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| A a "a" and "aaah" | B b |  |  |  | Ff |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Ii |  |  | LI |
| M m | $\left.\right\|^{\frac{\mathrm{Nnnn}}{\mathrm{Nn}}}$ |  | $\mathrm{Pp}$ |  |  |
| S s | T t |  |  |  | $X x$ <br> "ks" (as in box) |
| Yy yon | Z z | The letters in red are the vowels. $\quad$ The " $u$ " is not emphasized in these sounds. <br> Do you know the lefters of the alphabet? <br> Do you know the sounds of the lefters? |  |  |  |

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## The Reading Place

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## Let's Get to Know the Alphabet

(Upper Case Letters)
Do you know the letters of the alphabet?
Can you sing "The Alphabet Song"?

Here are two things you need to remember:

1. There are 26 letters in the alphabet.
2. There are two ways to write each letter of the alphabet.


We are going to learn the first way each letter can be written. These are the upper case letters. They are also called "big" or "capital" letters. Together, let's say each of them slowly.
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The letters of the alphabet are not always in the same order. They are also not always all together. We need to learn to recognize the letters even when they appear in different ways. See if you can name each of the upper case letters below.

I'll point to them.
B
E

$\$$
$\square$
$N$

 $T$



Z

$\Gamma$
 $\square$



X


Okay, now let's point to the letters above in all different orders and see how fast you can name them! Can you remember another name for upper case letters? Capital letters!

Sometimes, these letters can appear in a straight line, up and down, like this. Name these letters out loud from top to bottom in each list.

| V | A | $Z$ | F | L | $Z$ | U | C |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| F | C | M | O | B | R | M | N |
| G | D | O | J | Y | W | L | W |
| N | $M$ | P | W | A | I | H | A |
| P | P | Q | V | S | D | Q | K |
| H | R | S | I | R | E | D | S |
| T | Y | T | X | J | O | X | F |

Now, try each list from the bottom up!

The letters you are learning to read have been printed in the same way you will learn to form them when you learn to write.

You might notice, however, that books often are printed with letters that look a little different than the ones you are learning. Just as people can look a little different, the way letters are printed in books, magazines and newspaper can look different, too. Don't worry about that. The styles in which letters are typed out are called "fonts". Don't be confused by them. The letters are still all the same. They just may look a little fancier. Here are a few examples. Let's point to some of these letters and see if you still can recognize them.

A B C D E F GHIJKLMNOPQRSTUVWXYZ
ABCDEFGHIJKLMNOPQRSTUVWXYZ
ABCDEFGHIJKLMNOPQRSTUVWXYZ
ABCDEFGHIJKLMNOPQRSTUVWXYZ
A B C D E F G H I JK L M N O P Q R S T U V W X Y Z
A B C D EF GHIJKLMNOPQRSTUVWXYZ
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The Toup Guide says...
dp@w @ picture of youpself.


The small letters are called the "lower case" letters. They have the same names as the upper case letters.

## Let's Get to Know the Alphabet

(Lower Case Letters)
You've done a great job learning all of the upper case (capital) letters. It's time to make sure we know the lower case letters. Let's begin by reviewing the two things we learned in Reading Expedition 1.

1. There are 26 letters in the alphabet.
2. There are two ways to write each letter of the alphabet.


The lower case letters are the second way that the letters can be written. These are the lower case letters. They are also called "little" or "small" letters. Lower case letters are the letters we most often see in the words we read. First, we'll say them together. Then, you can point to each letter and say it by yourself.
a b c
d e f g h i j k m nopqrstuvwxyz

You're doing a great job! Remember when we mixed up the capital letters? Let's do that again. As you know, the letters that make up words don't appear in the same order as the alphabet. Name the letters below in the order that they have been printed.
(f)

Good job! Now, I'll point to them in all different orders and you call their names out loud. I'll bet I can't fool you!

No matter what order these letters appear in, you'll be able to say their names. Try reading these columns of letters. When you're done, read them each again, from the bottom up!

| $p$ | $w$ |
| :---: | :---: |
| $k$ | $d$ |
| $q$ | $i$ |
| $e$ | 1 |
| $f$ | $p$ |
| $a$ | $n$ |
| $i$ | $c$ |




One more thing...let's look at some of the different "faces" that these letters can have. Remember, these are called "fonts". They may make the letters look a little dressed up, fancy or even silly, but the letters are still the same letters you have already learned.
ab c defghijklmnopqreturw y z
abcdefghijk|mnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrsfuvwxyz

abcdefghijklmnopqrstuvwxyz

The Tour Guide says.o.
dpaw @ picture of youp favopite anim@l.


Your safari mate can now try to guess the beginning letter of objects from these pictures. Try doing a page of objects in each sitting. Point to an object and ask:

1. What is this?
2. Say its name slowly and clearly.
3. What is the beginning sound?
4. What letter makes that sound?



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22



| ace | acorn | age | aim | dance | daisy | day | deck |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| aid | angel | ape | ache | dish | entist | desk | dinosaur |
|  | - - - | - - | - - | dice | dog | dip | delicious |
| act | add | animal | apple | disk | dive | doll | dictionary |
| ashes | ask | attic | ax | door | dot | dust | double |
| actor | after | atlas | astronaut | duck | deer | dig | doughnut |
| b ("b" says "buh") ^ |  |  |  | $e$ ("e" says "e" and "eh") |  |  |  |
|  | back | bacon bake | backpack |  | eagle eel | ear | eat |
| bad | bag |  | ball | east |  | eager | easy |
| balloon | bone | barn | basket | - | - - | - - - | - - |
| bat | bear | beaver | bed | echoevery | empt | end | envelopeever |
|  | beetle | bench | belt |  | edge | enter |  |
| bike | bite | boat | bandage |  |  |  |  |
| bottle | bowl | bow | bubble | f ("f" says "fff") |  |  |  |
| ckle | tton |  | oox |  |  |  |  |  |  |  |
| c ("c" says "ck") |  |  |  | $\begin{aligned} & \text { face } \\ & \text { fan } \end{aligned}$ | fair <br> fast | fairy <br> fat | fall <br> fence |
| cabin | cage | cake | calf | fork | father | fight | finger |
| cactus | camel | camp | candy | film | fire | fish |  |
| car | carrot | cat | castle | food | foot | fox | feather |
| coat | comb | can | cookie | fas | fancy | farm | fountain |
| corn | cow | cup | as |  | fill | fin | fist |



| game <br> gas <br> Goat <br> goose | 9 ("g" says "guh") * |  |  | jab | j ("j" says "juh") ᄎ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | gap | garage | garden |  | jacket | jaguar | jail |
|  | gate | ghost | giggle | jam | jar | jaw | jeans |
|  | golf | gold | good | jelly | jet | jazz | jewelry |
|  | gorilla | gum | gun | job | joke | judge | jug |
|  |  |  |  | jump | jungle | jiffy | jingle |
| hair handle hat | h ("h" says "hhh") |  |  | k ("k" says "ck") |  |  |  |
|  | hall hang hay | ham | hand | kiss kind kite | key <br> king <br> kitten | kick <br> kill <br> kid | kangaroo kitchen keep |
|  |  |  |  |  |  |  |  |
|  |  | head | heart |  |  |  |  |
| heel | help |  | hill hole |  |  |  |  |
| hiss |  | hide hold |  | lace lamp | \| ("I" says "III") |  |  |
| home | honey horse half | hood <br> hose <br> hang | hoop <br> house <br> hawk |  | ladder lock | lid | lake |
| horn |  |  |  |  |  | log | lump |
| hug |  |  |  |  | law | lay | lazy |
|  | ("i" says "i" and "ih") |  |  | leap | lip | lonely | lunch |
|  |  |  |  | leaf | learn | leg | lemon |
| ice | idea | ivy | iris | lesson | little | look | long |
| iron | island | icing | item | letter | library | lick | ladybug |
| - - | - - | - - | - - | life | lizard | love | lift |
| image | imitate | infant | insect | light | like | lime | lion |
| itch | inch |  | is | obster | loud | lady | lamb |

(Note: The student doezs



## $r(" r$ " says "ruh") *

| ray | race | raft | rag |
| :--- | :--- | :--- | :--- |
| rob | rub | rain | rake |
| ram | ran | rock | reptile |
| run | rare | rash | ribbon |
| roll | rule | raw | rabbit |
| rip | red | roof | ranch |
| rug | rest | rat | riddle |
| rot | rush | rim | ready |
| ripe | rise | row | ruler |
|  | sad | says "sss") |  |
| sack | sign | sit | safari |
| safe | sail | salt | soccer |
| soup | sat | silk | sume |
| sand | sip | sew | save |
| soil | sea | seal | silly |
| saw | soldier | suit | seat |
| size | seed | seem | seesaw |
| see | soap | some | saddle |
| silver | send | set | sausage |
| sell | sing | sock | song |
| side |  |  |  |

† ("t" says " $\dagger t \dagger$ ")

| table | tail | take | teapot |
| :---: | :---: | :---: | :---: |
| tall | toad | teeth | television |
| tan | tap | tape | target |
| taste | toast | top | tube |
| taxi | talk | team | telephone |
| tub | today | touch | tunnel |
| tennis | tent | test | ticket |
| tie | tool | towel | turkey |
| tiger |  | timber | time |
| tip | tooth | toy | toe |
|  | $u$ ("u" says "u" and "uh") |  |  |
| unicycl unite | uniform use | unit usual | unicorn university |
| - |  | - - - | - - |
| ugly umpire | upset | uncle | unpack |
|  | under | until | umbrella |
|  | $v$ ("v" says "vvv") |  |  |
| vase | valley | van | vacuum |
| visit | velvet | vest | video |
| violin | voice | vote | vegetable |


| wask | w ("w" says "wuh") ^ |  |  | yak | y ("y" says "yuh") * |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | wait | wake | wagon |  | yard | yarn | yawn |
| wide | witch | worm | wallet | year | yell | yellow | yesterday |
| wall | walrus | warm | wizard | yet | yolk | yo-yo | yam |
| wife | world | watch | wacky | yank | yes | you | yuk |
| wax | way | wig | whiskers | z ("z" says "zzz") |  |  |  |
| weak | well | weed | weather |  |  |  |  |
| will | wet | west | woman | zebra | zero | zigzag | zipper |
| wood | whip | wind | wheel | zone | zOO | zoom | zap |
| wolf | wing | white | whistle |  |  |  |  |
| wipe | wool | wave | window |  |  |  |  |
| x ("x" says "ks" as in box) |  |  |  |  |  |  |  |
| x-ray |  |  |  |  |  |  |  |
| fox | tax | coax | mix |  |  |  |  |
| wax | six | fix | ox |  |  |  |  |
| box | fax | flex | index |  |  |  |  |
| tux | lox | pox | rex |  |  |  |  |



## Blending Sounds with Short "a

## For Use with Reading Expedition

9

The Tour Guide says...


You know the letters - every one!
Learning can be so much fun!
A job well done - right from the start.
I can tell that yOU are smart!

Short "a" says "aaah". Keep listening to Audio Guide Lessons 1, 2, 3 and 4!


[^0]

Before you begin, it may be helpful to cover up the " $e$ " in each of these blends and review the sound of each consonant. Then, blend the sound of the short "e" ("eh") with each consonant sound, making sure that the new, blended sound is smooth and continuous.



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## For Use with Reading Expedition

12

The Tour Guide says...


Once you've learned to smoothly blend Your reading skills will have no end! Try these "0" sounds - concentrate!

You're doing well! You're doing great!

What does short "o" say? It says the sound heard in ostrich! Listen to the sound demonstrated for you in Audio Guide Lesson 4.

## ob <br> ot

## od

## og

## ol

OS


Mastered

## op

## om

## ox

Listening to the "Long and Short Sounds" song on track 6 of the CD is a good way to review the sounds of all of the vowels. Remember, the long vowels sound just like the names of the letters - $a, e, i, o, u$. The short sounds are a little trickier, but you can learn them easily. Listen to the song together and sing along!

Mastered $\underset{\sim}{2}$


For Use with Reading Expedition
13

Look how far you have progressed! Who would have known? Who would have guessed? One more blending group to go...
Then your skills will grow and grow!
(You're a star!)

The sound of short "u" is "uh".


Now, our reading fun will double Do not fear - you'll have no trouble! Our blending sounds make words galore.

Turn the page and we'll explore!

[^1]| _at | _an | _ag | ad |
| :---: | :---: | :---: | :---: |
| bat | can | bag | bad |
| cat | fan | rag | dad |
| vat | Jan | sag | mad |
| fat | man | tag | sad |
| hat | pan | wag | had |
| mat | ran | nag | fad |
| pat | tan | lag | pad |
| rat | van | gag | lad |
| sat | Dan | zag | add |
| Matt | Nan |  |  |
| $\text { Mostered } \underset{\sim}{3}$ | Mastered $)^{\sim}$ | $\text { Mostered } \hat{z}$ | Mastered is |




[^2]
## Making Tracks with Words


The man is sad.

## Dad can nap.

Pat the fat cat.

The tan rat ran.

Pass the ham.


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## Sight Words

## Ted's

 puts gets
## has

for

## likes

too

Your reader is learning to decode words in a very logical, step-by-step way. He or she is learning that letters represent sounds and that most words are formed by putting those sounds together. The ability of a reader to decode words will make that reader better able to compare words, rhyme words and break words apart by their syllables. The foundation you are helping to establish will prepare your reader for future reading and learning success.

## Making Tracks with Words



Meg has a bad leg.

The egg is in the pan.

Ted fell in the well.

## The hen is red.

Get the net.

The Tour Guide says.o. ఏp@W @ picture of @ bi̊ ped ஙen.


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## Making Tracks with Words



Kim is a kid.

Tim will fix the van.

The man is big.

## Jill has a pet.

Did the bag rip?

The Tour Guide says.o.
dp@w @ pictupe of @ sunny day.


Remember to use the one-vowel rule; It is like a handy tool.
Sing it loudly, if you please.
It will help you read with ease!

Sing "The One Vowel Rule" song out loud so all of the antelope can hear!

| _ob | _ot | _od | _og |
| :---: | :---: | :---: | :---: |
| bob | cot | cod | bog |
| cob | dot | God | dog |
| job | got | nod | fog |
| mob | not | odd | hog |
| rob |  | rod | jog |
| sob | not | sod | $\log$ |
| gob | pot | pod | nog |
| lob | rot | god |  |
| Bob | jot |  |  |
|  | tot |  |  |
| Mastered $\hat{\sim}$ | Mostered $)^{*}$ | $\text { Mostered } \hat{z}$ | Mostered $)^{\text {a }}$ |


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[^3]
## Making Tracks with Words



Toss the doll in the box.

## Will Mom get a dog?

The dog can sit and wag.

Dad got a job.

Tom had a big hog.

The Tour Guide says... dpam @ pictupe of something th@f is hot.

Wiggle your fingers and wiggle your toes! Wiggle your mouth and wiggle your nose!

Then, get comfy. (I will too.) We'll read some words that have short "u".

What are the two sounds of the vowel "u"? ("u" and "uh") Which sound is the short sound? ("uh")

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## Making Tracks with Words


The cub ran to his mom.

Run up the hill, Bob.

Fill up the red jug.

Mud is on his cuff.

The fun pup will run and run in the hot sun.

The Toup Guide says...
@paw @ picture of something th@s makes you h@ppy.



[^4]

[^5]

Mastered


Mastered

mop $\longrightarrow$ mops
doll $\longrightarrow$ dolls
top $\longrightarrow$ tops
run $\longrightarrow$ puns
puff $\longrightarrow$ gills
gill $\longrightarrow$ jigs
jig $\longrightarrow$ bins

Sam $\longrightarrow$ Sam's
$\mathrm{Ned} \longrightarrow$ Ned's
Ted $\longrightarrow$ Ted's
Mel Mel's
Ben $\longrightarrow$ Ben's
Meg $\longrightarrow$ Meg's
$\mathrm{Jim} \longrightarrow$ Jim's
Kim Kim's
Peg $\longrightarrow$ Peg's
$\mathrm{Tim} \longrightarrow$ Tim's
Jill $\longrightarrow$ Jill's
$\mathrm{Bob} \longrightarrow$ Bob's
Mom $\longrightarrow$ Mom's
Don $\longrightarrow$ Don's
Tom $\longrightarrow$ Tom's
Ron $\longrightarrow$ Ron's
Dad $\longrightarrow$ Dad's

## Making Tracks with Words



Jim's pigs run in the mud.

Jill puts the dolls in the box.

Kids jog up hills.

Let Dad's dogs get in the van.

Fill Tom's pots with eggs.

The Tour Guide says...
dpaw @ pictupe of youp favorife things to eat.


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[^6]
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Your reader is not expected to read the words presented in this expedition. Instead, these words have been presented so that the concept of the Two Vowel Rule can soon be mastered. The first step in understanding how to apply the Two Vowel Rule is learning to count the vowels.
We will learn many words that do not follow the two-vowel rule, later. Words that do not follow the rule have "irregular" vowel combinations. First, the reader will learn to decode words that follow the rules. Most Rule and the Two Vowel will follow the One Vowe 保 rules are taught when Rule, and tha is first learning to read.
the reader is first learning to read.



Look how the silent "e" magically changes these words from a short vowel sound to a long vowel sound. Notice that the words in the first column follow the One Vowel Rule, and the words in the second column follow the Two Vowel Rule. The reader should not read the words in the second column. He or she should look at them and listen to the vowel sound change as the Tour Guide reads each word in the left column first and then reads how the word changes when a silent " $e$ " is added.


[^7]Look how the silent "e" magically changes these words from a short vowel sound to a long vowel sound. Notice that the words in the first column follow the One Vowel Rule, and the words in the second column follow the Two Vowel Rule. The reader should not read the words in the second column. He or she should look at them and listen to the vowel sound change as the Tour Guide reads each word in the left column first and then reads how the word changes when a silent " $e$ " is added.


[^8]Here are some other words that have a silent " $e$ ". The Two Vowel Rule is at work in these words, too! Listen as the Tour Guide reads these words. The child is not expected to read these words.




| _a_e | _a_e | _a_e | _a_e |
| :---: | :---: | :---: | :---: |
| came | tape | made | gate |
| fate | game | name | rave |
| fame | gave | wake | tale |
| vane | hate | lame | gape |
| dame | Jake | wave | sale |
| cape | lake | sane | fade |
| cane | Kate | safe | male |
| haze | gaze | Nate | pale |
| Jane | lane | rate | save |
| pane | late | tame | case |
| Mastered | Mastered $\sim$ | Mastered $\hat{\sim}$ | Mastered $\sim$ |

## nave

## rake

fake
take

## pave

jade
wade
tale
dale
gale

## Sight Words

## today

## her

mailman
surprise mailbox

## there

where
mailbag

## birthday

## quail



Mastered $\sqrt{5}$
As your reader begins to read words with long vowe sounds, you may find it helpful to write the words on a separate piece of paper and have your reader mark the vowel that says its name and cross out the vowel that doesn't make a sound. Here are some examples:

## rā̀n wā̀it

## $\bar{a} \dagger \varnothing$

$c \bar{a} k \notin$
$\mathrm{ma} \| \varnothing$
fāke
$p \bar{a} \vee \notin$
jāde
(Remember, the silent " $e$ " is the second vowel in some Remember, the silent " $e$ "
of these two-vowel words!)


## Making Tracks with Words


Nate hates to wait in the rain.

## Will you make her a cake?

The ape had a pain in its tail.

Jake waves to Nan at the gate.

Jill gave rakes and pails to Dave and Max.


| _ee_ | _ee_ | _ee_ | _ee_ |
| :---: | :---: | :---: | :---: |
| deep | meek | feed | heed |
| need | seem | keen | peel |
| seen | weed | reed | reel |
| deer | seek | weep | jeer |
| see | beef | meet |  |
| bee | teen | peer |  |
| seed | beep | peep |  |
| week | deed | been |  |
| feet | feel | peek |  |
| beet | keep | tee |  |
| $\text { Mastered } \hat{\sim}$ | Mastered ${ }^{\text {a }}$ | Mastered is | Mastered ${ }^{\text {its }}$ |




[^9]
## Making Tracks with Words


Pete's feet feel weak.

The geese eat leaves and bugs.

Can you hear Neal read?

Meet Dan and Meg here.

Do you see the tame deer?


The Toup Guide says... dpaw @ picturpe of where you live.


The long "i" sounds just like its name - "i"!

| _ie | _i_e | _i_e | _i_e |
| :---: | :---: | :---: | :---: |
| die | bite | wide | ripe |
| pie | file | bike | tire |
| tie | ride | hide | pine |
| lie | dime | tile | line |
|  | dive | fine | hike |
|  | fire | pipe | wire |
|  | life | five | Mike |
|  | vine | time | wipe |
|  | mile | dine | kite |
|  | tide | side | nine |
| Mostered ${ }^{\text {a }}$ | Mastered $\hat{\sim}$ | $\text { Mostered } \hat{y}$ | Mastered ${ }^{\text {a }}$ |



[^10]Making Tracks with Words

Kim rides the red bike.

Hike up to the peak.

I made five pies, in all.

Fire is hot, but ice is not.

Wipe the tile with the wet rag.



| _O_e | _o_e | _o_e | Sight Words |
| :---: | :---: | :---: | :---: |
| bone | mole | rose | have |
| lobe | dope | zone | friends |
| cone | hole | dose | became |
| mope | tote | rode | too |
| pole | nose |  | said |
| Rome | dome |  | saw |
| hose | rope |  | my |
| pope | doze |  | more |
| note | woke |  | he |
| tone | lone |  | went |
| Mastered ${ }^{\text {as }}$ | Msstered ${ }^{\sim}$ | Mastered is | Mastered ${ }^{\text {its }}$ |

## Making Tracks with Words


Joe's boat sails on the sea.

The toad hops and hops on the road.

## Tell him a joke!

"Put on a coat", said Mom.
"I like my home", said Jill.


The two-vowel clue is the same as the Two Vowel Rule. What is that rule? Can you sing "The Two Vowel Rule" song?

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## Sight Words

## swim

How does your reader feel about himself or herself? Is he or she proud of all the reading expeditions mastered so far? It's a good idea to talk about how your reader sees himself or herself. Praise your reader's accomplishments and emerging reading independence. Along the way, share how you feel about reading and about books. Your reader may not really know the important role that reading plays in everyday life. You are not just the Tour Guide, but also a reading mentor for life. Your enthusiasm can eventually become your reader's enthusiasm.

## Making Tracks with Words


Do not be rude to the man.

Sue has a cute red hat.

June is a time for fun.

Luke said, "Use my pen, Bob".

## Put ice cubes in the cup.



| sh_ | sh_ | _sh | _sh |
| :---: | :---: | :---: | :---: |
| shut | shot | rash | gash |
| shone | shave | sash | lash |
| ship | shape | fish | gush |
| shade | shame | dish | rush |
| shop | sheet | bash | mash |
| shed | shin | cash |  |
| shell | sheep | mesh |  |
| shear | sheer | wish |  |
| shake |  | dash |  |
| shag |  | hush |  |
| Mastered $)^{3}$ | Mastered 2 | Mastered | Mastered $)^{3}$ |


| ch_ | ch_ | _ch | _ch |
| :---: | :---: | :---: | :---: |
| chip | cheap | reach | munch |
| chop | chain | teach | lunch |
| chap | cheat | pinch | bunch |
| chin | chose | ranch | each |
| chum | cheese | punch | beach |
| chat |  | much | peach |
| chase |  | rich | coach |
| chug |  | such | poach |
| choke |  | inch | roach |
| chill |  | hunch |  |
| Mastered $)^{3}$ | Mastered | Mastered ${ }^{\text {N }}$ | Mastered |




[^11]Making Tracks with Words

Teach me to read and then I will lead.

Mike will shear the sheep on the ranch.

The white shell was on the beach.

Mom put a peach in my lunch to eat.

When you take a bath, use soap.



| cl_ | cl | Cr | Cr |
| :---: | :---: | :---: | :---: |
| cleave | clove | crab | crane |
| cleat | class | cram | crop |
| clog | close | crash | creek |
| club | cloth | crate | crime |
| clue | clef | cream | cries |
| clean | clod | crib | crave |
| clash |  | cross | craze |
|  |  | crest |  |
|  |  | creep |  |
| Mastered ${ }^{\text {its }}$ | Mastered is | $\text { Mostered } \hat{y}^{\prime}$ | Mastered its |






[^12]
## Making Tracks with Words


Glen grabs the green frog in the grass.

Brad left a clue at the crime scene.

I ate the fresh fruit from the vine.

Mom made a dress with soft blue cloth.

The red crab creeps up from the sea.






## Sight Words

## mother

## eyes

into

## astronaut

place

## space

air
As reading becomes more natural and easy for your student, you'll be able to talk more about the stories that he or she reads instead of mainly concentrating just on individual words or reading techniques. Ask your reader questions such as:
"From the title, what do you think this story will be about?"
"What do you think will happen next?"
"Who were the main characters in this story?"
"Did you like the main characters? Why or why not?"
"Did you like the ending?"
"If you could push a rewind button and re-write the ending, what would you write?"

These kinds of questions help to expand the reading process into a creative thinking process. They serve to foster critical thinking and conversation
skills as well.

## okay

## reaches

Mastered

## Making Tracks with Words


"Please do not smoke", said Sue.

Scott kept his skates in a box.

Bill smiles as he sees a hot dog on his plate.

The snail crept up the hill.

## Do dogs have tusks?

## The Tour Guide says.o.

@paw @ picture of youp favopite place to be.


| st_ | st_ | _st | _st |
| :---: | :---: | :---: | :---: |
| stop | stand | just | yeast |
| stain | steam | chest | fast |
| stake | stem | boast | jest |
| stab | step | coast | test |
| staff | stuff | list | lest |
| stale | steep | toast | rest |
| stub | stove | nest | zest |
| stiff | stone | beast | lost |
| stud | stole | east | least |
| still |  | past | dust |
| Mastered is | Mostered $)^{\prime}$ | $\text { Mastered } i$ | Mastered is |





| str_ | str_ | squ_ | Sight Words |
| :---: | :---: | :---: | :---: |
| strap | strike | squid | by |
| strain | stroke | squish | move |
| strip | streak |  | come |
| stream |  |  | two |
| stress |  |  | school |
| strobe |  |  | engine |
| stripe |  |  | girls |
| street |  |  | women |
| stride |  |  | special |
| strive |  |  | track |
| Mastered ${ }^{\text {a }}$ | Mastered $\sum$ | $\text { Mastered } \underset{\sim}{\sim}$ | Mastered ${ }^{\text {M }}$ |

## Sight Words

## shriek

Here's a fun game to play in a classroom setting. It's called "The Four Consonant Blends". Place four signs in different parts of the room. Each sign should have a different consonant blend written on it in big letters. One person is "the caller", who faces a wall with their back to the rest of the group. On the count of three, the caller says, "Run, run my special friends! Run to all of the consonant blends!" Everyone scatters, choosing a sign under which to stand. The caller then reads a word containing one of the blends on the signs. All of those children standing under that sign are "out". The game continues until only one person is left standing. That person is the winner (and the next caller). Each time the game is played; new consonant blends can be used.


## Making Tracks with Words


This toast tastes stale.

My school is at the end of this street.

That steam train moves fast.

Let's take a rest and sleep.

Come and stand here on the step.




| _lt | _mp | _mp | _mp |
| :---: | :---: | :---: | :---: |
| molt | jump | bump | stomp |
| quilt | damp | cramp | blimp |
| jolt | lump | dump | clump |
| colt | limp | slump | frump |
|  | chimp | ramp | shrimp |
|  | lamp | camp | romp |
|  | champ | pump | hump |
|  | thump | clamp |  |
|  | grump | stump |  |
|  | primp | stamp |  |
| Mastered ${ }^{1}$ | Mastered ${ }^{\text {in }}$ | $\text { Mstereed } \hat{\sim}$ | Msstered is |

## Sight Words

## he

## canoe

## eyes

## little

kissed
Your reader is now able to read many simple children's books in addition to the ones provided in this reading system. Look for "My Reading Journal" on the Expeditions to Excellence website. There, you and your reader can record all of the books he or she reads. Keeping a reading journal such as the one provided in Expeditions to Excellence is a great way to record reading success, build self-confidence and memorialize reading accomplishments forever.

## sure

adult
pizza

Mastered


## Making Tracks with Words


Three wrens sat on the phone wire.

The chimp will jump from tree to tree.

The colt limps on its bad knee.

Please write a note to Dad.

Wrap me up in this quilt, please.


| _nk | _nk | _nk | _ng |
| :---: | :---: | :---: | :---: |
| pink | sunk | stink | sing |
| blink | slink | mink | clung |
| sink | bank | dunk | bang |
| clank | yank | rink | song |
| think | spank | crank | sang |
| brink | wink | Frank | bring |
| skunk | thank |  | wing |
| clink | blank |  | stung |
| junk | drink |  | spring |
| prank | drank |  | long |
| Mastered ${ }^{\text {M }}$ | Mastered $\sim$ | Mastered | Mastered ${ }^{\text {M }}$ |



| _ck | _ck | _ck | _nd |
| :---: | :---: | :---: | :---: |
| tack | lock | crack | send |
| thick | chuck | slick | and |
| peck | struck | track | sand |
| flock | truck |  | end |
| tick | dock |  | pond |
| tock | kick |  | mend |
| black | quick |  | hand |
| quack | struck |  | fund |
| brick | luck |  | wind |
| chick | check |  | land |
| Mastered is | Mastered ${ }^{\text {a }}$ | $\text { Mastered } i s$ | Mastered is |



| _nt | _dge | _dge | Sight Words |
| :---: | :---: | :---: | :---: |
| hint | Sounds like "j" at the end <br> edge |  | friend |
| lint | judge | badge | my |
| slant | bridge | budge | one |
| quaint | lodge | hedge | out |
|  | wedge | ridge | could |
|  | fudge | grudge | should |
|  | smudge | trudge | would |
|  | dodge | hodge-podge | from |
|  | sludge |  | all |
|  | pledge |  | your |
| $\text { Mostered } i s$ | $\text { Mostered } i$ | $\text { Mostered } \left.\sum\right\rangle$ | Mastered is |

## Sight Words

## beautiful

animals
until
hooray
very
two
pretty
want

Mastered


## Making Tracks with Words


The truck drove on the bridge.

Pledge to do your best.

Do not budge from the edge of that seat.

## Should I paint it pink and black?

Chuck will plant a hedge of trees.


| _aw | _aw_ | _ay | _ay |
| :---: | :---: | :---: | :---: |
| law | hawk | say | pay |
| jaw | prawn | bray | gay |
| saw | lawn | bay | play |
| claw | yawn | hay | stay |
| draw | crawl | gray | tray |
| raw | fawn | day | sway |
| thaw | pawn | way | pray |
| straw | drawl | jay | slay |
| paw | gawk | ray |  |
|  | shawl | stray |  |
| Mastered is | Mastered is | Mastered is $^{3}$ | Mastered $i>$ |


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## _are

## hare

bare
care
dare
fare
flare
share
glare
mare
pare

## _are

## rare

stare
spare

The word "are" does not follow this pronunciation. It has been included in the sight words for this lesson.



## Sight Words

## shall <br> are <br> artis $\dagger$

young
picture
says
carry
winter
museum


Mastered

## Making Tracks with Words


A small gray cat walks on top of the wall.

Can you draw and paint well?

A pair of fawns crept on to the lawn.

I saw a hawk up in the tree!

Paul said, "Please do not stare at me."


The Toup Guide says...
dpaw @ picture of someone who loves you.


| _ed | _ed | _ed | _ed |
| :---: | :---: | :---: | :---: |
| die dorat theend |  | Sounds ile eeverst heend | Ine erest the |
| smelled | pulled | handed | braided |
| chilled | prayed | granted | floated |
| swelled | praised | blasted | melted |
| crawled | reached | frosted | ended |
| buzzed | laughed | drifted | greeted |
| jammed | wailed | pleated | hinted |
| called | named | mended | nodded |
| gasped | smiled | landed | added |
| tucked |  | trotted |  |
| Mastered is | Mastered ${ }^{\text {\% }}$ | $\text { Mastered } \hat{N}^{\wedge}$ | Mastered is |


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| _eigh | _ey | Sight Words | Sight Words |
| :---: | :---: | :---: | :---: |
|  |  | some | perfect |
| sleigh | donkey | horse | reins |
| weigh | monkey | fireplace | reigns |
| neigh | trolley | great |  |
|  | volley | been |  |
| _eigh_ | honey | across |  |
|  | key | outside |  |
| freight |  | snow |  |
| weight |  | idea |  |
| Mastered $\hat{\sim}$ | $\text { Mostered } i$ | $\text { Mastered } i s$ | Msstered $)^{\text {a }}$ |

## Making Tracks with Words


The big, black bug buzzed and landed on my leg.

What do you like to eat on bread?

The mare trotted off at dawn.

The panes of glass were chilled and frosted with ice.

I helped Mom and Dad make lunch.




[^13]
## Making Tracks with Words


The child is helping her friend play the game.

Bring the book here and we will read it.

Fishing is a fun thing to do.

Can you sing a song to me?

Be kind to others.


| _old | _olt | _oy | _oi_ |
| :---: | :---: | :---: | :---: |
| old | bolt | boy | oil |
| bold | colt | coy | boil |
| cold | molt | joy | join |
| fold | jolt | toy | coil |
| gold | holt | soy | broil |
| hold |  | ploy | oink |
| sold |  | employ | foil |
| scold |  | enjoy | void |
| told |  | Roy | soil |
|  |  | Leroy | coin |
| $\text { Mostered } \underset{\sim}{i}$ | $\text { Mostered } \underset{\sim}{i}$ | $\text { Mostered } \hat{y}$ | Mastered is |






| _OU_ | _OU_ | _OU_ | Sight Words |
| :---: | :---: | :---: | :---: |
| as in "huse" | as in "house" | as in "house" | says |
| ground | sprout | mound | done |
| aloud | trout | around | roar |
| about | sound | flour | soar |
| proud | scout | sour | everything |
| shout | pound | count | both |
| mouse | south |  | voice |
| mouth | pout |  | sister |
| hound | snout |  |  |
| bound | round |  |  |
| Mastered ${ }^{\text {m }}$ | Mastered | Mastered | Mastered ${ }^{\text {M }}$ |

[^14]
## Making Tracks with Words


The boy took the wood in the house to make a fire.

Will you scoop out some ice cream for me?

The king had a crown of gold.

The brown mouse will scout for food on the ground.

When the moon is full, the wild dogs will howl.



## Did you know...

According to the U.S. Department of Education, the average kindergarten student has seen more than 5,000 hours of television - more time than it takes to earn a bachelor's degree.

The U.S. Department of Education has reported that students who watched three or fewer hours of television each day had higher average reading scores than students who reported watching more television.

Mastered


## Making Tracks with Words


Will you buy me a toy?

Do you know that guy?

How old is Paul?

Have I told you how much you have grown?

Can you play at my house?

The Toup Guide says...
dpaw @ picture of you helping someone.


Can you count how many different sounds the vowels with the letter " $r$ " can make?

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| _er | _er | _er | _ir |
| :---: | :---: | :---: | :---: |
| her | zipper | feather | fir |
| per | cheaper | weather | stir |
| enter | waiter | lather | sir |
| butter | heater | rather |  |
| ever | cleaner | eater |  |
| river | reader | later |  |
| better | leader |  |  |
| never | thinker |  |  |
| boxer | roamer |  |  |
| farmer | player |  |  |
| Mastered ${ }^{\text {in }}$ | Mastered is | $\text { Mastered } \left.\sum\right\rangle$ | Mastered $i>$ |



| _or_ | _ar | _ar_ | _ar_ |
| :---: | :---: | :---: | :---: |
| fork | bar | are | card |
| more | car | farm | park |
| sort | far | arm | starch |
| shore | jar | art | shark |
| store | star | wharf | tart |
| storm | tar | cart | bark |
| worn |  | start | carve |
| north |  | March | arch |
| sport |  | lark | spark |
|  |  | Clark | dark |
| Mastered is | Mastered is | $\text { Mastered } i s$ | Mastered is |

part
march
ark
yard
hard
sharp
smart
chart
Mark
barn

## Sight Words

## birthday

## boar

pear
tear

## Try this!

Using a washable marker, write the various sounds of the vowels with the letter "r" on the inside of your reader's fingertips. The three inside fingers all sound the same. The thumb and pinky do not. Try touching the thumb and pinky together, exposing only the three middle fingers. It's a good way to remember all of the different sounds.


## Making Tracks with Words


The first storm of the year was in March.

Mark took the horse out of the barn.

Clark wore a dark shirt to church.

The farmer hopes the weather will be good.

You can see the river from our yard.

Ne Tour Gudde says.o. dpaw @ picture of something that is loud.




[^15]
## Making Tracks with Words


I bought this toy at the store.

The bark on the tree feels rough.

We watched as Mom put the dough in the pan.

A bough is a branch on a tree.

I thought I had played enough, so I rested.

## Clapping Syllables

## For Use with Reading Expedition

53

The Tour Guide says...


You clap for me and I'll clap for you,
Clapping out syllables is so fun to do!
Don't try these words 'til you've sung the next song.
Listen and sing and then clap right along!
(The words on these lists are for the Tour Guide to read.
The student is to clap out the syllables only.)

Listen to the "Clap All the Syllables" song before you begin.

| One Syllable Words | One Syllable Words | One Syllable Words | One Syllable Words |
| :---: | :---: | :---: | :---: |
| block | ball | fish | king |
| dog | hat | name | brick |
| cat | truck | beef | bridge |
| house | doll | geese | (Remember, the |
| mouse | tree | vote | Tour Guide is to read all of these |
| lunch | nose | hope | is to listen carefully |
| boy | jump | beach | syllables in each word.) |
| girl | whale | brush |  |
| bat | $a x$ | west |  |
| bell | cow | quiz |  |
| $\text { Mastered } \underset{\sim}{\sim}$ | $\text { Mastered } \stackrel{\rightharpoonup}{\sim}$ | $\text { Mastered } \stackrel{\sim}{\sim}$ | Mastered $\stackrel{\sim}{\square}$ |


| Two Sylable Words | Two Sylable Words | Two Sylable Words | Two Syllabe Words |
| :---: | :---: | :---: | :---: |
| table | puppy | singing | playground |
| pencil | rabbit | muffin | tiger |
| sneaker | center | snowman | highway |
| crayon | baby | reading | weather |
| balloon | station | mommy | jacket |
| breakfast | blanket | bubble | mountain |
| apple | cookie | river | pretty |
| clapping | movie | bedroom | music |
| laughter | rainbow | pizza | soccer |
| angel | jumping | raisin | eagle |
| Mastered is | stered ${ }^{\text {as}}$ | $\text { Mostered } i>$ | Mastered is |


| Three Syllable Words | Three Syllable Words | Three Syllable Words | Three Syllable Words |
| :---: | :---: | :---: | :---: |
| together | basketball | instrument | volcano |
| telephone | computer | dinosaur | hospital |
| bicycle | hamburger | evergreen | committee |
| triangle | spaghetti | president | cucumber |
| animal | magical | attention | (Remember, the |
| delicious | umbrella | strawberry | read all of these words. The student |
| butterfly | magician | curious | is to listen carefully and clap out the |
| banana | ambulance | creation | syllables in each word.) |
| potato | animal | library |  |
| elephant | astronaut | microphone |  |
| Mastered | Mastered | Mastered | Mastered |


| Four Syllable Words | Four Syllable Words | Five Syllable Words | Six Syllable Words |
| :---: | :---: | :---: | :---: |
| television | asparagus | auditorium | paleontology |
| helicopter | America | hippopotamus | encyclopedia |
| motorcycle | macaroni | abracadabra |  |
| caterpillar | aquarium |  | (These are bonus words....just for |
| alligator | gymnasium | (These are bonus words...just for fun!) |  |
| armadillo | education |  | Tour Guide is to |
| ballerina | jack-o-lantern |  | words. The student is to listen carefully |
| thermometer | graduation |  | and clap out the syllables in each |
| transportation | independent |  | word. |
| watermelon |  |  |  |
| Mastered | Mastered | $\text { Mastered } \underset{\sim}{\sim}$ | Mastered $\stackrel{\sim}{\square}$ |

The Tour Guide says... dp@w @ picture of @ beaufiful buftepfly.


| _Y | _Y | _Y | _y |
| :---: | :---: | :---: | :---: |
| In one syllable words, " $y$ " says long " $i$ " at the end | In one syllable words, " $y$ " says long " $i$ " at the end. | In two syllable words, "y" says long " $e$ " at the end. | In two syllable words, " $y$ " says long " $e$ " at the end. |
| my | shy | mommy | handy |
| cry | spy | dizzy | noisy |
| why | try | daddy | rainy |
| by | sky | classy | angry |
| dry | pry | happy | cloudy |
| fly | sly | frilly | Ionely |
| fry | Exceptions: | funny | puppy |
|  | reply deny | chubby | sleepy |
|  |  | Andy | windy |
| Mastered | Mastered | Mastered $\sim$ | Mastered |

## _Y

In two syllable words, " $y$ " says long "e" at the end.
goofy
stormy
spooky
silly
very
creepy
fairy
merry
stately


| In two syllable words, " $y$ says long " $e$ " at the end. penny |
| :---: |
| sunny |
| grouchy |
| Billy |
| Kitty |
| lovely |
| Jimmy |
| Kelly |
| Sammy |

In two syllable words, " $y$ " says long "e" at the end.

Jacky
nicely
sweetly
kindly

## _Y

## Sight Words

## sometimes

## give

can' $\dagger$
brother

## airplanes

baby
pier
fierce
tier
blanket

## Making Tracks with Words


My puppy likes to lick my face.

Billy was grouchy at lunch today.

The witch was creepy and very spooky.
"Try your best," my mom said, sweetly.

The new girl felt shy and lonely at school.


| C | C | C | C |
| :---: | :---: | :---: | :---: |
| sounds like "s" before "e", "i" and "y" | sounds like "s" before <br> "e", "i" and "y" | sounds like "s" before "e", "i" and "y" | (Reading Expedition 56) sounds like " $k$ " when followed by "a", "o", or "u" |
| circus | nice | space | cat |
| cent | ice | spice | cup |
| city | place | twice | cute |
| face | center | lace | cure |
| race | ace | fleece | cane |
| civil | Lucy | pace | cone |
| cellar | rice | grace | cot |
| cement | slice | mice | candy |
| brace | trace | cell | cub |
| Mastered |  | $\text { Mastered } \underset{\sim}{\sim}$ | Mastered |


| C | C | Sight Words | Sight Words |
| :---: | :---: | :---: | :---: |
| (Reading Expedition 56) sounds like " $k$ " when followed by "a", "o", or "u" | (Reading Expedition 56) sounds like " $k$ " when followed by "a", "0", or "u" | (Reading Expedition 56) | (Reading Expedition 56) |
| cube | cart | alligator | extra |
| cash | coat | circle | tiger |
| cast | coin | belief | master |
| car | cook | chief |  |
| cab | corn | relief |  |
| cake | cost | everyone |  |
| call | cow | excite |  |
| camp | curb | only |  |
| card | cut |  |  |
| $\text { Mastered } \sim$ | Mastered $\sim$ | $\text { Mastered } \underset{\sim}{\sim}$ | Mastered $\sim$ |

## Making Tracks with Words


Please cut a big slice of cake for me.

Mom bought a fleece coat to keep me warm.

Lucy bought a candy cane for ten cents.

We had a nice time at camp.

We slept on cots.



## Sight Words

## machine

## steak

break
early

> Have you visited the recommended book list yet? The back of The Reading Place includes comprehensive book lists, ready to accompany you and your reader to the local bookstore or public library. You'll find these lists helpful for many years to come. Even after your reader has graduated from this program, be sure to keep The Reading Place in a handy place!

*Sometimes, the letter $y$ is used as a vowel. Many reading programs teach it as a vowel. We introduce it much later, as there are very, very few words your reader will encounter using $y$ as a vowel and, in order to read those few words, many other rules need to be understood first.


Making Tracks with Words

Chewing gum is not good for your teeth.

The stage at the civic center was huge.

The baby goats were not kept in a cage.

Let's play a game.

Turn the pages slowly, as you read this book.

## For Use with Reading Expedition

The Toup Gaide s@ys...

"gh" is silent - it says not one thing. "gh" does not talk - "gh" does not sing. "gh" is quiet, as quiet can be. "gh" leaves the talking to you and to me!

What does "gh" say in these words? Nothing!

| gh | gh | gh | Sight Words |
| :---: | :---: | :---: | :---: |
|  |  | bought | soar |
| fight | fright | fought | don't |
| night | tight | thought | ghost |
| light | sigh | taught | eight |
| plight | thigh | caught | softly |
| flight | high | brought | eyes |
| right | bright |  |  |
| might | nigh |  |  |
| sight |  |  |  |
| slight |  |  |  |
| Mastered $\hat{\lambda}$ | Mostered ${ }^{\text {a }}$ | $\text { Mastered } i>$ | Mastered it |

## Making Tracks with Words


Those stars are bright in the dark night sky.

My teacher taught me how to read well.
"Turn on the light please," I said to Dad.

I caught a big fish at the lake.

The witch gave me quite a fright.


The Toup Guide says...
dpaw @ picture of something th@t is quiిe\}.



[^16]
## Making Tracks with Words


The mean witch cast a spell on the prince.

Mom made a batch of cookie dough.

Mitch pitched the ball to James.

I have an itch on my leg.

The people will watch as the baby birds hatch.

The Toup Guide says...
dpaw @ picture of you reading to some friends.


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## Making Tracks with Words


She went on vacation with her dad.

We are going to the circus with him.

He has been my best friend for so very long.

Look out below!

Maybe you can go, too.


| ex_ | ex_ | in_ | in_ |
| :---: | :---: | :---: | :---: |
| expel | extent | inside | intake |
| expert | express | instep | instill |
| exit | explain | inland | inflame |
| exhale | excess | income | inlay |
| excite | exclude | indeed | insect |
| extreme |  | indoor | indent |
| exclaim |  | intend | injure |
| excuse |  | insert | insist |
| expose |  | insight |  |
| export |  | inlet |  |
| $\text { Mastered } \underset{\sim}{\wedge}$ | Mastered | Mastered $\stackrel{y}{3}$ | Mastered ${ }^{\text {M }}$ |


| con_ | com_ | pro_ |  |
| :---: | :---: | :---: | :---: |
| conform | compute | protest | enjoy |
| contact | compose | provoke | enroll |
| concrete | compete | propose | enlist |
| contain | combine | promote | ensue |
| consume | combat | produce | endear |
| consent | comply | profile | enclose |
| confuse | compress | proclaim | enchant |
| consist | compile | pronoun | engrave |
|  | comfort |  |  |
| $\text { Mostered } i s$ | Mastered is | Mastered ${ }^{\text {a }}$ | Mastered is |


| re_ |  | Un_ | Un_ |
| :---: | :---: | :---: | :---: |
| recall | remark | unhappy | unload |
| remain | repeat | unborn | unwise |
| reduce | repaid | unfold | unwrap |
| renew | reclaim | unclear | unjust |
| remake | reform | unfit | unsafe |
| regain |  | uncut | untrue |
| refresh |  |  |  |
| restore |  |  |  |
| refill |  |  |  |
| reheat |  |  |  |
| Mastered | Mastered $\Sigma$ | Mastered $\sim$ | Mastered |

Making Tracks with Words

I can not explain why I enjoy it so much.
"That story is untrue," Dave remarked.

Can you unwrap this box?

The black insect crawled up my arm.
"Remain in your chair," the teacher insisted.

The Tour Guide says.o. dpaw @ piciure of @ speci@ friend.



[^17]| de_ | dis_ | dis_ | pre |
| :---: | :---: | :---: | :---: |
| define | dispute | distrust | precook |
| depress | disclose | distress | prejudge |
| debate | discuss | display | predate |
| devise | disease | dispose | preheat |
| delay | dislike | disarm | pretend |
| deflate | dismiss |  | prescribe |
| demand |  |  | preschool |
|  |  |  | prefer |
|  |  |  | prefix |
|  |  |  | prehistoric |
| Mastered ${ }^{\text {che }}$ | Mastered | $\text { Mastered } \Sigma^{\wedge}$ | Mastered |



## Making Tracks with Words


I will give you some good advice.

Are you afraid of the dark?

Let's pretend that we are grown up.

The preschool teacher loves her students.

Please come here, without delay.

Ne TOuP Guరిde Says.o. dpaw @ picture of @ winady day.





[^18]
## Making Tracks with Words


Randy was absent from school yesterday.

The man in the red cape is a brave superhero.

Please send me a postcard when you go away.

Dad goes to the supermarket to buy food.

My teacher says that I am a superstar!

The Tour Guide says...
dpaw @ picture of @nyihing you would like to dpaw.


| _est | _est | _ance | _OUS |
| :---: | :---: | :---: | :---: |
| tallest $\dagger$ | soonest | distance | sounds like "us" |
| hardest | weakest | abundance | nervous |
| cleanest | dearest | performance | famous |
| richest | fastest | clearance | marvelous |
| freshest | plainest | appearance | joyous |
| newest | strongest | entrance | pompous |
| smallest | boldest | instance |  |
|  |  | substance |  |
| Mastered ${ }^{\text {che }}$ | tered | Mastered ${ }^{\text {M }}$ | Mastered $)^{\sim}$ |



| _ant | _ive | _es | _le |
| :---: | :---: | :---: | :---: |
| tolerant | sounds ilie "iv" | sound sike "er" | little |
| servant | active | passes | apple |
| instant | captive | buzzes | candle |
| distant | locomotive | axes | twinkle |
| applicant | selective | foxes | puddle |
| merchant | native | wishes | puzzle |
| important | massive | dresses | handle |
|  | passive | lunches | purple |
|  | positive | rushes | gentle |
|  | inventive |  |  |
| Mastered $)^{3}$ |  | $\text { Mastered } \hat{\sim}$ | Mastered $)^{3}$ |

## Sight Words

## curtain

fountain
certain
mountain
captain

## honest

## America

science scientist people

Navigation Tip $C$ (on page 267) at the end of The Reading Place includes a long list of suffixes and their meanings. Common ones have been included in this expedition. Good readers will learn to spot suffixes as word parts occurring at the end of words. You may want to share the longer list to introduce and pronounce other suffixes that might appear in more advanced books.


Making Tracks with Words

You are my dearest and most incredible friend.

We watched a marvelous performance yesterday.

Someday, perhaps you will be the president.

The little candle twinkled in the dark of night.

Are you the strongest or the weakest on the team?


| _ion | _ian | _ly | _ly |
| :---: | :---: | :---: | :---: |
| sounds like "yun" | sounds like "ee-an" | sounds like "lee" | sounds like "lee" |
| million | ruffian | sadly | plainly |
| billion | amphibian | gently | closely |
| onion | custodian | justly | nearly |
| bunion | pedestrian | weekly | openly |
| trillion | comedian | hardly | yearly |
| opinion | meridian | gladly | sweetly |
|  |  | richly <br> deeply | suddenly |
| Mastered | Mastered | Mastered | Mastered |


| _ness | _ment | _tion | _tion |
| :---: | :---: | :---: | :---: |
| fitness | pavement | action | donation |
| sadness | movement | motion | perfection |
| highness | shipment | ration | eruption |
| goodness | treatment | option | formation |
| illness | contentment | invention | location |
| sickness | betterment | promotion | direction |
| darkness | amusement | edition | rejection |
| tallness | amazement | construction | redemption |
|  | agreement | objection | suction |
|  |  | education | instruction |
| Mastered ${ }^{\text {ars }}$ | Mastered ${ }^{\sim}$ | $\text { Mastered } \sum$ | Mastered Mr $^{\text {r }}$ |


| _tion | _tion | _tion | _sion |
| :---: | :---: | :---: | :---: |
| solution | station | destination | tension |
| pollution | equation | exclamation | illusion |
| locomotion | frustration | expectation | explosion |
| promotion | relation | fascination | infusion |
| nutrition | sensation | relaxation | admission |
| partition | combination | separation | intrusion |
| expedition | contribution | evaporation | confusion |
| repetition | revolution | organization | fusion |
| composition | production | limitation | expansion |
| nation | conversation | fiction | conclusion |
| Mastered | Mastered ${ }^{\text {a }}$ | $\text { Mastered } \underset{\sim}{n}$ | Mastered ${ }^{\text {N }}$ |



## Making Tracks with Words


Sue had a feeling of sickness in her tummy.

Can you give me directions to Bob's house?

To my amazement, a million stars glowed in the sky!

I will gently hold the amphibian.

In my opinion, reading expeditions are great!



| _ish | _cious | _ence | _ic |
| :---: | :---: | :---: | :---: |
| boyish | Souns ilies shus | difference | artistic |
| girlish | delicious | confidence | basic |
| foolish | gracious | preference | terrific |
| Spanish | ferocious | prudence | majestic |
| Jewish | tenacious | residence | magnetic |
| Scottish | spacious | insistence | traffic |
| British | precious |  | organic |
| feverish |  |  | volcanic |
| greenish |  |  | historic |
| Mastered is | $\text { Mastered } \hat{\sim}$ | Mostered iz | Mastered is |

## deeper

weaker nearer
sadder
wetter cleaner
fresher
greener

Mastered $\underset{\sim}{2}$

Consider introducing your reader to one of the terrific children's magazines appropriate to your reader's age group. Magazines provide reading pleasure and good information, and children are often drawn to them because of their great illustrations and short articles. Some magazines to consider are:

## Ranger Rick

Highlights for Children
American Girl
Guideposts
National Geographic
Time for Kids

Your local public librarian can help you determine which magazines may be best suited to your reader.

## Making Tracks with Words


Lions and tigers can be ferocious.

The foolish girl ate too many cookies and got sick.

Your residence is the place where you live.

The air is cleaner and fresher in the mountains.

Never play where there is too much traffic.



Add "es" to words that end in "0".
Examples: potato potatoes
tomato tomatoes
volcano volcanoes

Add "es" to words ending in "ch", "sh", "s", "z" and " $x$ ".
Examples: peach peaches
fix fixes
pass passes
mash mashes
fizz fizzes

An apostrophe and the letter " $s$ " should be used to form the plurals of letters and numbers.
Examples: $\quad e^{\prime} s$ and $f^{\prime} s$
2's and 3's
Exception: When referring to years using a plural form, an "s" may be used without an apostrophe
Examples: 1920s
1990s
1600s

Some words that end in " $f$ " need to be changed altogether to make the plural form. The " $f$ " is eliminated, and "ves" is added.

| Examples: | calf | calves <br>  <br>  <br> leaf <br> leaves <br> thief |
| :--- | :--- | :--- |
|  | thieves |  |

Words that end in the letter " $y$ " are changed in the process of being made plural. The " $y$ " is dropped, and "ies" is added.

| Examples: | baby | babies |
| :--- | :--- | :--- |
| lady | ladies |  |
|  | fly | flies |
|  | harmony | harmonies |
|  | melody | melodies |
|  | story | stories |

Exception: If the original word ends in "ey", only an "s" is added.
$\begin{array}{lll}\text { Examples: } & \text { key } & \text { keys } \\ \text { monkey } & \text { monkeys }\end{array}$

Sometimes, the plural form of a word follows no particular rule at all. We just need to learn a new form of the original, singular word. Some examples of "irregular" plural forms have been listed below.

| Examples: | cactus | cacti |
| :--- | :--- | :--- |
|  | child | children |
|  | die | dice |
|  | foot | feet |
|  | goose | geese |
|  | man | men |
|  | mouse | mice |
|  | tooth | teeth |
|  | woman | women |

The Tour Guide says...
dpaw @ picture of someihing thas is plural (mope than one).

## Navigation Tip

## B



Prefixes are letters or word parts that are added to the beginning of a base word. When a prefix is added, it changes the original meaning of the word.
The prefixes we have introduced in the Reading Expeditions folders are some of the most common ones. This section provides a more comprehensive list of prefixes, along with their meanings. We've also included an example of each.
Don't worry about teaching your young safari mate the complicated meanings of these prefixes or the meanings of all of the words they can make. For now, you may simply wish to point out that there are many different prefixes. You may wish to teach the pronunciation of each prefix (the first column of the chart only).

| Prefix | Meaning | Example | Prefix | Meaning | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| a- | on or in | amids $\dagger$ | intra- | inside, within, in, between | intramural |
| ad- | toward, to, near, in | adhere | intro- | into, in | introduce |
| anti- | agains $\dagger$ | antidote | micro- | small | microscope |
| auto- | self | automobile | mis- | wrongly, poorly, badly | mishandle |
| bi- | two | bicycle | mono- | one, single, alone | monorail |
| bio- | life | biology | multi- | many | multiplex |
| con- | together, with | contact | non- | not | nonfat |
| com- | together, with | compile | over- | beyond, too much | overexcited |
| contra- | against, opposite | contravene | post- | after | postdate |
| counter- | contrary, opposite | counterpart | pre- | before, in front of | prefix |
| de- | opposite of, reverse, remove | deodorize | pro- | for, forward | promote |
| dis- | reverse, absence, opposite | disable | re- | again, back | recall |
| ex- | out of, from, former, before | export | sub- | beneath, under, below | subway |
| hydro- | water | hydroplane | super- | beyond, in addition to | superman |
| hyper- | in excess, too much, beyond | hyperspace | tele- | distant | telescope |
| hypo- | too little, beneath, under | hypodermic | trans- | across, change, over | transport |
| im- | not, without | impossible | tri- | three | triangle |
| in- | not | inexact | un- | not, opposite of | unwelcome |
| inter- | between, together, among | interplay | uni- | one | unify |



| Suffix | Meaning | Example |
| :--- | :--- | :--- |
| -able able or capable of | trustable |  |
| -ible able or capable of | flexible |  |
| -age | action, state of | encourage |
| -al | relates to | postal |
| -ian | belong to | Californian |
| -ance condition or state of | annoyance |  |
| -ence condition or state of | dependence |  |
| -er | more | bigger |
| -est | most | smallest |
| -ful | full of | useful |
| -ing | presently happening | exploring |
| -ish | relating to or illness | childish |
| -less | without | careless, happiness |
| -ly | in a certain way | truly |
| -ment | state of or condition | achievement |
| -ness | quality or condition of | fulness |


| Suffix | Meaning | Example |
| :--- | :--- | :--- |
| -ous | full of | perilous |
| -ious | full of | spacious |
| -ship | quality or state of | friendship |
| -sion | action or condition of | decision |
| -tion | action or condition of | imagination |
| -ity | quality of | humidity |
| -ward | toward, in the direction | backward |
| -ery | occupation or condition of | bakery |
| -ess | the feminine form of | countess |
| -fest | gathering for a common purpose | songfest |
| -gen | that which produces | oxygen |
| -gram | written or drawn, message | telegram |
| -ics | field of study | physics |
| -ite | from a place; mineral names | Israelite |
| -osis | condition or state of | hypnosis |
| -scope | used for viewing | microscope |

## Compound Words

## Navigation Tip

## D



Compound words are words that are made by combining two smaller words together to make one word. A solid understanding of how compound words are formed will help when reading them. Understanding how compound words are formed will also enhance your reader's spelling ability. Here are some common compound words for your reader to master. He or she has all of the reading skills needed to read these words.

| afternoon | chessboard |
| :---: | :---: |
| aircraft | classmate |
| airplane | classroom |
| airport | clothesline |
| anthill | clubhouse |
| anyone | cookbook |
| anything | countryside |
| anyway | cowboy |
| barefoot | doghouse |
| baseball | doormat |
| basketball | downpour |
| bathtub | downtown |
| beanbag | drawbridge |
| bedroom | evergreen |
| beeswax | eyeball |
| birthday | eyeglass |
| blackboard | faraway |
| blacksmith | fingernail |
| blowout | fingerprint |
| bookcase | fingertip |
| bookmark | fireman |
| breakfast | flagpole |
| broadcast | floodlight |
| campfire | football |


| gentleman | overpower |
| :---: | :---: |
| grapefruit | pancake |
| grasshopper | peacetime |
| hatbox | peanut |
| herself | peppermint |
| himself | pigtail |
| homework | playground |
| honeymoon | pocketbook |
| horseshoe | policeman |
| houseboat | railroad |
| inside | raincoat |
| lifetime | riverbank |
| lighthouse | rowboat |
| lipstick | sailboat |
| mailbox | salesman |
| meatball | sandbox |
| motorcycle | shortstop |
| needlepoint | sidewalk |
| nighttime | skydive |
| notebook | slowpoke |
| nowhere | snowball |
| oatmeal | snowman |
| otherwise | someone |
| outside | something |
| aro |  |

spacesuit spellbound strawberry sweatshirt teenage toenail toothache toothbrush toothpaste touchdown township treetop underground upset upstairs wastebasket weatherman wheelbarrow whenever windshield wishbone without wristwatch yourself

## Homophones

## Navigation Tip

## E



Homophones are words that sound alike, but are spelled differently and have different meanings. On the following page, is a list of many common homophones. Learning homophones will improve your reader's ability to recognize and understand the different forms of these words when reading, and to spell these words correctly when writing.

| ail | ale | chews choose |  |
| :--- | :--- | :--- | :--- |
| air | heir | cymbal symbol |  |
| aisle isle | dear | deer |  |
| allowed aloud | do | due |  |
| altar alter | doe | dough |  |
| ant aunt | eight | ate |  |
| bail bale | ewe | you |  |
| bear bare | fare | fair |  |
| beet beat | feet | feat |  |
| bell belle | flee | flea |  |
| blew blue | flew | flu |  |
| bored board | flour | flower |  |
| bough bow | for | four |  |
| brake break | foul | fowl |  |
| by | buy | gait | gate |
| capital capitol | grate | great |  |
| cell sell | groan | grown |  |
| cent sent | guessed guest |  |  |
| cheap cheep | heel | heal |  |


| here | hear |
| :--- | :--- |
| hole | whole |
| hour | our |
| in | inn |
| its | it's |
| knew | new |
| light | lite |
| loan | lone |
| knot | not |
| maid | made |
| male | mail |
| mane | main |
| meet | meat |
| need | knead |
| night | knight |
| oar | or |
| one | won |
| pair | pear |
| pale | pail |


| pane | pain | sighs | size |
| :--- | :--- | :--- | :--- |
| pause | paws | so | sew |
| peek | peak | some | sum |
| peel | peal | stake | steak |
| piece | peace | steel | steal |
| plane | plain | suite | sweet |
| pole | poll | tale | tail |
| praise | prays | team | teem |
| rap | wrap | there | their |
| red | read | threw | through |
| right | write | to | two |
| ring | wring | tow | toe |
| road | rode | vein | vain |
| roll | role | waist | waste |
| sale | sail | way | weigh |
| see | sea | wear | ware |
| seem | seam | week | weak |
| seen | scene | witch | which |
| shear | sheer | would | wood |




[^19]| 1988 | Lincoln: A Photobiography | by Russell Freedman |
| :---: | :---: | :---: |
| 1987 | The Whipping Boy | by Sid Fleischman |
| 1986 | Sarah, Plain and Tall | by Patricia Maclachlan |
| 1985 | The Hero and the Crown | by Robin McKinley |
| 1984 | Dear Mr. Henshaw | by Beverly Cleary |
| 1983 | Dicey's Song | by Cinthia Voigt |
| 1982 | A Visit to William Blake's Inn | by Nancy Willard |
| 1981 | Jacob Have I loved | by Katherine Patterson |
| 1980 | A Gathering of Days | by Joan W. Blos |
| 1979 | The Westing Game | by Ellen Raskin |
| 1978 | Bridge to Terabithia | by Katherine Paterson |
| 1977 | Roll of Thunder, Hear My Cry | by Mildred D. Taylor |
| 1976 | The Grey King | by Susan Cooper |
| 1975 | M.C. Higgins, the Great | by Virginia Hamilton |
| 1974 | The Slave Dancer | by Paula Fox |
| 1973 | Julie of the Wolves | by Jean Craighead George |
| 1972 | Mrs. Frisby and the Rats of Nimh | by Robert C. O'Brien |
| 1971 | The Summer of the Swans | by Betsy Cromer Byars |
| 1970 | Sounder | by William H. Armstrong |
| 1969 | The High King | by Lloyd Alexander |
| 1968 | From the Mixed-up File of Mrs. Basil E. Frankweiler | by E.L. Konigsburg |
| 1967 | Up a Road Slowly | by Irene Hunt |
| 1966 | I, Juan De Pareja | by Elizabeth Borton De Trevino |
| 1965 | Shadow of a Bull | by Maia Wojciechowska |
| 1964 | It's Like This Cat | by Emily Cheney Neville |
| 1963 | A Wrinkle in Time | by Madeline L'engle |
| 1962 | The Bronze Bow | by Elizabeth George Speare |
| 1961 | Island of the Blue Dolphins | by Scott O'Dell |

[^20]| 1960 | Onion John | by Joseph Krumgold |
| :--- | :--- | :--- |
| 1959 | The Witch of Blackbird Pond | by Elizabeth George Speare |
| 1958 | Rifles for Watie Harold Keith |  |
| 1957 | Miracles on Maple Hill | by Virginia Eggertsen Sorensen |
| 1956 | Carry on Mr. Bowditch | by Jean Lee Latham |
| 1955 | The Wheel on the School | by Meindert De Jong |
| 1954 And Now Miguel | by Joseph Krumgold |  |
| 1953 | Secret of the Andes | by Ann Nolan Clark |
| 1952 | Ginger Pye | by Eleanor Estes |
| 1951 | Amos Fortune, Free Man | by Elizabeth Yates |
| 1950 | The Door in the Wall | by Marguerite De Angeli |
| 1949 | Kind of the Wind Marguerite Henry |  |
| 1948 | The Twenty-One Balloons | by William Pene du Bois |
| 1947 | Miss Hickory | by Carolyn Sherwin Bailey |
| 1946 | Strawberry Girl | by Lois Lenski |
| 1945 | Rabbit Hill | by Robers Lawson |
| 1944 | Johnny Tremain | by Esther Forbes |
| 1943 | Adam of the Road | by Elizabeth Janet Gray |
| 1942 | The Matchlock Gun | by Walter D. Edmonds |
| 1941 | Call It Courage | by Armstrong Sperry |
| 1940 | Daniel Boone | by James Daugherty |
| 1939 | Thimble Summer | by Elizabeth Enright |
| 1938 | The White Stag | by Kate Seredy |
| 1937 | Roller Skates | by Ruth Sawyer |
| 1936 Caddie Woodlawn | by Carol Ryrie Brink |  |
| 1935 | Dorby | by Monica Sannon |
| 1934 | Invincible Louisa: The Sory of the Author of Little Women | by Cornelia Meigs |
| 1933 | Young Fu of the Upper Yangtze | 276 |

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| 2015 | TBA | TBA |
| :--- | :--- | :--- |
| 2014 | TBA | TBA |
| 2013 | TBA | TBA |
| 2012 | TBA | TBA |
| 2011 | A Sick Day for Amos McGee | by Phillip C. Stead |
| 2010 | The Lion \& the Mouse | by Jerry Pinkney |
| 2009 | The House in the Night | by Susan Marie Swanson |
| 2008 | The Invention of Hugo Cabret | by Brian Selznick |
| 2007 | Flotsam | by David Wiesner |
| 2006 | The Hello, Goodbye Window | by Norton Juster |
| 2005 | Kitten's First Full Moon | by Kevin Henkes |
| 2004 | The Man Who Walked Between the Towers | by Mordicai Gerstein |
| 2003 | My Friend Rabbit | by Eric Rohmann |
| 2002 | The Three Pigs | by David Wiesner |
| 2001 | So You Want To Be President? | by Judith St. George |
| 2000 | Joseph Had a Little Overcoat | by Simms Taback |
| 1999 | Snowflake Bentley | by Jacqueline Briggs Martin |
| 1998 | Rapunzel | by Paul O. Zelinsky |
| 1997 | Golem | by David Wisniewski |
| 1996 | Officer Buckle and Gloria | by Peggy Rathmann |
| 1995 | Smoky Night | by Eve Bunting |
| 1994 | Grandfather's Journey | by Allen Say |
| 1993 | Mirette on the High Wire | by Emily Arnold Mccully |
| 1992 | Tuesday | by David Wiesner |
| 1991 | Black and White | by David Macaulay |
| 1990 | Lon Po Po: A Red-riding Hood Story From China Yolen |  |
| 1989 | Song and Dance Man | by Karen Ackerman |
| 1988 | Owl Moon | 278 |

[^21]| 1987 | Hey, Al | by Arthur Yorinks |
| :---: | :---: | :---: |
| 1986 | The Polar Express | by Chris Van Allsburg |
| 1985 | Saint George and the Dragon | by Margaret Hodges |
| 1984 | The Glorious Flight: Across the Channel With Louis Bleriot, July 25, 1909 | by Alice Provensen |
| 1983 | Shadow | by Blaise Cendrars |
| 1982 | Jumanji | by Chris Van Allsburg |
| 1981 | Fables | by Arnold Lobel |
| 1980 | Ox-cart Man | by Donald Hall |
| 1979 | The Girl Who Loved Wild Horses | by Paul Goble |
| 1978 | Noah's Ark | by Peter Spier |
| 1977 | Ashanti To Zulu: African Traditions | by Margaret W. Musgrove |
| 1976 | Why Mosquitoes Buzz in People's Ears: A West African Tale | by Verna Aardema |
| 1975 | Arrow To the Sun: A Pueblo Indian Tale | by Gerald McDermott |
| 1974 | Duffy and the Devil | by Harve Zemach |
| 1973 | The Funny Little Woman | by Arlene Mosel |
| 1972 | One Fine Day | by Nonny Hogrogian |
| 1971 | A Story, A Story | by Gail E. Haley |
| 1970 | Sylvester and the Magic Pebble | by William Steig |
| 1969 | The Fool of the World and the Flying Ship | by Arthur Ransome |
| 1968 | Drummer Hoff | by Barbara Emberley |
| 1967 | Sam Bangs and Moonshine | by Evaline Ness |
| 1966 | Always Room for One More | by Sorche Nic Leodhas |
| 1965 | May I Bring a Friend? | by Beatrice Schenk De Regniers |
| 1964 | Where the Wild Things Are | by Maurice Sendak |
| 1963 | The Snowy Day | by Ezra Jack Keats |
| 1962 | Once a Mouse...A Fable Cut in Wood | by Marcia Brown |
| 1961 | Baboushka and the Three Kings | by Ruth Robbins |

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[^22]

Coretta Scott King Award - Author Award Winners

| 2015 | TBA | TBA |
| :---: | :---: | :---: |
| 2014 | TBA | TBA |
| 2013 | TBA | TBA |
| 2012 | TBA | TBA |
| 2011 | One Crazy Summer | by Rita Williams-Garcia |
| 2010 | Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal | by Vaunda Micheaux Nelson |
| 2009 | We Are the Ship: The Story of Negro League Baseball | by Kadir Nelson |
| 2008 | Elijah of Buxton | by Christopher Paul Curtis |
| 2007 | Copper Sun | by Sharon Draper |
| 2006 | Day of Tears: A Novel in Dialogue | by Julius Lester |
| 2005 | Remember: The Journey to School Integration | by Toni Morrison |
| 2004 | The First Part Last | by Angela Johnson |
| 2003 | Bronx Masquerade | by Nikki Grimes |
| 2002 | The Land | by Mildred Taylor |
| 2001 | Miracle's Boys | by Jacqueline Woodson |
| 2000 | Bud, Not Buddy | by Christopher Paul Curtis |
| 1999 | Heaven | by Angela Johnson |
| 1998 | Forged by Fire | by Sharon M. Draper |
| 1997 | Slam | by Walter Dean Myers |
| 1996 | Her Stories | by Virginia Hamilton |
| 1995 | Christmas in the Big House, Christmas in the Quarters | by Patricia C. \& Frederick L. McKissack |
| 1994 | Toning the Sweep | by Angela Johnson |
| 1993 | Dark Thirty: Southern Tales of the Supernatural | by Patricia A. McKissack |
| 1992 | Now is Your Time: The African American Struggle for Freedom | by Walter Dean Myers |
| 1991 | The Road to Memphis | by Mildred D. Taylor |
| 1990 | A Long Hard Journey: The Story of the Pullman Porter | by Patricia C. \& Frederick L. McKissack |

[^23]| 1989 | Fallen Angels | by Walter Dean Myers |
| :--- | :--- | :--- |
| 1988 | The Friendship | by Mildred L. Taylor |
| 1987 | Justin and the Best Biscuits in the World | by Mildred Pitts Walter |
| 1986 | The People Could Fly: American Black Folktales | by Virginia Hamilton |
| 1985 | Motown and Didi | by Walter Dean Myers |
| 1984 | Everett Anderson's Good-bye | by Lucille Clifton |
| 1983 | Sweet Whispers, Brother Rush | by Virginia Hamilton |
| 1982 | Let the Circle Be Unbroken | by Mildred D. Taylor |
| 1981 | This Life | by Sidney Poitier |
| 1980 | The Young Landlords | by Walter Dean Myers |
| 1979 | Escape to Freedom | by Ossie Davis |
| 1978 | Africa Dream | by Eloise Greenfield |
| Coretta Scott King Award - Illustrator Award Winners |  |  |
| 2015 | TBA | TBA |
| 2014 | TBA | TBA |
| 2013 | TBA | TBA |
| 2012 | TBA | TBA |
| 2011 | Dave the Potter: Artist, Poet, Slave | ill. by Bryan Collier |
| 2010 | My People | ill. by Charles R. Smith, Jr. |
| 2009 | The Blacker the Berry | ill. by Floyd Cooper |
| 2008 | Let it Shine | ill. by Ashley Bryan |
| 2007 | Moses: When Harriet Tubman Led Her People to Freedom | ill. by Kadir Nelson |
| 2006 | Rosa | ill. by Bryan Collier |
| 2005 | Ellington Was Not a Street | ill. by Kadir Nelson |
| 2004 | Beautiful Blackbird | ill. by Ashley Bryan |
| 2003 | Talkin About Bessie: The Story of Aviator Elizabeth Coleman Jerry Pinkney |  |
|  | Goin' Someplace Special | ill. by E. Lewis |

[^24]| 2001 | Uptown | ill. by Bryan Collier (Henry Holt) |
| :--- | :--- | :--- |
| 2000 | In the Time of the Drums | ill. by Brian Pinkney |
| 1999 | I See the Rhythm | ill. by Michele Wood |
| 1998 | In Daddy's Arms I am Tall: African Americans Celebrating Fathers | ill. by Javaka Steptoe |
| 1997 | Minty: A Story of Young Harriet Tubman | ill. by Jerry Pinkney |
| 1996 | The Middle Passage: White Ships Black Cargo | ill. by Tom Feelings |
| 1995 | The Creation | ill. by James Ransome |
| 1994 | Soul Looks Back in Wonder | ill. by Tom Feelings |
| 1993 | The Origin of Life on Earth: An African Creation Myth | ill. by Kathleen Atkins Wilson |
| 1992 | Tar Beach | ill. by Faith Ringgold |
| 1991 | Aida | ill. by Leo and Diane Dillon |
| 1990 | Nathaniel Talking | ill. by Jan Spivey Gilchrist |
| 1989 | Mirandy and Brother Wind | ill. by Jerry Pinkney |
| 1988 | Mufaro's Beautiful Daughters: an African Tale | ill. by John Steptoe |
| 1987 | Half a Moon and One Whole Star | ill. by Jerry Pinkney |
| 1986 | The Patchwork Quilt | ill. by Jerry Pinkney |
| 1985 | No award | ill. by Pat Cummings |
| 1984 | My Mama Needs Me | ill. by Peter Mugabane |
| 1983 | Black Child | ill. by John Steptoe |
| 1982 | Mother Crocodile; An Uncle Amadou Tale from Senegal | ill. by Ashley Bryan |
| 1981 | Beat the Story Drum, Pum-Pum | ill. by Carole Byard |
| 1980 | Cornrows | ill. by Tom Feelings |
| 1979 | Something on My Mind | ill. by Carole Byard |
| 1978 | Africa Dream | No |
| 1977 | No award | ill. by George Ford |
| 1975 | No award | Ray Charles |

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The Young Readers Choice Awards have two divisions. One division (the Youth Division) recognizes the authors of outstanding books for readers in grades 4-8. A second division, added in 1991, recognizes the authors of outstanding books for grades 9-12. Only the Youth Division Books have been listed here.

| 2015 | TBA | TBA |
| :---: | :---: | :---: |
| 2014 | TBA | TBA |
| 2013 | TBA | TBA |
| 2012 | TBA | TBA |
| 2011 | Amulet: The Stonekeeper | by Kazu Kibuishi |
| 2010 | Diary of a Wimpy Kid: Greg Heffley's Journal | by Jeff Kinney |
| 2009 | Miraculous Journey of Edward Tulane | by Kate DiCamillo |
| 2008 | A Dog's Life: Autobiography of a Stray | by Ann Martin |
| 2007 | Dragon Rider | by Cornelia Funke |
| 2006 | The Tale of Despereaux | by Kate DiCamillo |
| 2005 | The Thief Lord | by Corneila Funke |
| 2004 | Skeleton Man | by Joseph Bruchac |
| 2003 | Because of Winn-Dixie | by Kate DiCamillo |
| 2002 | Bud, Not Buddy | by Christopher Paul Curtis |
| 2001 | Holes | by Louis Sachar |
| 2000 | A Mouse Called Wolf | by Dick King-Smith |
| 1999 | Frindle | by Andrew Clements |
| 1998 | Wayside School Gets a Little Stranger | by Louis Sachar |
| 1997 | Nasty Stinky Sneakers | by Eve Bunting |
| 1996 | The Boys Start the War | by Phyllis Reynolds Naylor |
| 1995 | Terror at the Zoo | by Peg Kehret |
| 1994 | Shiloh | by Phyllis Reynolds Naylor |
| 1993 | Maniac Magee | by Jerry Spinelli |
| 1992 | Danger in Quicksand Swamp | by Bill Wallace |
| 1991 | Ten Kids, No Pets | by Ann M. Martin |
| 1990 | There's a Boy in the Girl's Bathroom | by Louis Sachar |
| 1989 | Wait Till Helen Comes | by Mary Downing Hahn |
| 1988 | Sixth Grade Can Really Kill You | by Barthe DeClements |

[^25]| 1987 | The War With Grandpa | by Robert Smith |
| :--- | :--- | :--- |
| 1986 | The Dollhouse Murders | by Betty Ren Wright |
| 1985 | Thirteen Ways to Sink a Sub | by Jamie Gilson |
| 1984 | The Indian in the Cupboard | by Lynne Reid Banks |
| 1983 | Superfudge | by Judy Blume |
| 1982 | Bunnicula: A Rabbit Tale of Mystery | by Deborah and James Howe |
| 1981 | Hail, Hail Camp Timberwood | by Ellen Conford |
| 1980 | Ramona and Her Father | by Beverly Cleary |
| 1979 | Roll of Thunder, Hear My Call | by Mildred Taylor |
| 1978 | The Great Brain Does It Again | by John D. Fitzgerald |
| 1977 | Blubber | by Judy Blume |
| 1976 | The Great Brain Reforms | by John D. Fitzgerald |
| 1975 | Tales of a Fourth Grade Nothing | by Judy Blume |
| 1974 | Mrs. Frisby and the Rats of NIMH | by Robert C. O'Brien |
| 1973 | No Award | by Donald J. Sobol |
| 1972 | Encyclopedia Brown Keeps the Peace | by Beverly Cleary |
| 1971 | Ramona the Pest | by William Corbin |
| 1970 | Smoke | by Keith Robertson |
| 1969 | Henry Reed's Baby-Sitting Service | by Beverly Cleary |
| 1968 | The Mouse and the Motorcycle | by Ian Fleming |
| 1967 | Chitty-Chitty-Bang-Bang | by Sterling North |
| 1966 | Rascal | by Richard Tregaskis |
| 1965 | John F. Kennedy and PT-109 | by Sheila Burnford |
| 1964 | The Incredible Journey | by Jay Williams |
| 1963 | Danny Dunn on the Ocean Floor | by Stewart Holbrook |
| 1962 | The Swamp Fox of the Revolution | by Berly Cleary |
| 1961 | Danny Dunn and the Homework Machine | Henry and the Paper Route |

[^26]|  |  |  |
| :--- | :--- | :--- |
| 1959 | Old Yeller | by Fred Gipson |
| 1958 | Golden Mare | by William Corbin |
| 1957 | Henry and Ribsy | by Beverly Cleary |
| 1956 | Miss Pickerell Goes to Mars | by Ellen MacGregor |
| 1955 | No Award |  |
| 1954 | No Award | by Marguerite Henry |
| 1953 | No Award | by Marguerite Henry |
| 1952 | Sea Star | by Dr. Seuss |
| 1951 | King of the Wind | by Shannon Garst |
| 1950 | McElligot's Pool | by Walter Farley |
| 1949 | Cowboy Boots | by Robert McCloskey |
| 1948 | The Black Stallion Returns | by Jack O'Brien |
| 1947 | Homer Price | by Marie McSwigan |
| 1946 | The Return of Silver Chief | by Walter Farley |
| 1945 | Snow Treasure | by Eric Knight |
| 1944 | The Black Stallion | by Laura Ingalls Wilder |
| 1943 | Lassie Come Home | by Richard and Florence Atwater |
| 1942 | By the Shores of Silver Lake | by Dell J. McCormick |
| 1941 | Mr. Popper's Penguins |  |



| 2015 | TBA | TBA |
| :---: | :---: | :---: |
| 2014 | TBA | TBA |
| 2013 | TBA | TBA |
| 2012 | TBA | TBA |
| 2011 | The Buddy Files: The Case of the Lost Boy | by Dori Hillestad Butler |
| 2010 | Closed for the Season | by Mary Downing Hahn |
| 2009 | The Postcard | by Tony Abbott |
| 2008 | The Night Tourist | by Katherine Marsh |
| 2007 | Room One: A Mystery or Two | by Andrew Clements |
| 2006 | The Boys of San Joaquin | by D. James Smith |
| 2005 | Chasing Vermeer | by Blue Balliett |
| 2004 | Bernie Magruder \& the Rats in the Belfry | by Phyllis Reynolds Naylor |
| 2003 | Harriet Spies Again | by Helen Ericson |
| 2002 | Dangling | by Lillian Eige |
| 2001 | Dovey Coe | by Frances O'Roark Dowell |
| 2000 | The Night Flyers | by Elizabeth McDavid Jones |
| 1999 | Sammy Keyes and the Hotel Thief | by Wendelin Van Draanen |
| 1998 | Sparrows in the Scullery | by Barbara Brooks Wallace |
| 1997 | The Clearing | by Dorothy Reynolds Miller |
| 1996 | Looking for Jamie Bridger | by Nancy Springer |
| 1995 | The Absolutely True Story..How I Visited Yellowstone Park with the Terrible Rubes | by Willo Davis Roberts |
| 1994 | The Twin in the Tavern | by Barbara Brooks Wallace |
| 1993 | Coffin on a Case! | by Eve Bunting |
| 1992 | Wanted...Mud Blossom | by Betsy Byars |
| 1991 | Stonewords | by Pam Conrad |
| 1989 | Megan's Island | by Willo Davis Roberts |
| 1988 | Lucy Forever and Miss Rosetree, Shrinks | by Susan Shreve |
| 1987 | The Other Side of Dark | by Joan Lowery Nixon |

[^27]| 1986 | The Sandman's Eyes | by Patricia Windsor |
| :--- | :--- | :--- |
| 1985 | Night Cry | by Phyllis Reynolds Naylor |
| 1984 | The Callender Papers | by Cynthia Voigt |
| 1983 | The Murder of Hound Dog Bates | by Robbie Branscum |
| 1982 | Taking Terri Mueller | by Norma Fox Mazer |
| 1981 | The Séance | by Joan Lowery Nixon |
| 1980 | The Kidnapping of Christina Lattimore | by Joan Lowery Nixon |
| 1979 | Alone in Wolf Hollow | by Dana Brookins |
| 1978 | A Really Weird Summer | by Eloise Jarvis McGraw |
| 1977 | Are You in the House Alone? | by Richard Peck |
| 1976 | Z for Zachariah | by Robert C. O'Brien |
| 1975 | The Dangling Witness | by Jay Bennett |
| 1974 | The Long Black Coat | by Jay Bennett |
| 1973 | Deathwatch | by Robb White |
| 1972 | Nightfall | by Joan Aiken |
| 1971 | The Intruder | by John Rowe Townsend |
| 1970 | Danger at Black Dyke | by Winfred Finlay |
| 1969 | The House of Dies Drear | by Virginia Hamilton |
| 1968 | Signpost to Terror | by Gretchen Sprague |
| 1967 | Sinbad and Me | by Kin Platt |
| 1966 | The Mystery of 22 East | by Leon Ware |
| 1965 | Mystery at Crane's Landing | by Marcella Thum |
| 1964 | Mystery of the Hidden Hand | by Scott Corbett |
| 1963 | Cutlass Island | by Edward Fenton |
| 1962 | The Phantom of Walkaway Hill | by Phyllis A. Whitney |
| 1961 | The Mystery of the Haunted Pool |  |

[^28]The Toup Guide says...
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## Navigation Tip <br> K



As your reader is becoming more proficient, it is important that you read to him or her as much as possible. We have compiled this comprehensive reading guide to assist you in your search for good children's literature. Many of these books are appropriate selections for the beginning reader. The books listed on the following pages are excellent choices for children ages four through twelve years old. Also provided is a list of recommended authors.

## List 1 Ages 4-8

| A Fly Went By | by Mike McClintock |
| :--- | :--- |
| Alexander and the Terrible, Horrible, No Good, Very Bad Day | by Judith Viorst |
| Amos and Boris | by William Steig |
| Are You My Mother? | by P.D. Eastman |
| The Bee Tree | by Patricia Ploacco |
| Blueberries for Sal | by Robert McCloskey |
| Bread and Jam for Frances | by Russell Hoban |
| The Cat in the Hat | by Dr. Seuss |
| The Cat in the Hat Comes Back | by Dr. Seuss |
| Cloudy With a Chance of Meatballs | by Judith Barrett |
| Corduroy | by Don Freeman |
| Curious George | by H.A. Rey |
| Days with Frog and Toad | by Arnold Lobel |
| Dr. Seuss's A B C | by Theodor S. Geisel |
| Fox in Socks | by Dr. Seuss |
| Frederick | by Leo Lionni |
| Frog and Toad Together | by Arnold Lobel |
| George and Martha | by James Marshall |
| Go, Dog, Go | by P.D. Eastman |
| Green Eggs and Ham | by Dr. Seuss |
| Harry the Dirty Dog | by Gene Zion |
| The House on East 88th Street | by Bernard Waber |
| If You Give a Moose a Muffin | by Laura Joffe Numeroff |
| In A People House | by Theo. LeSieg |
| It's Not Easy Being a Bunny | by Marilyn Sadler |
| Litte Bear | by Else Holmelund Minarik |

## List 1 (continued) Ages 4-8

| Make Way for Ducklings | by Robert McCloskey |
| :--- | :--- |
| Many Moons | by James Thurber |
| The Mitten | by Jan Brett |
| Mr. Rabbit and the Lovely Present | by Charlotte Zolotow |
| Music, Music Everywhere | by Vera B. Williams |
| A New Coat for Anna | by Harriet Ziefert |
| No Roses for Harry! | by Gene Zion |
| One Fish, Two Fish, Red Fish, Blue Fish | by Dr. Seuss |
| Peppe the Lamplighter | by Elisa Bartone |
| The Polar Express | by Chris Van Allsburg |
| The Purple Coat | by Amy West |
| The Snowy Day | by Ezra Jack Keats |
| Stellaluna | by Janell Cannon |
| Stone Soup | by Marcia Brown |
| Stop That Ball! | by Mike McClintock |
| Sylvestor and the Magic Pebble | by William Steig |
| The Tale of Peter Rabbit | by Beatrix Potter |
| Ten Apples Up On Top! | by Theo. LeSieg |
| Three Hat Day | by Laura Geringer |
| Uncle Jed's Barbershop | by Margaree King Mitchell |

## List 2 Ages 5-10

| The Amazing Bone | by William Steig |
| :--- | :--- |
| Amelia Bedelia | by Peggy Parish |
| Annie and the Wild Animals | by Jan Brett |
| Brave Irene | by William Steig |


| List 2 (continued) Ages 5-10 |  |
| :---: | :---: |
| Caleb and Kate | by William Steig |
| A Child's Garden of Verses | by Robert Louis Stevenson |
| Comet's Nine Lives | by Jan Brett |
| The Complete Adventures of Curious George | by Margret \& H.A. Rey |
| Doctor De Soto | by William Steig |
| Emily | by Michael Bedard |
| Fox and His Friends | by Edward Marshall |
| The Giving Tree | by Shel Silverstein |
| Griselda's New Year | by Marjorie Weinman Sharmat |
| Harold and the Giant Knight | by Donald Carrick |
| I'll Meet You Halfway | by John Schindel |
| The Magic Finger | by Roald Dahl |
| The Magic School Bus At the Waterworks | by Joanna Cole |
| The Magic School Bus Inside the Earth | by Joanna Cole |
| The Magic School Bus Inside the Human Body | by Joanna Cole |
| The Magic School Bus On the Ocean Floor | by Joanna Cole |
| Mouse Tales | by Arnold Lobel |
| Mr. Popper's Penguins | by Richard and Florence Atwater |
| Nate the Great | by Marjorie Weinman Sharmat |
| Nate the Great and the Sticky Case | by Marjorie Weinman Sharmat |
| The New Kid on the Block | by Jack Prelutsky |
| Nobody's Cat | by Miska Miles |
| Now We Are Six | by A.A. Milne |
| Perfect the Pig | by Susan Jeschke |
| Ramona Quimby, Age 8 | by Beverly Cleary |
| The Rough-Face Girl | by Rafe Martin |
| Town Mouse, Country Mouse | by Jan Brett |

[^29]
## List 2 (continued) Ages 5-10

| The Velveteen Rabbit | by Margery Williams |
| :--- | :--- |
| The Wednesday Surprise | by Eva Bunting |
| Where the Sidewalk Ends: Poems and Drawings | by Shel Silverstein |
| Magic Treehouse Book Series | by Mary Pope Osborne |

## List 3 Ages 7-12

| Abel's Island | by William Steig |
| :--- | :--- |
| The Adventures of Pinocchio | by Carlo Collodi |
| The American Girls Collection | by Various Authors |
| Anne of Green Gables | by L.M. Montgomery |
| Baseball in April | by Gary Soto |
| The Best Christmas Pageant Ever | by Barbara Robinson |
| Black Beauty | by Anna Sewell |
| The Borrowers | by Mary Norton |
| The Brave Little Toaster | by Thomas M. Disch |
| Charlie and the Chocolate Factory | by Roald Dahl |
| Charlotte's Web | by E.B. White |
| A Christmas Carol | by Charles Dickens |
| The Chronicles of Narnia | by C.S. Lewis |
| The Cricket in Times Square | by George Selden |
| Freaky Friday | by Mary Rogers |
| The Hobbit | by J.R.R. Tolkein |
| The Hundred Dresses | by Eleanor Estes |
| Just So Stories | by Rudyard Kipling |
| Lassie-Come-Home | by Eric Knight |
| The Last of the Mohicans | by James Fenimore Cooper |

List 3 (continued) Ages 7-12

| The Light in the Attic | by Shel Silverstein |
| :--- | :--- |
| The Lion, the Witch and the Wardrobe | by C.S. Lewis |
| Little Women | by Louisa May Alcott |
| The Magic Attic Collection | by various authors |
| The Moffats | by Eleanor Estes |
| Pippi Longstocking | by Astrid Lingren |
| The Secret Garden | by Frances Hodgson Burnett |
| Sounder | by William H. Armstrong |
| The Story of King Arthur and His Knights | by Howard Pyle |
| Thank You, Jackie Robinson | by Barbara Cohen |
| Heidi | by Johanna Spyri |
| Treasure Island | by Robert Louis Stevenson |
| Watership Down | by Richard Adams |
| The Wind in the Willows | by Kenneth Grahame |
| Winnie-the-Pooh | by A.A. Milne |
| The Wonderful Wizard of Oz | by L. Frank Baum |
| The Yearling | by Marjorie Kinnan Rawlings |
| The Harry Potter Series | by J. K. Rowling |

## Recommended Authors

| Louisa May Alcott | Carolyn Keene | J.K. Rowling | Chris Van Allsburg |
| :--- | :--- | :--- | :--- |
| Natalie Babbit | C.S. Lewis | Cynthia Rylant | Judith Viorst |
| William J. Bennett | Lois Lowry | Dr. Seuss | Gertrude Chandler Warner |
| Eric Carle | L.M. Montgomery | Shel Silverstein | E.B. White |
| Roald Dahl | Mary Pope Osborne | William Steig | Laura Ingalls Wilder |
| P.D. Eastman | Katherine Paterson | James Thurber | Gene Zion |




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[^1]:    You already know the blended sounds at the top of each of the pages that follow. Now, you'll make words from them!

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