	•	
Regular Words															•	•	
Irregular Words															•	•	
Word Automaticity	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Phonics	✓	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
Letter Combinations																•	
Rule-Based Words																•	
Prefixes	✓	•	•	•	•	•	•	•	•	•	•	•	•		•	•	
Suffixes			✓	•	•	•	•	•	•	•	•	•	•	•	•	•	
Multisyllabic Words				✓											•	•	
Compound Words		✓														•	
Sight Words																•	
Spelling		✓														•	
Greek/Latin Roots		✓	•	•	•	•	•	•	•	•	•	•	•	•			
Writing																	
Planning to Write	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Ideas and Elaboration	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Word Choice	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
SentenceFluency	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Conventions	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Organization	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Responding to Reading Selections	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Multiparagraph Writing	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			

INITIAL PLANNING, LEADERSHIP ORIENTATION, AND TEACHER TRAINING

The professional development partnership begins with collaborative planning between district leadership and Voyager Learning's support staff. This **initial planning** involves customizing program training and support to align with district expectations and goals.

Voyager Learning's **leadership orientation** provides an opportunity for school leaders to review program components and VPORT, Voyager Learning's online data management system. Leaders establish implementation goals and expectations as well as an implementation plan and timeline for their school.

Student success depends on the strength of the teacher, and Voyager Learning's training focuses on improving the quality of instruction by increasing teacher knowledge. Voyager Learning's professional development is unmatched in the industry, offering **teacher training** through face-to-face sessions and an online course.

CONSULTATIVE SUPPORT AND YEAR-END REVIEW/PLANNING

VPORT provides educators with immediate and transparent real-time data to track student progress throughout the year. With Voyager Learning's **consultative support**, educators learn to:

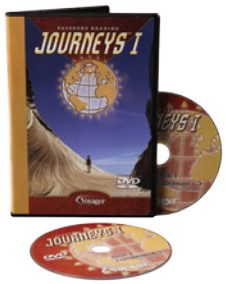
- Identify student needs
- Monitor student progress against goals
- Evaluate student learning
- Adjust instruction based on skills and needs

One of the most important benefits of the Voyager Learning partnership occurs during the **year-end review and planning** stage. Administrators and Voyager support personnel review student progress made during the year and examine areas of focus for the following year. Working collaboratively, they analyze benchmark data and set goals for summer and fall implementations.

CORE PROGRAM COMPONENTS

Teacher's Resource Kit

- Comprehensive Teacher's Edition with detailed language for ease of delivery
- Guides for Word Study, Writing Extension, Assessment, and Classroom Library
- DVDs used at launch and close of each Expedition
- Transparencies for whole group instruction



Expedition Videos

- A multisegment DVD is included with each level of *Passport Reading Journeys*
- Action-packed video clips address science and social studies topics that are part of modern living
- Videos are hosted by young teens to motivate and encourage students on their reading journey

Online Learning

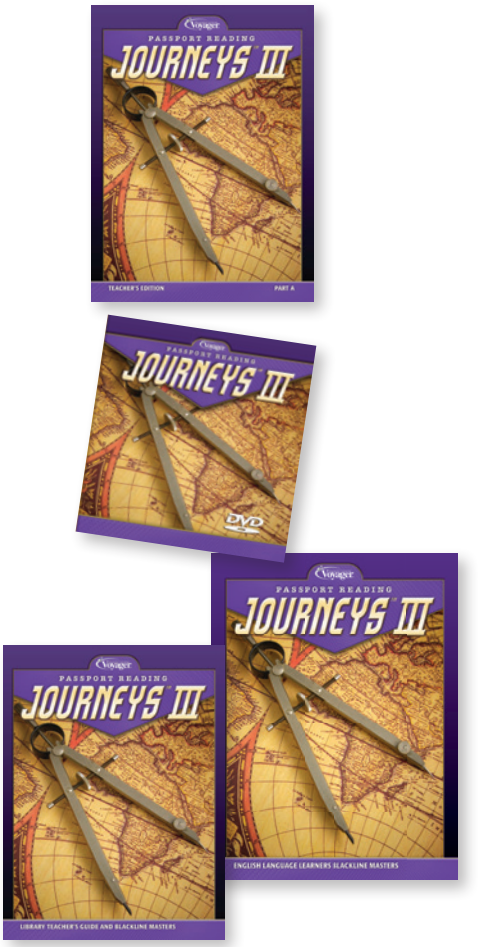
- Students receive individual passwords to access Web-based practice materials through *SOLO*
- Lessons are guided by animated versions of the video hosts
- Leveled practice passages meet individual student needs
- *SOLO* includes ongoing assessments for fluency rate, vocabulary, and comprehension, plus test-preparation

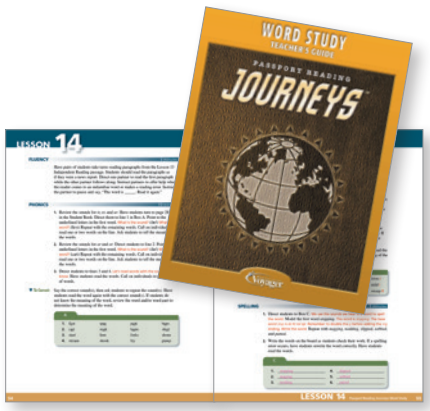
Self-Selected Reading Materials

- A rich library of paperback books and magazines at different Lexile levels
- Audio recordings of selected books for fluency practice
- Online books with an audio read-along feature for practice with diverse texts
- Classroom Library Teacher's Guide with relevant activities related to each book

Student Materials

- Four-color Student Anthologies feature fiction and nonfiction text
- Colorful illustrations, photos, charts, and graphs motivate students and aid comprehension
- Three-ring binder includes Student Workbook with Anthology worksheets and response-to-reading activities,Word Study book, and Student Assessment book





TEACHER'S RESOURCE KIT

Designed for struggling students who are performing at least two years behind grade level, the comprehensive Teacher's Resource Kit includes all of the necessary guidance and resources to accelerate students to reading proficiency.

Research-Based Instructional Materials

The Teacher's Edition provides high-quality instructional guidance for daily teacher-led instruction. Easy-to-use lessons align whole-group instruction with small-group instruction and independent practice and application. Comprehension and vocabulary assessments enable teachers to determine the level of a student's ability to apply newly learned strategies to understanding text.

Assessment Management

Reading Benchmark Assessments, the Word Study Screener, and Semester Exams provided through VPORT are available for online or pencil/paper administration. The multiple-stage assessment system provides a complete picture of student progress and achievement.

Teacher Support for Self-Selected Reading

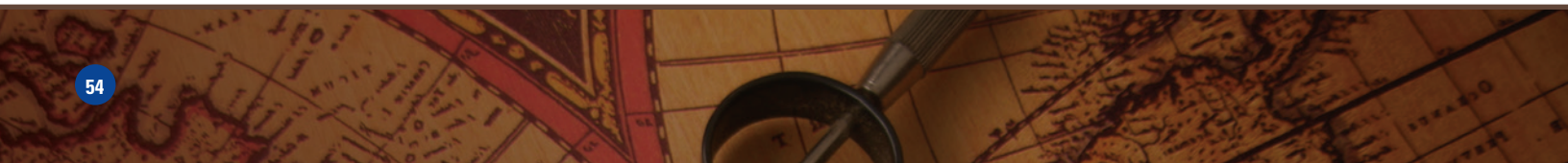
The Library Teacher's Guide provides meaningful instruction on integrating a wide range of adolescent literature from the *Passport Reading Journeys III* Library into classroom instruction.

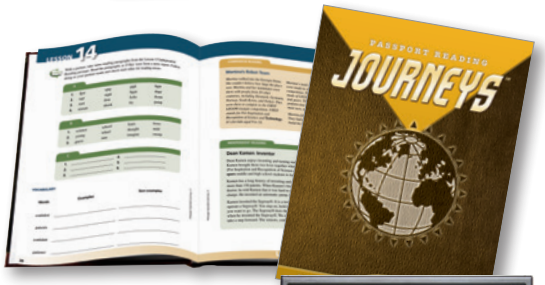
Strategic Tutoring Supports Individual Instruction

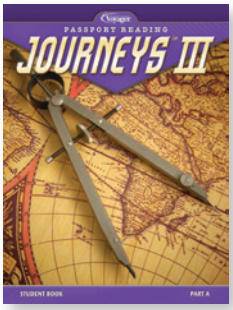
The Word Study Teacher's Guide provides short-term, intensive instruction for students who struggle with decoding and fluency. Placement in the Word Study component is determined by a Word Study Screener instrument.

Technology as a Facilitator of Literacy

VocabJourney is the online technology component that combines the strengths of technology-delivered and text-based vocabulary lessons, differentiating instruction based on student needs.







STUDENT RESOURCES

Passport Reading Journeys III student materials cultivate higher levels of literacy achievement.

The Student Book connects students with meaningful opportunities to practice and apply the comprehension and vocabulary skills taught throughout the year. Attention to high-stakes testing formats ensures activities are relevant to students' future success. Assessments include multiple choice, short response, and extended response.

The Student Anthology features both fiction and nonfiction content on high-interest science and social studies topics. Academic textbook selections mixed with literature allow students to apply newly learned skills beyond the reading classroom. Career highlights personalize the discussions around selections and make them relevant to students' lives.

The Word Study Student Book includes strategic tutoring and additional practice in fundamental phonics, spelling, and fluency skills.

VocabJourney reinforces instruction and provides individual practice in vocabulary concepts relevant to comprehension. Recognizing the increasing relationship adolescents have with technology, *VocabJourney* directs this interest to building academic vocabulary and increasing literacy.

The *Passport Reading Journeys III* Library contains a diverse collection of Lexile-leveled, award-winning, high-interest novels and short stories for independent and partnered reading. The range of topics connect high school students to the real world.

- Stargirl by Spinelli
- The Contender by Lipsyte
- The Face on the Milk Carton by Cooney
- The Floating Island by Haydon
- The Green Glass Sea by Klages
- The Liberation of Gabriel King by Going
- The Lightning Thief by Riordan
- The Pigman by Zindel
- The True Confessions of Charlotte Doyle by Avi
- Walk Two Moons by Creech
- Code Orange by Cooney
- Drums, Girls & Dangerous Pie by Sonnenblick
- And many others

PASSPORT READING

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