

RESEARCH FOUNDATIONS AND DESIGN:
VOYAGER UNIVERSAL LITERACY SYSTEM[®]

Voyager Expanded Learning[®]
Research and Development





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Introduction to Universal Literacy

How do children learn to read? A broad consensus in the scientific community has established a professional knowledge base to answer this question. Although reading research is ongoing, researchers in the field have established five essential components of reading instruction necessary for children to learn. To teach the 95 to 98% of children who can learn to read, core reading programs must address the five essential components of phonemic awareness, phonics, fluency, vocabulary and comprehension. To be most effective, the five components must be taught using a validated approach that is consistent with research findings. Explicit and systematic instruction in each component is necessary in order to prevent reading failure.

Universal Literacy is a comprehensive system designed on the pillars of the five essential components. The foresight of building the Universal Literacy reading system on the architecture of scientific research has multiple advantages for students and teachers. Daily lessons in all the essential components provide the systematic structure that enables the majority of children to acquire reading proficiency. Teachers who use the Universal Literacy system are confident that critical skills are effectively sequenced, reviewed, reinforced and practiced so each of their students will master the essential foundational skills and have the tools to meet the demands of complex text in the upper grades.

Equally important in the Universal Literacy System is an effective and comprehensive monitoring system that allows teachers to regularly assess if students are mastering skills at an acceptable rate. The Vital Indicators of Progress™ (VIP)*; a measurement system completely equivalent to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS™), give teachers the ability to monitor students on the critical skills at four benchmarks during the year. Struggling students are monitored weekly until their skills parallel an on-track reader's trajectory of success. The integration of VIP into the design of the Universal Literacy System facilitates instructional decisions for teachers and allows for optimal differentiation of instruction to address every student's needs.

*VIP is based on and completely equivalent to DIBELS™ which was developed by Dr. Roland Good and colleagues at the University of Oregon.

Phonemic Awareness

What Is Phonemic Awareness?

Phonemic awareness is the ability to hear, recognize and manipulate the individual sounds in words. The most critical skills in phonemic awareness are blending (e.g., the sounds /b/ /a/ /t/ make the word bat) and segmenting (e.g., the word bat has the sounds /b/ /a/ /t/).

What Does Research Say about Effective Phonemic Awareness Instruction?

Phonological abilities account for significant differences between good and poor readers. Students with phonological deficits are at-risk for reading difficulties. However, students who receive explicit instruction in the skills of phonemic awareness can achieve greater reading success. Therefore, phonemic awareness is an important component of instruction in kindergarten and early first grade in a core reading program.

To make the greatest gains in reading, students must learn to segment and blend individual sounds in words. Student gains in reading and spelling are strongest when print (letters) is integrated with phonemic awareness instruction.

How Does the Universal Literacy System (ULS) Address Phonemic Awareness?

ULS is designed to capitalize on the most current and convincing scientifically based research in reading, including the most recent and compelling research on phonemic awareness. Students are taught the critical elements of segmenting and blending sounds orally and then mapping them to print very quickly. These critical phonemic awareness skills are well integrated within each lesson so students learn to segment and blend the sounds of language, map them to print, and have ample time to practice and demonstrate their learning.

The ULS intervention program addresses phonemic awareness explicitly in kindergarten and early first grade. In the first half of kindergarten, daily lessons incorporate phonemic awareness instruction. Students learn to manipulate individual sounds in words in a carefully sequenced series of lessons.

First, students learn to isolate beginning and ending sounds in words. This skill prepares students for the ULS focus on the key skills of segmenting and blending words and sounds (e.g. Stretch and Slide activities). As students gain facility with manipulating sounds orally, print is integrated with phonemic awareness activities (e.g. Stretch and Slide with Letters). Additionally, these integrated activities transition to the phonics and spelling lessons so students can apply what they have mastered in phonemic awareness.

Kindergarten Phonemic Awareness Examples

C. Phonemic Awareness	3–5 minutes
Search for /fff/ pictures that begin with <i>f</i> and <i>mop, mat, pan, pole, pet</i>	
Gather all the pictures that begin with <i>f</i> and pictures for <i>mop, mat, pan, pole,</i> and <i>pet</i> . Shuffle them and put them in a stack. Place the pictures facedown on the table. Display the <i>Ff</i> card in the pocket chart.	
Today we will search for /fff/. You will take turns choosing a picture from the stack. Some of the pictures begin with /fff/, but others begin with different sounds. If the picture does begin with /fff/, put the picture in the pocket chart. If it doesn't begin with /fff/, give the picture to me. Review the sound production cue for /fff/. Remember, when you say /fff/, your top teeth touch your bottom lip and air comes out between your teeth and bottom lip. Say /fff/ and feel your teeth touch your bottom lip.	
Model how to play the game. Remember to say the sound /fff/, not the letter name. See the example below:	
It's my turn to search for /fff/. Select a picture from the top of the stack. This is <i>fish</i> .	

D. Phonemic Awareness	3–5 minutes
Sid's First Sound—Last Sound Freeze pictures <i>in, ten, ant, sea, go, no</i>	
Today you will play Sid's First Sound—Last Sound Freeze game with a 2-square or 3-square strip. You will put the sounds together to say the word. Then, you will say the first or last sound in the word.	
Choose one picture from the stack, place the picture face up on the table, and say the sounds slowly in the picture like Sid does. Voyagers touch one square on a strip for each sound as you say the sounds slowly and say the word. Finally, point to the first or last square on the 2-square or 3-square strip and Voyagers say the first or last sound. Distribute an Individual Reading Mat A to each Voyager.	
Today, we will learn how to play Sid's First Sound—Last Sound Freeze game. I'll show you how with one picture.	
Choose a two-phoneme picture and place it face up on the table. Use the 2-square strip.	
Watch, I will say the sounds slowly and point to a square as I say each sound. /iinnn/. Point to the squares in sequence as you say each sound. Now, I'll say the word. Put your finger on the dot of the arrow and move it quickly across the arrow as you say the word. <i>In</i> .	
I will touch each square as I say the sounds again, /iinnn/.	
Listen again. I will say the sounds slowly and point to a square as I say each sound. When I say "freeze," I will keep my finger on the box I am touching. /iinnn/—Freeze! I am touching the last sound in <i>in</i>, /nnn/.	

First Grade Phonemic Awareness Examples

A. Phonemic Awareness	3–5 minutes
Sam's Stretch and Slide Model 3 <i>ran, if, mud, me, sat, run</i>	
Model how to play the game by stretching and sliding the words. Then stretch and slide the words chorally.	
Let's play Sam's Stretch and Slide. First, I'll say the word. Then I'll say each sound and hold up a finger. Last, I'll slide the word back together. Watch me. <i>Ran, /rrr/</i> (hold up your first finger); <i>/aaa/</i> (hold up your second finger); <i>/nnn/</i> (hold up your third finger). <i>Ran</i> .	
Stretch and slide the remaining words.	
<input checked="" type="checkbox"/>	To Correct: <ul style="list-style-type: none"> Quickly model the correct step. Have Voyagers repeat the step.

B. Phonemic Awareness	3–5 minutes
Oral Rhyming Model 4 <i>-at, rat, cat</i> <i>-it, sit, fit, hit</i>	
Model how to say rhyming words.	
We will rhyme with <i>-at</i> .	
What are we rhyming with? (<i>-at</i>)	
First, we'll say /rrr/, then rhyme with <i>-at</i> .	
Now we'll say the new rhyming word <i>rat</i> .	
Repeat with the remaining rimes and rhyming words.	
<input checked="" type="checkbox"/>	To Correct: <ul style="list-style-type: none"> Immediately say the rhyme correctly. Repeat the step from where the error occurred.

advent

Phonics

What Is Phonics?

Phonics instruction is the systematic use of sound-symbol relationships to teach the reading and writing of words. The goal of phonics instruction is to teach students the relationships between spoken sounds and printed letters for use in decoding and spelling words.

What Does Research Say about Effective Phonics Instruction?

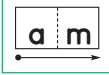
Systematic and explicit instruction in phonics is the most effective way to ensure appropriate reading growth in students. The direct or explicit teaching of a planned sequence of sound-symbol relationships and their use in reading and spelling words improves students' word recognition, spelling, and reading comprehension. To be most effective, this instruction should begin early.

How Does ULS Address Phonics and Spelling?

ULS has utilized the extensive research base in phonics to develop systematic and explicit phonics and spelling lessons beginning in kindergarten. The instruction builds in difficulty through third grade, incorporating letter combinations, affixes, and strategies for decoding multisyllabic words. Words with irregular spelling patterns also are taught explicitly with extensive review. Most prominently, the phonics and spelling instruction in ULS is directly linked to word reading, sentence reading, and passage reading. Students receive practice applying newly learned phonics skills to word reading, sentence reading, and passage reading. The text in ULS has been carefully designed to correspond with the phonics skills students are learning while still allowing for interesting, engaging story topics. The progressive sequence allows errorless learning in which students can be 100 percent successful with word and passage reading.

In addition to reading words, students apply their phonics skills to spelling and writing. The frequent application of phonics to both reading and the reciprocal skill of spelling deepens the knowledge students have about the sound system.

Kindergarten Phonics Examples

C. Phonics	3–5 minutes
Word Reading Model 10 words <i>am, man, fm</i>	
Draw either a 2-square or 3-square strip on the board for each word. 	
Draw a 2-square strip. Write <i>am</i> with one letter in each square. (See illustration.) Move your finger from letter to letter. Move your finger quickly across the arrow as you say the sounds fast and read the word. After you read a word, erase it and write the next word.	
Model how to sound out and read <i>am</i> . Watch and listen to me sound out and read a word. When I touch a letter, I'll say its sound and keep saying the sound until I move my finger to the next letter. Then I'll say the sounds fast. That's how we read words.	
Sound out this word. Sound out this word again. Say the sounds fast. What is the word?	
Have Voyagers sound out and read the word with you. Refer to the dialogue above.	

C. Phonics	3–5 minutes
Quick Spell Game 36 words <i>dig, fast</i>	
1. State the first word. Have Voyagers write a letter on their white boards as they say each sound, then spell the word aloud.	
Listen, dig. Say the word. Say the first sound in dig. Everybody, what letter makes the sound /d/? Write it. Say the next sound in dig. Everybody, what letter makes the sound /i/? Write it. Say the last sound in dig. Everybody, what letter makes the sound /g/? Write it. Everybody, spell the word dig.	
2. Repeat the procedure with the second word from today's lesson.	
<input checked="" type="checkbox"/> To Correct: If Voyagers make an error, model the correct response and have them repeat it. (For example, The next sound in dig is /i/. What is the next sound in dig? or This is what the letter i looks like. Write the letter i on your white board.) Then, finish the word. If time permits, return to the word.	

First Grade Phonics Examples

B. Comprehending Text	15–20 minutes
<input checked="" type="checkbox"/> Regular Words Model 5 <i>vest, clam, dust, sand, box, fix, pill, this</i>	
Have Voyagers read the words.	
<input checked="" type="checkbox"/> To Correct: <ul style="list-style-type: none"> • Immediately say the correct word. • Have Voyagers stretch and slide the word. 	
<input checked="" type="checkbox"/> Reading Words with Letter Combinations Model 9 <i>ring, king, thing, thin, sing, wing, wig, jig</i>	
Say the underlined parts in the words and model how to read the words. Have Voyagers point to the letter combination in the word. What is the sound for the letters? Have Voyagers point to the beginning of the word. What is the word? Have Voyagers read the words.	

Writing and Spelling	10–15 minutes
<input checked="" type="checkbox"/> Spelling Regular Words Model 14 <i>mud, best, hand, me</i>	
Have Voyagers use writing paper for their spelling words.	
Have Voyagers spell and write the words. Then have them check their words against yours.	
<input checked="" type="checkbox"/> Spelling Irregular Words Model 15 <i>some, would, give, many</i>	
Have individuals spell the words by letter name. Then have them check their words against yours.	
<input checked="" type="checkbox"/> Spelling—Sentence Dictation Model 16 <i>Can Sam and Tim run?</i>	
Write the sentence with Voyagers.	
Listen to the sentence you will write—Can Sam and Tim run? Now stretch the words. Write the sentence Can Sam and Tim run? Do not repeat the sentence.	
<input checked="" type="checkbox"/> Check It! <ul style="list-style-type: none"> • Write the sentence on the board and have Voyagers check their sentences. • What kind of mark goes at the end of this sentence? (question mark) 	

Second Grade Phonics Example

A. Word Study
5–10 minutes

HidingPlaces Word Study Book page 25

1. Letter Combinations
Write *ar* on the board. The sound for *ar* is /är/ as in the words *star* and *farm*. What is the sound for *ar*? (/är/) Turn to page 25 in your Word Study Book and look at Box 1. Let's say the sounds of these letter combinations together. Choral read the letter combinations, then call on individuals to say the sounds of the letter combinations.

To Correct:

- Immediately say the correct sound(s).
- Have Voyagers repeat the sound(s).

2. Words with Letter Combinations
Look at Box 2. These words include letter combinations. Let's read the words together. Choral read the words, then call on individuals to read one or two words.

To Correct:

- Immediately say the word.
- Say the sound(s) of the letter combination(s).
- Have Voyagers repeat the sound(s).
- Read the word together.

3. Multisyllabic Words
Look at Box 3. To help us read the words, we will look for the pattern vowel-consonant-consonant-vowel and divide the word between the consonants. Model by writing the word *thunder* on the board. Beneath the *u* in *thunder*, write a *v*. Beneath the *n* and *d*, write *cc*. Beneath the *e*, write another *v*. I'll draw a slash between the consonants to divide the word. Next, I'll stretch each part, /thən dər/. The word is *thunder*. Use *picture* and *corner* on the board as additional examples and label the vowels and consonants. Lead Voyagers to label the *vccv* pattern, divide, stretch, and read each word in Box 3. Call on individuals to stretch and read words.

adventure 4, lesson 6

1. Letter Combinations

ar	ee	or	igh	or	ar
----	----	----	-----	----	----

2. Words with Letter Combinations

sheep	starled	parls	morning
night	almost	mean	dark

3. Multisyllabic Words

forget	moonlight	almost	readly
wonder	morning	excite	starled

4. Phonetic Words

see	near	first	surprises
book	anything	listens	night

5. Short Words

excitement	ghost	rains	sugpost
picture	badger	hawk	valley

HidingPlaces Word Study Book Units 1-3 25

adventure 4

Second Grade Phonics and Spelling Example

spelling connection

Purpose: Spell previously read and studied words by unscrambling the letters and categorizing them.

1. Have Voyagers turn to page 60 of the *HidingPlaces* Writing and Spelling Book and choral read the spelling words in the box.
2. In Part B, Voyagers unscramble each word to make a spelling word and write the spelling word on the line under the scrambled word.
3. Look at Part C. Choral read the titles on the boxes. Guide Voyagers to write the spelling words in the correct boxes. Words may be used more than once or not at all.

adventure 5, lesson 9

Part A
Read the spelling words in the box.

helpless	forget	curved	fur
bearing	moonlight	camps	listen
bath	pictures	stuff	rainfall

Draw words: exhausted, forgive

Part B
Unscramble each word to make a spelling word. Write the spelling word on the line under the scrambled word.

...h...l...e...s	...g...t...e...n	...e...d...e...g	...r...e...
...b...e...r...i...n...	...m...o...o...n...l...i...g...h...t...	...c...a...m...p...	...f...u...r...
...p...i...c...t...u...r...e...	...s...t...u...f...	...c...a...m...p...	...r...a...i...n...f...a...l...

Part C
Read the titles on the boxes. Write the spelling words in the correct boxes. Words may be used more than once or not at all.

Words that end with -ing	Compound words	Two-syllable words	Words that end with -er
helpless	helpless	bearing	bearing
pictures	forget	bearing	pictures
curved	moonlight	forget	camps
fur	rainfall	pictures	rainfall

60 HidingPlaces Writing and Spelling Book

Third Grade Phonics and Spelling Example

spelling connection

Purpose: Spell words by classifying them into categories and using them to complete sentences.

1. Have Voyagers turn to page 15 in the *WildRivers* Spelling Book and choral read the spelling words in the box.
2. **Look at Part B.** Choral read the titles for each box. Guide Voyagers to write the spelling words in the correct boxes. Words may be used more than once or not at all.
 - **Which of the spelling words begin with *re-*?** (all except the bonus words) **Write the spelling words that begin with *re-* in the first box.**
 - **Which spelling words end with *-ed*?** (repeated, reminded, rewired) **Write the spelling words that end with *-ed* in the next box.**
 - **Which spelling words have only two vowels?** (recall, return, replays, column, facet) **Write the words that have only two vowels in the last box.**
3. **Look at Part C.** Work with your Pathfinder to read each sentence and write the spelling word that makes sense in the blank.

adventure 2 lesson 2

Part A
Read the spelling words in the box.

repeated	reroute	rebuilt	replays
refueling	return	repairman	rewrote
recall	reminded	refinery	rewired
Bonus words: column, facet			

Part B
Read the titles on the boxes. Write the spelling words in the correct boxes. Words may be used more than once or not at all.

Words that begin with <i>re</i>	Words that end with <i>-ed</i>	Words with only two vowels
repeated	rebuilt	replayed
refueling	repairman	recall
recall	refinery	return
reroute	replays	replays
return	rewrote	column
reminded	rewired	facet

Part C
Read each sentence and write a spelling word in the blank. You will not use every word.

1. I cannot recall where I left my backpack.
2. The police had to reroute the traffic around the wreck.
3. The repairman fixed our refrigerator.
4. I rewrote the ending of my story.
5. My mom reminded me to take my coat.
6. The mechanic rebuilt or rewired the engine of the old car.
7. Did you return that book to the library?
8. The parrot repeated everything that we said.
9. The truckers were refueling their big rigs at the gas station.
10. The game stopped while the referees watched the replays.

WildRivers
Spelling Book
15

Fluency

What Is Fluency?

Fluency is the ability to accurately and quickly read text. This ability is preceded by facility with early reading skills (e.g., naming letters and sounds, reading words). Fluent reading allows readers to focus on comprehending and gaining meaning from text. Therefore, fluency is directly related to reading comprehension.

What Does Research Say about Effective Fluency Instruction?

Fluency instruction is an often forgotten component of reading instruction. However, fluency is a key component of successful reading. Effective fluency instruction should provide specific time for practicing reading and rereading text accurately, quickly, and with expression. Before students have the necessary skills to read connected text, fluency instruction should include the building blocks of reading, including naming letters or sounds and reading words automatically. Once students can read connected text, repeated reading with feedback is an effective practice for improving fluency and reading achievement. In fact, feedback from peers or teachers while reading is an essential component of fluency instruction.

How Does ULS Address Fluency?

ULS lessons are specifically designed to incorporate all of the research findings for effective fluency instruction. The scaffolding of fluency instruction is built into the architecture of the ULS curriculum from kindergarten through third grade. ULS begins fluency instruction with early reading skills in kindergarten, including naming letters, naming sounds, and reading words quickly and accurately. As students develop more advanced reading skills, fluency in text reading is emphasized. Teachers model appropriate reading rates and expression. Students repeatedly read passages aloud with feedback and support to improve their reading rate. Choral reading poetry and performing in Reader's Theater also help students build fluency. Partner reading enables a number of students to work on fluency simultaneously and receive immediate feedback. Finally, timed readings motivate and challenge students to improve their rate while monitoring their own progress.

Kindergarten Fluency Example

C. Word Reading	3-5 minutes
<p>Brown Bag Review Game 32 (Version 2) Sound out and read dog, can, jet, big, cat, dad, pet, bug, cap, pop, kit, dig Fast-read nest, mat, up, sand, if, log, van, mom, sit, am, not, Sam Read irregular words the, is, was, I, see, a</p>	

1. Tell Voyagers that they will play the Brown Bag Review game to practice words they have read all week.
2. Gather the word cards from today's lesson. Place a small sticky note on the word cards for the words labeled "fast-read" in today's lesson. Then, put all word cards in a brown bag.
3. Call on a Voyager to choose a word card from the bag without looking. Write the word on a large strip on the chalkboard.
4. If the word card chosen has a sticky note on it, have Voyagers fast-read the word. (**You will read this word without saying the sounds aloud . . .**) If the word card chosen has an irregular word, have Voyagers spell the word, then say it. (**Here is one of our "funny" words. Spell it . . .**) For all other word cards, have Voyagers sound out the word, then say the sounds fast.

 If Voyagers get the word right, place the word card on the table and put a tally mark on the chalkboard.

 If Voyagers make an error, follow the correction procedure below and put the word card back in the bag.
5. Continue this activity for 2 minutes. At the end of 2 minutes, count how many words the group read correctly.

To Correct:

- Fast-read words: Have Voyagers sound out the word aloud and say the sounds fast to read the word.
- Irregular words: Tell Voyagers the word and have them repeat it. Then have Voyagers spell the word and ask them what word they spelled.
- Sound out and say the word: Model how to sound out and read the word. Start at the beginning of the word and have Voyagers sound it out and read it.

adventure 11

First Grade Fluency Example

station 1 fluency

Purpose: Read with accuracy, expression, and fluency.

1. Read the passage on page 110 of the *SeaCastles Adventure Book* to a partner, who will circle your missed words.
 2. Reread the circled words together.
 3. Read the story again while your partner circles missed words.
 4. Switch roles and repeat the process.
- ★ Extension: Reread a familiar book or story from the *SeaCastles Reading Book* to build fluency.
- ★ Expressive Writing Activity Card

Bill's Spill

Sam has a pal, Bill.
 Bill went up a hill.
 Bill said, "I can jump and land."

Story Reading Model 13

Refer to page 96 in the Reading Book, "Friendly Dolphins."

In the previous story, we read about the dolphins that came to help the team. Choral read the title of today's story. Let's read to find out how the friendly dolphins helped the team on the boat.

Review the process of a Reader's Theater with Voyagers. Choral read the Reader's Theater. Then assign characters and have Voyagers reread their parts.

- To Correct:**
- Wait 2 seconds for the reader to self-correct.
 - Ask the reader to try again.
 - Say the word.
 - Have the reader repeat the word, then reread the sentence.

Friendly Dolphins



The ocean is windy, and each wave is wide. The friends feel a little seasick. Tish makes sure they are safe.



Tish, can you hear me?

Second Grade Fluency Example


B. Reading Connected Text	15 minutes
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Hiding Places Anthology book pages 100 and 101

- Turn to page 100 in your *Hiding Places Anthology*. Have partners read pages 100 and 101. One partner reads aloud as the other follows along. They switch roles to reread the text. Correct as necessary.
 - To Correct:**
 - Wait 2 seconds for the reader to self-correct.
 - Ask the reader to try again.
 - Say the word.
 - Have the reader repeat the word, then reread the sentence.
- After reading, ask the following comprehension questions:
 - Where else did we read about camels? (“Ships of the Desert” in *Kids Discover 2: Deserts* magazines)
 - According to the passage, which deserts do not have camels? (North American deserts)
 - What do camels look like? (They have knobby knees, long necks, humped backs, wide flat feet, bushy eyebrows, long eyelashes, and thick light brown or tan hair.)
 - What do camels eat? (oats, grass, dates, thorns, bones, plants)
 - What do people use camels for? (for meat, milk, hair, and to travel)

Desert Ships

Ask about the desert. Most people will speak of sand and heat. Ask about desert animals. You most likely will hear about camels. But did you know that camels are not found in all deserts? You will not see camels in the deserts of North America. Camels are found in the deserts of Africa and Asia.



Third Grade Fluency Example

timed fluency

Note to Teacher
Fluency practice is designed to increase automatic word recognition, or the smoothness of reading; the rate or pace of reading; and the appropriate expression. Weekly in Station 1, partners will practice fluency by timing each other reading a brief passage. The passages are provided in the *WildRivers Adventure Book*. A chart for recording weekly fluency scores is on the inside back cover of the *WildRivers Adventure Book*. Read aloud the following numbered instructions and pause between each one for Voyagers to complete it.

- Turn to page 38 in the *WildRivers Adventure Book*.
- Read the passage with your learning team in soft voices. Stop if needed to ensure that all team members can identify every word.
- Partners will work together to read and time the passage for 1 minute. One partner reads as the other keeps time using a stopwatch or a clock or watch with a second hand. Your partner may help if you get stuck on a word. At the end of 1 minute, the reader draws a bracket after the last word he or she read.
- Partners switch roles and repeat the 1-minute timed reading.
- Figure your scores using the numbers at the end of each line. Add or subtract to find the number of words read in 1 minute. Write the score in the Total 1 blank at the bottom of the page.
- Repeat the timed reading for each partner. Figure your scores and write them in the Total 2 blank.
- Write today's date and the highest of your two scores on the next line of the chart on the inside back cover of the *WildRivers Adventure Book*.

★ Extension: On a sheet of paper, draw a picture of yourself on a bike. Write about it. If you own a bike, tell when you got it and how you learned to ride. If you do not own a bike, tell about a bike you would like to have in the future.

It's About Time 4

Part A

- Read the passage with your learning team. Stop if needed to ensure that all team members can read every word.
- Work with a partner to read and time the passage for 1 minute. One partner reads as the other times with a watch or clock. If you get stuck on a word, your partner can help you. After 1 minute, draw a bracket after the last word read.
- Switch roles and repeat the 1-minute timed reading.
- Figure your score using the numbers at the end of each line. Add or subtract to find the total words you read in 1 minute. Write your score in the Total 1 blank.
- Repeat the timed reading for you and your partner. Figure your second score and write it in the Total 2 blank.
- Write today's date and the highest of your two scores on the next line of the chart on the inside back cover.

On my birthday, I rode a big bike! It was my first time.	13
Before that, I rode a bike with training wheels. It used to	25
belong to my big sister. It was really just for little kids. I	38
wanted to ride a big bike all by myself. I wanted to be just like	53
the big kids.	56
The day I turned 6, I got my own bike. It was so big.	70
Dad had to help me sit on it. At first I couldn't ride it. We	85
practiced and practiced. Dad ran beside me on the sidewalk.	95
He held on to the seat so I wouldn't fall. I was a little bit	110
scared at first. It was hard to balance. We practiced most of	122
the day. Pretty soon I said I was ready to try it by myself.	136
Grandma and Grandpa were coming over for cake and	145
ice cream. I wanted to show them I could ride without training	157
wheels. I rode by myself for the first time just as they drove	170
up. Grandpa took a picture of me. Now I have a picture of	183
myself riding my own bike. I show it to all of my friends.	196
I feel like I'm almost all grown up. I'm giving the	207
little kid bike to my cousin. I won't need it anymore.	218

Vocabulary

What Is Vocabulary?

Vocabulary refers to the words a person understands and uses in listening, speaking, reading, and writing. Vocabulary is directly related to reading comprehension as students try to make meaning of the words in text.

What Does Research Say about Effective Vocabulary Instruction?

Students learn word meanings through direct and indirect experiences with oral and printed language. First, it is imperative that students have many opportunities to engage in oral discussions of new experiences and new words to build on their previous knowledge. One effective avenue for building students' oral vocabulary is through teacher read alouds. Teachers read to students and engage them in meaningful book discussions revolving around new words and concepts while connecting the new knowledge with students' previous experiences. Instruction of specific word meanings is also necessary to increase student exposure to novel words. Direct vocabulary instruction is most effective when words are selected and incorporated in text based on their usefulness in language and importance to comprehension. Repeated exposure to new vocabulary in a variety of contexts is also vital to ensuring significant student reading gains. As student vocabulary grows, independent strategies for learning new word meanings, such as using the context in which the word appears, give students tools for continually increasing vocabulary knowledge.

How Does ULS Address Vocabulary?

ULS provides students daily experiences with oral and written language. Vocabulary instruction is skillfully integrated throughout the daily lessons in read alouds, student passage reading, and comprehension activities. Teachers guide students as they read engaging informational and narrative text to investigate word meanings. Multiple exposures to words ensure that students retain their knowledge of word meanings.

In kindergarten and first grade ULS programs, specific words or picture cards are identified for pre-teaching. Vocabulary, carefully selected for explicit instruction, includes important concept words, useful words, and words that may be confusing to young readers. Discussion and questions allow students to examine new words in a variety of contexts while connecting words and concepts to their prior knowledge.

At the second and third grade levels, building vocabulary continues with high-frequency, useful words pre-selected to extend students' vocabulary in contexts that will most effectively assist in their reading growth. In addition, vocabulary instruction is integrated with word study. Students are taught the meaning of word parts and guided to build words from those units of meaning. Discussions regarding word meanings are also integrated into comprehension activities. Student text is intentionally designed to support students' understanding of the meaning of unknown words in context and strategies for using the context to gain word meaning are explicitly taught. Additionally, graphic organizers help students develop an understanding of the dimensions and relationships among new vocabulary words.

Kindergarten Vocabulary Example

daily message

Write the following message on the chalkboard.

Weather, weather, what does the weather reporter say today?

She says it's _____, _____.

That is the weather all day.

Read the message aloud as you point to each word. Use descriptive words such as *cloudy*, *windy*, *sunny*, or *rainy* in the blanks. Remind Voyagers about the use of capitalization at the beginning of sentences and the purpose of the question mark at the end of the sentence.

read and respond

Purpose: Recognize the purpose of punctuation.

1. Tell Voyagers the second sentence of text is the answer to the question. Use one or two of the descriptive words to complete the sentence. Read the second sentence with the word describing the day in the blank spaces.
2. Place Voyagers into two groups. One group recites the question in the message using a question tone. The other group answers the question with a weather word that describes today's weather. Ask one group to chant the question and the other to chant the answer.
3. Repeat the question, **What does the weather reporter say today? What do you think a weather reporter is?** Explain that a weather reporter works at a television or radio station or newspaper and his or her job is to *forecast* the weather. **Does anyone remember what the word *forecast* means? It means to predict the weather using the information available.**

First Grade Vocabulary Example

Story Reading Model 13

Refer to page 98 in the Reading Book, "Dolphin Friends."

Locate, read, and discuss the meaning of the underlined words in the passage before reading. (mammals, breathe, air, young, hair, tired, tail) Choral read the title. The friends want to learn more about their new underwater friends, the dolphins. What do you know about dolphins? Let's read to learn more facts about dolphins.

Have Voyagers choral read the story.

To Correct:

- Wait 2 seconds for the reader to self-correct.
- Ask the reader to try again.
- Say the word.
- Have the reader repeat the word, then reread the sentence.

Second Grade Vocabulary Example

read and respond

Purpose: Identify story elements and read and identify possessives.

1. Earlier you wrote stories about meeting rattlesnakes. In this book, the characters will meet a rattlesnake. Display *Roadrunner's Dance* and choral read the title. What is shown in the cover illustration? (A woman is blowing at a bird.) Why would she do that? Allow brief responses.
2. Choral read the vocabulary words on the chart and discuss the meanings. Add definitions to the chart. Use the words in sentences and ask volunteers to use them in sentences. See the following possible definitions and sentences.

elders—older people who lead a village (The people of the village asked the elders for help.)
created—made (We created art projects to give to our parents.)
interfere—to mix in other people's business (Do not interfere when the teacher is correcting another student.)
sternly—in a hard manner (The librarian sternly told us to be quiet in the library.)
convinced—sure (I am convinced I passed my spelling test.)
inhibiting—stopping (My shyness was inhibiting me from making new friends.)
assembled—gathered together (The second-grade class assembled on the playground.)
timid—shy or afraid (The timid kitten hid beneath the chair.)
agile—graceful (My sister, the dancer, is very agile.)
abode—home (The bear's abode is in a cave.)

Third Grade Vocabulary Example

vocabulary development

1. Turn to page 58 in the *WildRivers* Vocabulary Development book. Read the vocabulary words in the box with your learning team.
2. In Part B on pages 58 and 59, read the paragraphs silently or in soft voices. Write short answers to the questions.
3. Continue to page 60. Read the vocabulary words in the box. Then, read each question and circle the letter of the best answer.
4. If you have time, take turns reading paragraphs and questions and sharing answers.

adventure 5 week 1

Part A
Read the vocabulary words in the box.

section food transform recognize attract

Part B
Read the paragraphs and answer the questions.

1. Write and draw lines to draw one mountain of snow. They made a chimney in the town so they could see the city. A machine is a part of something. We will put snow in the machine to make snow. Read and the snow machine in the snow paper.
Which machine in the grocery store contains your favorite food?
Responses will vary.
2. Little Juan was kind of shy. They spent many days walking through the forest together. Food is the same thing as eating or having. Many children are kind of shy just like Juan.
Who are you most kind of?
Possible responses: mom, dad, sister, brother, grandma, cousin, teacher.

58 WildRivers Vocabulary Development

adventure 5 week 1

3. Elder threw pieces of hair into the wind. The boys watched each piece **transform** into a new and different bird. **Transform** means to change shape or appearance. A new paint job can **transform** an old car. We watched a tadpole **transform** into a frog.

What causes a child to **transform** into an adult?

Possible responses: They grow. They eat food and drink water.

4. There were monkeys. There were snakes. There were frogs. There was a sloth. Juan didn't **recognize** any of them. He'd never seen them. **Recognize** means to know that one has seen someone or something before. I didn't **recognize** my pals on Halloween. Players **recognize** team members because they wear uniforms. You will **recognize** my sister when you see her. You met her at a party last year.

How can students **recognize** their school buses when they are all yellow?

Possible responses: The buses have different numbers. The students know their bus drivers.

5. Piranhas are fish. Movement will **attract** them. Blood will draw them. **Attract** is to get attention or interest. Food may **attract** ants. Food may **attract** flies. Flowers **attract** butterflies. Flowers **attract** bees. Seeds will **attract** birds. We use lures to **attract** fish.

What do sports fans do to **attract** TV cameras?

Possible responses: hold up signs, yell loudly, dress crazily

Comprehension

What Is Comprehension?

Comprehension is the ability to understand and gain meaning from language. Listening comprehension refers to gaining understanding through spoken language, while reading comprehension refers to gaining understanding through written language. The ability to comprehend while listening transfers to reading comprehension. Comprehension abilities are the direct result of active reading in which readers think about their reading, making connections and inferences to understand text.

What Does Research Say about Effective Comprehension Instruction?

Comprehension can be improved by teaching specific comprehension strategies. This includes teaching students to monitor their comprehension, organize and retell information presented, recognize story structure, generate questions about the text, predict outcomes in the text, and confirm or revise predictions. The techniques of summarizing and generating main ideas are effective strategies to teach students for improving comprehension.

Comprehension instruction should begin with listening comprehension when students first begin reading instruction. High-level comprehension strategies, such as making inferences, can be learned through direct teaching and practice with teacher-read stories. Early listening comprehension instruction makes the transition to reading comprehension more efficient. Comprehension instruction continues with reading as students begin reading text.

How Does ULS Address Comprehension?

ULS utilizes the most effective research-based comprehension instruction at all grade levels. By teaching critical strategies for understanding text, teachers give young readers the tools they need to read grade-level texts.

In kindergarten and first grade, listening and reading comprehension are taught. Listening comprehension strategies are taught in response to engaging teacher read alouds. When students begin to read sentences, teachers guide students with critical reading comprehension questions requiring both literal and inferential knowledge of the passages.

In second and third grade, as students gain facility with listening comprehension and begin reading more difficult text, reading comprehension becomes the primary focus. Critical comprehension strategies are taught and practiced throughout the lessons including monitoring comprehension through questioning, sequencing, summarizing, generating main ideas, predicting and verifying predictions, and examining story structure. Questioning continues following an explicit-to-implicit pattern to support students' development of critical thinking skills.

The strategies taught in ULS promote students' growth towards active readers of increasingly difficult text. Students implement and practice strategies with text read by the teacher (listening comprehension) and text read by students (reading comprehension). All comprehension techniques are reviewed frequently throughout the program so students receive multiple practice opportunities and retain mastery.

Kindergarten Comprehension Example

C. Reading Connected Text	5-10 minutes
<p>Story Reading Model 37 Introduce <i>Nan sits on the bed.</i> <i>Tom sits on the bed.</i> <i>Nan and Tom had a sip.</i> <i>Nan and Tom rest.</i></p>	
<p>First Reading Tell Voyagers to read each word the fast way. Have Voyagers choral read each word in the sentence. You will read each word in these sentences the fast way. Touch the (first, next, last) word. (Pause 2 seconds after each word.) What is the word? Have Voyagers return to the first word and read the sentence the fast way. Repeat the procedure for each sentence.</p>	
<p>Second Reading Direct Voyagers to put a finger on the first word of the sentence. Have Voyagers read the sentence the fast way. Remind them to read smoothly and with expression. Confirm the sentence by modeling smooth and expressive reading. Repeat the procedure for each sentence. Briefly discuss the picture in relation to the sentences. Sample questions include <i>Who sits on the bed? What are Nan and Tom getting ready for? Why do you think Nan and Tom had a sip of water? When do you think Nan and Tom will get up?</i></p>	

First Grade Comprehension Example

<p>Comprehension Strategies Have Voyagers look back in the text to locate answers to the questions.</p> <p>Explicit:</p> <ol style="list-style-type: none"> 1. Where did the friends have their picnic? (at the beach) 2. What did the friends eat at the picnic? (hot dogs and chips) 3. After the meal, the friends wanted to have more fun. What did they do? (played a game of leapfrog) 4. What did the friends do at the end of the story? (sat on a log by the fire, looked at the sea, and saw a sunset) <p>Implicit:</p> <ol style="list-style-type: none"> 1. Do you think the friends had fun playing leapfrog? Why? (Encourage Voyagers to support their answers with information from the story.) 2. What games would you play at a picnic? (Accept reasonable responses.) 3. Read aloud the title on page 54. Were your predictions correct? Was this a good title for the story? If you could change the title, what would it be? (Accept reasonable responses.)

Effective Instruction

Voyager has taken great care to design lessons with the most effective instructional practices. All lessons in each reading component provide explicit instruction in every step of the reading process with teacher modeling followed by multiple practice opportunities. The multiple opportunities for student response throughout each lesson maximize the amount of time students spend actively engaged in the content. Small group instruction and the use of choral and individual student responding add extensive practice for all students. Feedback is an important feature of ULS, and specific error corrections are provided to allow students to be successful in their practice attempts. All reading skills and strategies taught are continually reviewed within and across grade levels. By integrating these features of effective instruction with the critical components of reading instruction, ULS provides a complete reading program to give students the tools they need to be successful readers.

Grouping

ULS utilizes a variety of grouping formats to meet the full range of student needs. Initial skill and strategy instruction occur daily in a large group setting. Mixed-ability groups are employed in the collaborative learning stations for further practice in reading components. Same-ability small groups occur in the teaching station so specific student needs can be targeted and monitored. Additionally, pairing activities are incorporated in lessons to allow full engagement of all students while learning from peers.

Differentiated Instruction

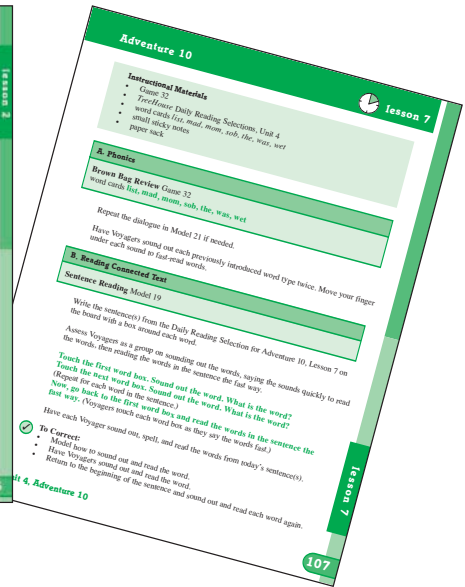
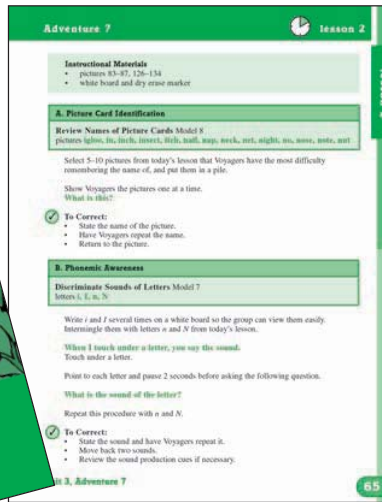
Reading can only be appropriately addressed if instruction occurs commensurate with student reading levels. The ULS system has been designed to meet the needs of a wide range of readers seen in most classrooms. For students proficient or on track with reading, each daily lesson provides open-ended learning opportunities to stretch student thought. Additionally, enrichment activities are provided in Time to Explore and the Advanced Reader Modules. These opportunities allow fast learners to apply the concepts they are learning and stretch their knowledge in a multitude of contexts. For students struggling with reading, ULS provides multiple practice opportunities with initial instruction followed by small teacher-led instructional groups and collaborative groups learning in reading stations. Moreover, intervention lessons provide the additional time and support struggling readers need to develop key skills and succeed with the core curriculum.

Some struggling readers do not benefit adequately from their core reading program and require supplemental instruction. Without well-designed supplemental instruction linked to the core program, these students will struggle with reading and not be able to realize total mastery of the reading process. Explicit, systematic instruction in each of the essential components is most effective for ensuring the highest percentage of students succeed in the reading process.

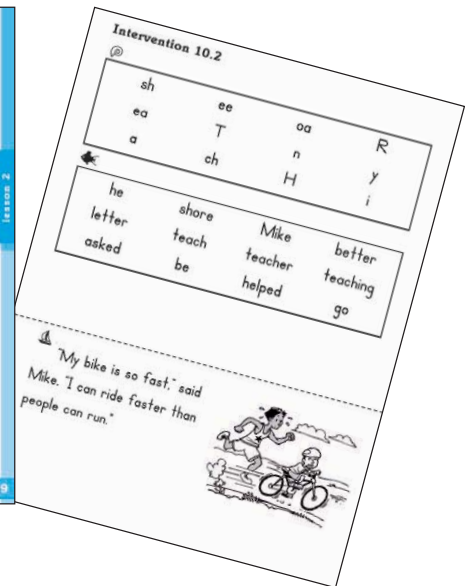
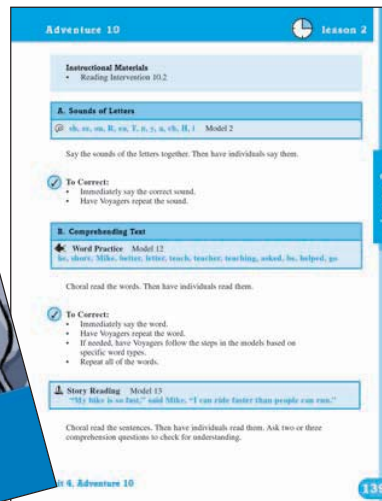
ULS Reading Intervention for Struggling Readers

ULS Reading Intervention provides multiple support and intensive instruction in the essential reading components for students for whom the core reading program is not sufficient. ULS offers a dual component intervention to ensure that each struggling reader receives supportive, effective instruction and additional practice. One is the in-school intervention for kindergarten through third grade and ranges from 10 to 30 minutes in length. At each level, students benefit from more time on task to reinforce skills. The second intervention component is an extended-time curriculum offered to students beginning in Grade 1. These lessons emphasize the essential components and follow the instructional routine of modeling, guided practice, individual practice and correction used in the core. Struggling readers who receive the dual intervention component make significant gains in reading as measured by Vital Indicators of Progress. Both intervention components focus on the skills most struggling readers lack, teaching them with intensity and deliberation, and providing ample practice to close the gap between struggling readers and their classmates.

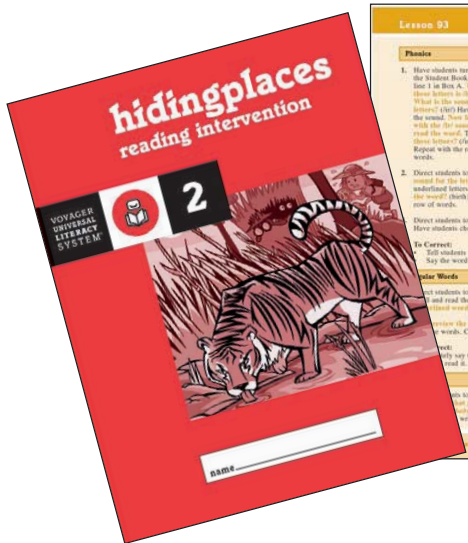
Kindergarten Reading Intervention



First Grade Reading Intervention



Second Grade Reading Intervention



Lesson 93

Phonics 5 minutes

1. Have students turn to page 93 in the Student Book. Direct them to look at the first row. The words that have letters in bold are to be read. What is the sound for these letters? (ar) Have students say the sound. Turn that sound around with the first sound. First, say the sound for the letters that are underlined, then read the word. Think the underlined letters in the word. What is the sound for these letters? (ar) Have students repeat the sound. What is the word? (start) Repeat with the remaining words on the row. Call on individuals to read one or two words.

2. Direct students to line 2. Let's read words with sounds we know. First, say the sound for the letters that are underlined, then read the word. Think the underlined letters in the word. What is the sound for these letters? (ar) Repeat with the remaining words. Call on individuals to read the row of words.

3. Direct students to line 3. Let's read those words. What is the first word? (start) Have students read the word. Call on individuals to read one or two words.

To Correct:
Call students the correct sound, then ask them to repeat the sound.
Say the word that was missed, then have students repeat the word.

Irregular Words 5 minutes

1. Have students to line 4. We can't use the sounds we know to read every word, and read the underlined words for students. Now you spell and read the underlined words.

2. Have students to line 5. We can't use the sounds we know to read every word, and read the underlined words for students. Now you spell and read the underlined words.

To Correct:
Call students the correct word. Have students repeat the word, then spell the word.

Fluency 5 minutes

1. Always one student to be the reader and the other to check for errors. As your signal, the reader reads for 1 minute with speed and accuracy while the partner circles errors. Instruct students to stop after 1 minute. The partner counts the number of words read by the reader in 1 minute, not including the incorrect words. Monitor the progress of students who have four or more errors in their timed reading. Have pairs switch roles and repeat the procedure.

Passage Reading and Comprehension 10 minutes

1. Have a student read the title, "Grasshoppers." What can you tell us about the passage? (It is about grasshoppers.) Explain. (The title and illustration tell us what the passage is about.) As you read, look for the main events, important names, and situations. Answer any questions with an eye. The answers are found at the top of an insect's head. The story is in the middle part of an insect's body. The information is the stomach of an insect. Have students read the passage with you for accuracy. If students have difficulty reading the passage, assist them to reread the passage before you ask the comprehension questions.

To Correct:
Stop the readers. Say the word. Have students repeat the word and reread the sentence.

2. After reading the passage, ask the comprehension questions.
• How is this passage different from the other passages we have read? (It is not a story.)
• What does this passage tell us? (important information about grasshoppers)
• Look back in the passage to find a way grasshoppers get away from birds and snakes (jump and fly off). (Use 4-6)

Fluency 5 minutes

1. Always one student to be the reader and the other to check for errors. As your signal, the reader reads for 1 minute with speed and accuracy while the partner circles errors. Instruct students to stop after 1 minute. The partner counts the number of words read by the reader in 1 minute, not including the incorrect words. Monitor the progress of students who have four or more errors in their timed reading. Have pairs switch roles and repeat the procedure.

Practice Page Lesson 93

1. ar first third for
2. high unhelpful repeat leaves
3. month sunny leaves repeat dark
4. ready 2 4383 5 new 3 nothing 6 sign

Grasshoppers

Grasshoppers are insects from one to five inches long. They can jump about 20 times as far as how long they are.

They live in many places and where there are trees to eat. Animals like birds and snakes eat grasshoppers. The insects use special ways to get away. First, they can jump up and fly off.

Another way is that the grasshopper bites with its strong legs. The third way is to hide. Look like the place where you are or for trees are green. These grasshoppers that live on the ground are dark in color. The ones that live near water, unless they are green, grasshoppers are called water bugs. They are called water bugs because they live in water.

Grasshoppers are a clever insect. They are safe from people and

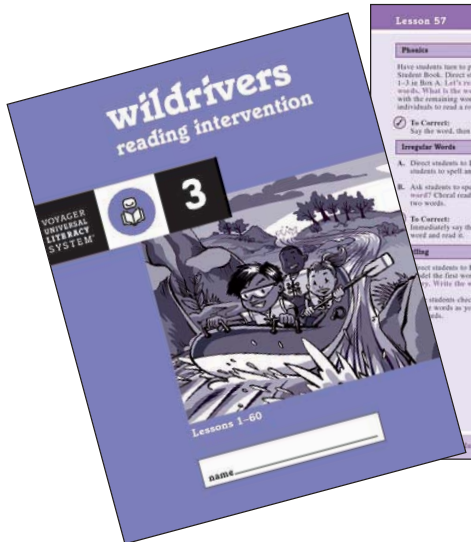
The three parts of a grasshopper are its head, thorax, and abdomen. Its head has two antennae, a mouth, and five eyes. The thorax has three pairs of legs. The abdomen is the grasshopper's tail.

Grasshoppers give birth by laying eggs. Baby grasshoppers look just like their mother, only smaller with no wings.

Grasshoppers like to sing. They make this sound by rubbing their legs for feet, but this makes some people think them to be noisy.

Grasshoppers hop to grasshoppers hop. They need one whole cycle of their life. They are not like people. They are like people. They are like people. They are like people.

Third Grade Reading Intervention



Lesson 57

Phonics 5 minutes

1. Have students turn to page 46 in the Student Book. Direct students to look at the first row. The words that have letters in bold are to be read. What is the sound for these letters? (ar) Have students say the sound. Turn that sound around with the first sound. First, say the sound for the letters that are underlined, then read the word. Think the underlined letters in the word. What is the sound for these letters? (ar) Have students repeat the sound. What is the word? (start) Repeat with the remaining words on the row. Call on individuals to read one or two words.

2. Direct students to line 2. Let's read words with sounds we know. First, say the sound for the letters that are underlined, then read the word. Think the underlined letters in the word. What is the sound for these letters? (ar) Repeat with the remaining words. Call on individuals to read the row of words.

3. Direct students to line 3. Let's read those words. What is the first word? (start) Have students read the word. Call on individuals to read one or two words.

To Correct:
Call students the correct sound, then ask them to repeat the sound.
Say the word that was missed, then have students repeat the word.

Irregular Words 5 minutes

1. Have students to line 4. We can't use the sounds we know to read every word, and read the underlined words for students. Now you spell and read the underlined words.

2. Have students to line 5. We can't use the sounds we know to read every word, and read the underlined words for students. Now you spell and read the underlined words.

To Correct:
Call students the correct word. Have students repeat the word, then spell the word.

Fluency 5 minutes

1. Always one student to be the reader and the other to check for errors. As your signal, the reader reads for 1 minute with speed and accuracy while the partner circles errors. Instruct students to stop after 1 minute. The partner counts the number of words read by the reader in 1 minute, not including the incorrect words. Monitor the progress of students who have four or more errors in their timed reading. Have pairs switch roles and repeat the procedure.

Passage Reading and Comprehension 10 minutes

A. Call on a student to read the title. Have students read the story with you for accuracy. If students have difficulty reading a section, assist them to reread the section before asking the comprehension questions.

To Correct:
Stop the readers. Say the word. Have students repeat the word and reread the sentence.

B. Stop after each section in the story to ask the comprehension questions.

Section 1: What is the author worried about in the first paragraph? (not getting into the circus, since he and his father did not prepare to pay tickets ahead of time) What does the author predict about the circus? (It will be the best circus he has ever seen.)

Section 2: Has the author been to the circus before? How can you tell? (Yes, he mentions things that he enjoys seeing and hopes to see again at the circus.) What is the author's favorite part of the circus? (the clowns)

Section 3: What is this section mostly about? (food at the circus) What are some of the foods mentioned? (cotton candy, popcorn, and hot dogs)

Fluency 5 minutes

Have students reread the story or a section of the story with a partner and check each other for reading errors. Monitor and correct for speed and accuracy as needed.

Practice Page Lesson 57

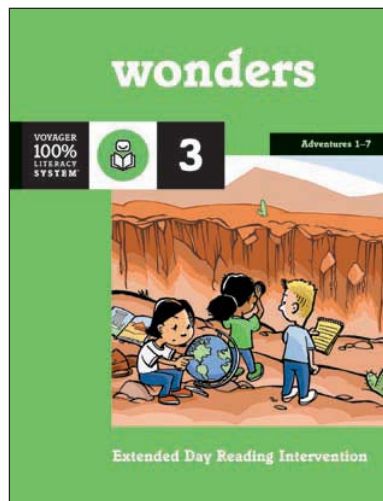
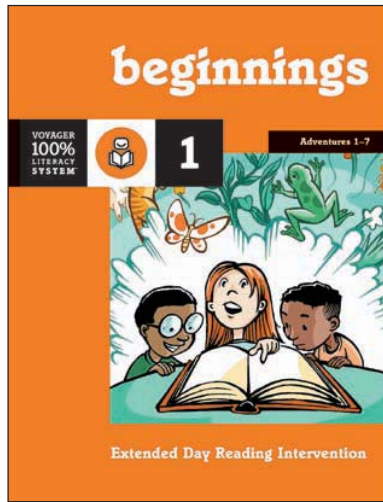
1. prepaid including person unhappy
2. prepare riding jugglers ends
3. person downhill paintbrush without

1. ar first third for
2. high unhelpful repeat leaves
3. month sunny leaves repeat dark
4. ready 2 4383 5 new 3 nothing 6 sign

Circus, Circus

circus climb out of the box. They are not careful and fast. They run and make and pay tickets on each other. They also like to watch the clowns. They sometimes drive around in the little cars. The very best of the circus is the clowns. They are painted in many bright colors. I really like circus food. The cotton candy and popcorn are yummy. So are the hot dogs. The circus wouldn't be the same if you couldn't eat all those things. They were to make the circus better. I think everything about the circus is neat.

Extended-Time Intervention



Assessment

Assessment is an integral part of any instructional program. An assessment system is critical for use in identifying students in need of additional support and monitoring student reading progress. The most effective instruction results when ongoing assessment is implemented and instruction can be continually evaluated and modified where necessary.

Included with ULS is a method of assessment called Vital Indicators of Progress™ (VIP). This system includes benchmark measures for identifying students in need of reading intervention and progress monitoring measures for tracking student progress during intervention. An online data management system allows easy access to student data to monitor student skills and inform instruction.

Benchmark assessments are given to all students four times per year. These assessments provide checkpoints of critical skills to ensure all students are on track as developing readers. Additionally, benchmark assessments identify students progressing faster or slower than average. Instruction can be adjusted accordingly to ensure all student levels are addressed.

Students below benchmarks in any critical area are monitored carefully with progress monitoring measures. These measures provide weekly checks of skill development for struggling readers and allow teachers to see rates of progress for individual students. Instruction can be adjusted for any student progressing at a slow rate. Progress monitoring measures permit teachers to "see" the progress students are making towards benchmarks and analyze whether instruction is appropriate for students to reach benchmark.

Benchmark and progress monitoring scores are managed through the VIP management system. Through the VIP management system teachers can analyze class data, examine rates of progress for individual students so they can differentiate instruction to meet student needs.

Literacy Indicators	VIP Measure
Phonemic Awareness	Initial Sound Fluency Phoneme Segmentation Fluency
Phonics	Nonsense Word Fluency
Fluency	Reading Connected Text
Comprehension	Retell Fluency (optional)
Risk Indicator that acquisition of crucial skills may be difficult	Letter Naming Fluency

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Vital Indicators of Progress				
<p>In support of Universal Literacy, Voyager has created a simple and effective method of assessment to quickly and reliably evaluate students' reading progress. This system is called Vital Indicators of Progress. VIP allows a teacher to measure the Literacy Indicators that predict how well a child will read at the completion of third grade.</p>				
Kindergarten: TreeHouse Benchmark Schedule				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Timeline	Semester 1: Weeks 3-4	Semester 1: Weeks 12-13	Semester 2: Weeks 4-5	Semester 2: Weeks 15-16
Measure	Initial Sound Fluency (Goal: 8) Letter Naming Fluency (Goal: 8)	Initial Sound Fluency (Goal: 19) Letter Naming Fluency (Goal: 21) Phoneme Segmentation Fluency (Goal: 12) Nonsense Word Fluency (Goal: 9)	Initial Sound Fluency (Goal: 25) Phoneme Segmentation Fluency (Goal: 23) Letter Naming Fluency (Goal: 31) Nonsense Word Fluency (Goal: 16)	Phoneme Segmentation Fluency (Goal: 35) Nonsense Word Fluency (Goal: 25) Letter Naming Fluency (Goal: 40)
First Grade: SeaCastles Benchmark Schedule				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Timeline	Semester 1: Weeks 3-4	Semester 1: Weeks 12-13	Semester 2: Weeks 4-5	Semester 2: Weeks 15-16
Measure	Phoneme Segmentation Fluency (Goal: 35) Nonsense Word Fluency (Goal: 34) Letter Naming Fluency (Goal: 37)	Phoneme Segmentation Fluency (Goal: 35) Nonsense Word Fluency (Goal: 41) Reading Connected Text (Goal: 13)	Phoneme Segmentation Fluency (Goal: 35) Nonsense Word Fluency (Goal: 50) Reading Connected Text (Goal: 25)	Reading Connected Text (Goal: 40) Nonsense Word Fluency (Goal: 50) Phoneme Segmentation Fluency (Goal: 35) Retell Fluency (optional)
Second Grade: Hiding Places Benchmark Schedule				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Timeline	Semester 1: Weeks 3-4	Semester 1: Weeks 12-13	Semester 2: Weeks 4-5	Semester 2: Weeks 15-16
Measure	Reading Connected Text (Goal: 44) *Nonsense Word Fluency *Phoneme Segmentation Fluency Retell Fluency (optional)	Reading Connected Text (Goal: 60) Retell Fluency (optional)	Reading Connected Text (Goal: 74) Retell Fluency (optional)	Reading Connected Text (Goal: 90) Retell Fluency (optional)
*For students scoring below 44 on Reading Connected Text at Benchmark Period 1 in Second Grade.				
Third Grade: Wild Rivers Benchmark Schedule				
	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
Timeline	Semester 1: Weeks 3-4	Semester 1: Weeks 12-13	Semester 2: Weeks 4-5	Semester 2: Weeks 15-16
Measure	Reading Connected Text (Goal: 77) Retell Fluency (optional)	Reading Connected Text (Goal: 88) Retell Fluency (optional)	Reading Connected Text (Goal: 98) Retell Fluency (optional)	Reading Connected Text (Goal: 110) Retell Fluency (optional)

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