



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Voyager Passport Intervention (Voyager Sopris Learning, 2022)</i>
Review Date	2/7/2024
DPI Approval Status	Not approved, does not meet WI Act 20 requirements

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"> Provides clear scope & sequence for phonological awareness skills and online instruction Offers explicit instruction for phonological awareness Includes videos for teachers to instruct sounds Lessons are a combination of direct instruction and 	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> Provides clear scope & sequence for phonemic awareness Offers explicit instruction for phonological awareness 	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"> Provides a clear scope & sequence for phonics Offers explicit phonics instruction Includes letter cards 	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none"> There does not appear to be explicit and systematic instruction directly connected to building oral language Trace and alignment document 	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none"> There does not appear to be explicit and systematic instruction directly connected to building background knowledge 	N
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> Includes scope and sequence for vocabulary Offers explicit instruction Provides direct instruction around vocabulary terms Presents multiple exposures to identified vocabulary Utilizes graphic organizers (e.g., word maps, Frayer model) 	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> Includes scope and sequence Adventures 10-12 include writing projects Publisher note: The writing process as part of daily lessons is beyond the scope of this program Includes some opportunities to write about reading Includes some resources for handwriting in k-2 but publisher states that daily practice is beyond the scope of 	N

	<p>this program</p>	
<p>Systematic & Explicit Instruction in Reading Fluency</p>	<ul style="list-style-type: none"> • Includes scope and sequence for fluency • Provides direct instruction • Offers fluency instruction through teacher modeling of appropriate reading rates, pacing, and instruction • Includes partner reading, choral reading, and independent • Opportunities for students to have eyes on text and listening to modeled reading • Provides practice sheets to improve reading rates 	<p>Y</p>
<p>Systematic & Explicit Instruction in Comprehension</p>	<ul style="list-style-type: none"> • Includes scope and sequence related to comprehension but we are unable to find explicit instruction in comprehension • Asks students to respond to questions • Includes graphic organizers for student to reflect and write about their reading 	<p>N</p>
<p>Adheres to the prohibition of three-cueing</p>	<ul style="list-style-type: none"> • The curriculum resource follows a specific scope and sequence for phonics instruction. • The curriculum resource requires the learner to apply their knowledge of phonics to solve an unknown word. • Teachers context clues for vocabulary supports 	<p>Y</p>

Note: The review did not evaluate “additional considerations” because the publishers stated that the program is an intervention and not a full core curriculum.

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		
Provides organized and easily accessible lessons		
Provides supports for multilingual learners		
Offers options to purchase the curriculum in a language other than English		
Provides embedded professional development		
Offers embedded assessments		
Offers scaffolds and/or tips		

for differentiation		
Provides students with engaging authentic and decodable texts		
Supports for families/caregivers		Y

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports (2023)	<ul style="list-style-type: none"> • Alignment: • Usability: • Foundational Skills: • Building Knowledge: 	
Approved by at least one other state		
Publisher Self- Evaluation		
WI Early Literacy Curriculum Council		

DPI Notes:

- 24 week program; 30-45 min. small group instruction
- Blend of teacher-led instruction and student-centered online technology through direct, systematic instruction.
- This program does not meet the curriculum requirements per WI Act 20. The publisher stated:
- “As Voyager Passport is an intervention and not a full core curriculum, passages are authentic text written to support the instruction.”
- “Voyager Passport is a reading intervention ideally suited for grades K–3 students reading below grade level and is a proven approach to accelerating student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers.
- What Works Clearinghouse:
https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_vrp_031610.pdf

Glossary

Building background knowledge: Refers to the information that children learn and store in their memories, including details about themselves, other people, objects, and the surrounding world, encompassing beliefs, values, rules, and expectations within children's cultures, environments, and languages (National Center on Early Childhood Development, Teaching and Learning, 2022, p. 3).

Explicit instruction: Refers to an instructional model whereby a teacher gradually decreases the level of support to students through starting with a clear, memorable model, followed by guided practice supported with positive corrective feedback, utilizing preclude language to enable successful task completion, ultimately release the students to apply the learning independently (Graham et al., 2017; WI DPI, 2020a, p. 40).

Instruction in comprehension: Refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's "capacities, abilities, knowledge, and experiences" to bear on what he or she is reading (Shanahan and others, 2010).

Instruction in writing: Refers to the "process through which people communicate thoughts and ideas... can include beginning scribbles, drawings, random letter strings, single-letter spellings, invented spelling, or complete sentences and paragraphs... also can include students dictating ideas to an adult or peer for transcription" (Graham et al., 2018, p.42).

Oral language development: Refers to developing a "system of words and word combinations used to communicate with others through speaking and listening" (Foorman et al., 2016; Kosanovich et al., 2020, p. 1).

Phonemic awareness: Refers to the skills of identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phonemes (WI Act 20, Section 11, 2023).

Phonics: Refers to the "relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency" (WI Act 20, Section 11, 2023).

Phonological awareness: Refers to the skills of word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation (WI Act 20, Section 11, 2023).

Reading fluency: Refers to reading with accuracy, automaticity, and prosody (WI DPI, 2020b, p.76).

Systematic instruction: Refers to "intentionally teaching identifiable skills within a scope and sequence" (WI DPI, 2020a, p. 44).

Three-cueing: Refers to "...any model, including the model referred to as meaning, structure, and visual cues, or MSV, of teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory."

Vocabulary building: Refers to knowing words and word meanings, encompassing both expressive (words said or produced) and receptive vocabulary (words heard and understood) (Kosanovich, 2020, p. 1).