

Passport Reading Journeys™

Program Overview Beginnings, I, II, & III

Strategic
Intervention



Proven results that build
academic vocabulary,
comprehension, and fluency

Grades 6–12

Cambium
LEARNING®
Group

Voyager

Voyager—Your RtI Partner

Dedicated to the success of every student, Voyager provides strategic and intensive interventions designed to accelerate skill acquisition for all struggling students.

Voyager is a member of Cambium Learning® Group, the leading educational company focused primarily on serving the needs of at-risk and special student populations. The company operates three core divisions: Voyager, which provides comprehensive interventions; Sopris, which is known for supplemental and behavioral interventions; and Cambium Learning Technologies (CLT) which includes IntelliTools®, Kurzweil Educational Systems®, Learning A-Z, and ExploreLearning.

Partnering for RtI Solutions

As your intervention partner, we will work with you to develop a customized and integrated solution to meet your Response to Intervention (RtI) needs.

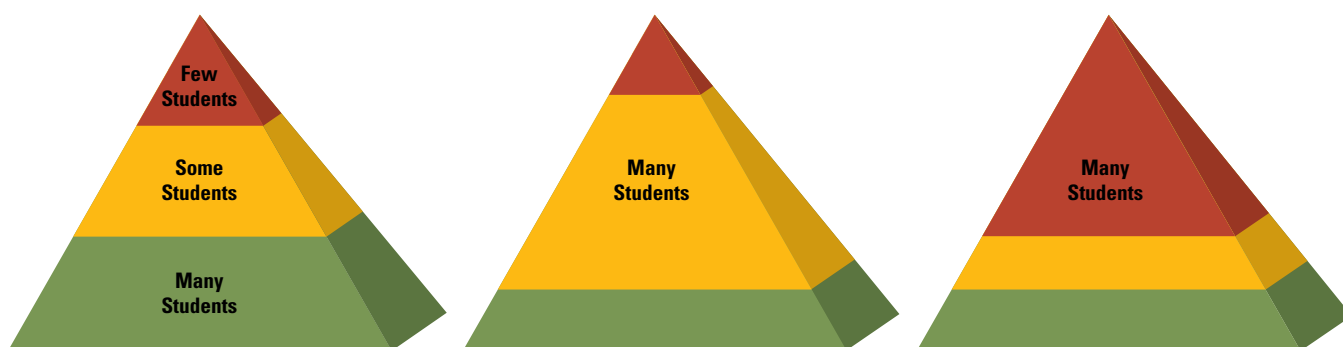
- Our math and literacy interventions are **research based** and **research validated**
- **Experienced consultants and practitioners** will work with you to **develop a customized intervention plan** to meet your unique systemwide needs and goals
- Our **unparalleled implementation support team** will provide onsite and online staff development to ensure fidelity of implementation

Voyager's powerful and effective support services and educational technology help **accelerate all struggling students to grade-level proficiency**. English language learners (ELLs) and students with disabilities derive particular benefits from the interventions and make dramatic gains.

Effective RtI Key Features and Benefits

There is no one-size-fits-all solution for struggling learners. Each system and student has specific needs—some only require occasional additional instruction, while others require more comprehensive, long-term support.

What Does Your School Look Like?



Our interventions and support services are designed to meet the needs of all struggling students by providing multitiered instructional interventions aligned to content standards and benchmarks, including the Common Standards.

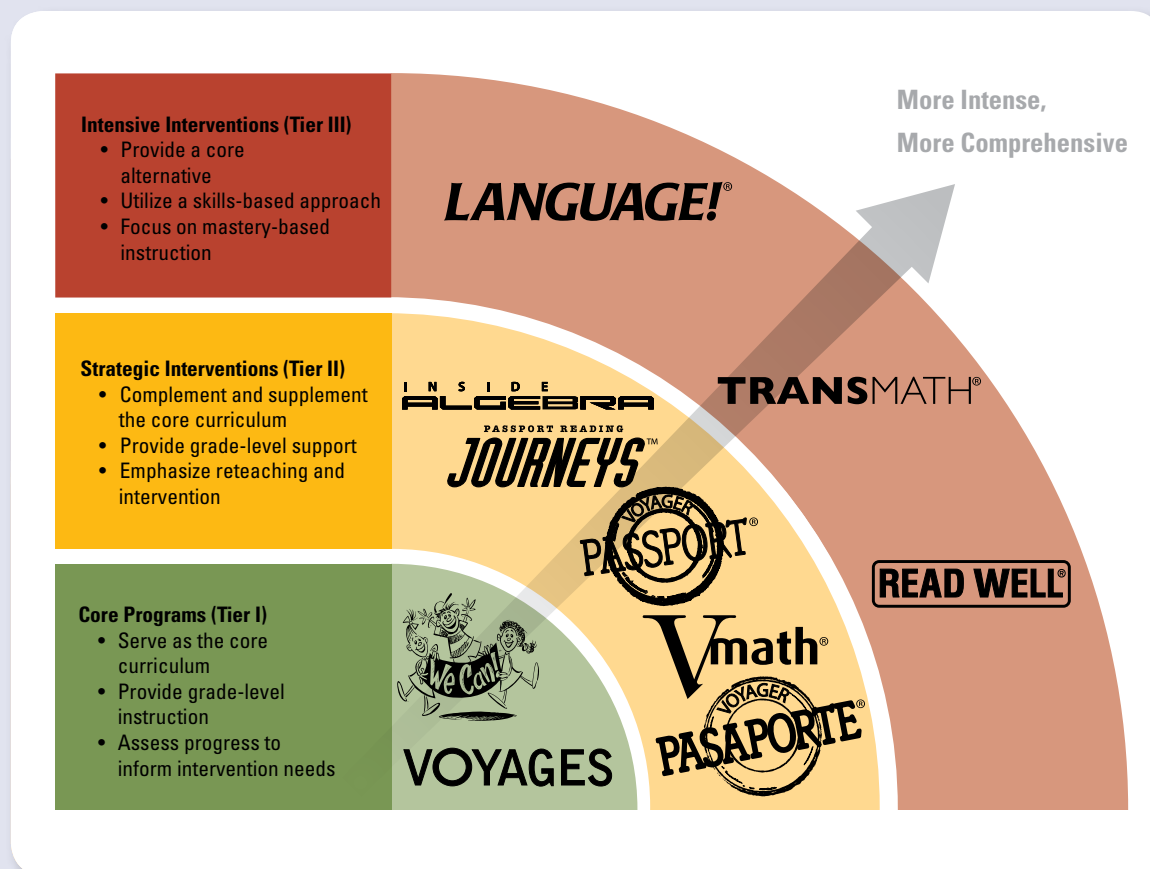
Key Features of Voyager Interventions	Benefit to Your School/District
Multitiered, systematic, scalable approach with supports and tools for differentiated instruction	Implement an effective and comprehensive intervention plan
Universal screening and embedded progress monitoring along with a comprehensive Web-based data management system	Easily access RtI documentation online and regularly assess and monitor every student's progress
Research based and validated	Deploy interventions that are proven to work and to turn around low-performing schools
Onsite and online professional development to increase fidelity of implementation	Build teacher capacity to ensure interventions are implemented as intended and increase struggling students' academic achievement






Voyager—Your RtI Partner





A Continuum of Interventions for Your Struggling Students

Voyager’s interventions are intended to identify struggling students early—before they fall behind—and provide the support they need to be successful.

We provide a continuum of academic interventions in reading and math designed to address the needs of your struggling learners—from strategic interventions that support core curricula to intensive interventions for students who need a completely different approach.



	Literacy	Grades	Description
Intensive		K–2	Mastery-based, intensive reading and language arts intervention with focus on decoding, comprehension, spelling, and writing <ul style="list-style-type: none"> • 60–90 minutes daily
Strategic		K–5	Small group reading intervention designed to wrap around core curriculum and accelerate students to grade level using a blended approach of teacher-led instruction and online interactive practice <ul style="list-style-type: none"> • 30–45 minutes daily
Strategic		K–3	Small group Spanish reading intervention designed to build a strong foundation in students’ native language to help strengthen their transition to English <ul style="list-style-type: none"> • 30 or 40 minutes daily
Intensive		3–12	Mastery-based, intensive reading and language arts intervention that targets the needs of non-readers, struggling readers, and English learners <ul style="list-style-type: none"> • 90 or 120 minutes daily
Strategic		6–9	High-interest reading intervention for middle and high school students that builds academic vocabulary, comprehension, and fluency through motivating topics, teacher-led instruction, and student-centered technology <ul style="list-style-type: none"> • 50 minutes daily

	Mathematics	Grades	Description
Intensive		5–10	Mastery-based, intensive intervention that focuses on the foundational concepts and problem-solving strategies needed for successful entry into algebra <ul style="list-style-type: none"> • 50–60 minutes daily
Strategic		2–8	Strategic intervention with a modular approach for targeted skill intervention to reach grade level expectations <ul style="list-style-type: none"> • 40–45 minutes daily
Strategic		8–12	Mastery-based, strategic intervention that provides additional strategies for algebra success <ul style="list-style-type: none"> • 50–60 minutes daily
Core		K–5	Flexible elementary curriculum, organized by grade-level content and broken into two components: <i>Anchors</i> and <i>Excursions</i> <ul style="list-style-type: none"> • 50–60 minutes daily

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:

- Is **easy to use** and **proven effective**
- Meets the needs of **diverse learners**
- 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

A Blended Solution

Passport Reading Journeys is a research-based program that combines the four elements of teacher-led instruction, student-centered technology, implementation support, and embedded assessments to accelerate reading proficiency and build fluent, on-level readers.



Targeted Instruction Builds Critical Skills For Success

Passport Reading Journeys offers:

- Systematic, targeted instruction in **comprehension, vocabulary, and writing**
- **Flexible grouping** strategies
- Built-in strategies for **special populations**, including English learners
- **Word Study** component with foundational skill practice



Passport Reading Journeys II



Passport Reading Journeys III

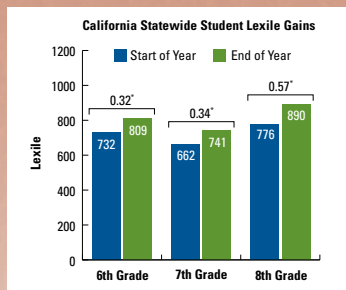
PASSPORT READING JOURNEYS™

At-A-Glance

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 12–15

How It Works

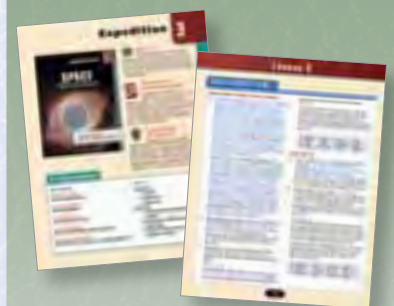
Passport Reading Journeys provides a blended reading intervention solution of print and technology for struggling middle and high school students.



Beginnings, I, II pages 16–19
Journeys III pages 38–43

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 20–29
Journeys III pages 44–53

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 30–33
Journeys III pages 54–55

Scope and Sequence

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

	Expeditions														Additional Components		
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	SSD	Read Library
Comprehension Strategies																	
Making Connections	✓																
Applying Prior Knowledge	✓																
Making Predictions	✓																
Monitoring Own and Others' Reading	✓																
Using Text Features		✓															
Making Inferences			✓														
Summarizing				✓													
Generating Questions					✓												
Generating Answers						✓											
Generating Questions							✓										

Beginnings, I, II pages 34–37
Journeys III pages 56–57

Professional Development

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

Pages 58–59

Materials

The Classroom System includes:

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



Beginnings, I, II pages 60–61
Journeys III pages 62–63

Advisors

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

Research and Effectiveness

Gains in Student Achievement

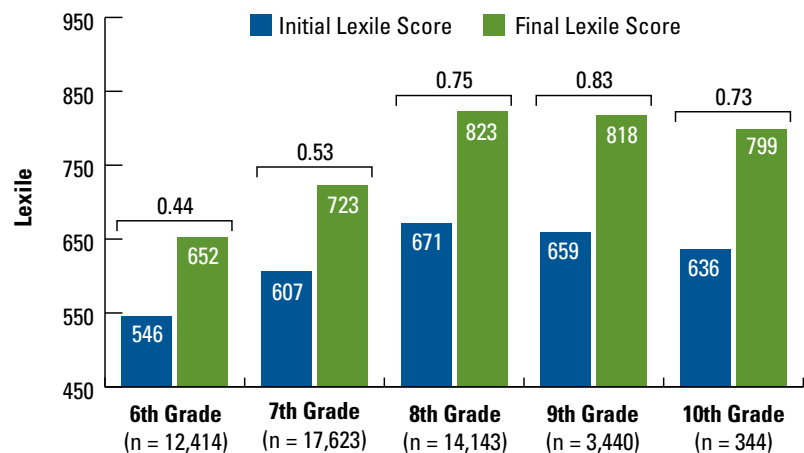
Passport Reading Journeys had a powerful impact on student achievement across the country. In a national study of nearly 48,000 students enrolled *Passport Reading Journeys* during the 2006–07, 2007–08, or 2008–09 school years, students in each grade level demonstrated substantial gains in reading performance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

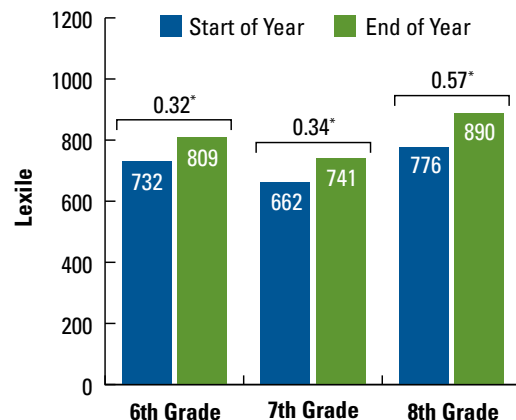
**National Impact of *Passport Reading Journeys*
3-Year Cohort: 2006–07, 2007–08, 2008–09**



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.

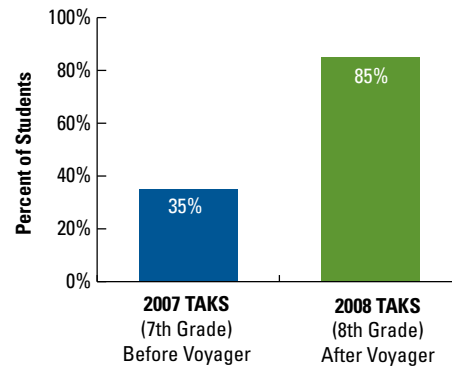
San Antonio School District (TX)—Grades 7–8

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).

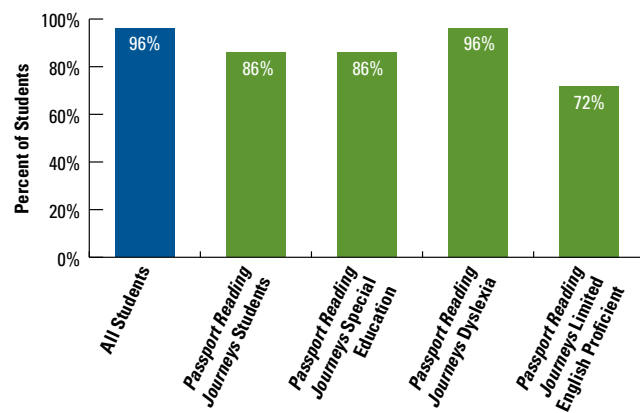
After one year in *Passport Reading Journeys*, 85 percent of San Antonio eighth grader students passed the TAKS, compared to 35 percent the previous year. This is proof that *Passport Reading Journeys* works.

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.

Eighth-Grade TAKS Performance
Percent of Students Passing



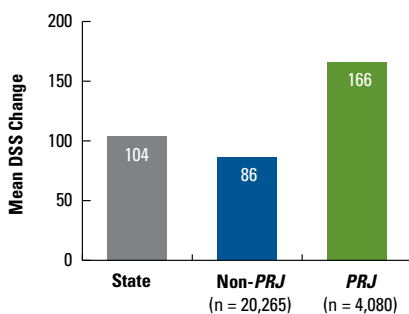
Eighth-Grade TAKS Performance
Percent of Students Passing



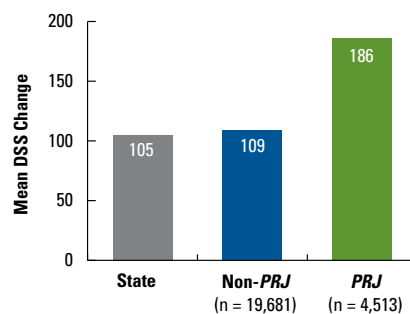
Miami-Dade County Public Schools (FL)—Grades 7–8

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.

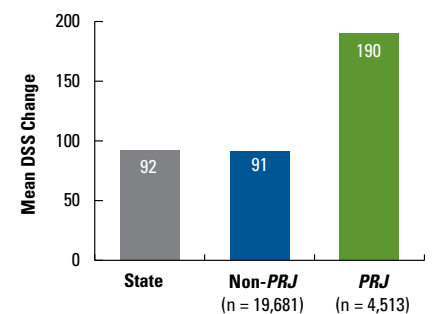
Miami-Dade 6th-Grade Developmental Scale Score Change from 2008 FCAT to 2009 FCAT



Miami-Dade 7th-Grade Developmental Scale Score Change from 2008 FCAT to 2009 FCAT



Miami-Dade 8th-Grade Developmental Scale Score Change from 2008 FCAT to 2009 FCAT



n= number of students

Research and Effectiveness

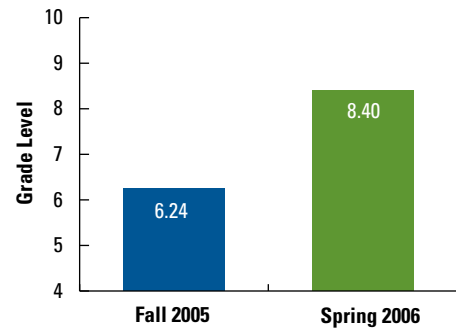
W.T. White High School (Dallas, TX) – Grade 9

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.

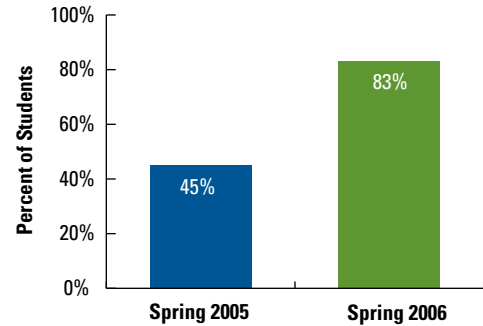
Eighty-three percent of W.T. White ninth grade students in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of the year. Forty-five percent of these students passed the assessment the previous year.

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.

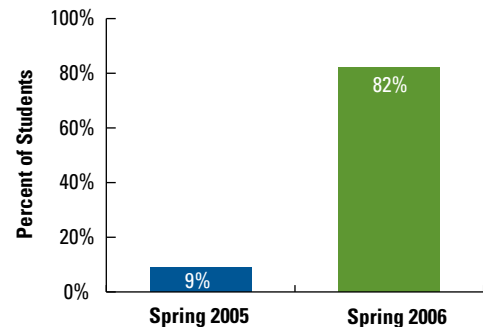
W. T. White Ninth Grade
Gates-MacGinitie Gains



Ninth Grade TAKS Performance
Percent of Students Passing



Ninth Grade TAKS Performance: Special Education
Percent of Students Passing



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.

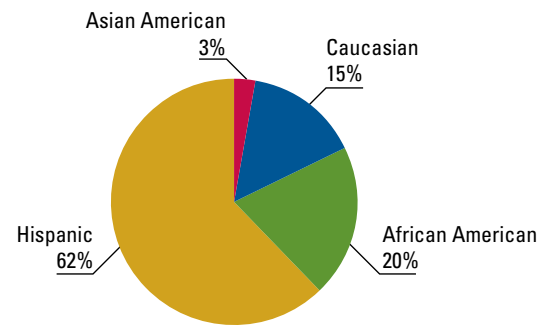
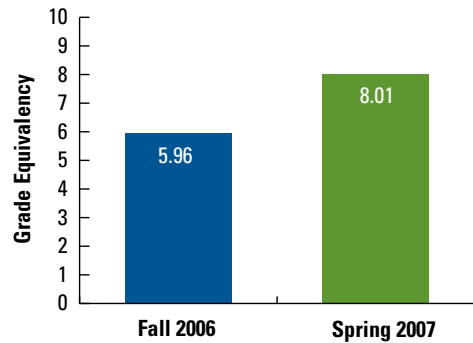
On the Gates-MacGinitie assessment, students demonstrated nearly two years of academic growth over just one academic year, moving from a 5.96 grade level in fall 2006 to 8.01 in spring 2007.

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).

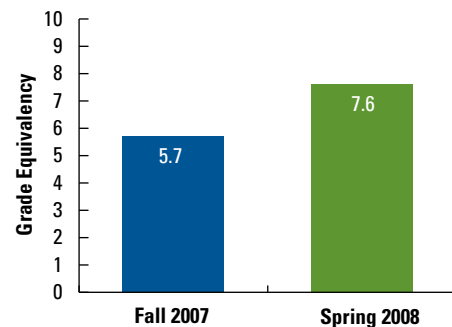
For the third year in a row, W.T. White implemented *Passport Reading Journeys* as its ninth grade Reading Improvement Cohort. Again, students made substantial gains, closing the achievement gap and reading closer to grade level by the end of the year.

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.

**W. T. White Ninth Grade
Gates–MacGinitie Gains (n = 70)**



**W. T. White Ninth Grade
Gates–MacGinitie Gains (n = 123)**



How It Works: *Beginnings, I, & II*

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.



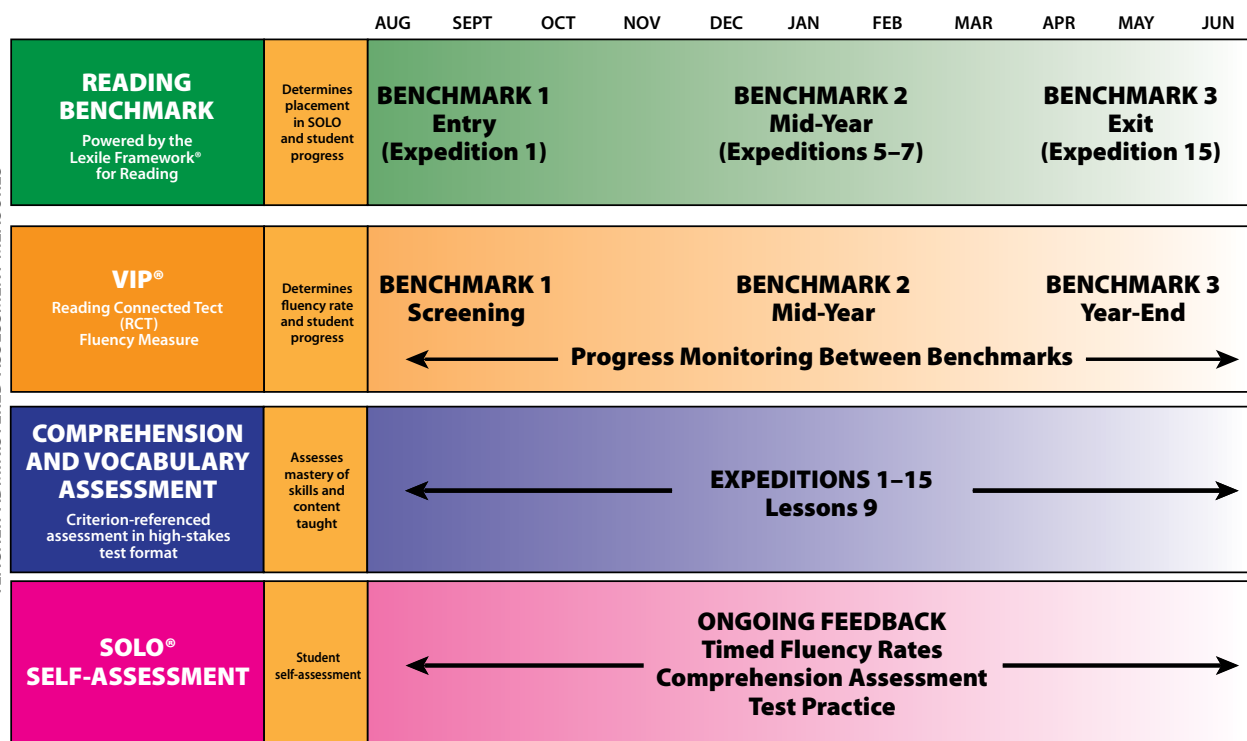
How It Works: *Beginnings, I, & II*

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’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.

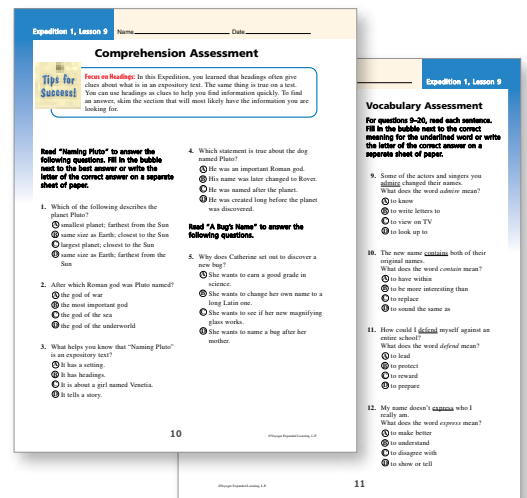
SOLO Progress Reports

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



In the Classroom: *Beginnings, I, & II*

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

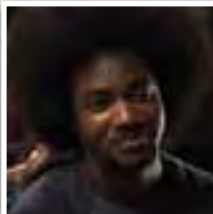
Lexile Range 600-950

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

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



Expedition-At-A-Glance

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.

Whole Group
Independent Practice
Small Group

Lessons 1 and 2 Reading Selection	LESSON 1 Advanced Word Study <ul style="list-style-type: none"> • Introduce Phonic Element and Sight Words Before Reading <ul style="list-style-type: none"> • Expedition Introduction with DVD Video Segment • Introduce Comprehension Strategy and Vocabulary Reading <ul style="list-style-type: none"> • Read Lesson 1 Passage After Reading <ul style="list-style-type: none"> • Comprehension Check 	LESSON 2 Before Reading <ul style="list-style-type: none"> • Review Lesson 2 Instruction Reading <ul style="list-style-type: none"> • Reread Lesson 2 Passage After Reading <ul style="list-style-type: none"> • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice Passport Reading Journeys Library Word Study
	LESSON 3 Advanced Word Study <ul style="list-style-type: none"> • Introduce Phonic Element and Sight Words Before Reading <ul style="list-style-type: none"> • Introduce Comprehension Strategy and Vocabulary Reading <ul style="list-style-type: none"> • Read Lesson 3 Passage After Reading <ul style="list-style-type: none"> • Comprehension Check 	LESSON 4 Before Reading <ul style="list-style-type: none"> • Review Lesson 3 Instruction Reading <ul style="list-style-type: none"> • Reread Lesson 3 Passage After Reading <ul style="list-style-type: none"> • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice Passport Reading Journeys Library Word Study
Lessons 3 and 4 Reading Selection	LESSON 5 Online Independent Application of Active Reading Strategies	LESSON 6 Advanced Word Study <ul style="list-style-type: none"> • Introduce Phonic Element and Sight Words Before Reading <ul style="list-style-type: none"> • Review Content with DVD Segment • Introduce Comprehension Strategy and Vocabulary Reading <ul style="list-style-type: none"> • Read Lesson 6 Passage After Reading <ul style="list-style-type: none"> • Comprehension Check
	LESSON 7 Before Reading <ul style="list-style-type: none"> • Review Lesson 6 Instruction Reading <ul style="list-style-type: none"> • Reread Lesson 6 Passage After Reading <ul style="list-style-type: none"> • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice Passport Reading Journeys Library Word Study	
Lessons 6 and 7 Reading Selection	LESSON 8 Advanced Word Study <ul style="list-style-type: none"> • Introduce Spelling, Sight Words, Fluency Phrases Before Reading <ul style="list-style-type: none"> • Introduce Comprehension Strategy and Vocabulary Reading <ul style="list-style-type: none"> • Read Lesson 8 Passage After Reading <ul style="list-style-type: none"> • Comprehension Check 	LESSON 9 Before Reading <ul style="list-style-type: none"> • Review Lesson 8 Instruction • Reread Lesson 8 Passage • Comprehension and Vocabulary Guided Practice • Reading Response Writing Practice Expedition Wrap-Up <ul style="list-style-type: none"> • Hands-On Content Review • Wrap-Up DVD Segment Assessment <ul style="list-style-type: none"> • Tips for Success • Comprehension and Vocabulary Assessment (New passage/ High-stakes practice)
	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.
Lessons 8 and 9 Reading Selection	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.
	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.



In the Classroom: *Beginnings, I, & II*

Consistent Lesson Plan

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

Advanced Word Study provides explicit, systematic instruction in affixes, sightwords, multisyllabic words, spelling and fluency.

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

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.

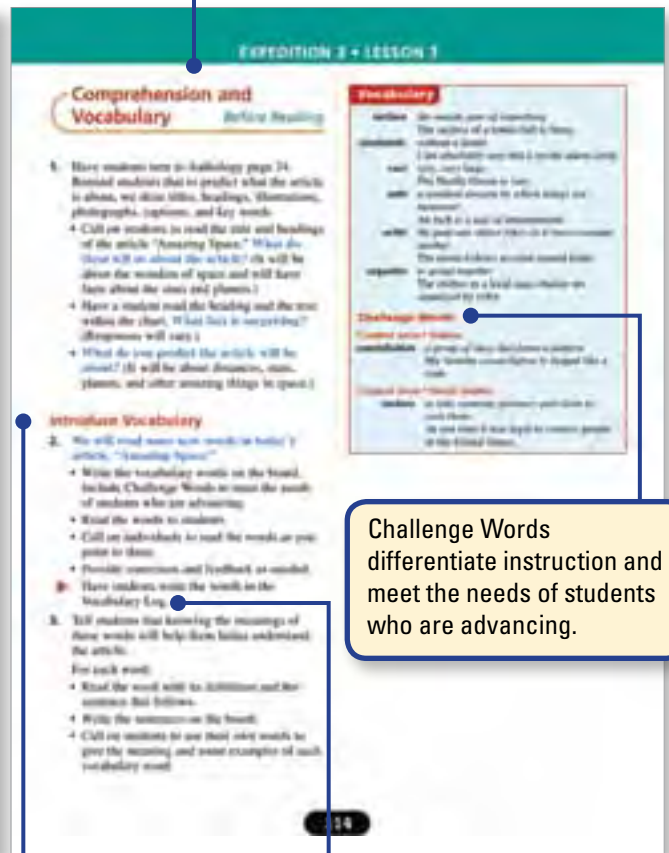
Sight Words instruction allows students to practice and build automaticity with regular and irregular words they will see in the lesson's reading selection.

*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.



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.

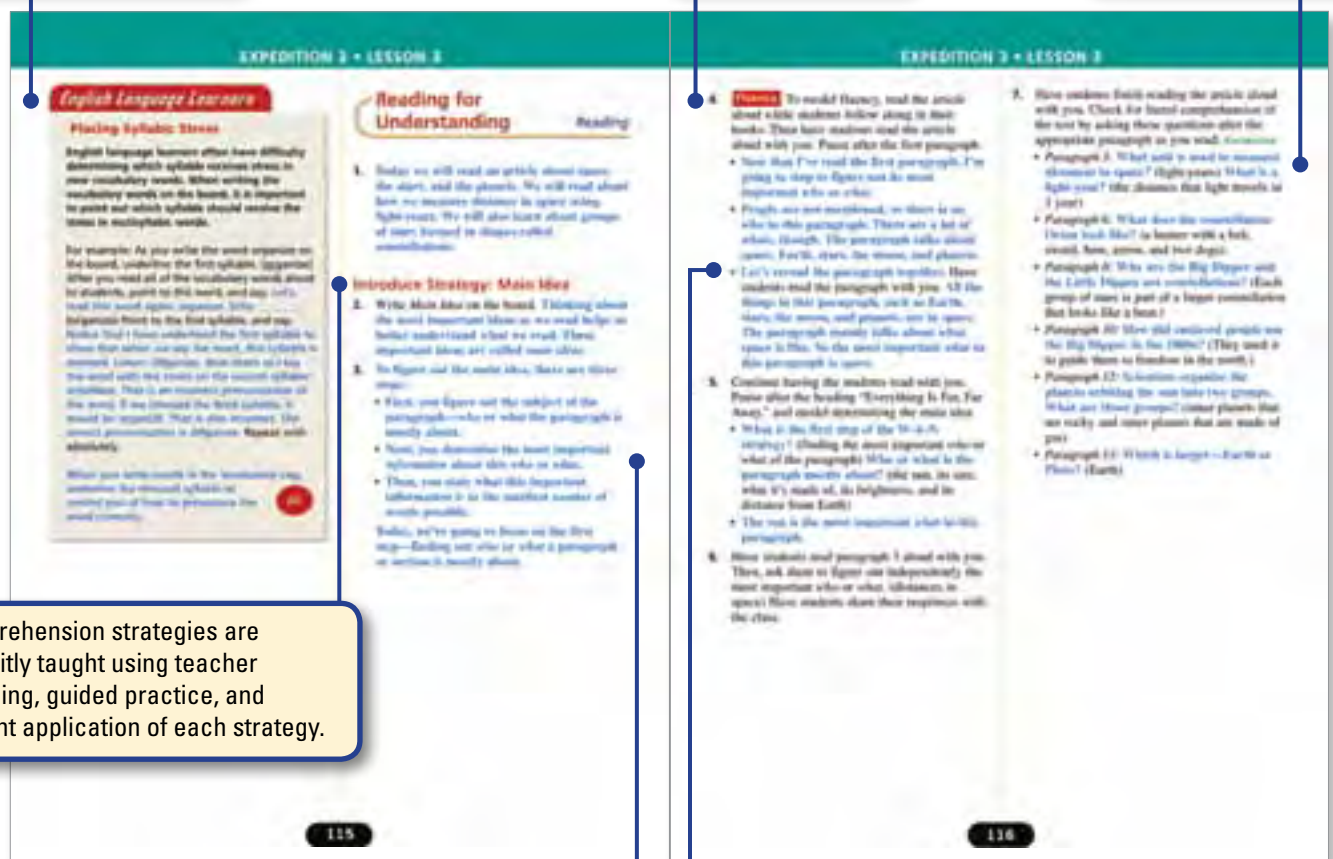
In the Classroom: *Beginnings, I, & II*

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.



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

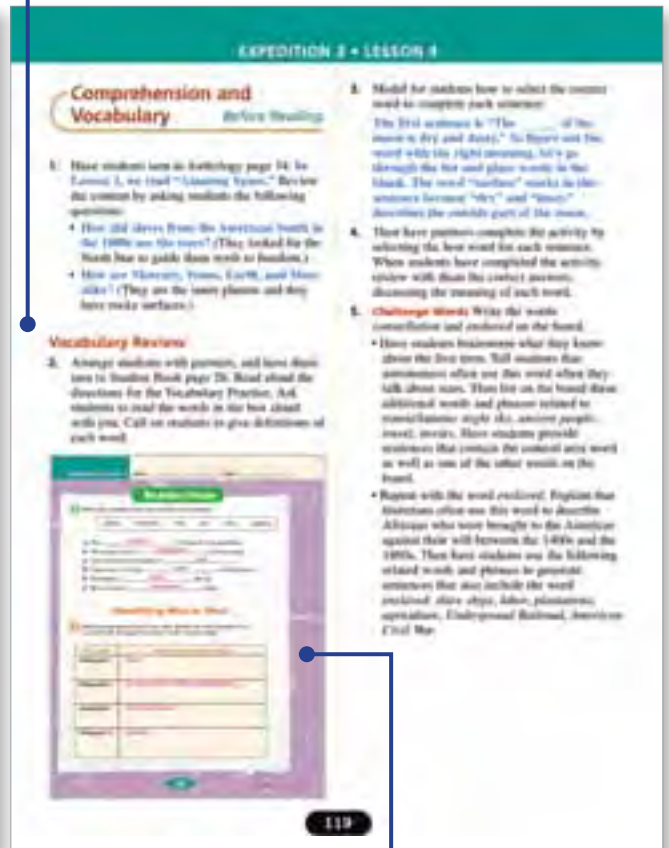
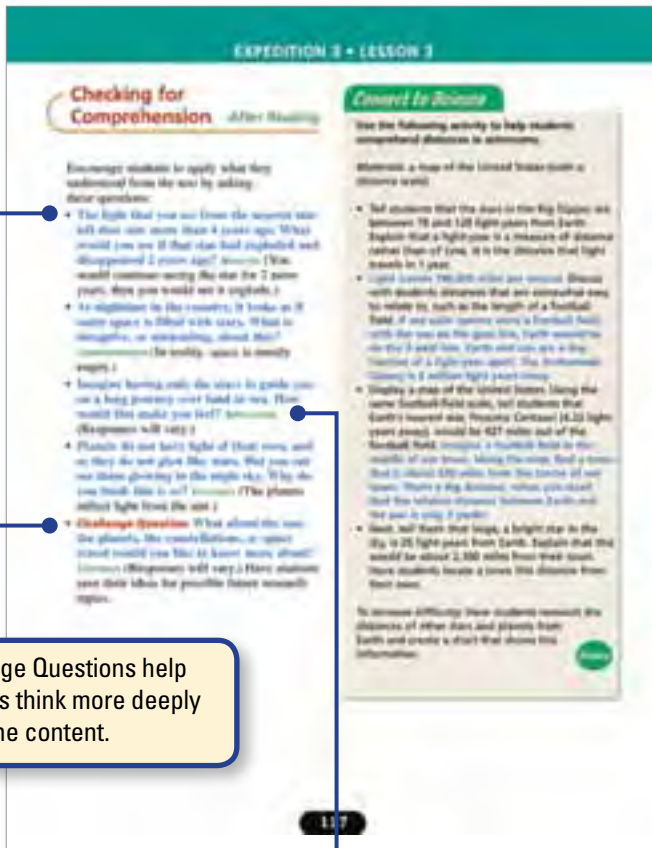
Teacher script is provided in blue for in-depth teacher modeling opportunities.

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.



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.

In the Classroom: *Beginnings, I, & II*

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.

The image displays two pages from the Passport Reading Journeys Library, labeled "EXPEDITION 3 • LESSON 8".

Page 120:

- Reading for Understanding:** Includes instructions for students to read an article, discuss it with partners, and identify the most important idea or what in the paragraph.
- Checking for Comprehension:** Instructs students to read the article and compare their Student Book page work partners to their own.
- Reading Response:** A box with the question "How does a planet differ from a star?" and a prompt to write an answer for paragraph 2 on the board.

Page 121:

- Building Fluency:** A list of five numbered activities for students to practice reading skills, including partner reading and comprehension questions.
- Library Highlights:** A section titled "Earth" with a small image of Earth and text describing the planet's atmosphere and temperature.

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

- When you come across an unfamiliar word in your reading, you can use the CPR strategy to figure out its meaning. Have students test in Anthology page 44.
 - Read about the first two paragraphs. Guide students to use word parts to determine the meaning of *spacehips* (compound word: space, ships) and context to determine the meaning of *terrestrial* (vast, distance, over water).
 - Continue reading aloud through paragraph 4. The word *swamp* appears in this paragraph. I've not time exactly what this word means. The surrounding sentences say that *swamp speed* is supposed to mean "the speed of light," but I don't think *swamp* 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.
- If students have difficulty answering questions, model how to use the CPR strategy using the instructional framework in Lesson 1.
- The W-I-N strategy helps 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.

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

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

RETEACH

Reading for Understanding

- As we read, think about what you are reading.
- Reread Science students with you.

After Reading

Main Idea: Have a Reteach Visiting

- What did you learn?
- What did you think about?
- Let's talk about it.

Checking for Comprehension

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

Comprehension Assessment

Answer Key

Multiple Choice

1. Which of the following is NOT a space movie? **Star Wars**

2. Which of the following is NOT a space movie? **Star Wars**

3. Which of the following is NOT a space movie? **Star Wars**

4. Which of the following is NOT a space movie? **Star Wars**

5. Which of the following is NOT a space movie? **Star Wars**

6. Which of the following is NOT a space movie? **Star Wars**

7. Which of the following is NOT a space movie? **Star Wars**

8. Which of the following is NOT a space movie? **Star Wars**

9. Which of the following is NOT a space movie? **Star Wars**

10. Which of the following is NOT a space movie? **Star Wars**

Hands-on activities provide extra support for students.

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In the Classroom: *Beginnings, I, & II*

Reteaching Opportunities

RETEACH

Vocabulary

- Write on the board the specific words that students have missed, along with a synonym only 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, surface, crushed, and base.
 - Next, have students think of additional synonyms (and as a synonym for earth, for example), and help them categorize those 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.

- When students have completed the synonym maps, check compare 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

- 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 see I want to write about the sun. What is the sun? (a star) Of all the stars, which is closest to Earth? (the sun)
- Now that I have something to say, I will write fluent sentences about the sun. Write fluent 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.
- 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.
- 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 thoughts 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.

- Now I have a series of fluent sentences that tell about the sun. Underline the short sentences twice 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

Sentence Fluency

Example 1

Exploring space is great! Scientists discovered things on Mars from thousands of miles. They discovered the atmosphere. We are excited about Earth.

Example 2

Exploring space is really interesting because scientists discover how different the other planets and how they are different from the earth. They discovered the atmosphere. We are excited about Earth.

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 five 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 on Mars from thousands of miles. The second passage says "Space exploration is suitable for many reasons. Scientists discover new objects in the solar system, and they learn information about the past. The sentence lengths vary more in Passage 2 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. Discuss 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

Sentence Fluency

1	2	3
The sentences in the paragraph are all the same length.	The sentences in the paragraph vary in length, but the sentences are not varied enough to create a pleasing rhythm.	The sentences in the paragraph vary in length and create a pleasing rhythm.
The sentences in the paragraph do not flow smoothly from one to the next.	The sentences in the paragraph flow smoothly from one to the next, but the sentences are not varied enough to create a pleasing rhythm.	The sentences in the paragraph flow smoothly from one to the next and create a pleasing rhythm.

WRITING 8

1. Have students write sentences that vary in length.

2. Have students write sentences that flow smoothly from one to the next.

3. Have students write sentences that vary in length and flow smoothly from one to the next.

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

WRITING

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 a 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.

Write each word in a sentence. Use the words below.

1. _____

2. _____

3. _____

4. _____

Write each group of words in a sentence.

1. _____

2. _____

3. _____

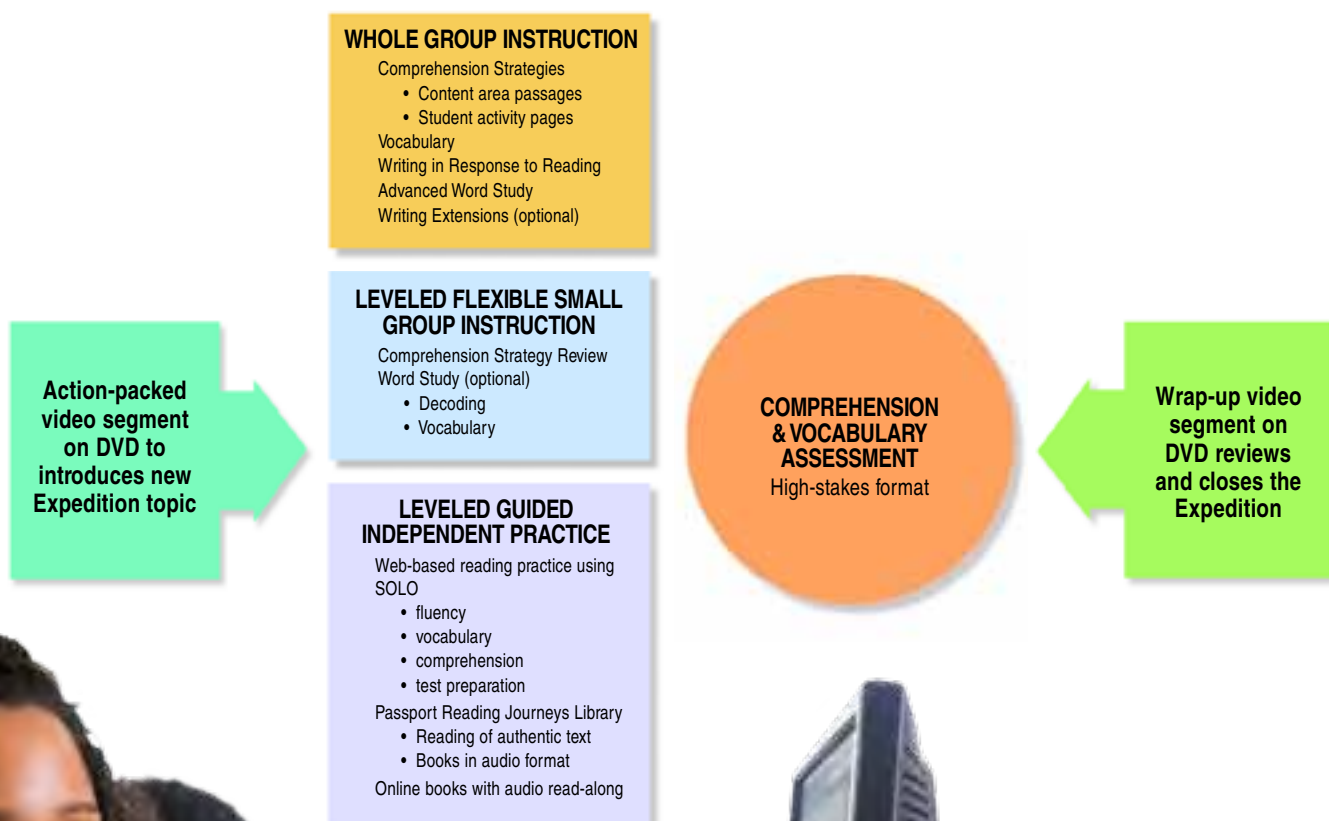
2. Have students turn back to the labels they used on Writing page 8. Review the criteria for sentence fluency that scores a 3.
3. Have students complete the activity by writing short and long sentences. Monitor students as they write, and provide correction and feedback as needed.
4. After students have completed the activity, have them share their sentences with the class. Read the sentences on the board. Discuss which sentences flow smoothly and create a pleasing rhythm.

Differentiated Instruction

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



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



Differentiated Instruction



Interactive Student Technology

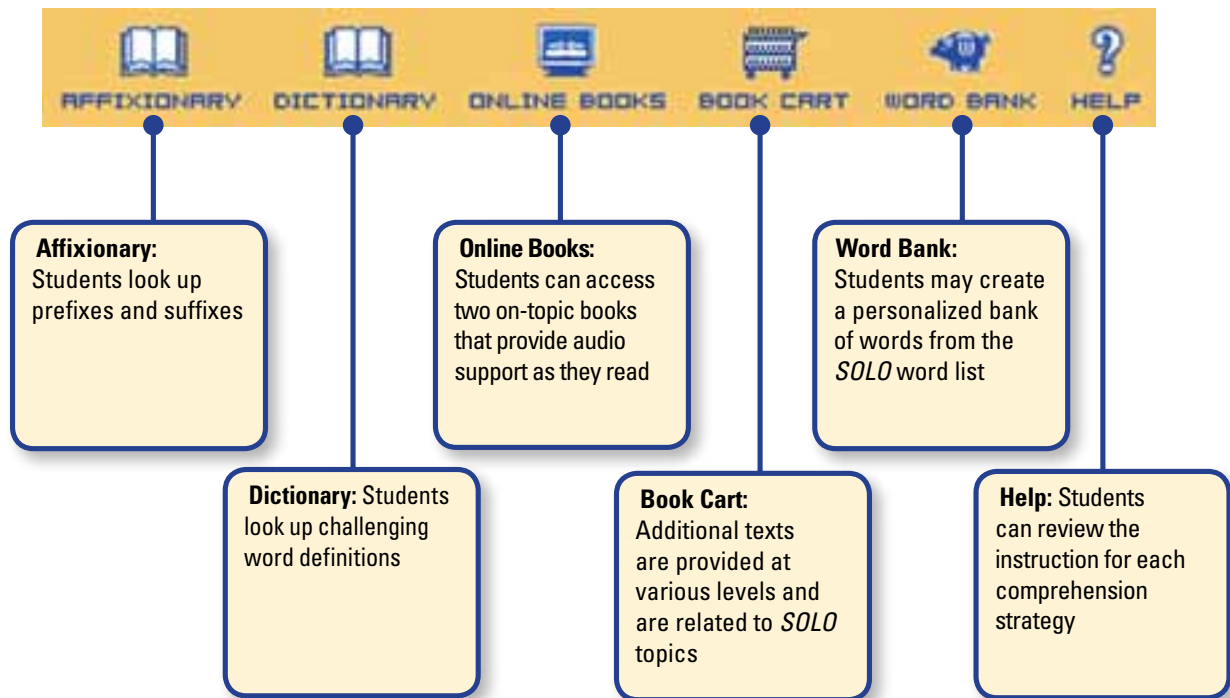
SOLO extends the practice that *Passport Reading Journeys* students receive beyond the time they spend with their teacher. The program offers Lexile-leveled practice focusing specifically on increasing vocabulary, comprehension, and fluency skills.

The research prototype for *SOLO* is the Computer Assisted Collaborative Strategic Reading (CACSR) software developed at the University of Texas by Ae-Hwa Kim, Ph.D. The program employs Collaborative Strategic Reading (CSR)—four proven comprehension strategies that students can apply before, during, and after reading. Numerous studies conducted by Sharon Vaughn, Ph.D., and colleagues found that CSR yielded improved reading comprehension for low-achieving students.

Kim integrated the technical features of computer assisted instruction with the effective CSR skill set to develop the CACSR intervention tool, which is designed to improve reading comprehension for older struggling readers. A 2002 study of the CACSR intervention found that it enhances reading comprehension for high school students reading well below grade level proficiency. Vaughn and Kim advised Voyager on the design and development of *SOLO*.

Additional Student Support

Within *SOLO*, students have access to additional reading support.



Our students really enjoyed *SOLO* because they could chose what they wanted to read. They did not have to all read the same thing, and they could read at their own pace. We had a great group of reading teachers who wanted to do the program right and did not want the kids to be bored. We were thrilled with the results.

— Cindy Klages,
Instructional Specialist
Admiral Moorer Middle School Eufaula, AL

Scope and Sequence: *Beginnings, I, & II*

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



Scope and Sequence: *Beginnings, I, & II*

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

How It Works: *Passport Reading Journeys III*

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.



How It Works: *Passport Reading Journeys III*

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.

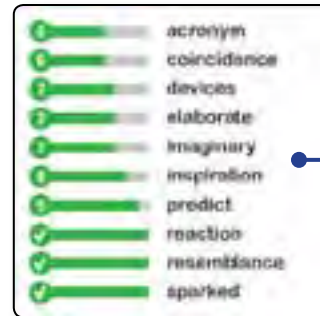
Students build word cards to help acquire knowledge of a word's definitions, synonyms, antonyms, and context usage. Word cards can be reviewed throughout *VocabJourney*.



VOCAB Journey™

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

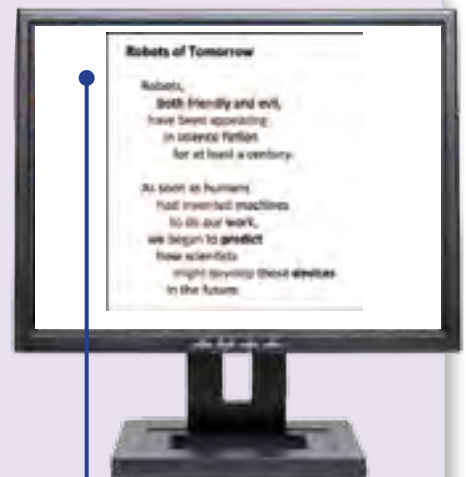
The online Teacher Center facilitates the blending of online and classroom instruction and allows teachers to differentiate goals and adapt instruction by creating a pacing calendar for the school year. Teachers also use the Teacher Center to **monitor individual progress** and **view grades for assignments**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

How It Works: *Passport Reading Journeys III*

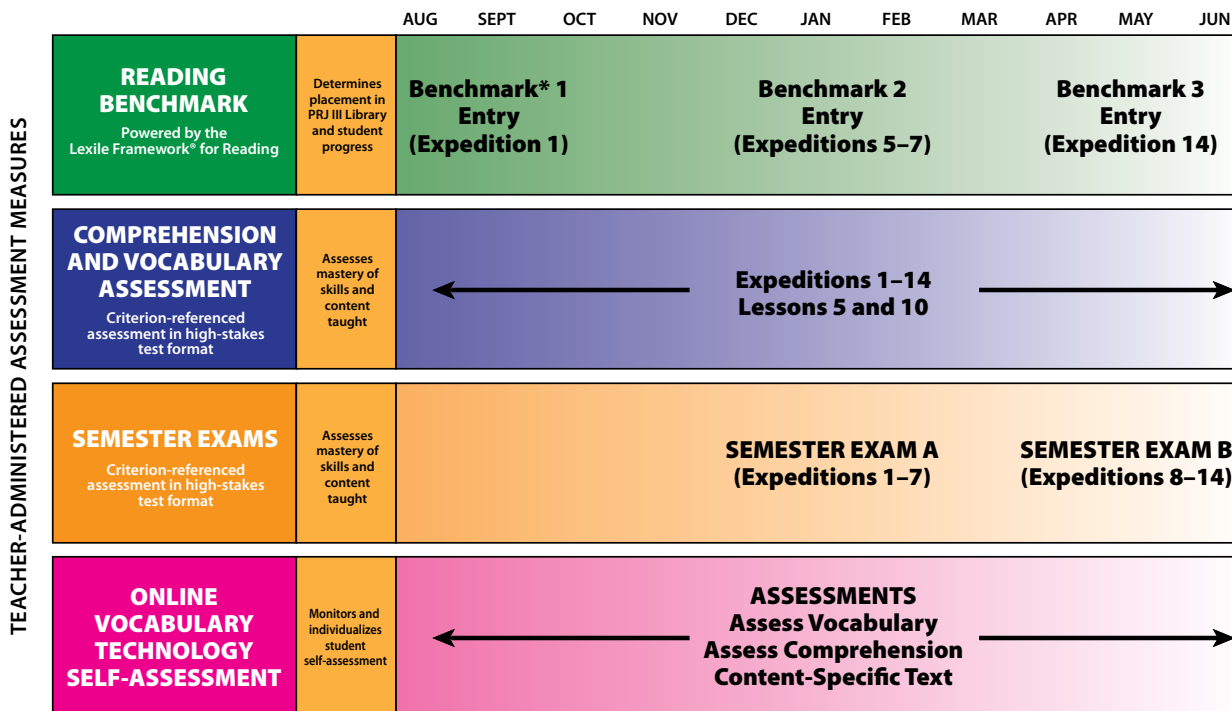
High-Quality Assessment and Reporting

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.

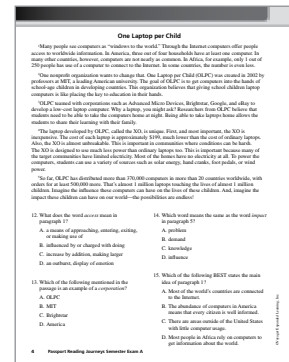


Semester Exams

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.

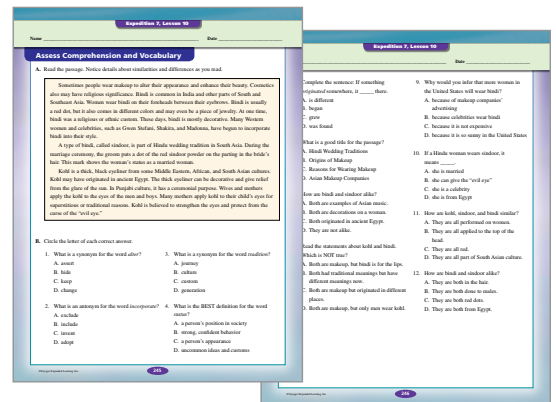
Comprehension and Vocabulary Assessments

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.



In the Classroom: *Passport Reading Journeys III*

Timeless Expedition Topics

1. Who Am I?

LEXILE 850



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

4. Criminology

LEXILE 900–950



The mysteries surrounding crimes and those who solve them.

2. R U Online?

LEXILE 850–900



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

5. An Army of Progress

LEXILE 900–950



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

3. Sounds of Life

LEXILE 850–900



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

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

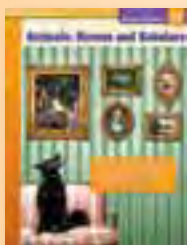
LEXILE 950–1000



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

11. Animals: Heroes and Scholars

LEXILE 1050–1100



Explores animal intelligence and heroism.

8. Back in Time

LEXILE 950–1000



Fashion and medical customs found in America's past.

12. Going Green

LEXILE 1050–1100



How what you do affects our planet.

9. The Future of Our Past

LEXILE 1000–1050



Science fiction comes to life.

13. Just for the Sport of It

LEXILE 1100–1150



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

10. Fashionistas

LEXILE 1000–1050



Trends and self-expression based on how we dress.

14. Giving Your All

LEXILE 1100–1150



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

In the Classroom: Passport Reading Journeys III

Expedition-At-A-Glance

Expedition **3**

Sounds of Life

Lesson pairs.

Explicit vocabulary instruction.

"Music with a Message"		"Evolution of Music"		"Music without Instruments"		"The Science of Sound"					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 6	Lesson 7	Lesson 8	Lesson 9				
<p>Introduce the Expedition Discuss probing questions about Sounds of Life.</p> <p>Before Reading</p> <ul style="list-style-type: none"> Introduce and practice using passage vocabulary. Apply and practice finding implicit main idea. <p>During Reading Read "Music with a Message" and "Follow the Drinking Gourd."</p> <p>After Reading Check comprehension.</p> <p> Have students practice vocabulary using the online technology component.</p> <p> Have students select books for independent reading.</p> <p> Extend and practice.</p>	<p>Prepare to Reread</p> <ul style="list-style-type: none"> Review and practice using passage vocabulary. Practice using context clues. Build new words using prefixes. <p>Reread</p> <ul style="list-style-type: none"> Review and practice finding implicit main idea and details. Write a paragraph. <p> Extend and practice.</p>	<p>Before Reading</p> <ul style="list-style-type: none"> Introduce and practice using passage vocabulary. Apply the target skill and practice finding implicit main idea and details. <p>During Reading Read "Evolution of Music."</p> <p>After Reading Check comprehension.</p> <p> Have students practice vocabulary using the online technology component.</p> <p> Have students select books for independent reading.</p> <p> Extend and practice.</p>	<p>Prepare to Reread</p> <ul style="list-style-type: none"> Review and practice using passage vocabulary. Practice using context clues. Build new words using roots. <p>Reread</p> <ul style="list-style-type: none"> Review and practice finding implicit main idea and details. Write an interview and a music review. <p> Extend and practice.</p>	<p>Before Reading</p> <ul style="list-style-type: none"> Introduce and practice using passage vocabulary. Apply and practice finding implicit main idea and details. Introduce the passage. <p>During Reading Read "Music without Instruments."</p> <p>After Reading Check comprehension.</p> <p> Have students practice vocabulary using the online technology component.</p> <p> Have students select books for independent reading.</p> <p> Extend and practice.</p>	<p>Prepare to Reread</p> <ul style="list-style-type: none"> Review and practice using passage vocabulary. Practice using context clues. Build new words using suffixes. <p>Reread</p> <ul style="list-style-type: none"> Review and practice finding implicit main idea and details. Write a paragraph. <p> Extend and practice.</p>	<p>Before Reading</p> <ul style="list-style-type: none"> Introduce and practice using passage vocabulary. Apply and practice using text features. Introduce the passage by previewing and making predictions. <p>During Reading Read "The Science of Sound."</p> <p>After Reading Check comprehension.</p> <p> Have students practice vocabulary using the online technology component.</p> <p> Have students select books for independent reading.</p> <p> Extend and practice.</p>	<p>Prepare to Reread</p> <ul style="list-style-type: none"> Review and practice using passage vocabulary. Practice using context clues. Build new words using affixes and inflectional endings. <p>Reread</p> <ul style="list-style-type: none"> Review and practice using text features. Write a paragraph. <p> Extend and practice.</p>				
Lesson 5—Review, Extend, Assess				Lesson 10—Review, Extend, Assess							
<p>Review Vocabulary Review and practice using passage vocabulary.</p> <p>Extend Vocabulary Use base words and affixes to build and understand new words.</p> <p>Assess Comprehension and Vocabulary Assess student understanding of vocabulary and finding implicit main idea.</p> <p>Reread Have students complete activity pages for rereading implicit main idea.</p>		<p>Passport Reading Journeys Library Have students select books for independent reading.</p> <p>Technology Have students practice vocabulary using the online technology component.</p> <p>Writing Process Have students use the writing process to write a descriptive essay about a favorite band.</p>		<p>Real-World Reading Have students read a Web site and complete instructions.</p> <p>Exploring Careers Have students read about disc jockeys and complete an activity page.</p> <p>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.</p>		<p>Review Vocabulary Review and practice using passage vocabulary.</p> <p>Extend Vocabulary Use affixes to build and understand new words.</p> <p>Assess Comprehension and Vocabulary Assess student understanding of vocabulary, finding implicit main idea and details, using text features, and other previously taught skills.</p>		<p>Reread Have students complete activity pages for rereading implicit main idea and text features.</p> <p>Passport Reading Journeys Library Have students select books for independent reading.</p> <p>Technology Have students practice vocabulary using the online technology component.</p>		<p>Expedition Project Have students conduct an interview and present the findings.</p> <p>Real-World Reading Have students read an album review and complete instructions.</p> <p>Exploring Careers Have students read about behind-the-scenes music careers and complete an activity page.</p>	

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.

The image displays two pages from a curriculum book. The left page, titled "Expedition 3" and "Introduce the Expedition", provides instructions for students to make predictions and build background knowledge. It includes a section for "Build Background DVD 3.1" and a "Sounds of Life" Expedition Organizer graphic. The right page, titled "ELL Making Connections", provides additional support and integrates reading, writing, speaking, and listening. It includes a table for student responses and a "Printed by" section.

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.

In the Classroom: Passport Reading Journeys III

Support for ELLs

In 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 **E** 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? (booming; 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.)

94 Expedition 3

"Music with a Message"

Music with a Message

For President George W. Bush in his song "Why?" in the song, he blamed the president for failure to prevent the destruction of the Twin Towers in New York City on September 11, 2001. Perhaps he hoped the song would encourage others to voice their own disapproval of the president.

Historian Martin Scorsese donated the Gulf Coast in 2001. After the storm, many musical artists expressed their feelings in their songs. Many were inspired by the government's slow response to those who needed assistance. They used their music to convey this message to the public and to political officials. In his song "Water Music"

rapper Pitbull captures water of the hurricane. In the song, he criticizes the horrible conditions of life in New Orleans. He asks, "How will I go about my life and clean house?" When people out in New Orleans don't have water, many other artists used their songs to draw attention to the problems as well as to raise money to help them in need after the storm.

In addition to capturing their pain, many musicians used their work to express their opinion about current politics and to raise response to those who needed assistance. They used their music to convey this message to the public and to political officials.

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.)

Follow the Drinking Gourd

Write the star constellation, and the line that calls. The old man is waiting for to carry you to freedom if you follow the drinking gourd.

Follow the drinking gourd. Follow the drinking gourd. Put the old man in a waiting for to carry you to freedom if you follow the drinking gourd.

The meadow will make a mighty good road. The land from where you're on. Left from, you have, following on. Follow the drinking gourd.

Follow the drinking gourd. Follow the drinking gourd. Put the old man in a waiting for to carry you to freedom if you follow the drinking gourd.

Follow the drinking gourd. Follow the drinking gourd. Put the old man in a waiting for to carry you to freedom if you follow the drinking gourd.

When the road by your route the little star Follow the drinking gourd. The old man is a waiting for to carry you to freedom if you follow the drinking gourd.

95 Sounds of Life

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

- 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.
- Have students share which words they know. For each word, tell students to use the word in a sentence.
- 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.**
- Have students read the instructions for Part B and complete the activity.

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

- 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.*
- 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.

Lesson 1

Introduce the Passage

- Have students write the main idea and share their main idea statements.
- 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.**
- Demonstrate the pronunciation of these terms from the passage:
 - *Tupac* (tū pok)
 - *New Orleans* (nū ör lē onz)
 - *Iraq* (ī rok)
- 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

- 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.
- Instruct students to look for the main idea as they read.

After Reading

Check Comprehension

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

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.

In the Classroom: Passport Reading Journeys III

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

- 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)
- 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

Reread

Apply the Target Skill: Implicit Main Idea and Details

- 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.)
- Have students read the instructions on Student Book page 69 and complete the activity.

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

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

- 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.
- 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.

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.

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

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

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.

Expedition 3, Lesson 5

Review Vocabulary

A. Check the word that BEST completes each sentence.

Josh and Andy decided to start their own band despite their mother's expressions. They decided to express themselves through their music and call themselves the Cobras. Their parents reacted when they found out they had the same musical interests. They all had diverse cultural backgrounds and an interest in the diverse of the nation at large. The Cobras have been sharing their messages with a global community for many years. They loved the world, expressing their beliefs in song. No matter where they go, they always remember that their captured experiences can be both fun and enlightening.

B. For each word, choose a synonym, or a word that has the same or a similar meaning, from the box.

express	great	captured	politics
inspired	enjoy	prominent	diverse

1. inspire _____ prominent _____
2. inspire _____ great _____
3. varied _____ diverse _____
4. diversity _____ inspired _____
5. communicate _____ enjoy _____
6. represent _____ captured _____

C. Choose two highlighted words from Part B and use each of them in a sentence.

1. inspired will stay _____
2. _____

Sounds of Life 105



In the Classroom: Passport Reading Journeys III

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

- 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.**
- 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 affixation 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.
- 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.

Part A

- 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.
- 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)*

Lesson 5

Assess Comprehension and Vocabulary

- 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.**
- Direct students to Student Book pages 77–79. Review 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.

106 Expedition 3

Sounds of Life **107**

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

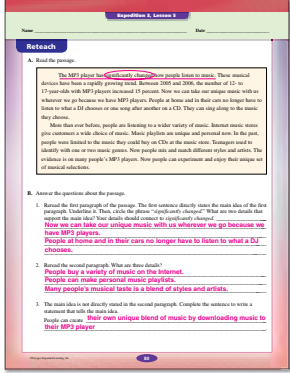
Writing lessons build comprehension by capitalizing on the critical link between writing and comprehension.

Lesson 5

Reteach

Main Idea and Details

- 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.**
- Have students complete Parts A and B. If students have difficulty, provide them with two or three words to begin each answer.
- 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.



108 Expedition 3

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.

110 Expedition 3

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

Differentiated Instruction: Passport Reading Journeys III

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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Independent practice and application of skills Web-based reading practice using <i>VocabJourney</i> <ul style="list-style-type: none"> - Fluency - Vocabulary - Comprehension - Test preparation <i>Passport Reading Journeys</i> 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	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Sentence Fluency	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Conventions	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Organization	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			
Responding to Reading Selections	✓	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Multiparagraph Writing	✓	•	•	•	•	•	•	•	•	•	•	•	•	•			

Professional Development

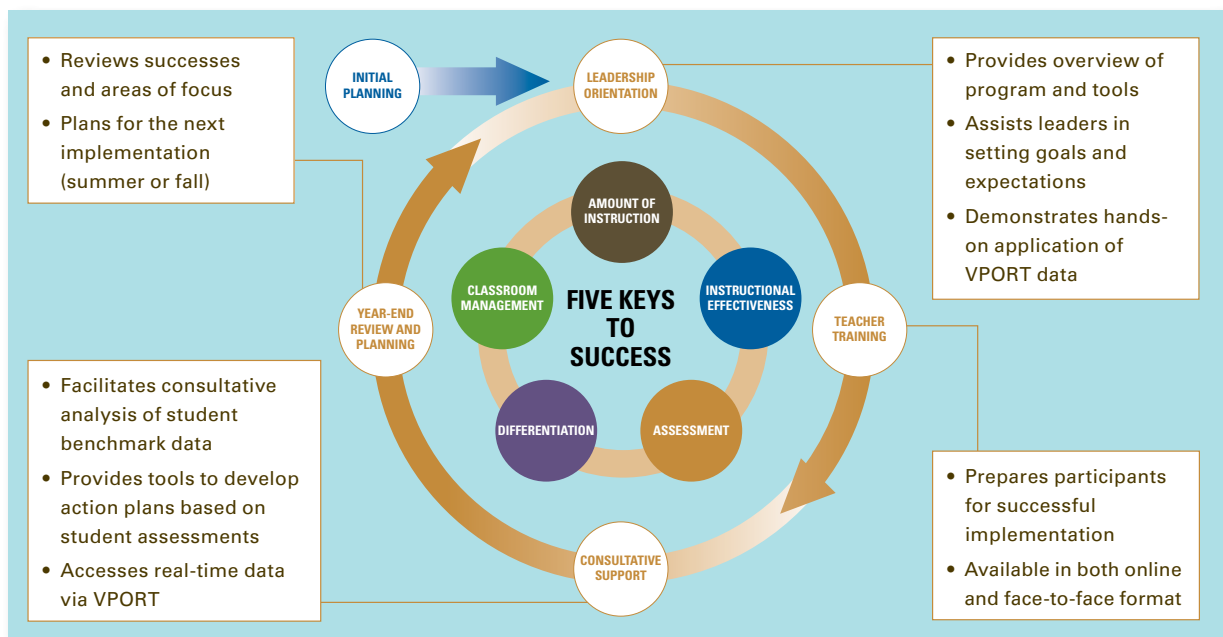
At Cambium Learning® Group, we understand that **intervention solutions don't come from programs alone.** Voyager's professional development partnership provides ongoing training and implementation support to maximize the effectiveness of instruction.

Focus on Fidelity

Voyager provides award-winning professional development to support effective teaching practices. The hands-on, interactive design can be used in structured environments or in self-paced individual settings to help teachers be successful from the start. Participants learn to:

- Use the VPORT data management system to assess students and differentiate instruction
- Apply new research and best practices
- Implement the program with ease and fidelity

The Voyager professional development partnership extends throughout the school year and integrates continuous training and support services with detailed reporting on student achievement for teachers and administrators. Our services embody the **five keys to success.**



Initial Planning, Leadership Orientation, and Teacher Training

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

Voyager's **leadership orientation** provides an opportunity for school leaders to review program components and VPORT, Voyager'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's training focuses on improving the quality of instruction by increasing teacher knowledge. Voyager'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'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 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.



Materials: *Beginnings, I, & II*

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

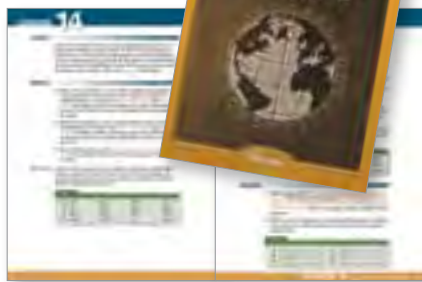
- A rich library of paperback books and magazines at different Lexile levels
- Audio recordings of selected books for fluency practice
- Online books with an audio read-along feature for practice with diverse texts
- Classroom Library Teacher's Guide with relevant activities related to each book

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



Materials : *Passport Reading Journeys III*



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.

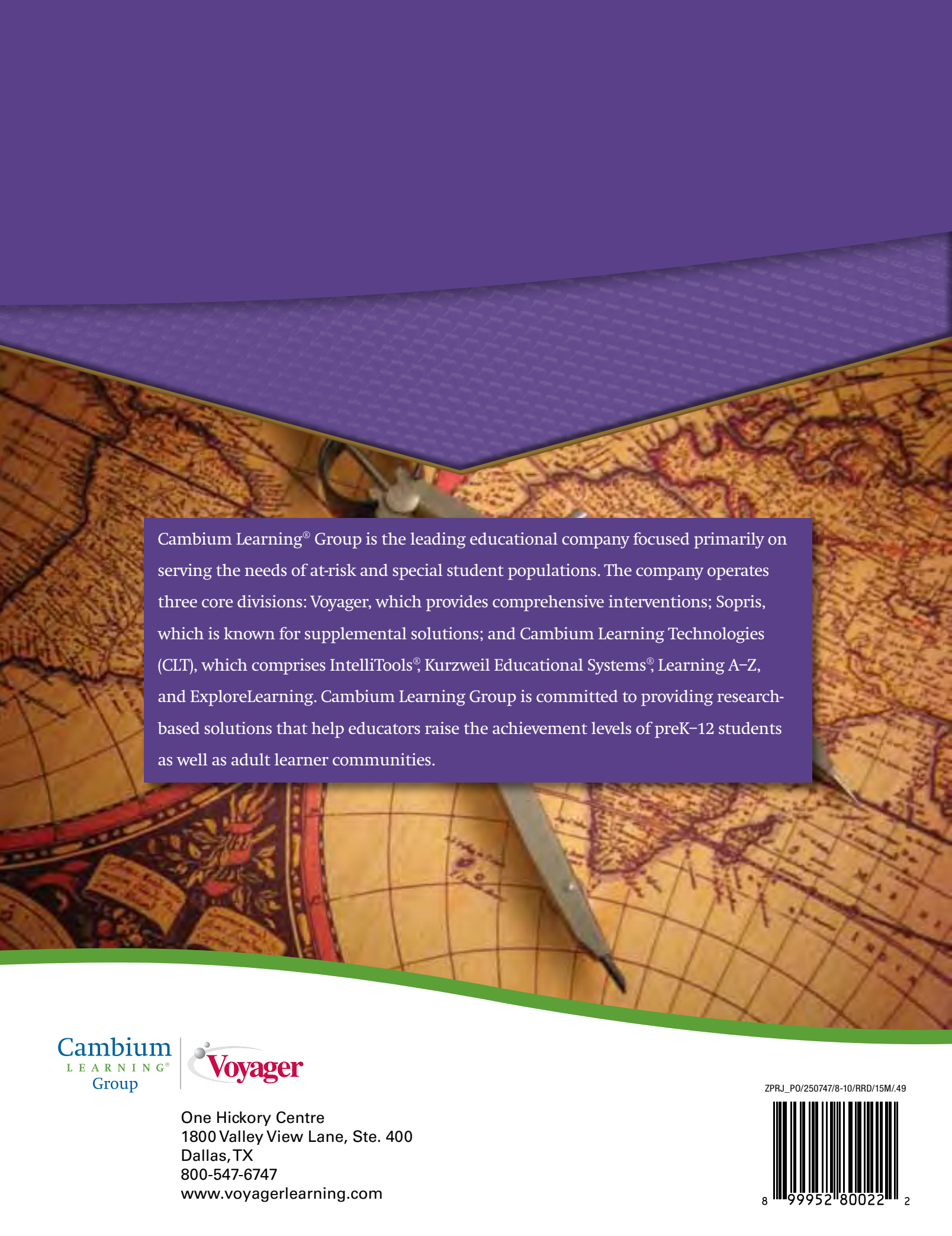
The Word Study Student Book includes strategic tutoring and additional practice in fundamental phonics, spelling, and fluency skills.

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





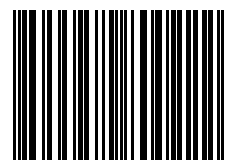
Cambium Learning® Group is the leading educational company focused primarily on serving the needs of at-risk and special student populations. The company operates three core divisions: Voyager, which provides comprehensive interventions; Sopris, which is known for supplemental solutions; and Cambium Learning Technologies (CLT), which comprises IntelliTools®, Kurzweil Educational Systems®, Learning A-Z, and ExploreLearning. Cambium Learning Group is committed to providing research-based solutions that help educators raise the achievement levels of preK-12 students as well as adult learner communities.

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Group

 **Voyager**

One Hickory Centre
1800 Valley View Lane, Ste. 400
Dallas, TX
800-547-6747
www.voyagerlearning.com

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