



Voyager  
**Passport**<sup>®</sup>  
WITH eBooks

THE ADVENTURE STARTS HERE  
**PROVEN APPROACH TO BUILDING  
PRIORITY READING SKILLS**

# Voyager Passport<sup>®</sup> WITH eBooks

Endorsed by



## Accelerate student reading success through:

- **Explicit, systematic**, teacher-led instruction
- Engaging, **age-appropriate materials** with appealing content
- Text that supports **content-area learning** and connects to science and social studies
- A complete **assessment and data-management system**
- **Flexible grouping strategies and differentiation** to accommodate diverse learners
- A **student-centered online technology** component—*Ticket to Read*<sup>®</sup>
- Digital delivery with **eBooks**



**EDDIE AWARDS**

Winner of EDDIE Award, Multilevel Reading Website

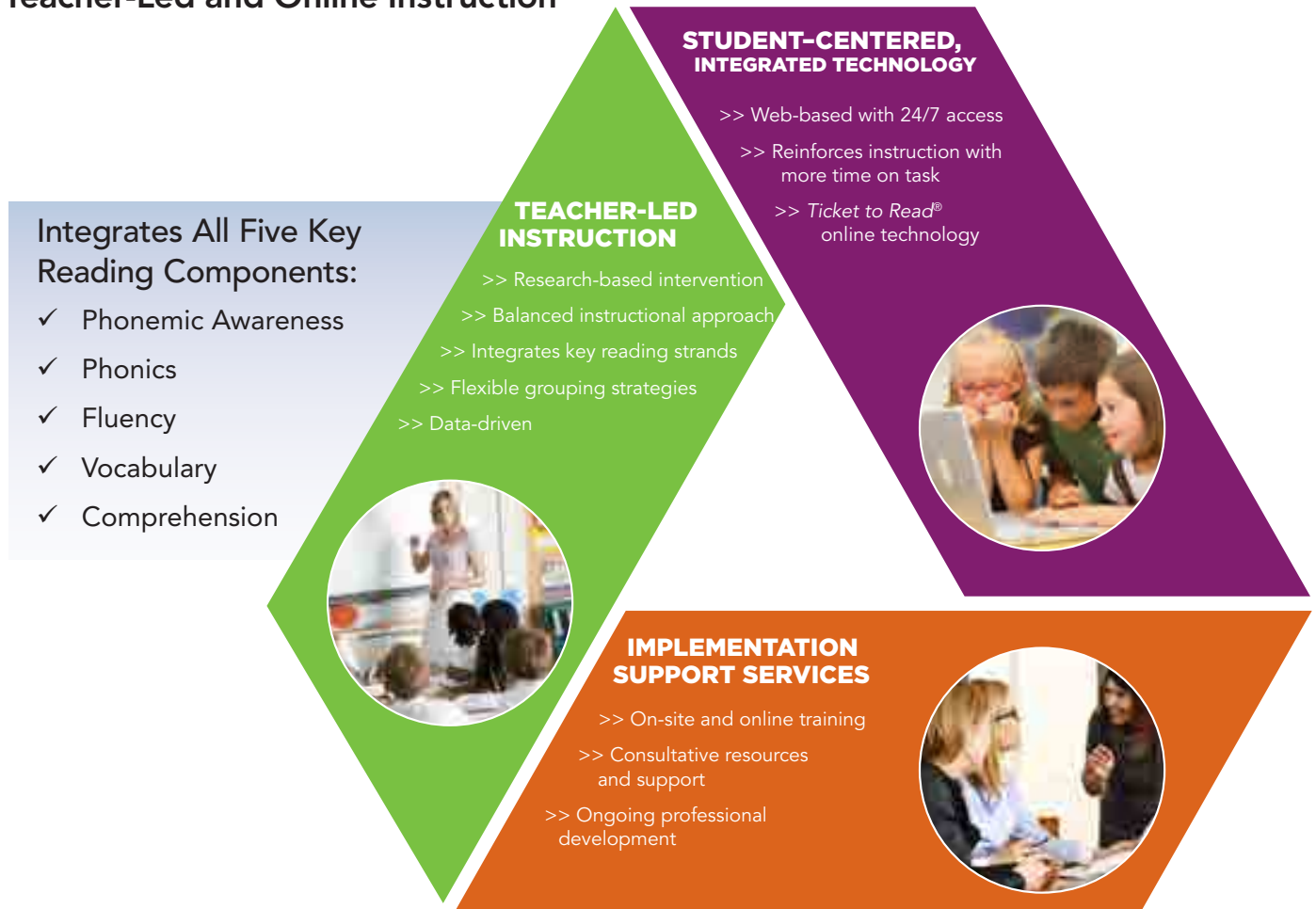
For more information on *Ticket to Read*, see page 18.



# WHAT IS VOYAGER PASSPORT?

Voyager Passport® is a research-based strategic reading intervention for K–5 students reading below grade level. Through a blended approach of print and technology, Voyager Passport accelerates student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers.

## Blended Learning Solution: Teacher-Led and Online Instruction



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

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

# DESIGNED SPECIFICALLY FOR K-5 STUDENTS WHO STRUGGLE WITH READING

Voyager Passport provides struggling readers with explicit instruction, corrective feedback, and more time on task in order to master critical reading skills. It is intended for:

- Students who have not made adequate progress in core reading instruction
- Students who need additional **explicit, systematic intervention** to accelerate growth

See pages 14 through 17 to learn more about differentiation

Voyager Passport’s flexible instructional model accommodates diverse learners, including English language learners (ELLs) and special education students, which enables teachers to adapt instruction according to the assessed needs.

## Content Increases in Complexity Across Grade Levels



		Voyager Passport Levels											
		A		B		C		D		E		F	
ADVENTURE		adventure		adventure		adventure		adventure		adventure		adventure	
		1	2	3	4	5	6	7	8	9	10	11	12
FIVE ESSENTIAL COMPONENTS	PHONEMIC AWARENESS	Explicit instruction		Explicit Instruction	Additional support linked to phonics	Explicit Instruction	Support lessons for remediation	Support lessons for remediation		Support lessons for remediation		Support lessons for remediation	
	PHONICS	Basic skills applied to controlled text		Basic skills applied to controlled text		Basic skills applied to text	Advanced word study	Basic skills applied to text	Advanced word study	Basic skills applied to text	Advanced word study	Basic skills applied to text	Advanced word study
	FLUENCY	Letter, sound, and word automaticity		Letter, sound, and word automaticity	Guided oral repeated readings	Guided oral repeated readings		Guided oral repeated readings		Guided oral repeated readings		Guided oral repeated readings	
	VOCABULARY	Listening, speaking, and reading vocabulary		Listening, speaking, and reading vocabulary		Listening, speaking, and reading vocabulary	Explicit instruction	Explicit instruction High utility words Word learning strategies		Explicit instruction High utility words Word learning strategies		Explicit instruction High utility words Word learning strategies	
	COMPREHENSION	Narrative and expository text Explicit priority strategies Questioning scaffold		Narrative and expository text Explicit priority strategies Questioning scaffold		Narrative and expository text Explicit priority strategies Questioning scaffold		Primarily expository text Explicit priority strategies Questioning Scaffold		Primarily expository text Explicit priority strategies Questioning Scaffold		Primarily expository text Explicit priority strategies Questioning Scaffold	

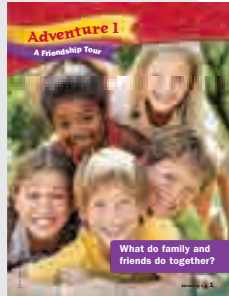
The description in each cell indicates the emphasis placed on the essential reading component.

Priority skills students need to accelerate growth

# TARGETED INSTRUCTIONAL MODEL OPTIMIZES LEARNING TIME

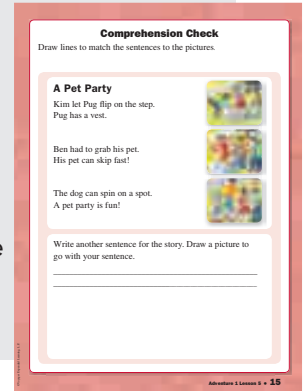
## 1 TEACH, MODEL, AND PROBE

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



## 4 CUMULATIVE REVIEW

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



## 2 GUIDED PRACTICE

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

## 3 INDEPENDENT PRACTICE

- Students practice independently to **reinforce proficiency**



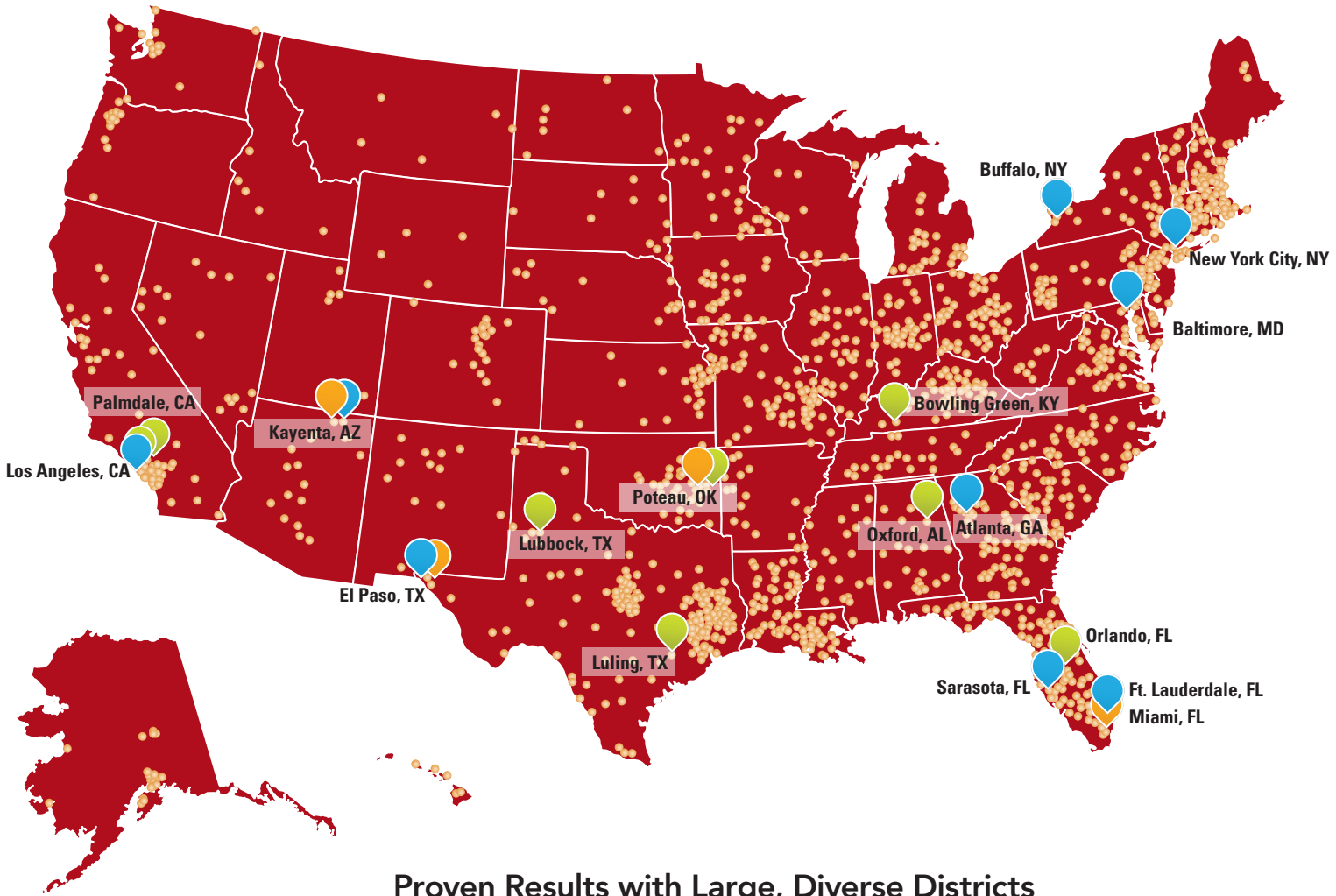
## 5 ASSESSMENT

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




BUILT TO SUPPORT SUCCESS IN EVERY LESSON


## IMPLEMENTATIONS ACROSS THE COUNTRY



### Proven Results with Large, Diverse Districts

 Proven Effective in Special Education

 Proven Effective with ELLs

 Proven to Increase Performance on Reading Assessments

*“Voyager Passport takes the five reading components and hits every one of them every day. It works, and the proof is in the student success!”*

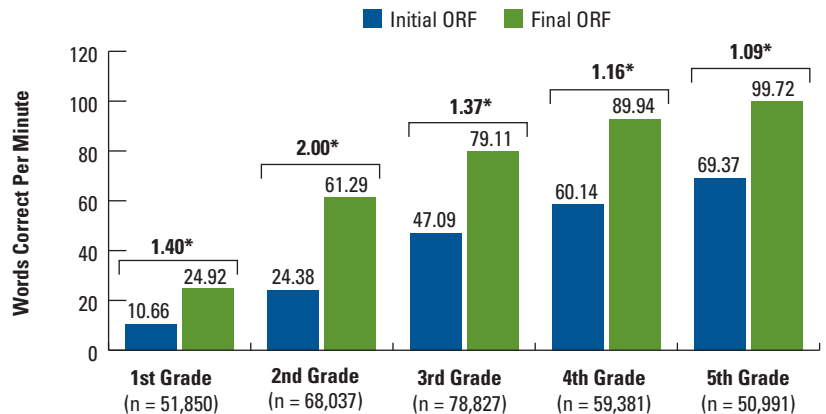
—Candace Dearing, Former Principal  
Phillippi Shores Elementary School  
Sarasota, FL

## POWERFUL NATIONWIDE IMPACT ON STUDENT ACHIEVEMENT

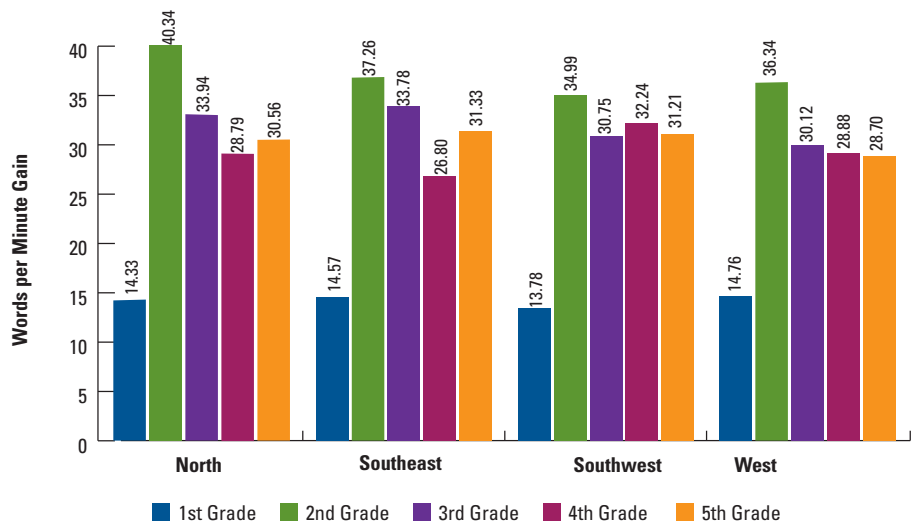
In a national study of more than 450,000 students enrolled in *Voyager Passport* during the 2006–2007 to 2011–2012 school years, students demonstrated substantial gains in reading performance as measured by their Initial and Final oral reading fluency scores. **The program effect size ranged from 1.09 to 2.00, which is considered educationally meaningful and large.\***

Questions are often asked about student results in different regions of the country. The data from the national study were split into four regions and are shown in the chart by grade for students who were in the struggling and emerging categories at the beginning of the school year. **This view of the data shows that the gains students make in oral reading fluency across the school year are fairly consistent in the different regions of the country.**

*Voyager Passport—Oral Reading Fluency (ORF), Six-Year Cohort 2006–2012 Struggling and Emerging Students*



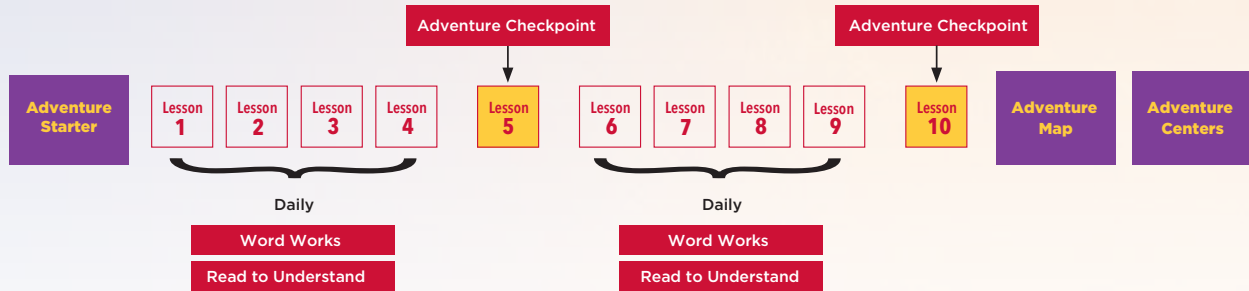
*Voyager Passport Six-Year Cohort 2006–2012 Oral Reading Fluency Gain for Struggling and Emerging Students by Region*



\*Effect sizes were calculated using the Initial and Final ORF 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.

# EVERY UNIT FOLLOWS A CONSISTENT SEQUENCE TO STREAMLINE INSTRUCTION

The program is organized into 12 two-week Adventures (10-lesson units). Adventure Starters introduce the content and connect what students know with what they will learn. Lessons 1–4 and 6–9 follow a consistent 30-minute routine.



## Take a Closer Look: Voyager Passport C, Adventure 1

Adventure at a Glance maps out the 10 lessons ahead and provides an overview of the skills taught.

The Adventure Starter helps students connect what they know to what they will learn.





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

ELL support is integrated into daily lessons.

The image displays two pages from the 'Word Works' section of the Voyager Passport curriculum. The left page is titled 'Adventure 1' and 'Lesson 1', and the right page is titled 'Lesson 1'. Both pages feature a red background with a pattern of small white dots.

**Page 1 (Left):**

- Letter and Sound Identification (2 min.)**: Introduce a, e. Write the letter a on the board. This letter has. What is the sound? (a) The sound for a is /a/ as in ant. What is the second letter? (e) (he as in heat). Repeat with capital A. Have individuals say the letter name and sound for a and A. Remind students that a is also a word, as in I see a cat.
- Phonemic Awareness (2 min.)**: Word Segmentation and Blending. When we stretch a word, we say it one sound at a time by taking the sounds apart. The word is fan. I'll stretch /a/. (f) (h) (l) (a) (n). Slide the sounds together to make the word. The word is fan.
- Word Reading (8 min.)**: Introduce Words with a. Have students turn to page 2 in the Student Book. Draw three lines on Set A. I will stretch and slide to read words. Write the word fan. First, I'll say each sound in the word. Point to each letter and stretch the sounds as you stretch the word. /f/ /a/ /n/. Now I'll slide the word back together. Slide your finger under the word as you say the word. fan.

**Page 2 (Right):**

- Sight Words (8 min.)**: Introduce fox, the, on, you, if. Direct students to Set B. The letters in this word may not make the sounds you know. I'll read this word. This word is fox. What is this word? (fox) Let's read the word again. (fox) Let's spell the word. (f-o-x) What is the word? (fox) Repeat with the remaining words. Don't have students read the list of words.
- Spelling (8 min.)**: Words with a. You will spell words that you can read. Remember, we just learned the sound the letter a makes. Say the word map. (map) Say the sounds you hear in map. /m/ /a/ /p/. The sounds you hear to write map. Please write students write the word on their writing boards. Check the word together. Read the word. Say the sounds you wrote. Now say the letters you wrote. Write the word on the board. Show your word book like mine! Have students correct the word if it is misspelled. Now read the word again. Repeat with the remaining words.

The reteach activity provides an opportunity to scaffold and clarify critical skills to ensure that students attain the necessary level of mastery.

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

Instruction **focuses on priority skills**. Carefully structured steps teach students how to gain meaning from text.

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

**Extra Practice** provides additional time on task to master priority skills.

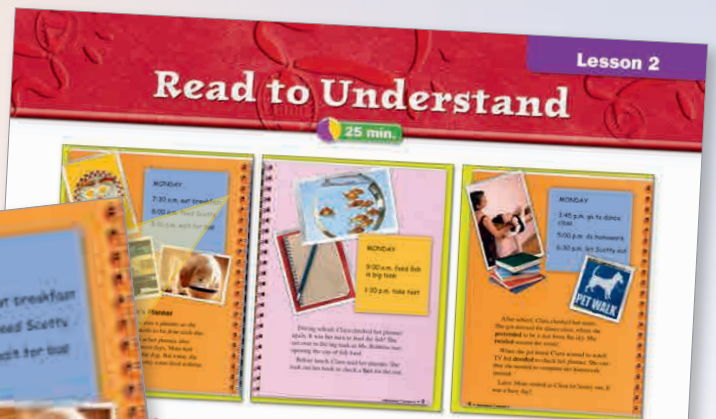
*For intervention, we need a more intensive program that covers all five elements, that's easy for the teacher to use, that students respond well to. That's where Voyager Passport fits in very well, no matter the core.*

—Jim Herman, Reading First Director, TN

# STUDENTS QUICKLY ADVANCE TO MORE COMPLEX TEXT

By Adventures 7–12, students are able to read longer and more difficult connected text. Text is 50% expository and 50% narrative.

Vocabulary and comprehension strategies are taught in the Before Reading, During Reading, and After Reading format.



**5 (5 min.)**  
 Write the vocabulary words on the board. Have students choral read the words.  
 Call on students to tell what each word means. Provide support as needed.  
 Have students write the words in the Vocabulary Log in the back of their Student Book.  
 Tell students they will play a game called Thumbs Up. As you read each sentence below the Vocabulary box on the next page, tell students to listen carefully to determine if the word correctly completes the sentence. If it does, talk correctly, tell them to use the thumbs-up sign. If the word is used incorrectly, tell them to use the thumbs-down sign. Then read the sentence again using the correct word.  
**RETEACH** Use the Reteach Blackline Master page 37 to provide additional support or practice for these vocabulary words. Read the instructions and show students how to complete the page. Provide support as needed.  
 Pick up a book from a student's desk. **I am holding** (student name)'s book. **The book belongs to** (student name).  
 Pick up a pencil from a student's desk. **This is** (student name)'s pencil. **The pencil belongs to** (student name).  
 Look for the apostrophe and the *s* in the title as we read the passage.

**Vocabulary Review**  
 Write the vocabulary words on the board. Have students choral read the words.  
 Call on students to tell what each word means. Provide support as needed.  
 Have students write the words in the Vocabulary Log in the back of their Student Book.  
 Tell students they will play a game called Thumbs Up. As you read each sentence below the Vocabulary box on the next page, tell students to listen carefully to determine if the word correctly completes the sentence. If it does, talk correctly, tell them to use the thumbs-up sign. If the word is used incorrectly, tell them to use the thumbs-down sign. Then read the sentence again using the correct word.  
**RETEACH** Use the Reteach Blackline Master page 37 to provide additional support or practice for these vocabulary words. Read the instructions and show students how to complete the page. Provide support as needed.

Meeting Goals • 9

## Adventure 7

**Vocabulary**  
**remind** to cause to remember or put in your mind  
**fact** a statement that is true  
**pretended** acted something out that is not real  
**twirled** spun or turned around  
**decided** made a choice or judgment

Will you **remind** me when it's time to take the cookies out of the oven? (thumbs up)  
 Mom and Dad **twirled** we would visit our grandparents this weekend. (thumbs down; *decided*)  
 It's a **fact** that each year has four seasons. (thumbs up)  
 Joey **pretended** to be sleeping when I looked in his room. (thumbs up)  
 Keisha **decided** around the room to show off her new dress. (thumbs down; *twirled*)

**During Reading (10 min.)**  
**Generating Questions**  
 Choral read the title and story with students. Provide meanings for words in the story students don't know. Have them underline one word they don't know or they find interesting to add to the Vocabulary Log in the back of their Student Book.  
 Asking and answering questions can help you understand and remember what you've read. You know that we use the *S* W's and the *H* questions to ask good questions about a story. Hold up the *S* W's and the *H* cards for students to see. What are the *S* W's and the *H* questions? (who, what, when, where, why, and how)  
 Let's practice retelling the story. Read the sentence "Today Clara looked at her planner after she ate breakfast." I will ask myself a question about this sentence. Who is looking at the planner? Clara is looking at the planner.  
 Draw a cluster graphic organizer on the board. Guide students in answering the *S* W's and the *H* questions as applicable, and write their responses in the graphic organizer. Then have them retell the story based on their answers.



**FLUENCY** Model reading the first paragraph of the story, emphasizing excitement for exclamation points and pauses after commas and periods. Have partners read together with similar expression.



**After Reading (10 min.)**  
**Sequence Events**  
 Have students turn to page 5 in the Student Book. Read the instructions aloud. Read the What Happens list of events with students. Show students how to complete the page and provide support as needed. After students complete the activity, invite them to read the order of events aloud.

## Extra Practice

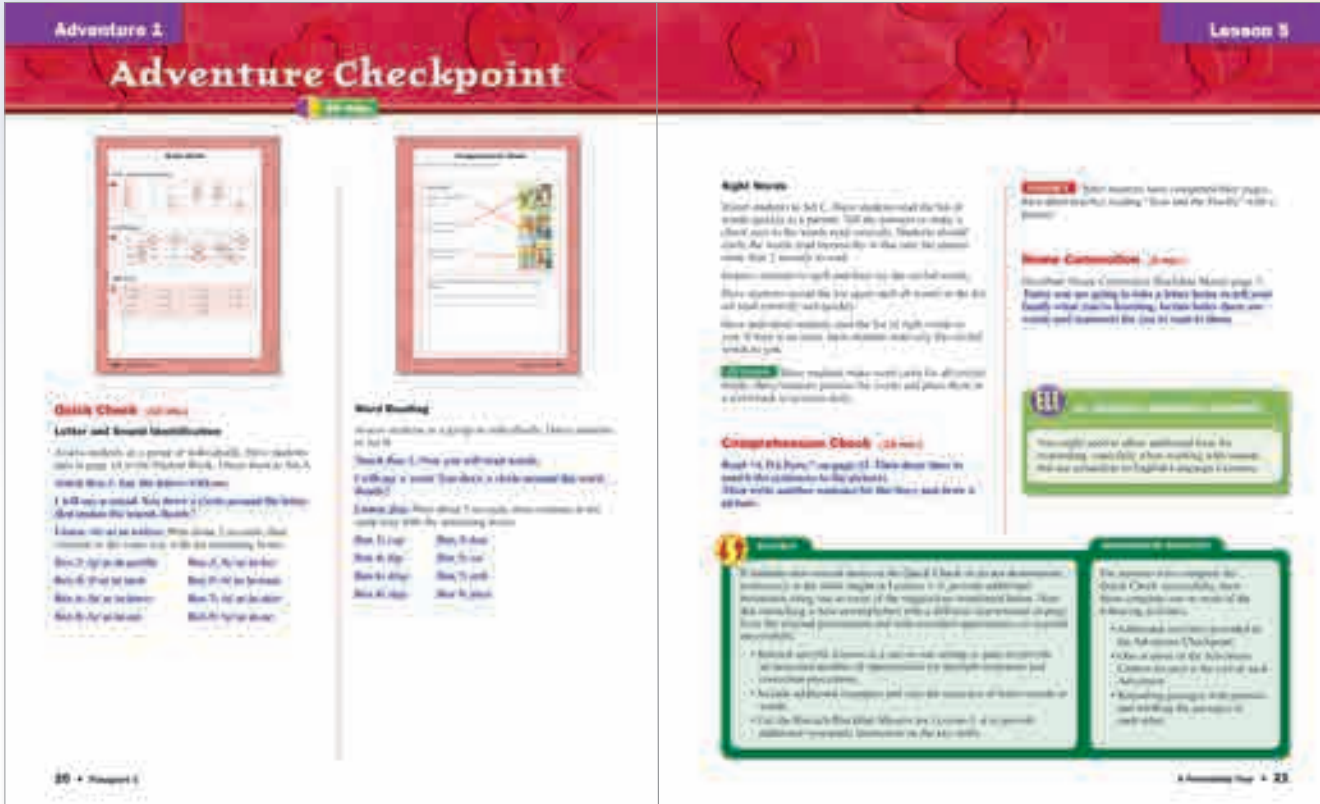
**VOCABULARY DEVELOPMENT**  
**Sight Words**  
 Have students reread the passage and make word cards for words they cannot read quickly. Have them practice reading the word cards with a partner until they can read them quickly. Then have students reread the passage aloud.

**FLUENCY PRACTICE**  
**Timed Reading**  
**Materials:** Fluency Books  
 Distribute the Fluency Books. Provide the following instructions for students.  
 1. Quickly read the story to yourself and make sure you know all the words.  
 2. Tell your partner to start the timer and call "time" after 1 minute.  
 3. Read carefully and stop when your partner calls "time." Mark the place where you stopped.  
 4. Count the number of words you read. Use the circled numbers at the end of each paragraph to help you count.  
 5. In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.  
 6. Switch roles with your partner.

Meeting Goals • 11

## ADVENTURE CHECKPOINTS ASSESS LEARNING

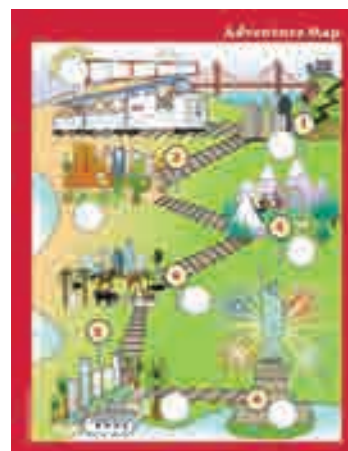
Lessons 5 and 10 provide opportunities to quickly assess students' proficiency with the skills and strategies taught in the preceding lessons. Based on the results, teachers may create additional groups of students who need further instruction in a specific skill area through targeted reteaching activities and practice.



Quick Checks in Lessons 5 and 10 focus primarily on phonics elements and sight words. Every Lesson 10 Adventure Checkpoint provides a cumulative assessment of the skills taught in Lessons 1–9.

### Adventure Checkpoint Maps

Students chart their Adventure Checkpoint successes by following a trail on the Adventure Checkpoint Map. At the end of every Unit (Lesson 10) students use the maps to reflect on what they have learned. This is also a key opportunity to celebrate efforts by stamping the circle next to the adventures.

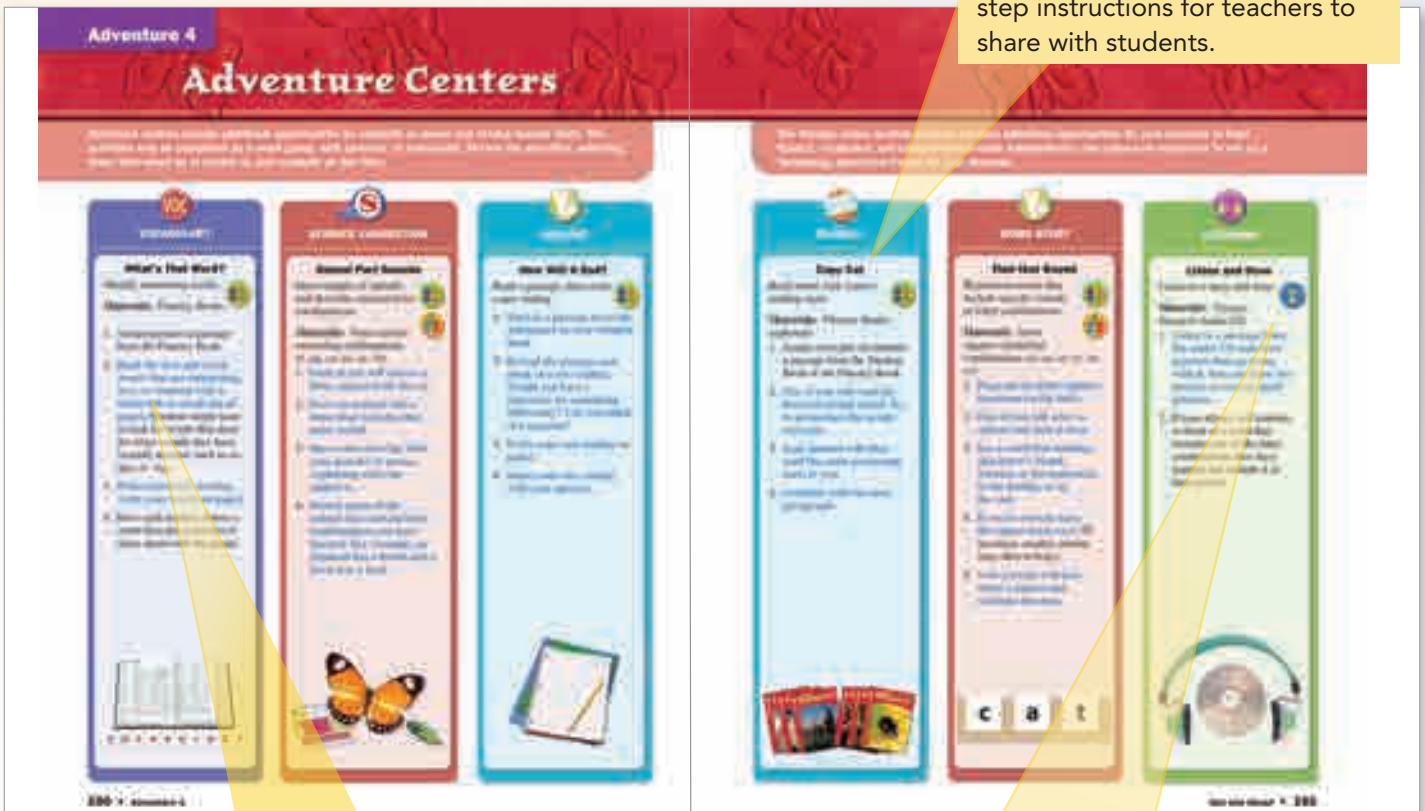


# ADVENTURE CENTERS EXTEND INSTRUCTION

Through practice in Adventure Centers, every student in the classroom **increases proficiency, builds fluency, extends understanding, and broadens the reading experience.**




There are six centers to choose from at the end of each Adventure:

A brief description of each activity is followed by step-by-step instructions for teachers to share with students.



The six **Adventure Centers** show the skills addressed in each center.

In each center there is a suggested **grouping strategy**. The following icons correlate to the suggested student grouping:

-  Students may work individually.
-  Students may work with a partner.
-  Students may work in a small group.

Each center builds on specific skills that have been taught in the Adventure. The activities can be completed as a group, with partners, or as individuals. The Adventure Centers are flexible in design, allowing teachers to determine which centers are most appropriate for students who need independent practice.

## PRACTICAL DIFFERENTIATION TOOLS RESPOND TO SPECIFIC STUDENT NEEDS

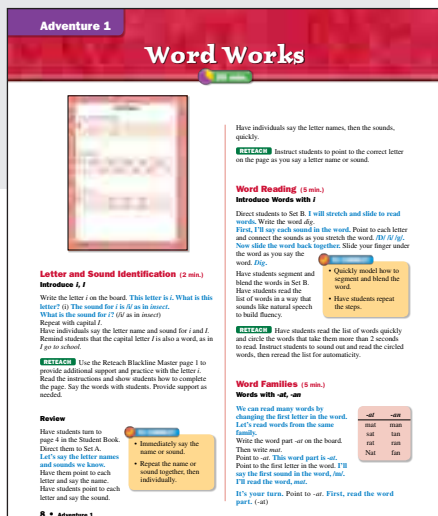
Students have diverse needs. They begin instruction with different skills and background knowledge. Students are engaged by different content, and learn at varied rates. To accommodate these diverse learners, *Voyager Passport* includes ongoing, embedded opportunities for differentiation:

- Reteaching within the daily lesson
- Teaching activities following the lesson
- Weekly reteaching for students still experiencing difficulty

### RETEACH EXTRA PRACTICE

Reteach Extra Practice provides **pivotal support** to nonresponders by giving extra practice on the items taught.

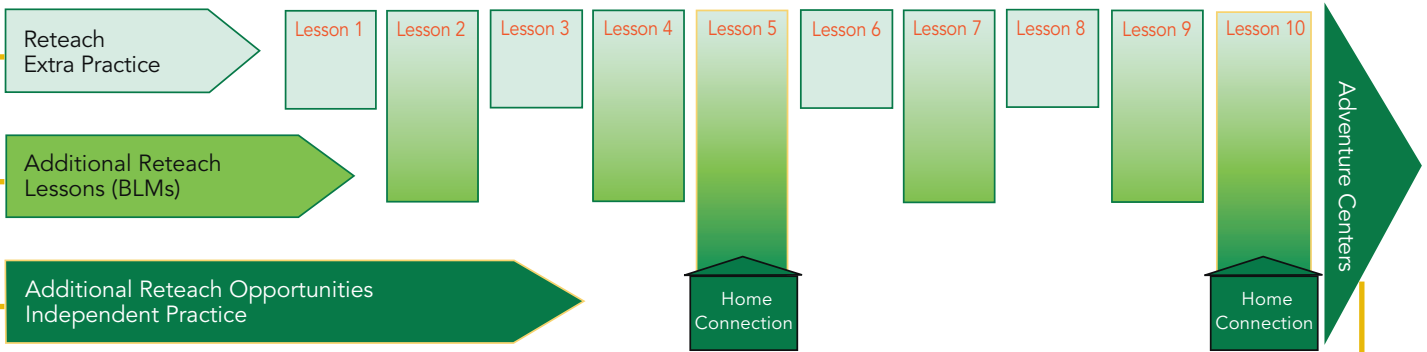
These opportunities for reteaching are effective because they **decrease the complexity** of the task, **offer additional scaffolds** to learning, and **clarify expectations**. Extra Practice activities extend *Voyager Passport* instruction for an additional 15 minutes.



### ADDITIONAL RETEACH LESSONS

Additional Reteach Lessons are designed on the same principles of effective remediation as reteaching within the lessons. Reteach activities in the form of Blackline Masters provide **essential extended support** for nonresponders. Teachers guide students through extended opportunities until they are able to work independently. These are provided in every alternate lesson (2, 4, 7, and 9).





## ADDITIONAL RETEACH OPPORTUNITIES

Additional Reteach Opportunities with independent practice appear in Lessons 5 and 10. Following the

Adventure Checkpoints, teachers may reteach the **whole group, a pair, or individual students.** Students who demonstrate proficiency in the skills assessed in the Adventure Checkpoints will benefit from the independent practice activities or work in the Adventure Centers.

Teachers can also use the **Home Connection** in Lessons 5 and 10 to provide additional practice.

**Lesson 5**

**Sight Words**  
Direct students to Set C. Have students read the list of words quickly for a partner. Tell the partners to make a check next to the words read correctly. Students should circle the words read incorrectly or that take the partner more than 2 seconds to read.  
Instruct students to spell, then say the circled words.  
Have students reread the list again until all words on the list are read correctly and quickly.  
Have individual students read the list of sight words to you. If there is an error, have students read only the circled words to you.

**RETEACH** Have students make word cards for all circled words. Have students practice the words and place them in a word bank to practice daily.

**Comprehension Check (15 min.)**  
Read "A Pet Party" on page 13. Then draw lines to match the sentences to the pictures.  
Then write another sentence for the story and draw a picture.

**FLUENCY** After students have completed their pages, have them practice reading "Sam and the Family" with a partner.

**Home Connection (5 min.)**  
Distribute Home Connection Blackline Master page 3. Today you are going to take a letter home to tell your family what you've learned. In this letter there are words and sentences for you to read to them.

**ENGLISH LANGUAGE LEARNERS**  
You might need to allow additional time for responding, especially when working with sounds that are unfamiliar to English Language Learners.

**RETEACH** If students miss several items on the Quick Check or do not demonstrate proficiency in the skills taught in Lessons 1-4, provide additional instruction using one or more of the suggestions mentioned below. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include additional examples and vary the sequence of letter sounds or words.
- Use the Reteach Blackline Masters for Lessons 1-4 to provide additional systematic instruction on the key skills.

**INDEPENDENT PRACTICE** For students who complete the Quick Check successfully, have them complete one or more of the following activities:

- Additional activities provided in the Adventure Checkpoint
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading passages with partners and retelling the passages to each other

A Friendship Tour • 21

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A Friendship Tour • 21

## ADVENTURE CENTERS

Adventure Centers and the *Ticket to Read* online component provide extended opportunities for students to practice, review, and solidify skills taught in the Adventures.

**Adventure 1**

**Adventure Centers**

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed in a small group, with partners, or individually. Review the activities, selecting those that would be of benefit to your students at this time.

**WORD PLAY**  
**Find that Sound**  
Business cards that include specific sounds or letter combinations.  
**Materials:** letter squares  
1. Place all the letter squares face-down on the table.  
2. One of you will select a square and turn it over.  
3. Give an example of a word that includes that letter's sound, whether at the beginning, middle, or end.  
4. If you're correct, turn the square back over. If incorrect, another student may offer to help.  
5. Your partner will now select a square and repeat the steps.

**LISTENING**  
**Listen and Draw**  
Listen to a story and draw.  
**Materials:** Voyager Passport audio CD  
1. Assign students a passage.  
2. One of you will read the first paragraph aloud. Try to read and pronounce the words carefully.  
3. If one student tells students to think of a word that includes one of the letter combinations they have learned (such as: ai, ee, or ay, ai) and include it in their picture.  
4. Continue with the next paragraph.

**FLUENCY**  
**Copy Cat**  
Read aloud with correct reading style.  
**Materials:** Student Book or Fluency Books  
1. Assign partners a passage.  
2. One of you will read the first paragraph aloud. Try to read and pronounce the words carefully.  
3. Your partner will then read the same paragraph back to you.  
4. Continue with the next paragraph.

40 • Adventure 1

## ENGLISH LANGUAGE LEARNERS

There is much diversity within ELL populations. That diversity demands the kind of differentiated approach made possible by *Voyager Passport*. In addition to systematic, explicit instruction, the following research-supported practices for ELLs are **integrated into every Adventure**:

### Simultaneously Support English Language Development and Growth Toward Grade-Level Literacy

- **Frontloads content and builds background** during Adventure Starters
- **Oral language development** through frequent teacher-student and student-student activity
- **Graphic organizers and ample visuals** link ideas and clarify meaning
- **Extensive vocabulary instruction** maximizes language learning
- **Preteaching vocabulary** prior to student reading
- **Multiple exposures, review, and practice of targeted vocabulary** enable students to generalize words
- Highlighted **cognates in English and Spanish**
- **Variety of response formats** and alternative responses



### Point-of-Use ELL Support

In addition to the inherent design features that provide effective instruction for all students, *Voyager Passport* assists ELLs through specific reinforcements within the curriculum using embedded teaching strategies.

**ELL** ► ENGLISH LANGUAGE LEARNERS

Always preview new content for students. When asking for responses, give feedback on the content of the response and not the grammar the student is using.

**ELL** ► ENGLISH LANGUAGE LEARNERS

English Language Learners may not be familiar with *ll* spelled *ph* as in *phone*, but students will probably be able to pronounce words with *ll*. Remind students that they know the sound, even with the unfamiliar spelling.

**ELL** ► ENGLISH LANGUAGE LEARNERS

When students make mistakes in English pronunciation, model correct pronunciation, but don't correct them. Remember, their pronunciation is probably correct for their native language.



## STUDENTS IN SPECIAL EDUCATION

*Voyager Passport* provides explicit and systematic instruction, delivered early and with intensity. This intervention provides the effective instructional tools students with reading disabilities require.

Carefully researched learning principles provide the foundation for each level of *Voyager Passport*.

Working with these principles, students can:

- Attend closely to the features of **sensory tasks**
- Be able to perform tasks at a **high level of accuracy**
- Have their behavior reinforced consistently with **corrective feedback**
- Receive **repetitive input** over a prolonged period of time
- Experience **systematic increases of difficulty** level over time
- Be provided **continuous progress monitoring** and review

Additional design features of *Voyager Passport* enable schools to effectively differentiate instruction within a multitier model, including:

- **An entry system** for matching students to instructional levels
- **A progress monitoring system** integral to a Response to Intervention (RtI) model
- **Multiple instructional levels**
- **Programmatic scaffolding**
- A format appropriate for a **multitier model of instruction**

Endorsed by:



*Voyager Passport is phenomenal! While in this program, the students gained the necessary skills and confidence to become successful readers. It has been such a joy to see the students grow, and I am excited about the future success the students will have thanks to dedicated teachers and Voyager Passport.*

—Rachel Surles,  
School Improvement Specialist  
Autauga County, AL

## MOTIVATE STUDENTS TO BECOME BETTER READERS WITH FUN, PURPOSEFUL ONLINE READING PRACTICE

*Ticket to Read* is a self-paced, student-centered online program that results in improved reading performance. As students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension, they earn points that can be used to decorate their personal clubhouse or stock their toy store. An easy-to-use data-management system enables teachers to monitor performance, track progress, and run reports anytime, anywhere in order to adjust instruction.

*Ticket to Read* includes:

- Hundreds of high-interest reading passages and games
- Entry points based on students' reading levels
- Interactive activities supported by audio and animation
- Support for English language learners
- Automated quizzes and self-correcting guidance
- Motivating rewards system to keep students engaged and on task

Fluency and Comprehension now available as an iPad® app

Visit [www.voyagersopris.com/ttr](http://www.voyagersopris.com/ttr) for a complimentary 14-day trial.



*I'm a better reader because I learned on Ticket to Read.*

—Robert, Fourth Grade Student, Maryland

*Ticket to Read* is a nationally recognized and acclaimed educational tool.



Winner of EDDIE Award for Multilevel Reading Website



CODiE finalist for Best Reading/English Instructional Solution.

CODiE finalist for Best Reading/English Instructional Solution and Best Education Game or Simulation

## ONLINE DATA MANAGEMENT SYSTEM FOR MANAGING AND REPORTING STUDENT DATA

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

Teachers can input and view their students' data; coaches and principals can view all building-level data; and district administrators can view district, school, and student data.

### Educators use VPORT to:

- Identify individual instructional needs and goals
- Adjust instruction based on skill need
- Monitor progress against goals
- Communicate progress to the instructional team
- Generate reports for parents in English or Spanish



**School reports** provide a comprehensive snapshot of progress across all classrooms and grade levels.

### VPORT Reports

*Voyager Passport* assessments are processed online, and the real-time data provides educators instant access to multiple charts showing student performance at various levels.



**Individual Student Reports** show student progress and rate of improvement, and how those results compare with the upcoming benchmark goal.



**Class Reports** show individual student results and provide reteaching recommendations.

## TEACHER MATERIALS

The comprehensive Teacher's Resource Kits include all of the components needed to effectively teach *Voyager Passport* lessons. Teacher editions are **available in print and eBooks**.

- Teacher Editions and Assessment Guides
- Reteach Lessons: Blackline Masters
- Picture cards, letter cards, word cards, and *Voyager Passport* stamp
- Audio CDs of text in student Fluency Books
- Interactive Whiteboard Graphic Organizers
- Digital delivery with eBooks



Interactive Whiteboard Graphic Organizers

IMPLEMENT DIGITALLY WITH  
**eBooks**

### Data-Management System

VPORT is the educator's personal online portal to student data, web-based training, and teaching resources. Student data is secure and available for review at the teacher, building, and district levels. For more information on data management, see page 19.



Professional Development Videos

## STUDENT MATERIALS

The Student Reading Pack offers materials for students to engage in meaningful teacher-directed instruction, guided practice, and independent practice. Student books are **available in print and eBooks**.

- Student Books
- Student Assessment Books
- Fluency Books
- Manipulatives, including letter squares, letter trays, word mats, and dry-erase boards
- Digital delivery with eBooks



### Major Benefits of eBooks—for Teachers and Students

With the eBook, learning is dynamic, engaging, and collaborative. eBooks provide a rich, interactive experience with *Passport* instructional materials and are included in teacher and student sets. eBooks offer search capability, annotation tools, and analytics. With eBooks, educators can:

- Deliver instruction digitally on all supported devices
- Enrich the learning experience with interactive content
- Increase opportunities for immediate feedback and student self-monitoring



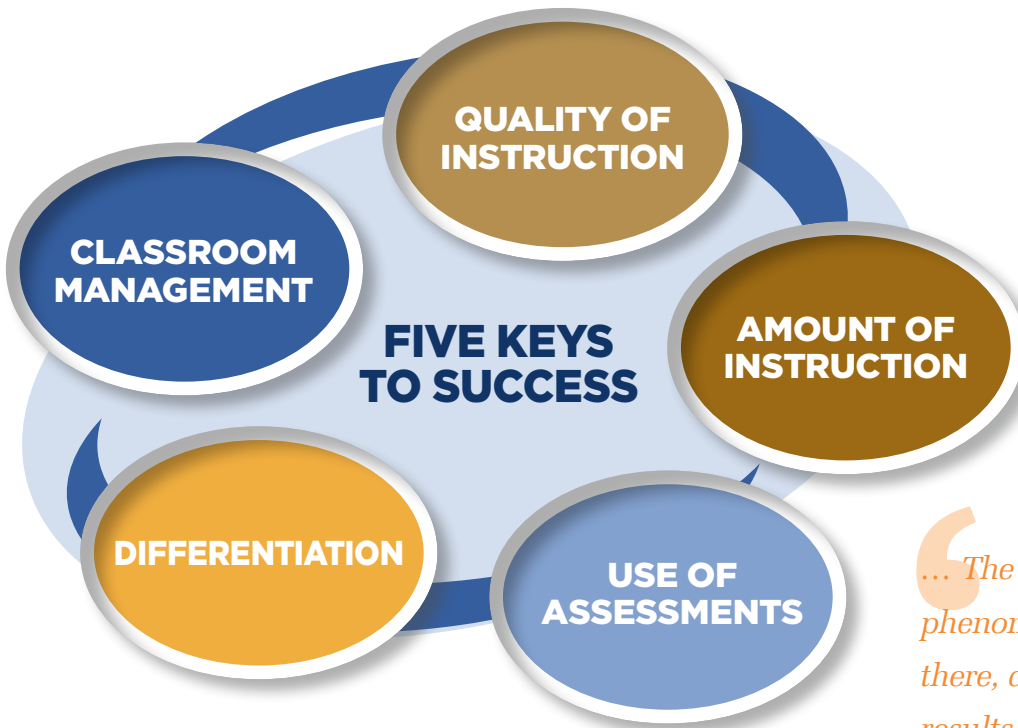
### Fun and Motivating Online Reading Program

*Ticket to Read* helps students improve vital reading skills at school and at home with exciting age- and level-appropriate stories and fun activities.

For a complimentary trial, visit [www.voyagersopris.com/ttr](http://www.voyagersopris.com/ttr)

## OUR GOAL: PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the “**Five Keys to Success**,” which form the foundation for a personalized strategy for planning, training, and ongoing support:



... The training and support has been phenomenal. The support has been there, and that is why we have had the results we've had with our students.

—Denver M. Raney, Curriculum Specialist,  
Manatee County, FL

Our team specializes in partnering with schools and districts to build custom *Voyager Passport* implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain *Voyager Passport*. **Key stages of *Voyager Passport* implementation include:**

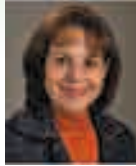


Visit [www.voyagersopris.com/passport](http://www.voyagersopris.com/passport) to review training options and a comprehensive menu of services.

## Program Advisors

**María Elena Argüelles, Ph.D.**  
**Author and Educational Consultant**

María Elena Argüelles, Ph.D., is an educational consultant who provides support to states, districts, and schools in their implementation of effective reading instruction for young English language learners (ELLs) and struggling learners. Dr. Argüelles is the coauthor of *LETRS® Teaching English Learners* and *Academic Vocabulary for English Learners (AVEL)*. In addition, she has teaching experience at the public school level as well as at the undergraduate and graduate levels. Her primary areas of interest are early reading instruction, students with reading difficulties, and reading instruction for ELLs.

**Anne Cunningham, Ph.D.**  
**Associate Professor**  
**University of California at Berkeley**

Anne Cunningham, Ph.D., serves as the UC Berkeley director of the Joint Doctoral Program in Special Education. She has served as an elected board member of the Society for the Scientific Study of Reading and American Educational Research Association's Division C—Learning and Instruction, as well as a member of the editorial boards of the *Journal of Educational Psychology*, *Reading, and Writing: An Interdisciplinary Journal*, *The Reading Teacher*, and *The California Reader*.

**Marcia Henry, Ph.D.**  
**Educational Psychologist**

Marcia Henry, Ph.D., has 47 years of experience in the field of reading and dyslexia, working as a teacher, diagnostician, tutor, and professor. A past president of the International Dyslexia Association and former director of the Center for Educational Research on Dyslexia at San Jose State University, Dr. Henry speaks frequently at conferences and writes for and serves on the editorial boards of several professional journals.

**Janette Klingner, Ph.D.**  
**Associate Professor of Education**  
**University of Colorado at Boulder**

Janette Klingner, Ph.D., is a professor at the University of Colorado at Boulder and is a former bilingual special education teacher. She has authored or coauthored more than 90 journal articles and book chapters and coauthored or coedited 10 books. In 2007, she coauthored *Teaching Reading Comprehension to Students with Learning Difficulties* with Sharon Vaughn and Alison Boardman.

**Julia Peyton, Ph.D.**  
**Research and Development**

Julia Peyton, Ph.D, served as a researcher on the *DIBELS®* research team, spent seven years conducting research in the area of effective scientifically based supplementary reading instruction for at-risk populations, and has collaborated on multiple studies in the area of early identification and intervention for reading disabilities under the U.S. Department of Education Office of Special Education Programs. She coauthored seven articles in the area of reading interventions targeting at-risk populations.

**Timothy Rasinski, Ph.D.**  
**Professor of Education**  
**Kent State University**

Timothy Rasinski, Ph.D, is a professor of education in the Reading and Writing Center at Kent State University in Kent, Ohio. Dr. Rasinski has written more than 100 articles and has edited or authored 12 books on reading education. He recently completed a term on the Board of Directors of the International Reading Association, and from 1992 to 1999, he was editor of *The Reading Teacher*. Currently he serves as coeditor of the *Journal of Literacy Research*. At Kent State, Dr. Rasinski directs the reading clinic, which won Ohio's Best Award for innovations and effectiveness in education.



## ACCELERATE STUDENTS TO GRADE-LEVEL READING

Visit [www.voyagersopris.com/passport](http://www.voyagersopris.com/passport) to access:

- Complimentary samples
- Video tour of technology components
- Alignments and Research Foundation
- Flexible implementation options
- Testimonials and classroom videos



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