

VOYAGER
PASSPORT™



FLORIDA READS with New Voyager Passport

Program Components



Features of the *Passport Intervention System*:

- Comprehensive easy-to-follow Teacher's Edition transforms educators into successful reading interventionists.
- Fascinating student materials combine interesting, age-appropriate content with appealing images that engage all readers.
- A complete assessment and data management system called the Vital Indicators of Progress enables teachers to monitor student progress and make informed instructional decisions.
- Intensive, explicit, systematic instruction ensures understanding and strengthens skill acquisition.
- Addressing priority reading skills for students one to two years below grade level accelerates them to on-level reading.
- Flexible grouping and differentiation provide accommodations for diverse learners in reteach activities, English Language Learners, support, Extra Practice, and Adventure Centers.
- Instructions on expository text increase domain knowledge and provide connections to science and social studies.

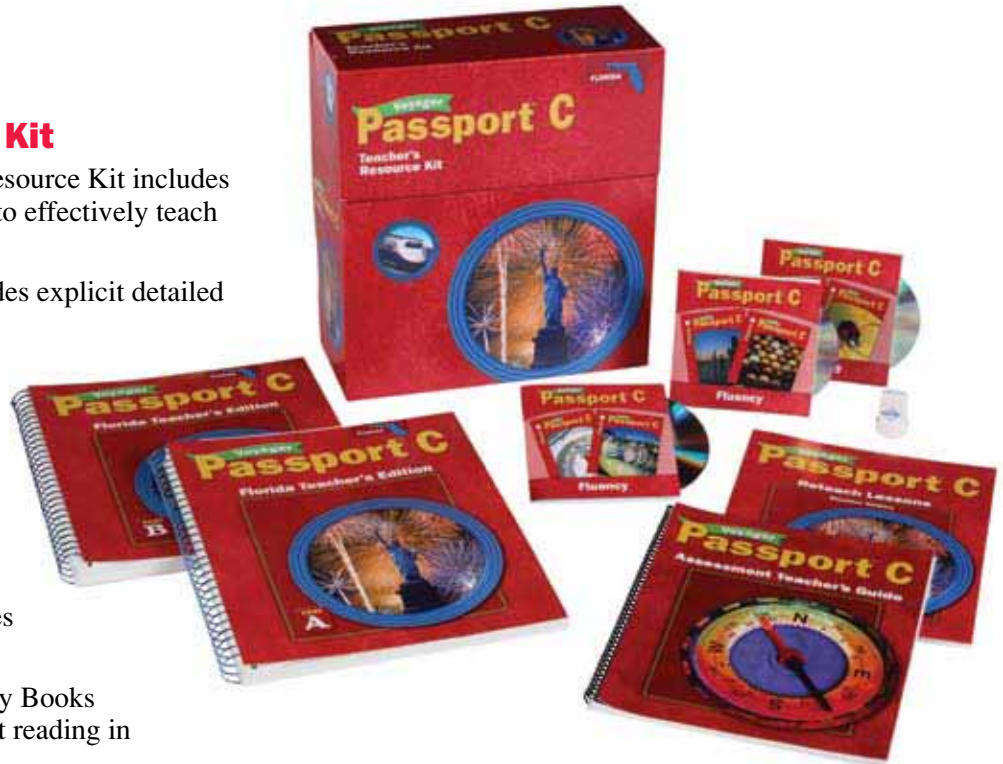


Stamp every student as a successful reader with Passport!

Florida Teacher's Resource Kit

The comprehensive Florida Teacher's Resource Kit includes all of the necessary components needed to effectively teach *Passport* lessons.

- The Florida Teacher's Edition includes explicit detailed instruction in each daily lesson.
- Assessment Teacher's Guide provides step-by-step instructions for administering, scoring VIP Benchmarks and Progress Monitoring.
- Reteach Lessons: Blackline Masters link directly to each Adventure and give teachers additional opportunities to reteach specific skills as needed.
- Audio CDs of text in student Fluency Books provide models of fluency to support reading in independent activities.



Florida Student Reading Pack

The Florida Student Reading Pack offers materials for students to engage in meaningful teacher-directed instruction, guided practice, and independent practice.

- The Florida Student Book provides opportunities for students to read engaging expository and narrative text, build phonics skills, and apply vocabulary and comprehension strategies directly aligned to the daily instruction.
- The Assessment Student Book includes all the Benchmark and Progress Monitoring measures to track progress.
- A set of Fluency Books for each student provides fluency practice through engaging text scaffolded in length and difficulty. Colorful illustrations and photos provide additional support.
- Manipulatives, such as letter squares, letter trays, and write-on boards, give students materials to support the daily lessons and use in independent practice activities.



Program Advisors



Maria Elena Arguelles, Ph.D.
Educational Consultant

Maria Elena Arguelles, Ph.D., is an educational consultant who provides support to states, districts, and schools in the implementation of Reading First. Dr. Arguelles is a member of the Governor's Secondary Reading Advisory Panel, a board member of the American Board for Certification of Teacher Excellence Special Education Standards, and a research associate of the Florida Center for Reading Research. Dr. Arguelles is the coauthor of several publications and a consultant to publishers developing programs for struggling readers and English Language Learners.



Anne Cunningham, Ph.D.
Associate Professor
UC Berkeley

Anne Cunningham, Ph.D., serves as the UC Berkeley director of the Joint Doctoral Program in Special Education. She has served as an elected board member of the Society for the Scientific Study of Reading, and AERA's Division C-Learning and Instruction. Dr. Cunningham is a member of the editorial boards of the *Journal of Educational Psychology*, *Reading, and Writing: An Interdisciplinary Journal*, *The Reading Teacher*, and *The California Reader*. She has also served on national expert panels for several literacy initiatives.



Marcia Henry, Ph.D.
Educational Psychologist

Marcia Henry, Ph.D., has 47 years of experience in the field of reading and dyslexia, working as a teacher, diagnostician, tutor, and professor. A past president of The International Dyslexia Association and former director of the Center for Educational Research on Dyslexia at San Jose University, Dr. Henry speaks frequently at conferences and writes for and serves on the editorial boards of several professional journals. She provides professional development seminars on teaching reading and language arts and consults with several school districts and states on informed reading instruction.



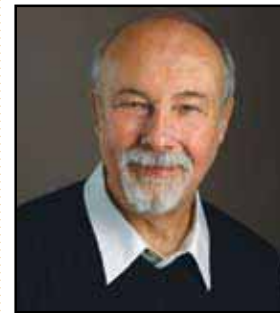
Janette Klingner, Ph.D.
Associate Professor of Education
University of Colorado at Boulder

Janette Klingner, Ph.D., is an associate professor of education specializing in bilingual special education. She is coeditor of the *Review of Educational Research*, an Associate Editor for the *Journal of Learning Disabilities*, and on the editorial boards of five other journals. In 2004, Dr. Klingner was honored with AERA's Early Career Award. She is currently the Chairperson of AERA's Special Education Research SIG and is on the Executive Board of the Council for Exceptional Children's Division for Research as the Chairperson of the Diversity Committee.



Julia Peyton, Ph.D.
Director of Program Research
Voyager Expanded Learning, L.P.

Julia Peyton, Ph.D., brings experience in the development and evaluation of effective program measures, research design, reading intervention, and teacher training in the area of literacy. She participated on the DIBELS and IDEL research team at the University of Oregon and collaborated on projects with Dr. Roland Good and Dr. Ruth Kaminski. At the Washington Research Institute, Dr. Peyton pursued a line of research in effective scientifically based supplementary reading instruction for at-risk populations. She collaborated on and coordinated multiple studies in the area of early identification and intervention for reading disabilities under the Office of Special Education Programs.



Tim Rasinski, Ph.D.
Professor of Education
Kent State University

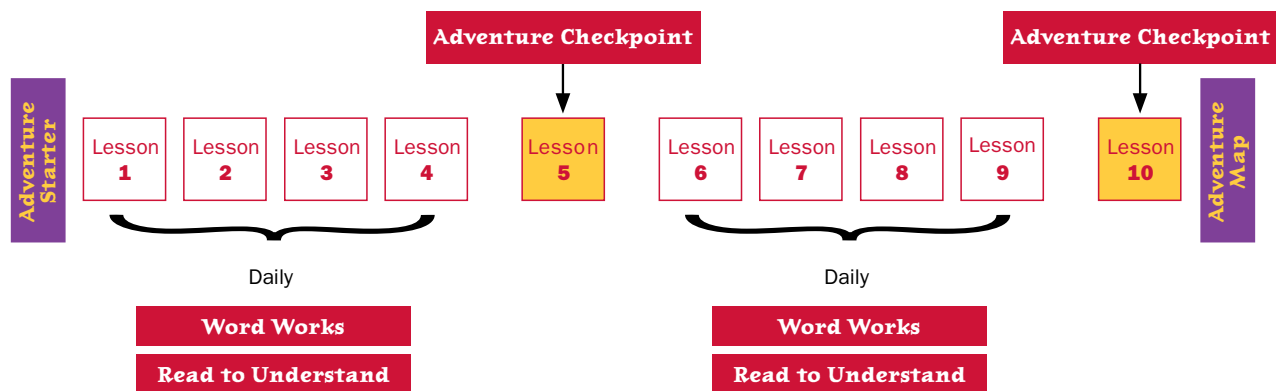
Timothy Rasinski, Ph.D., is a Professor of Education in the Reading and Writing Center at Kent State University in Kent, Ohio. Dr. Rasinski has written more than 100 articles and has edited or authored 12 books on reading education. He recently completed a term on the Board of Directors of the International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

Instructional Overview

Adventure Organization

Passport is organized into 10-lesson units called Adventures. Each Adventure begins with an Adventure Starter that introduces the content and connects what students know with what they will learn. At the end of 10 lessons, there is a culminating activity with the Adventure Checkpoint Map where every reader is stamped successful.

Lessons 1–4 follow a consistent 30-minute routine beginning with Word Works and ending with Read to Understand. Every fifth lesson provides an opportunity for assessment and skill review. Lesson 5 begins with a Quick Check of the skills taught in the four previous lessons. Two types of assessment are offered in Lesson 10: VIP progress monitoring and a cumulative assessment of skills taught in Lessons 1–9.



Instructional Model

Passport optimizes learning time and ensures student success by adhering to an effective model of instruction.

- 1. Teach, Model, and Probe:** Explicitly present the specific concept or skill to be learned. State the reason for learning the concept or skill so that students know why it is important. Model the expected behavior or demonstrate how to complete a task. Probe students about their initial understanding of the skill or concept.
- 2. Guided Practice:** Provide a limited number of items or short tasks related to the concept or skill for closely supervised practice. Closely monitor each student's success and provide immediate corrective feedback. Ensure that students are successful before releasing responsibility for independent practice.
- 3. Independent Practice:** Students practice to reinforce proficiency with concepts and skills. The amount of teacher supervision is decreased.
- 4. Cumulative Review:** A systematic review of previously taught elements is core to the design of *Passport*. The new material is integrated into previously learned materials so students receive continual practice and reinforcement.
- 5. Assessment:** Within each lesson, teachers have many opportunities to assess student responses for accuracy. Reteaching on critical elements is provided at multiple points within each lesson to ensure daily success. Every fifth lesson provides students an opportunity to demonstrate proficiency on the criteria taught within an Adventure. Based on the results of the assessments, teachers move forward with instruction or reteach as necessary.

Sample Lessons

Adventure at a Glance

Adventure at a Glance maps out the 10 lessons ahead and provides an aerial view of the skills taught. Use the Adventure at a Glance to insert skills in lesson plans.

Adventure Starter

Begin each Adventure with a motivating Adventure Starter. Help your students connect what they know to what they will learn. Use the probing question to pique students' curiosity and set the context for learning. Use the graphic organizer to display relationships and set up a framework for learning.

Adventure 1
A Friendship Tour

Adventure at a Glance

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Word Works Phonics Awareness—Segment and Blend Letter and Sound Identification—c, k Word Reading—c Sight Words Sentence Reading Reading—c	Word Works Letter and Sound Identification—c, k Word Families—ck, ck Sight Words Spelling—c Read to Understand Picture Image and Text Vocabulary—Concept Development Character and Setting Extra Practice Fluency—c, k Fluency Practice—Read Aloud	Word Works Phonics Awareness—Segment and Blend Letter and Sound Identification—c, k, e, i Word Reading—c, k, e, i Sight Words Sentence Reading Spelling—c, k	Word Works Letter and Sound Identification—ck, ck Word Families—ck, ck Sight Words Spelling—c, k Read to Understand Picture Image and Text Vocabulary—Action Words Sequence Events Extra Practice Fluency—c, k Fluency Practice—Read with Expression	Adventure Checkpoint Quick Check Comprehension Check Home Connection
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Word Works Phonics Awareness—Middle Sound Identification Letter and Sound Identification Word Reading Sight Words Sentence Reading Reading—c, k	Word Works Phonics Awareness—Segment and Blend Letter and Sound Identification—Final Word Families—ck, ck Sight Words Spelling—c, k	Word Works Phonics Awareness—Segment and Blend Letter and Sound Identification—Final Word Families—ck, ck Sight Words Sentence Reading Spelling—ck, ck	Word Works Letter and Sound Identification—ck Word Reading—ck, ck Word Families—ck, ck, ck Sight Words Spelling—ck and ck Read to Understand Picture Image and Text Vocabulary—Concept Development Make Inferences Extra Practice Vocabulary—Write in Context Fluency Practice—Read with Expression	Adventure Checkpoint Progress Monitoring Quick Check Adventure Wrap-Up Home Connection

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Adventure Starter

Text Connections
Have students turn to page 1 of the Student Book and look at the picture of the children making a pyramid together.
What are these children doing? (playing, making a pyramid) **Do you think they are friends?** (Yes, they look happy.) **Friends and family are very important. We all have people who are special to us, whether they live with us, near us, or far from us. Friends and family talk, eat, and have fun with one another.**
Do your friends and family live close or far away? When do you see some friends and family? Allow students time to answer.

Concept Map
What do family and friends do together?
Read the question aloud to students. We like to spend time with our friends and our families. On weekends, my sister and I go jogging. What do you like to do? Allow students to answer.
Draw a concept map graphic organizer on the board. Let's name some things we like to do with friends and family members. Have students name things they like to do and the family members or friends they do them with. Record their responses. During Adventure 1, we'll see other examples of how friends and family are important parts of everyone's life.

Social Studies Connection: Social Interactions with people

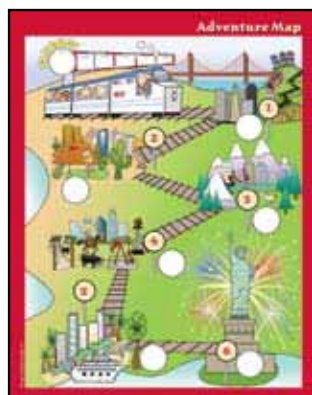
Sunshine State Standards

LA.1.2.2.1 reading patterns
LA.1.2.2.2 identify words in isolation and context
LA.1.2.2.3 high-frequency words
LA.1.2.2.4 use letter patterns to decode
LA.1.2.2.5 high-frequency irregular words

LA.2.2.2.1 reading strategies—predict, form, reread
LA.2.2.2.2 use non-continuous text
LA.2.2.2.3 read and discuss challenging text
LA.2.2.2.4 apply strategies to unfamiliar words
LA.2.2.2.5 summarize information

LA.2.2.7.7 characters and settings
LA.2.2.7.8 connect text to self, world, and other texts

A Friendship Tour • 3



Adventure Center Map

Students follow the trail through the Adventures on the Adventure Checkpoint Maps. At the end of Lesson 10, ask students to turn to the maps in their Student Books. Remind them of the interesting things they've learned. Use this opportunity to celebrate every student's efforts by stamping the circle next to the appropriate Adventure.

Sunshine State Standards

Key Sunshine State Standards addressed in the upcoming 10 lessons are listed here. Use this list to complete lesson plans.

Teacher Dialogue

By using *Passport's* explicit and deliberate instructional language with consistency, students become comfortable with the instructional routine. The dialogue in blue facilitates your work in teaching critical skills. Teach these skills at a brisk pace keeping all students engaged. Refer to the recommended allotted time to pace your instruction. The key Sunshine State Standards are included in each section to assist in developing lessons plans.


English Language Learners (ELL)

Provide additional support for English Language Learners by integrating the instruction inherent to the daily lesson.

Adventure 1
Lesson 1

Word Works

20 min.



Phonemic Awareness (2 min.) VA.2.2.1
Word Segmentation and Blending
 When we stretch a word, we say one sound at a time by taking the sounds apart.
 The word is *fun*. I'll stretch *fun*. /f/ (hold up your first finger), /u/ (hold up your second finger), /n/ (hold up your third finger).
 Now I'll slide the sounds together to make the word. The word is *fun*.
 Stretch and slide the word *fun* with students.
 The word is *win*. Stretch *win*. /w/ (hold up your first finger), /i/ (hold up your second finger), /n/ (hold up your third finger).
 Slide the sounds together.
 What is the word? (*win*)
 Have students stretch and slide the words in the box.
 Have individuals stretch and slide a word.

TO CORRECT

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

Letter and Sound Identification (2 min.) VA.2.2.2
Introduce a, A
 Write the letter *a* on the board. This letter is *a*. What is this letter? (*a*)
 The sound for *a* is /a/ as in *ant*. What is the sound for *A*? (/a/ as in *ant*)
 Repeat with capital *A*.
 Have individuals say the letter name and sound for *a* and *A*. Remind students that *a* is also a word, as is *I* see it cat.
TO CORRECT

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

Review
 Write the letters *a* on the board.
 Let's say the letter names and sounds we know.
 Point to the letters one at a time.
 Have students say each letter name. Repeat as students say each letter sound. Have individuals say the letter name and sound quickly.
RETEACH Say a letter sound, then have students repeat the sound and write the letter that makes the sound on their write-on boards.

Word Reading (8 min.) VA.2.2.3
Introduce Words with a
 Have students turn to page 2 in the Student Book. Direct them to Set A. I will stretch and slide to read words.
 Write the word *fun*. First, I'll say each sound in the word. Point to each letter and connect the sounds as you stretch the word. /f/ /u/ /n/. Now I'll slide the word back together. Slide your finger under the word as you say the word *fun*.

Have students segment and blend the words in Set A.
 Have students read the list of words in a way that sounds like natural speech to build fluency.
TO CORRECT

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

Sight Words (8 min.) VA.2.2.4
Introduce to, the, on, you, it
 Direct students to Set B.
 The letters in this word may not make the sounds you know.
 I'll read this word. This word is *on*. What is this word? (*on*)
 Let's read the word again. (*on*)
 Let's spell the word. (*o n*)
 What is the word? (*on*)
 Repeat with the remaining words. Then have students read the list of words.
RETEACH Read a word and ask students to point to the correct word.

Sentence Reading
 Direct students to Set C. Choral read each sentence with students. Have students reread the sentences in a way that sounds like natural speech to build fluency.
TO CORRECT

- Immediately say the word and have students repeat the word.
- If the word is phonetically regular, have students say the sounds in the word, then say the word quickly.
- If the word has one or more irregular sounds, have students spell the word, then say it quickly.
- Have students reread the sentence smoothly.

Spelling (6 min.) VA.2.2.5
Words with a
 Materials: write-on boards
 You will spell words that you can read. Remember, we just learned to sound the letter *a* makes. Say the word *map*. (*map*)
 Say the sounds you hear in *map*. (/m/ /a/ /p/)
 Do the sounds you hear to write *map*. Pause while students write the word on their write-on boards.
 Check the word together. Read the word. Say the sounds you wrote. Now say the letters you wrote.
 Write the word on the board. Does your word look like mine? Have students correct the word if it is misspelled. Now read the word again. Repeat with the remaining words.

ELL - ENGLISH LANGUAGE LEARNERS
 Have students use spelling words in phrases or sentences as they are able. Gesture or show pictures to help them understand the meanings. Students will remember spellings and pronunciations more easily if they comprehend the meanings.

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A Friendship Year • 5



Reteach Blackline Masters (BLM)

Utilize the Reteach Blackline Masters as additional guided practice for students needing extra support.

To Correct

Utilize the correction procedures regularly to give immediate feedback, redirect, and confirm accuracy. The reteach activity provides an opportunity to scaffold and clarify pivotal skills to ensure that students attain the necessary level of mastery.

Comprehension

Instruction focuses on priority skills that students will be able to generalize. Follow the carefully structured steps that teach students how to gain meaning from text.


Extra Practice

Extra Practice assures that students who need additional time on task beyond the 30-minute lesson have appropriate and productive activities. Select the practice activity that addresses the skills that present difficulties for your students. Work with students who need this reinforcement as the more proficient students are engaged in independent activities.

Adventure 1 **Lesson 1**

Read to Understand

10 min. 15 min.



Sam and the Family
Readers of this book will learn how to read and think and how to use their own ideas to help them.

TEACHER READ-ALONG

Every family is different. Some families are very big, and some are small. People in a family can live together in one house, or they can live in many different places.

Sometimes grandmothers, grandfathers, aunts, and uncles live with us. Who lives with you? (Answers will vary.) Do you know families that are different from yours? (Answers will vary.)

Before Reading (3 min.)

Preview Image and Text

Have students turn to page 3 in the Student Book. Today we will read a story called "Sam and the Family." Look at the picture. Direct students to look at each character and guess where the character is and how the characters are related to each other.

Vocabulary—Introduce Action Words (Verbs)

Have students look at the picture again and describe what each character is doing in the house or outside. I think these people are a family. I see someone on the stairs. What is she doing? (changing a picture) Write the words in the box on the board and briefly discuss their meanings. Have students suggest other words that show actions in the house or outside. List the words on the board and briefly discuss them.

run walk jump sit jog exercise

During Reading (8 min.)

Sequence Events

Choral read the story with students. Ask students to tell what happened first, next, and last. Tell students to read the story again. After students read, ask them questions about the story and have them tell what happened next.

FLUENCY Read the last sentence, "You are it, Sam," with expression. Have students imitate your intonation, then read the sentence in a way that sounds like natural speech.

After Reading (3 min.)

Explicit and Implicit Questions

Ask students questions about the story.

- Where is Sam? Knowledge (at his house)
- Who are the people in this story? Knowledge (Mom, Dad, Sam, Nan, and Nat)
- Who is outside? Knowledge (Dad, Nat, and Sam when he runs out)
- Why does Nat say to Sam, "You are it"? Comprehension (They are playing tag. They are playing a game.)
- Who is Nat? Comprehension (Possible responses: Sam's brother, Sam's cousin, Sam's friend, a little boy)

ELL — ENGLISH LANGUAGE LEARNERS

English Language Learners may not know the expression "You are it." Invite students whose home language is English to explain the game of tag and use the expression "You are it."

— SOCIAL STUDIES CONNECTION

Encourage students to share family member words from their homes with the class.

Have students list all the words they know for mom, dad, or other family members. You may want to make a list on the board to show the variations.

Extra Practice

PHONIC AWARENESS

Initial Sound Identification

Materials: letter squares

Give each student three letter squares: f, m, n, and r. Say a word that begins with one of these letters' sounds. The first student to find that letter square says the next word.

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Fluency Books provide additional passages for students to read to build fluency. These passages can be targeted for students' independent reading levels. Refer to the front of the Teacher's Edition for student placement and management of the Fluency Books.

Distribute the Fluency Books. Provide the following instructions for students.

1. Meet with your partner and take turns reading the story.
2. Read the story by yourself. Try to read the story faster this time.
3. Read the story to your partner again. Try to read the story even faster.
4. Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story.

Fluency

Build automaticity with sounds or words, or increase fluency through repeated readings with partners.

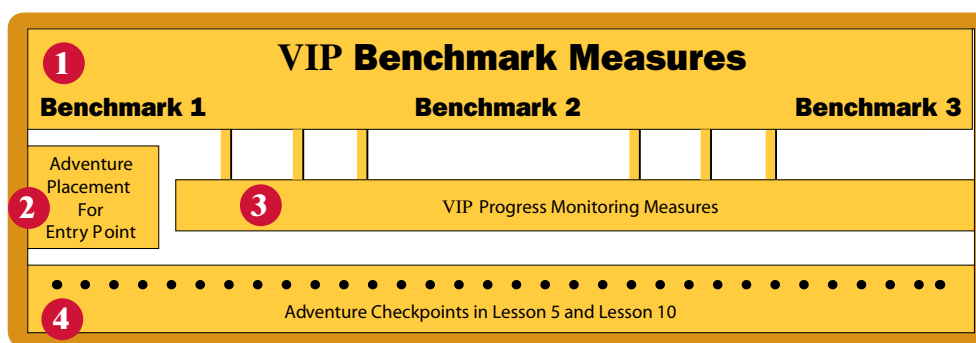
Assessment Overview

A robust, comprehensive assessment system is incorporated within the *Passport* Reading Intervention Series. This assessment includes the VIP benchmarks and progress monitoring measures as well as curriculum-embedded assessment tools to help teachers place students and monitor their growth.

VIP benchmarks and progress monitoring measures provide the critical information teachers need to determine if students are responding to the intervention treatment. Individual

VIP assessment scores are entered into the VPORT™ Data Management System, which produces multiple advanced reports at the student, class, school, and district levels.

To support the VIP measures and provide teachers with additional information to make instructional decisions, *Passport* includes an Adventure Placement test, weekly criterion-referenced Adventure Checkpoints, and student self-assessment features.



Comprehensive Assessment

Throughout a year of instruction, teachers administer multiple measures to inform instruction.

- 1 The most critical of these are the 3 VIP benchmark measures. Benchmark 1 is administered within a two-week window at the beginning of the implementation of *Passport*, Benchmark 2 in the middle, and Benchmark 3 at the end of the implementation. VIP benchmark measures are located in the Assessment Guide.
- 2 An additional measure administered before you start teaching is the Adventure Placement for *Passports* C–F. The results of this test indicate the most appropriate entry point for the majority of students. This individually administered measure is located in the Assessment Guide.
- 3 VIP progress monitoring measures are also an integral part of the VIP System. Administer these measures to individuals between benchmarks to determine progress. Time is allotted in Lesson 10 to administer these measures. They are located in the Assessment Guide.
- 4 Adventure Checkpoints in Lessons 5 and 10 assess what has been taught in the previous lessons. Checkpoints are whole-group or individually administered. Use the results of these measures to determine what needs reteaching. These checkpoints are located in the Teacher’s Edition.

Vital Indicators of Progress (VIP)

VIP is an assessment system utilizing a set of reliable and valid individually administered 1-minute probes targeting critical reading skills strongly predictive of future reading development. These early reading skills include alphabet knowledge, phonemic awareness, phonics, and fluency with reading connected text. The VIP assessment system is completely equivalent to the DIBELS™ system. The VIP system provides standardized measures at three benchmarks to assess students’ progress throughout the school year. Results for VIP benchmarks identify if a student is struggling, emerging, or on-track for future reading goals.

Progress Monitoring

Progress monitoring measures are additional equivalent VIP probes used to monitor progress on key indicators. Progress monitoring measures are comparable test forms. These forms help teachers evaluate the response to instruction and determine when to make adjustments for students requiring additional or different forms of instruction to experience optimal outcomes. Adjustments range from use of reteach opportunities within the Teacher’s Edition, Extra Practice, use of Adventure Centers, flexible grouping, and extended time.

Placement Test

An Adventure Placement Test helps teachers determine an appropriate entry point for a group of students. Administer the placement test to determine students' word knowledge, which encompasses both the ability to decode words with specific phonic elements and to recognize the sight words taught in the curriculum.

TEST	RESULT	ENTRY POINT
Word Reading Section A	0-2 errors 3+ errors	continue to Section B Adv 1, Lesson 1
Word Reading Section B	0-2 errors 3+ errors	continue to Section C Adv 4, Lesson 1
Word Reading Section C	0-2 errors 3+ errors	Adv 7, Lesson 1 Adv 4, Lesson 1

Adventure Checkpoints

Lessons 5 and 10 provide opportunities to quickly assess students' proficiency with the skills and strategies taught in the preceding lessons. Based on these assessments, teachers may set up flexible groups of students who need additional instruction in a specific skill area. Quick Checks in Lessons 5 and 10 focus primarily on phonic elements and sight words. Adventure Checkpoints in Lesson 10 provide a cumulative assessment of the skills taught in Lessons 1–9. Students who demonstrate proficiency are directed to a menu of independent activities to complete, while a smaller subset of students are provided additional opportunities to learn the content through targeted reteaching activities and practice.

Adventure 1
Lesson 5

Adventure Checkpoint

20 min.



Quick Check (10 min.)
Letter and Sound Identification
Assess students as a group or individually. Have students turn to page 14 in the Student Book. Direct them to Set A.

Touch Box 1. Say the letters with me.
I will say a sound. You draw a circle around the letter that makes the sound. Ready?

Listen. /a/ as in walrus. Wait about 2 seconds, then continue in the same way with the remaining boxes.

Box 2: /a/ as in gorilla	Box 3: /a/ as in key
Box 4: /a/ as in inch	Box 5: /a/ as in inside
Box 6: /a/ as in horse	Box 7: /a/ as in outer
Box 8: /a/ as in over	Box 9: /a/ as in up



Word Reading
Assess students as a group or individually. Direct students to Set B.

Touch Box 1. Now you will read words.
I will say a word. You draw a circle around the word. Ready?

Listen, flap. Wait about 3 seconds, then continue in the same way with the remaining boxes.

Box 2: cup	Box 3: jump
Box 4: dig	Box 5: yet
Box 6: always	Box 7: crab
Box 8: skip	Box 9: plus

Sight Words
Direct students to Set C. Have students read the list of words quickly to a partner. Tell the partners to make a check next to the words read correctly. Students should circle the words read incorrectly so that the partner sees them more than 2 seconds to read.

Instruct students to spell and then say the circled words. Have students read the list again until all words in the list are read correctly and quickly.

Have individual students read the list of sight words to you. If time is an issue, have students read only the circled words to you.

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

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

ELL ENGLISH LANGUAGE LEARNERS
You might need to allow additional time for rereading, especially when working with words that are unfamiliar to English Language Learners.

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

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

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

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

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

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4 Friendship Year • 21

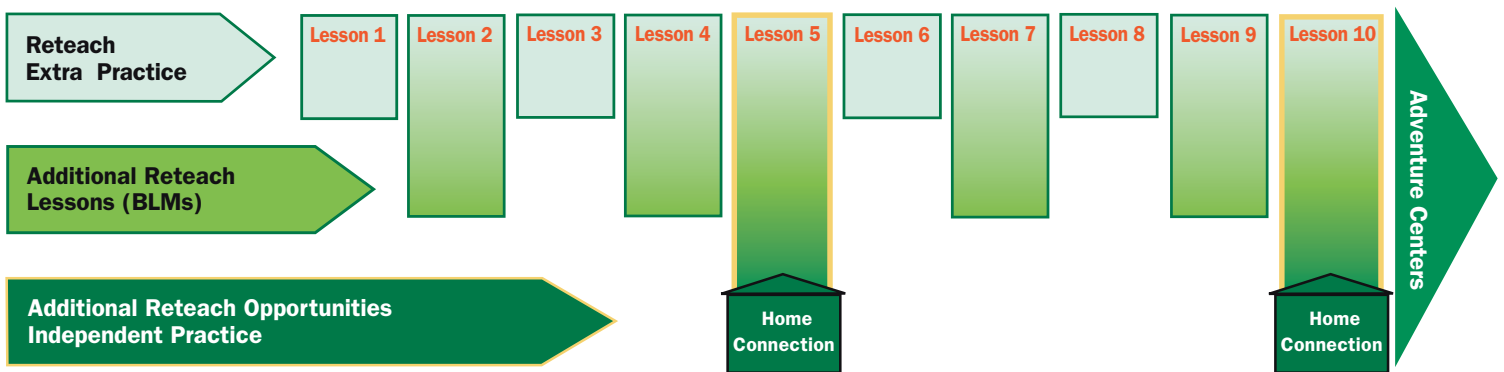
Differentiation

Without materials readily at hand, many educators find differentiation difficult. *Passport* provides the tools that enable teachers to maximize instructional time as they become reading specialists for every student.

Differentiated Instruction

Even within small intervention groups, students have diverse needs. They begin instruction with different skills and background knowledge. They are engaged by different content, learn at varied rates, and respond to varied degrees of complexity. One of the hallmarks of *Passport* is the ability to differentiate instruction so that every student is successful. Some students may only need a minute of

the teacher's attention on a targeted skill, whereas other students need extensive additional practice for mastery. To accommodate these differences in learners, *Passport* has designed a system of graduated intensity beginning with reteaching within the daily lesson, reteach activities following a lesson, and weekly reteaching for students still experiencing difficulty. All are driven by teacher observation and ongoing assessment.



Reteaching is seamlessly integrated into every lesson of *Passport*. Reteaching provides pivotal support to non-responders by giving extra practice on the items taught. These opportunities for reteaching are effective because they decrease the complexity of the task, offer additional scaffolds to learning, and clarify expectations. Extra Practice activities extend *Passport* instruction for an additional 15 minutes. The focus of Extra Practice is primarily to build fluency, enhance vocabulary, confirm word reading skills, and give students an opportunity to write in response to reading.

Additional Reteach Lessons (BLMs) are designed on the same principles of effective remediation as reteaching within the lessons. Reteach activities in the form of Blackline Masters provide essential extended support for non-responders. Each activity is linked to *Passport* instruction and incorporates skills and strategies taught in the lesson. Teachers guide students through extended opportunities until they are able to work independently. These are provided in every alternate lesson (2, 4, 7, and 9).

At the third level of intensity are the reteaching opportunities in Lessons 5 and 10. Following the Adventure Checkpoints, teachers may reteach the whole group, a pair, or individuals. The Extra Practice and Reteach activities can be used depending upon students' assessed needs. Students who demonstrate proficiency on the skills assessed in the Adventure Checkpoints will benefit from the independent practice activities or work in the Adventure Centers.

Teachers can also use the Home Connection in Lessons 5 and 10 to provide additional practice. Home Connection activities provide students opportunities to build fluency on previously read passages by reading aloud to a new audience at home.

Adventure Centers provide extended opportunities for students to practice, review, and solidify skills taught in the Adventures.

English Language Learners

English Language Learners (ELLs) are one of the fastest growing sectors of the student population in the United States. While many ELL students share similar needs, there is also diversity within ELL populations. That diversity demands the kind of differentiated approach made possible by the tools within *Passport*.

Effective instruction for ELL students who struggle with reading is remarkably consistent with effective instruction for native speakers who struggle with reading. A number of elements within the curriculum provide a solid foundation for success as students apply language skills in reading, writing, listening, and speaking. The following research-supported ELL practices are integrated into the instruction in every Adventure.

- **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.
- **Repeated instructional routines** allow students to be comfortable while new information is presented.
- **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.

- **Students verbally respond** to the teacher's frequent questions and prompts, allowing increased comfort with academic language and questioning.
- **Immediate, corrective feedback** is provided as students respond orally.
- **Graphic organizers** are used to help students link ideas and make connections.
- **Extensive vocabulary instruction and support activities** allow students to maximize their language-learning potential.
- **Multiple exposures, review, and practice with target vocabulary** enable students to internalize words.
- **Students connect readings to background knowledge** using visuals, photographs, graphic organizers, and maps.

ELL Support

In addition to these inherent design features that provide effective instruction for all students, *Passport* assists ELL students through specific reinforcements within the curriculum. While ELL support is integrated throughout the lessons, it is important for teachers to understand the kind of support ELL students might need at any point during the lesson. Keep the following tips in mind.



- Remember that ELL students are often doing twice the cognitive work because they are learning English as well as new concepts and skills. Therefore, these students benefit from additional time to think and process information.
- ELL students benefit from opportunities to say words they are learning aloud. Ask students to say the word several times throughout instruction. Ask students to repeat the word after you say it.
- ELL students may have difficulty with words that are not highlighted or listed in the lesson. Review the passage before instruction and select any additional words that may be confusing to ELL students. Preteach critical vocabulary prior to student reading.
- Highlight cognates. Often students do not notice them on their own.
- Recast students' responses by integrating their thoughts into a correct grammatical structure with more vocabulary and information.
- Use a variety of response formats such as yes/no response cards or gestures like thumbs up/thumbs down. These allow ELL students to be actively involved regardless of their English proficiency.
- Monitor ELL student understanding frequently through alternative responses like matching or pointing to a picture.
- Some of your ELL students may confuse word order when writing sentences or using oral language. Give them opportunities to work with words discussed and encountered in the passage.

Special Education

National Institute for Child Health and Human Development (NICHD) research studies indicate that most children can learn to read. For students with disabilities receiving special education, intervention must be explicit and systematic, delivered early and with intensity. In their study of instructional practices, Vaughn, et al. (1998) report that a majority of the resource teachers teaching students with disabilities attempted to remediate reading disabilities by using the district mandated core literature program. Explicit intervention programs provide the effective instructional tools needed to provide students with reading disabilities the specially designed instruction they are entitled to receive under the Individuals with Disabilities Education Act (IDEA 2004).

The science-based *Passport* was built to address diverse learners with reading deficits and provide these students with the skills critical to their becoming successful readers. Carefully researched learning principles provide the foundation for each level of *Passport*. Among these principles are the following:

- Students must attend closely to the features of sensory tasks.
- Students must be able to perform tasks at a high level of accuracy.
- Student behavior must be reinforced consistently with corrective feedback.
- Students must be given repetitive input over a prolonged period of time.
- The difficulty level must be systematically increased over time.
- Students must be provided continuous review to ensure that skills are maintained.
- Student progress must be continuously monitored and the data should be used to inform instruction.

Additional design features of *Passport* enable schools to effectively differentiate instruction within a multi-tiered model*. These design features include:

- **Entry System for Matching Students to Instructional Levels**

VIP measures provide reliable assessment measures that identify deficits in reading skills early and easily. The students' IEPs and VIP scores serve to inform placement and target instruction. Regular progress monitoring continues to inform instruction on critical skill acquisition.

- **Progress Monitoring System Integral to a Response to Intervention Model**

Passport helps instructional providers make important educational decisions to ensure that all students, including those with disabilities, make progress in learning to read.

- **Multiple Instructional Levels**

Passport curricula are designated by letter names rather than grade levels. Once students' needs are identified, they can be placed at the appropriate instructional level.

- **Programmatic Scaffolding**

Passport's systematic design includes the scaffolding of skills consistent with research-based principles of how students learn to read. The scaffolding of skills and the consistency of instructional language from one level to another are advantageous for diverse learners and permit teachers to move students up or down within the *Passport* system.

- **Appropriate for Multi-Tiered Model of Instruction**

For schools implementing a multi-tiered model of instruction, *Voyager* helps educators match the level of instructional intensity to the needs of each student. As a Tier II intervention, *Passport* is designed to supplement a school's existing Tier I instruction in reading. The efficient, systematic design of the intervention and the multiple opportunities for reteaching, targeting specific deficits as identified by VIP measures or Adventure Checkpoints can also positively impact reading outcomes for Tier III students and/or students with disabilities who are receiving special education.

**Voyager* curricula are aligned with the Three-Tier Reading Model which originated at the University of Texas Center for Reading and Language Arts. The Three-Tier model is a prevention framework designed to provide students the support they need to be successful readers.

- Tier 1 is the core classroom reading instruction.
- Tier 2 is intensive small-group reading instruction.
- Tier 3 increases the intensity for students most at risk.

Movement through the three tiers is based on progress monitoring. For more information about the Three-Tier Model, visit www.texasreading.org/3tier/.

Vaughn, S.; Moody, S. W.; and Schumm, J. S. 1998. "Broken Promise: Reading Instruction in the Resource Room," *Exceptional Children*, 64 (2), 211—225.

Adventure Centers

The goal of all instruction is to establish independent learners. Through practice at independent Adventure Centers, every student in the classroom increases their proficiency on skills, builds fluency, extends their understanding, or broadens their reading experience.

Passport Adventure Centers are located at the end of each Adventure. The Adventure Centers provide students with additional opportunities to practice, review, and extend skills taught during the Adventure. There are six centers to choose from in each Adventure: Fluency, Word Study, Vocabulary, Listening and Speaking, Writing, and Science or Social Studies Connection. Each center builds on specific skills that have been taught in the Adventure.

The activities can be completed as a group, with partners, or as individuals. By reviewing the activities in each center, the teacher can select and set up those that are the most beneficial to their students' needs.

The Adventure Centers are flexible in design. This flexibility allows teachers to determine which are the most appropriate centers, how long they should remain active, and who would benefit from the independent practice.



Activity Titles

The six centers are labeled to show the skills addressed in each center.

Activity Description




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

Materials

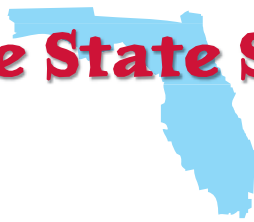
If a center requires specific items such as Fluency Books, the necessary item(s) will be listed under Materials.

Grouping Options

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

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

Sunshine State Standards



Grade Level

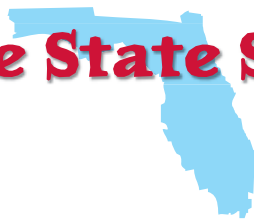
K 1 2 3 4 5

PASSPORT

A B C D E F

CONCEPTS OF PRINT <i>Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.</i>						
Locate a printed word on a page K	✓	✓				
Distinguish letters from words K	✓	✓	✓			
Identify the separate sounds in a spoken sentence K	✓	✓	✓	✓	✓	✓
Match print to speech K	✓	✓	✓	✓	✓	✓
Identify parts of a book (e.g., front cover, back cover, title page) K	✓	✓	✓	✓	✓	✓
Move top to bottom and left to right on the printed page K	✓	✓	✓	✓	✓	✓
Name all uppercase and lowercase letters of the alphabet K	✓	✓	✓	✓	✓	✓
Locate the title, table of contents, names of author and illustrator, glossary, and index 1		✓	✓	✓	✓	✓
Distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem) 1		✓	✓	✓	✓	✓
PHONOLOGICAL AWARENESS <i>Standard: The student demonstrates phonological awareness.</i>						
Auditorily segment sentences into the correct number of words K	✓	✓	✓	✓	✓	✓
Identify, blend, and segment syllables in words K	✓	✓	✓	✓	✓	✓
Recognize and produce words that rhyme K	✓	✓	✓	✓	✓	✓
Identify, blend, and segment onset and rime K	✓	✓	✓	✓	✓	✓
PHONEMIC AWARENESS <i>Standard: The student demonstrates phonemic awareness.</i>						
Identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., "sat") K	✓	✓	✓	✓	✓	✓
Blend and segment individual phonemes in simple, one-syllable words K	✓	✓	✓	✓	✓	✓
Identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC) 1		✓	✓	✓	✓	✓
Blend three to five phonemes to form words 1		✓	✓	✓	✓	✓
Segment single syllable words into individual phonemes 1		✓	✓	✓	✓	✓
Manipulate individual phonemes to create new words through addition, deletion, and substitution 1		✓	✓	✓	✓	✓
PHONICS/WORD ANALYSIS <i>Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</i>						
Recognize and recall the one-to-one correspondence between most letters and sounds K	✓	✓	✓	✓	✓	✓
Decode simple words in isolation and in context K	✓	✓	✓	✓	✓	✓
Generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blend those sounds into words 1		✓	✓	✓	✓	✓
Identify the sounds of vowels and consonant digraphs in printed words 1		✓	✓	✓	✓	✓
Decode words with r-controlled letter-sound associations 1		✓	✓	✓	✓	✓
Decode words from common word families 1		✓	✓	✓	✓	✓
Recognize high frequency words 1, 2		✓	✓	✓	✓	✓

Sunshine State Standards



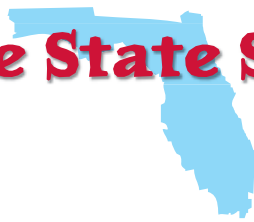
Grade Level

K 1 2 3 4 5

PASSPORT

	A	B	C	D	E	F
Identify common, irregular words, compound words, and contractions 1		✓	✓	✓	✓	✓
Decode base words and inflectional endings 1		✓	✓	✓	✓	✓
Use self-correction when subsequent reading indicates an earlier misreading 1, 2, 3		✓	✓	✓	✓	✓
Use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families) 2			✓	✓	✓	✓
Apply knowledge of spelling patterns to identify syllables 2			✓	✓	✓	✓
Decode phonetically regular one-syllable and multi-syllable words in isolation and in context 2			✓	✓	✓	✓
Identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread) 2			✓	✓	✓	✓
Recognize common abbreviations 2			✓	✓	✓	
Recognize and correctly use regular and irregular plurals 2			✓	✓	✓	✓
Use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words 3				✓	✓	✓
Use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families 3				✓	✓	✓
Decode multi-syllabic words in isolation and in context 3				✓	✓	✓
Recognize and understand knowledge of spelling patterns 4, 5					✓	✓
Recognize and use structural analysis 4, 5					✓	✓
Use language structure to read multi-syllabic words in text 4, 5					✓	✓
FLUENCY <i>Standard: The student demonstrates the ability to read grade-level text orally with accuracy, appropriate rate, and expression.</i>						
Apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context 2, 3			✓	✓	✓	✓
Recognize high-frequency and familiar words in isolation and in context 2			✓	✓	✓	✓
Adjust reading rate based on purpose, text difficulty, form, and style 1, 2, 3, 4, 5		✓	✓	✓	✓	✓
Identify high-frequency phonetically irregular words in context 3				✓	✓	✓
Apply letter-sound knowledge to decode unknown words quickly and accurately in context 4					✓	✓
Demonstrate the ability to read grade-level text 4, 5					✓	✓
VOCABULARY DEVELOPMENT <i>Standard: The student uses multiple strategies to develop grade appropriate vocabulary.</i>						
Use new vocabulary that is introduced and taught directly K, 1, 2, 3, 4, 5	✓	✓	✓	✓	✓	✓
Listen to and discuss both familiar and conceptually challenging text 1		✓	✓			
Listen to, read, and discuss both familiar and conceptually challenging text 1, 2, 3, 4, 5		✓	✓	✓	✓	✓
Describe common objects and events in both general and specific language K	✓	✓	✓	✓	✓	✓
Identify and sort common words into basic categories (e.g., colors, shapes, food) K	✓	✓	✓	✓	✓	✓
Identify and sort common words into conceptual categories 1		✓	✓	✓	✓	✓
Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after) K	✓	✓	✓			

Sunshine State Standards



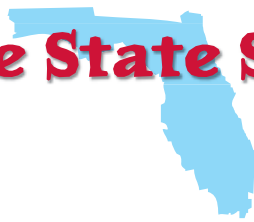
Grade Level

K 1 2 3 4 5

PASSPORT

	A	B	C	D	E	F
Relate new vocabulary to prior knowledge K	✓	✓	✓	✓	✓	✓
Use context clues to determine meanings of unfamiliar words 1, 2, 3, 4, 5		✓	✓	✓	✓	✓
Categorize key vocabulary and identify salient features 1, 2, 3, 4, 5		✓	✓	✓	✓	✓
Relate new vocabulary to prior knowledge 1		✓	✓	✓	✓	✓
Relate new vocabulary to familiar words 2, 3, 4, 5		✓	✓	✓	✓	✓
Identify common antonyms and synonyms 1		✓	✓	✓	✓	✓
Use meaning of individual words to predict meaning of unknown compound words 1		✓	✓	✓	✓	✓
Determine the correct meaning of words with multiple meanings (e.g., mine) in context 1, 2		✓	✓	✓	✓	✓
Determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools 1		✓	✓	✓	✓	✓
Determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools 2, 3, 4			✓	✓	✓	✓
Identify base (root) words and common prefixes to determine the meanings of prefixed words 2			✓	✓	✓	✓
Identify antonyms, synonyms, and homophones 2			✓	✓	✓	✓
Identify “shades of meaning” in related words (e.g., blaring, loud) 3, 4, 5				✓	✓	✓
Use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words 3, 4, 5				✓	✓	✓
Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words 3, 4, 5				✓	✓	✓
Determine the correct meaning of words with multiple meanings in context 3, 4, 5				✓	✓	✓
Use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words 5						✓
READING COMPREHENSION <i>Standard: The student uses a variety of strategies to comprehend grade-level text.</i>						
Make predictions about text content using pictures, background knowledge, and text features (e.g., title, subheadings, captions, illustrations) K	✓	✓	✓	✓	✓	✓
Use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction K	✓	✓	✓	✓	✓	✓
Retell main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how) and arranging events in sequence K	✓	✓	✓	✓	✓	✓
Identify the author’s purpose as stated in the text K	✓	✓	✓	✓	✓	✓
Identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions and establish a purpose for reading 1, 2, 3	✓	✓	✓	✓	✓	✓
Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections 1	✓	✓	✓	✓	✓	✓
Retell the main idea or essential message 1		✓	✓	✓	✓	✓
Identify supporting details 1		✓	✓	✓	✓	✓

Sunshine State Standards

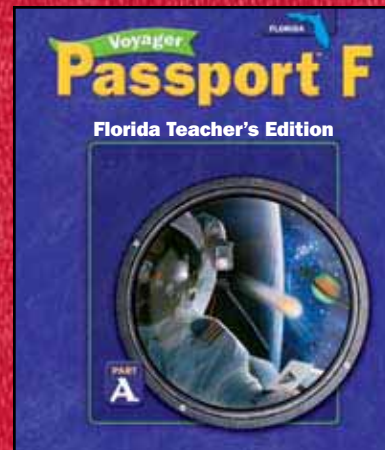
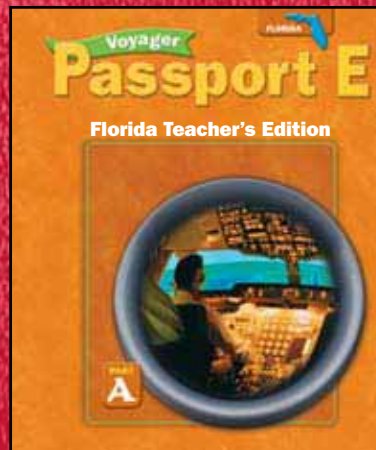
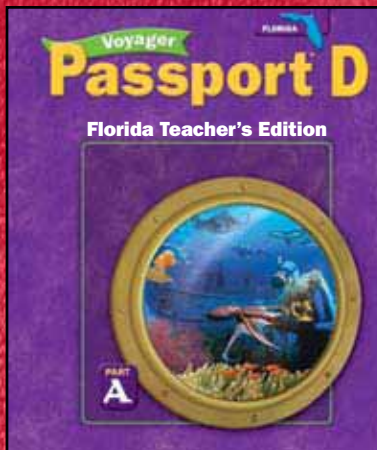
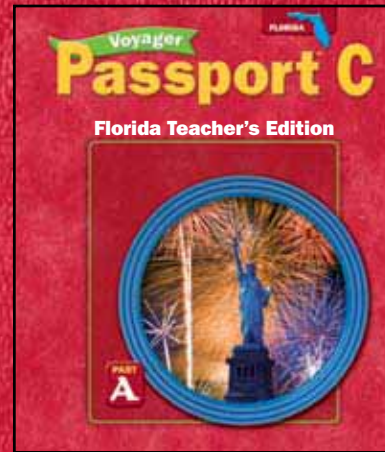
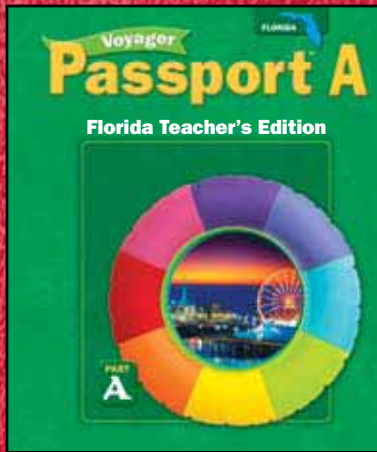


Grade Level

K 1 2 3 4 5

PASSPORT

	A	B	C	D	E	F
Distinguish fact from fiction and cause from effect 1		✓	✓	✓	✓	✓
Arrange events in sequence 1		✓	✓	✓	✓	✓
Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how they impact meaning in text 1, 2		✓	✓	✓	✓	✓
Determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear 1			✓	✓	✓	✓
Self-monitor comprehension and reread when necessary 1			✓	✓	✓	✓
Summarize information in text, including but not limited to main idea, supporting details, and connections between texts 2			✓	✓	✓	✓
Identify cause-and-effect relationships in text 2, 3, 4, 5			✓	✓	✓	✓
Identify themes or topics across a variety of fiction and nonfiction selections 2, 3			✓	✓	✓	✓
Compare and contrast characters and settings in one text 2			✓	✓	✓	✓
Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources 2, 3, 4			✓	✓	✓	✓
Identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text 3, 4, 5				✓	✓	✓
Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events 3				✓	✓	✓
Identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text 3, 4, 5				✓	✓	✓
Compare and contrast topics, settings, characters, and problems in two texts 3				✓	✓	✓
Identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) 4					✓	✓
Determine explicit ideas and information in grade-level text, including, but not limited to, main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing 4					✓	✓
Identify themes or topics across a variety of fiction and nonfiction selections 4, 5					✓	✓
Compare and contrast elements in multiple texts (e.g., setting, characters, problems) 4, 5					✓	✓
Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading 5					✓	✓



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