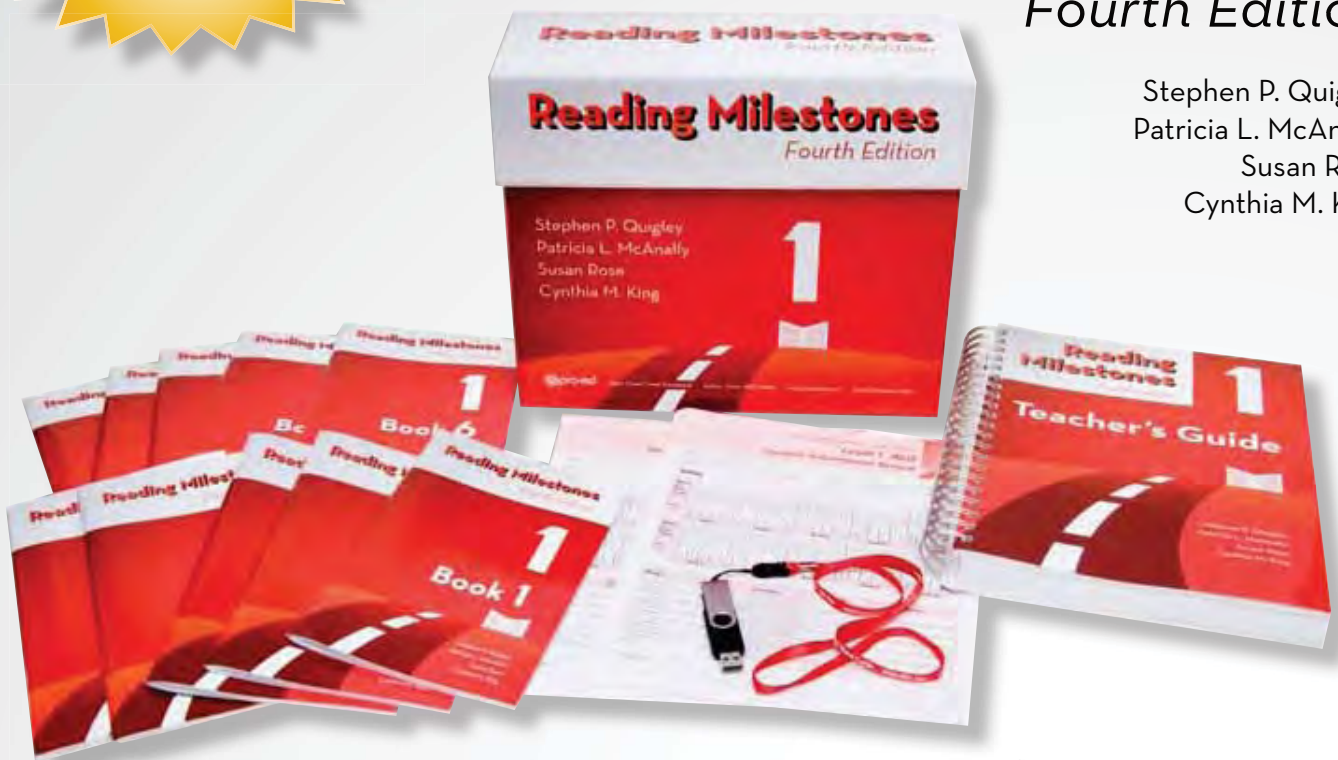


Reading Milestones

New
Improved
Edition

Fourth Edition

Stephen P. Quigley
Patricia L. McAnally
Susan Rose
Cynthia M. King



An Alternative Reading Program for:

- Deaf and hard-of-hearing students
- Students with language delays or learning disabilities
- Students with autism or other developmental disabilities
- English language learners



Meets the Requirements of the No Child Left Behind Act
and The National Reading Panel



National Reading Panel Components:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading Milestones is the most popular reading program of its kind. This successful alternative, language-controlled program is designed to take readers to approximately a fifth-grade reading level. It is especially effective for students with hearing impairments and language delays and is also widely used with others who have special language and reading needs, including individuals with learning disabilities developmental disabilities and English Language Learners (ELL). These students are aided by reading materials designed to match their language levels and that progress in steps small enough to ensure continued success in reading. Success from the beginning of the learning-to-read experience motivates students to read and to continue learning. *Reading Milestones* accommodates the needs of such learners and has been developed to maximize their opportunities for success.

The National Reading Panel Component

This 4th edition of *Reading Milestones* includes instructional and reinforcement tasks that focus on developing phonemic awareness and phonics in a language context in the Workbook activities, the Spelling program, and the Teacher's Guide.

The NRP reported that repeated oral reading with feedback and guidance and well-developed word recognition skills lead to improvements in reading fluency. Repeated reading, although not necessarily oral, is a part of almost every lesson plan in the Teacher's Guide. Extensive work on developing automaticity of vocabulary and sight words is

presented in the *Reading Milestones* materials to develop fluency.

Extensive work on the development of vocabulary concepts is part of every reading unit. Experiential activities and schema-based strategies are strongly recommended for the development of concepts in young beginning readers.

Text comprehension receives major emphasis in the *Reading Milestones* program, with activities reinforcing research-based comprehension strategies such as prediction, question-answer relationships, monitoring, and summarizing.

Methodology

Many students with hearing impairments and other special language needs experience a significant gap between their language base and the materials they are given to read. *Reading Milestones* was designed and constructed to minimize this gap by beginning with the simplest possible language, to ensure initial success in reading, and by increasing language acquisition (vocabulary, syntax, figurative language). Students work in very small steps, accompanied by constant reinforcement, to ensure continuing success.

Vocabulary, language structures, and comprehension skills are introduced in small and constantly reinforced increments. The vocabulary was drawn from several high-frequency-word lists (including the Dolch Basic Sight Word List). All the essential comprehension skills—literal, inferential, evaluative, and critical reading skills—are introduced and practiced in the Workbook Activities. Chunking (the separation of phrases by several spaces) is used in the first three levels to aid in processing units larger than single words. *Reading Milestones* begins at the most basic language level.

The instructional design used in *Reading Milestones* provides educators with sufficient information to make the reading series a self-contained program. Detailed step-by-step instructions for teaching each story are provided in an easy-to-use format.

Level	Reading Grade Level
Level 1—Red Books	Preprimer
Level 2—Blue Books	1.0
Level 3—Yellow Books	1.5
Level 4—Green Books	2.0
Level 5—Purple Books	3.0
Level 6—Orange Books	3.5
Reading Bridge 1	4.0
Reading Bridge 2	5.0



What's New in the Fourth Edition

The core content of the program remains the same and now includes many improvements. These include:

- **Reading Milestones Placement and Monitoring (RMPM)** – Separately available, this informal test places students in the correct level of Reading Milestones and monitors their progress through the program.
- **New Look** – Many new illustrations have been added to the stories included in the Readers for all levels.
- **Teacher's Guide** – The Teacher's Guide has been revised to include extensive information on recent research and best practices in reading. Strategies for teaching have been expanded and reformatted for clarity. Several useful appendixes have been added.
- **Additional Stories** – Many new stories have been included with increased, multicultural representation and full-color illustrations. The number of stories in each Reader was increased for a total of 6 stories per book and 60 stories for each level.
- **Story Structure** – Many stories were rewritten to include a more definite story structure. Knowledge of story structure helps students focus on the components and aids in comprehension.
- **Story Page Layout** – All sentences are complete on one page or on opposing pages to aid the student in developing fluency.
- **Workbook Activities** – All Workbook activities are now provided as reproducible worksheets that can be printed from the *Reading Mile-*

stones Reproducible Materials Flash Drive, included in the kit. A boxed, printed version of blackline masters is also available separately.

- **Spelling** – The Spelling program has been improved to develop phonological awareness skills, teach sound-spelling correspondence, provide additional practice in word recognition to attain automaticity, and improve accuracy in word spelling that will contribute to writing fluency. All Spelling activities are now provided as reproducible worksheets that can be printed from the *Reading Milestones Reproducible Materials Flash Drive*, included in the kit. A boxed, printed version of blackline masters is also available separately.
- **Student Achievement Record (SAR)** – used to record the student's completion of each of the stories and activities in the Workbook and Spelling materials across a level of the program. Space is provided for comments regarding progress and recommendations. A package of 10 SARs is included in the kit.
- **Word Cards** – Vocabulary words taught in the program are displayed in two formats: as reproducible PDFs on the *Reading Milestones Reproducible Materials Flash Drive* and as boxed, printed cards available separately. The cards are grouped and alphabetized by corresponding Reader and numbered accordingly. Students can use the cards, for practice in the Spelling and other lesson activities, in group games, and as flash cards in individual or group review.
- **Reading Milestones Reproducible Materials Flash Drive** – Included in each kit, now reproducible PDFs are available for all Workbook Activities, Spelling, and Word Cards.



The Reading Milestones Program, The Reading Bridge Series, and the No Child Left Behind Act of 2001

#M10950 Reading Milestones Research Compilation

Features:

- **Adjusted language level**
- **Controlled vocabulary**
- **Controlled syntax**
- **Chunking**
- **Repetition**

Package Components

New Student Achievement Record (SAR)

The *Reading Milestones Student Achievement Record (SAR)* is a document designed to allow the teacher to record the student's completion of each of the stories in the Readers and activities in the Workbook and Spelling materials across a level of the program. The four-page SAR includes a Spelling Chart to show visually the student's mastery test results from all stories and books in the level.

Included in package: 10 Student Achievement Records

Sections for each of the 10 books are included to record:

- Date the student completed each story
- Number of Workbook and Spelling pages for each story the student completed successfully
- Space for comments regarding progress and recommendations.

Supplemental Products

The following products can be purchased separately to supplement or refill *Reading Milestones Program* components:

- **Additional Readers** – all readers are available individually and in sets of 10.
- **Workbook Activities** – Level 1-6 Workbook Activities are available as blackline masters in a sturdy storage box
- **Spelling Activities** – Level 1-6 Spelling Activities are available as blackline masters in a sturdy storage box
- **Word Cards** – Level 1-6 Word Cards are available in print in sturdy storage boxes
- **Student Achievement Record** – Level 1-6 Student Achievement Record (10 packs) are available
- **SAVE \$100! Reproducible Materials Flash Drive** – available for each Level, the flash drive contains reproducible PDFs of the Workbook Activities, Spelling, and Word Cards



New

Teacher's Guides

Stephen P. Quigley • Patricia L. McAnally • Susan Rose • Cynthia M. King

The Teacher's Guide provides a foundation for lesson development, focusing on concepts, vocabulary, and linguistic structures emphasized within each story. The Teacher's Guide describes an interactive process for guiding students in the acquisition of information through print. The format for the guide includes instructional steps for the development of linguistic comprehension (vocabulary and syntax) and reading fluency. For each story, the Teacher's Guide includes the following:

- specific activities for developing and activating prior knowledge
- the presentation of new concepts and vocabulary words
- activities for establishing the purpose for reading
- comprehension questioning strategies and activities for use during reading
- post-reading activities, including activities for developing an understanding of story structure, skills in phonological awareness, fluency, and story retelling

Package Components

Also included are literature activities to assist the teacher in integrating classic themes and selected stories into the reading and language curriculum to present a balanced instructional perspective.

Instructional guidelines for Workbook activities for each story are also included in the Teacher's Guides, with specific activities for vocabulary practice, linguistic structures, story structures, and related skills. As the lessons progress, the guide provides the teacher with strategies for discussing Workbook activities that focus on metacognitive skills.

Valuable resource and reference information for well-grounded instructional decision making and problem solving is interwoven into the lessons. The Teacher's Guide has been revised to include extensive information on recent research and best practices in reading. Strategies for teaching have been expanded and reformatted for clarity. Several useful appendixes have been added.

Appendixes

Levels 1-3

- Scope and Sequence Chart
- Reading Standards Addressed
- Words Introduced
- Skill Work in Levels 1-3
- Strategies for Developing Reading Skills
- Word Cards for Levels 1-3

Levels 4-6

- Scope and Sequence Chart
- Vocabulary Found in Levels 1-6
- Skill Work in Levels 4-6
- Strategies for Developing Reading Skills
- Reading Standards Addressed in Levels 4-6
- Answer Key for Workbook Activities
- Answer Key for Spelling Activities
- Word Cards for Levels 4-6

Red Book 1

New Syntax

- Intransitive verbs (verbs that do not permit direct objects)
- Prepositional nouns with the definite article
- Singular noun
- New sentence structure NP1 + V (the fly jumps)

Story 1: The Boy

Pre-reading Activities

Table of Contents

Show students the Table of Contents page. Ask them to find the same page in their reading books. Point to the title of the page and tell them this page is called the "Table of Contents." (Emphasize these words.) Write the phrase on the board.

Ask the children what each means and, after their responses, tell them that this word also has another meaning. It can mean a list of words that explains something or gives information. Ask: What is a list of words that explains something or gives information? (Point to a table in the room or a list of contents that tells us something—like this (show the Table of Contents page).) Tell the children that contents is a new word for them also. Contents means what is inside a container—like a can, a bag, a bottle, or a book. Hold up a box of crayons and ask the children what is in the box. Respond by using the word contents (example: Is the contents of the box any crayons). Repeat with another box, a bag, or a bottle. Then hold up the book and ask: What is in the book? Allow the children to look through the book and respond. They may respond with "pictures" and "words," which are correct responses, but guide them to the response "stories." Then tell them that the contents of the book are words, pictures, and stories. Hold up the Table of Contents page and tell the students that this page lists the contents of their reading books. Point to the listing of story titles and ask: What are these? (That's right, "stories" or "names of stories." Retain the concept of Table of Contents. Say: This is a list of the contents of your reading book. This is a list of story titles, and all of these stories are in your book.)

Point to the page numbers and ask the children what they think the numbers are. Let them look through the book to figure out that the stories begin on these pages. Point to the first story title on the page. Tell them that the title of the first story is "The Boy." Ask the students on what page it begins. Have them turn to that page and ask the children what is on the page. Hold up the Table of Contents page. Repeat the procedure for the second and third stories. If the page numbers of the last three stories are beyond the students' number concepts, you can demonstrate the same procedure described previously for the children.

Point to the list listing on the page and read the phrase "New Words." Ask: If they think that is the name of a story. Ask what they think might be in this part of the book. Have them turn to the page to see if they predicted

Teacher's Guide 35

#13951 (Level 1), #13976 (Level 2), #13996 (Level 3)

Blue Book 1

New Syntax

- Head noun phrases

Story 1: The Truck

Pre-reading Activities

Table of Contents

Have the students turn to the Table of Contents page. Write the title of the story, "The Truck," on the board and ask the students to find the title and the page number. Have them turn to the correct page.

Title Page

Have the students read the title of the story. When discussing the picture on the title page, encourage the students to recall and make precise expressions they have had with ice cream trucks (or other ice cream vehicles). Ask them to establish the setting (before and around) and predict what might happen in the story. Write their responses on the board.

Spelling Practice

Have the students complete the Pretest for this story and immediately correct misspelled words.

New Words

Ask the children the new word and picture on page 1. Write the word on the board and say it and emphasize it. Ask the students how many letters are in the word. Ask them what the first letter is and what sound it makes. Have them finger-plot the word. The children probably all know what an ice cream cone is and have had previous experience with the concept. Refer to their own experiences with ice cream cones, take every opportunity to link the concept to the particular shape or called a cone. Have them study the word, then say it and emphasize it three times, following your model. Then have them write the word.

one/other

Show the children the new word and picture on page 2. Write the word on the board and say it and emphasize it. Ask the students how many letters are in each word. Ask them what the first letter is and what sound it makes for each word. Have them finger-plot the words. Point to the numerals 1 and 2 on page 2 and ask the children what they think the words probably had instructions on numbers in their mark classes. The children should also have the concepts of one and two from their mark classes. Reinforce these concepts by using examples: for example, give each child three or four groups. Hold up a card with

Teacher's Guide 36

Green Book 1

Story 1: Dirty Peggy Pig

Pre-reading Activities

Table of Contents

Have the students identify the titles of the stories. Ask: Which story do you think will be your favorite? Why? Find the first story in your book.

Title Page

When discussing the title and the picture, have the students predict what the setting for the story will be. Have them describe Peggy, notice her size, feet, etc. Ask: Who do you think Peggy is? Ask: How do you think the story will be about? Who do you think the main character is? Who do you think that? What clues did you use?

New and Emphasized Syntax

- no-word verbs: look, find, ask, draw
- compound sentence: I went a clean face and I went clean legs.
- introduction of direct discourse: Peggy asked, "Will you help me?"
- use of personal pronouns with animated animals: Peggy was not a duck. She was a pig.
- negative construction: not

Check for the comprehension of linguistic structures. For example, write the following sentence on the board: "Peggy said, 'I need help.' How do you know Peggy said that? What do the question marks tell you?" If the students have difficulty with direct discourse, illustrate the character speaking on the board and place the discourse in a discourse bubble. Then have the students write that sentence in a sentence using the "...to indicate direct discourse. Have the students develop their own established on page 1.

Spelling Practice

Have the students complete the Pretest on page 1 in the Spelling pages for this story and immediately correct misspelled words.

New Words

bathe	said	clean
face	am	asked
help	can	again

Write the new words on the board. Using the Spelling Practice on page 2, have the students (a) underline the words they know, (b) circle the words they have seen or heard before but don't know, and (c) check the words they don't know. Scribble and fingerplot each word with the students. Then have them write the

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#14016 (Level 4), #14036 (Level 5), #14056 (Level 6)

Yellow Book 1

New Syntax

- Prepositional phrases that are part of a noun phrase (NP) (e.g., "rabbits with white fur.")

Story 1: Long Ears

Pre-reading Activities

Table of Contents

Introduce Yellow Book 1 to the students. Tell the students to find the Table of Contents and have them read the first, second, and third titles of stories. Ask the students what the three titles have in common. Write the titles on the board. (The first three stories are about animals.) Have the students determine what animal each story is about. Have the students identify the page number for the first story, "Long Ears."

After the students have reviewed the titles for all of the stories, have them predict which story they will like best. They can write the title at the back of their Workbook.

Title Page

After discussing the picture and the title, tell the students that this selection is not a story. Explain why it is not a story. Tell them that this selection gives information about rabbits. Ask the students what kind of information they might learn from the story. Ask them why the story is titled "Long Ears." Start the development of a W-1 Plus Chart with the students by having them write what they already know about rabbits in the first column and what they want to learn in the second. After the guided reading session is finished, have the students complete the K-W-1 Plus Chart (McAnally, Rose, & Quigley, 2007).

Emphasized Structures

Before the students read the story, provide language practice with prepositional phrases as part of a noun phrase if they do not already know this structure. These forms are used only when there is a need to differentiate between two or more groups of "some rabbits with white fur," "the girl with the blue hair," "the girl with the red hair," etc. Some prepositional phrases can be used either as an adjective or as a prepositional phrase. For example, "Some rabbits with white fur" or "house of straw." You may want to discuss the meaning of these phrases, but like each is not an example that has the same surface form but do not share the same characteristic (e.g., "top of hill" does not apply "top").

Spelling Practice

Have the students complete the Pretest for this story and immediately correct misspelled words.

New Words

Ask the children the word on page 2. Write the word on the board and say it and emphasize it. Ask the students how many letters are in the word. Ask them what the first and last letters are and have them fingerplot the word.

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Purple Book 1

Story 1: A Fish Tale

Pre-reading Activities

Table of Contents

Turn to the Table of Contents page. Ask the students: How many stories are in the reading book? In the stories reported, 6, correct the list of titles. Think aloud with the students.

• **New Words:** a story's Let's look at the use of "New Words" in a story! What page should you go to? Page 7. Ah, "New Words is a Glossary!" Is it a place where you can find the meaning of new words in the reading book?

• Let's look at the Table of Contents again. How many stories are in this book? Five stories. How many pages do you think the book will have? How many stories do you think it will have? You may have the students write a prediction log for this book and compare their choices when they complete the Reader.

• Write the title of the story "A Fish Tale" on the board, and have the students find the title and the page number. Turn to page 1 of the reading book.

Title Page

Discuss the title and the picture with the students.

- Where do you think the story takes place?
- What animals are in the picture?
- Look at the title and the picture. What do you think the story will be about?
- What clues did you use?

Write the students' predictions on the board. Some students may guess that it is a story about a fish; others may guess that it is a story about someone going fishing. Tell the students: We will learn new words as we prepare for this story. You will have more clues and may want to add to or change your predictions about the story.

New and Emphasized Syntax

- The following are the new and selected emphasized syntactic structures in this story:
 - infinitive: Bonnie wanted to go fishing.
 - negative adverbial: Don't see some fishing.
 - disjunctive (but): After he'd go to the pond, but he wasn't patient.

Check for the comprehension of linguistic structures. For example, write the following sentences on the board:

Bonnie wanted to go fishing.
Don't see some fishing.
After he'd go fishing, but he wasn't patient.
Don't see some fishing.

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Orange Book 1

Story 1: Let's Agree

Pre-reading Activities

Table of Contents

Ask: Where can we find a list of titles for the stories in this book? When is the Table of Contents? How can the Table of Contents help you find the titles? Ask: How many stories are in the book? Which story do you think you will like best? Why? What clues did you use to make a decision?

Title Page

Study the title page with the students. Ask: Who do you think the main character is? What do you think they will agree on? What do you think the story is about? How do you know?

New and Emphasized Syntax

- The new and selected emphasized syntactic structures in this story are:
 - compound sentence: My mom told me that I must practice.
 - exclamation with an exclamation point: What could it be?
 - negative tag question: Ask you like my new baseball glove, don't you?

Check the students' comprehension of the linguistic structures emphasized in this story.

Spelling Practice

Complete the Pretest and immediately correct misspelled words.

New Words

ceiling	hanging
drawers	dimmed
base	down
glove	excellent
excellent	terrible

Write the new words on the board. Have the students read the words with you. Use fingerplot the words with the students. Review the new words with the students. Tell the students: Underline the words you know. Use the words you know in a sentence. Review the students' use of words for accuracy.

- Which words begin with only one syllable?
- Which words begin with the letter c and sounds like /k/?
- Which word begins with the letter r and sounds like /r/?
- Which word is a compound word? (Note that a "smell" is a cover that keeps things warm.)
- Which word has three syllables?

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Package Components

New Reader Packages

Stephen P. Quigley * Patricia L. McNally *
Susan Rose * Cynthia M. King

Each level of the program includes 10 Readers with 6 stories per book, for a total of 60 stories per level. The stories include characters that represent the population of students using the program and the types of settings in which they live. In the fourth edition, increased representation was also given to ethnic and disability groups.

Features


- Syntax controls, including sentence length, number of syllables, level of abstraction
- Vocabulary controls, such as the number of new words per story, multiple meanings, and word structures

- Vocabulary sources include Dolch List, Dale-Chall list of 3,000 common words, a revised core vocabulary of Grades 1-8, and more
- Story structure is discussed to focus students' attention on the components of the story and aid in comprehension.
- Comprehension skills, including understanding the main idea, locating details, sequencing, drawing conclusions, and more
- Chunking of phrases or constituents of sentences in the first three levels

Reader package includes: 10 full-color readers in a boxed set.


Approximate Rate of Introduction of New Words

- **Level 1 (Red)**—
2-3 words per story
- **Level 2 (Blue)**—
3-4 words per story
- **Level 3 (Yellow)**—
4-5 words per story



The girls sit on the bus.


48



The bus stops at a farm.

49

New Words




sleeps

eyes

owl

green


16



The boy sees two eyes.


17

clockwise: #13955 (Level 1), #13980 (Level 2), #14000 (Level 3)



Bob walks into the kitchen.
Mom cooks ham in a pan on the stove.
Dad helps Mom.

62



Bob pours some milk for Socks.
Socks drinks the milk.
Dad pours some milk for Bob.

63

Package Components



The workers cut the large heads of lettuce with their knives. They put the lettuce into empty boxes. Some workers carried the boxes of lettuce back to the road.

The workers worked very hard in the fields. Shibo's dad worked with the workers, and Shibo helped.



The workers cut the lettuce all morning. They worked until 11 o'clock. Then they walked to their cars, and they ate their lunches out of paper bags. Shibo ate lunch with his father in the shadow of a car.

After lunch, the men went back to the rows of lettuce. They cut more lettuce, and they carried more boxes.

22

#14020 (Level 4)

Other city workers are good helpers. Some very important helpers are firefighters. Firefighters help us when fires start in homes and other places. When someone calls the fire department for help, the firefighters jump in the trucks quickly and go to the fire.

Firefighters have several different jobs. They save people, and they put out fires. Some firefighters hold the big water hoses. Other firefighters climb up the ladders and bring frightened people out of the burning buildings.



When there are no fires, firefighters do other work. Sometimes, they practice and try to put out make-believe fires. They study about different kinds of fires, and the firefighters learn to stop the fires.

Firefighters also teach about safety at schools and scout meetings. They show their bright red fire trucks to the students at schools, and they explain about their special machines. One of their special machines has oxygen in it. The oxygen helps people who are hurt, and the people can breathe more easily.

53

#14040 (Level 5)



When fall came, the leaves on the trees turned yellow, orange, red, and brown. The days were getting cooler and shorter. The nights were getting longer. The birds were flying south. The animals were eating and storing food before the coming of the first snow. It was time to get ready for winter.

During winter, it usually was very cold, and there was snow on the ground. Most of the time, man stayed in his cave, and the animals stayed in their homes. Then, with the coming of spring, the snow thawed, and the seasons began again.

42

After many seasons, man decided to call the time from one spring to the next spring a year. A year was four seasons. After that, man began to notice that there were twelve, and sometimes thirteen, full moons in a year. So he decided to call the time between each full moon a month. Each month had 28 days. Then man began to keep time by writing the number of days, months, and years on cave walls or stone tablets. If something important happened on one day, sometimes he drew a picture story on the wall or on the tablet.



43

#14060 (Level 6)

Approximate Rate of Introduction of New Words

- Level 4 (Green)—
- 10 words per story
- Level 5 (Purple)—
- 10 words per story
- Level 6 (Orange)—
- 12 words per story
- Reading Bridge, Levels 1 & 2—
- 15 words per story

Package Components

**Reading
Milestones,
Fourth Edition
Reproducible
Materials Flash
Drive
Levels 1-3
Includes
reproducible
pdfs of:**

- **Workbook Activities**
- **Spelling**
- **Word Cards**

New **Workbook Activities**

**Stephen P. Quigley * Patricia L. McAnally *
Susan Rose**

In this fourth edition, the Workbook activities, which were provided in individual, consumable workbooks in previous editions, are provided as reproducible worksheet pages that can be printed from the *Reading Milestones* Reproducible Materials Flash Drive or the boxed set of blackline masters and reproduced as needed for your students' use.

Workbook activities are based on schema theory and designed to emphasize the development of comprehension. Tasks are constructed to develop literal comprehension, inferential comprehension,

and the solving of problems. A variety of procedures are used: semantic maps, semantic feature analyses, story maps, word maps, and word analogies.

Other tasks include:

- matching print and pictures
- classification
- sequencing
- story structure
- phonological awareness activities

The *Reading Milestones* Workbook pages provide activities that serve as reinforcement and practice for the skills the teacher has taught through direct instruction during the reading period. The tasks become progressively more sophisticated as the students advance in the levels, and they provide reinforcement of basic literacy and comprehension skills.

#14075 (Level 1)

Name _____ Date _____

Stop! Sentences

Write the correct word on the line.

_____ jumps _____ the desk.
on into

_____ runs _____ the hall.
on into

_____ man yells.

Name _____ Date _____

The Black Skunk Words

Write the correct word.

clap + s _____

print + s _____

nut + s _____

sit + s _____

hold + s _____

yell + s _____

jump + s _____



Name _____ Date _____

In the Lake Words

Look at each row of pictures.
Name each picture in the row.
Circle the two pictures that **end** with the same letter or sound.

Name _____ Date _____

In the Lake Words

Put a ✓ under the correct picture.

far

fast

far

fast

#14076 (Level 2)

Name _____ Date _____

Breakfast in the Morning The Story

Write the answers to the questions.

What is the title of the story? _____

Who is in the story? _____

What happened at the beginning of the story? _____

What happened in the middle of the story? _____

What happened at the end of the story? _____

Name _____ Date _____

Breakfast in the Morning Sentences

Read the words in the box.
Write the correct word on each line.

cooks	can't	pours
is	kitchen	dog

The boy walks into the _____.

Mom _____ ham in a pan.

Bob _____ some milk for Socks.

The _____ drinks the milk.

Mee-Mee _____ in the tree.

Mee-Mee _____ climb down.

Name _____ Date _____

Breakfast in the Morning Sentences

Read the words in the box.
Write the correct word on each line.

cooks	can't	pours
is	kitchen	dog

The boy walks into the _____.

Mom _____ ham in a pan.

Bob _____ some milk for Socks.

The _____ drinks the milk.

Mee-Mee _____ in the tree.

Mee-Mee _____ climb down.

#14077 (Level 3)

Package Components

Name _____ Date _____

Garunga, The Lizard

- Look at the three words under each line.
- Write the correct word on the line.

Grandfather points to a picture _____ on _____ of _____ a big lizard. "This is _____ a two see _____ picture of Garunga," Grandfather says. _____ Long Many Too

ago, Garunga was an Aboriginal _____ girl boy lizard. He liked to fish, and _____ he she they liked to play. He did _____ now no not like to work."

Garunga _____ very sad. _____ skin was ugly. _____ were was have _____ His The A _____ His tongue _____ was has is long. He had four paws, _____ or to and _____ he had _____ one two a _____ big eyes. Now, he would always be a lizard. He was not _____ Grandfather Garunga Go _____ the Aboriginal boy _____ big and fat _____ and very a lazy _____ He She

20

#14078 (Level 4)

Levels 4-6
Include
reproducible
pdfs of:

- Workbook Activities
- Spelling
- Word Cards

Name _____ Date _____

Garunga, The Lizard

- Read the sentence.
- Circle Yes or No.
- Write a full sentence on the line.

- Did mother cook hot dogs outside? Yes No
- Did the children like kangaroo meat? Yes No
- Did Grandfather tell an interesting story? Yes No

Australia has kangaroos. The kangaroos run outside.
American children can only see kangaroos in zoos.
What things do you see in Australia?
Circle the things.

4. 22

Read the questions.
Circle the letter next to the correct answer.

- Who was Grandfather's story about?

#14079 (Level 5)

Name _____ Date _____

Using New Words

- Find each word in the New Words section of Purple Book 10.
- Write the page number on the line.
- Write the words in the corner of the page in the blanks below.
- Copy the sentence.
- Write a new sentence. Use the word in your sentence.

simple Page _____
The guide words are _____ / _____
1. _____
2. _____

entertained Page _____
The guide words are _____ / _____ 61
1. _____
2. _____

enemies Page _____
The guide words are _____ / _____
1. _____
2. _____

balance Page _____
The guide words are _____ / _____
1. _____
2. _____

reasons Page _____

Name _____ Date _____

Using Picture Clues

- Read the paragraphs.
- Look at the picture.
- Follow the directions.

Kim and her dad were swimming in the ocean. They swam past two crabs. One crab was very big. That crab was fighting with a small fish. Next, they swam past a huge starfish. The starfish was trying to eat an oyster, and that oyster was trying to escape!

Finally, Kim and her dad saw a really wonderful sight! "Dad, look at that," said Kim. Dad was excited about the sight too, and the two swimmers took several photographs.

- In the first paragraph, what does *that crab* mean? Circle that crab in the picture.
- In the first paragraph, what does *that oyster* mean? Circle that oyster in the picture.
- What does *that* mean? Circle that in the picture.

65

#14080 (Level 6)

Name _____ Date _____

It's Time

- Circle the letter next to the correct answer.

Thousands of years ago, man's first clock was his body.

- man's means:
 - man is
 - his
 - man was
- man means:
 - one man
 - two men
 - all people
- Clocks became more accurate, and someone added a second hand. The second hand was for the 60 seconds in each minute. These sentences mean:
 - There are two hands on the clock.
 - There are three hands on the clock.
 - There are 60 hours in a day.

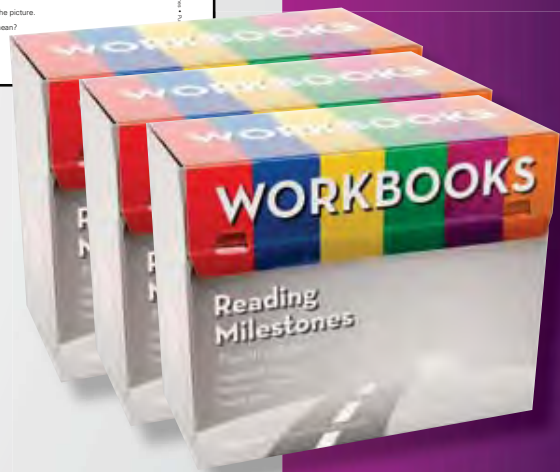
41

Man noticed that he was always hungry just after the sun rose. He was also hungry when the sun was in the middle of the sky and again before it went down.

- What did man eat just after the sun rose?
 - breakfast
 - lunch
 - dinner
- What did man eat when the sun was in the middle of the sky?
 - lunch
 - dinner
 - breakfast
- What did man eat just before the sun went down?
 - breakfast
 - lunch
 - dinner

42

Now, write the instruments you use today to tell time.



Workbook activities are available in two formats:

- Reproducible worksheets that can be printed from the *Reading Milestones Reproducible Materials Flash Drive*, included in the kit
- A boxed, printed version of blackline masters, available separately



Package Components

New Spelling

Patricia L. McAnally * Susan Rose

The Spelling program units coincide with each of the first five stories in the *Reading Milestones Readers*. No spelling activities are provided for the sixth story in each Reader because these stories have no new words. The Spelling program activity sheets are reproducible and are found on the *Reading Milestones Reproducible Materials Flash Drive*, which is included with the program or in the boxed set of Spelling blackline masters, which is available separately.

The phonological awareness activities in the Spelling component have been designed to reinforce direct instruction for development of phonological skills during the reading period. Several of the activities in the Spelling program have been changed to reflect a more developmentally appropriate sequence. The emphasis on phonological awareness activities has been increased in this edition.

Spelling words are the new vocabulary words for each story. For several of the units, the teacher has the opportunity to add additional spelling words that are key words in other areas of study, such as math, social studies, and science.

The Spelling program is designed to:

- develop phonological awareness skills
- develop sound-spelling correspondence
- provide additional practice in word recognition to attain automaticity
- improve accuracy in word spelling that will contribute to writing fluency

#14086 (Level 2)

Name _____ Date _____

The Frog

Writing Practice

- Name the letter.
- Trace the letter.
- Write the letter.
- Write a word that begins with the letter.

w					
c					
b					
e					
r					

33

Name _____ Date _____

The Boy

Spelling Practice

- One word is spelled right.
- Two words are spelled wrong.
- Circle the word that is spelled right.
- Cover the word and write it.

jmup	jump	jumb	_____
byo	poy	boy	_____
end	enb	emd	_____
eht	the	hte	_____

■ Write each word two more times.

3

#14085 (Level 1)

Name _____ Date _____

The Hen Helps

Beginning Letters

- Name the picture.
- Circle the first letter or letters of the picture name.
- Write the missing letters.

 _____en h k l	 _____it kn nk ki
 _____ife kn nk ki	 _____t ka ha ba

3

Name _____ Date _____

The Hen Helps

Vowel Sounds

- Read the words in the box.
- Write each word in the correct vowel box.

knife	peach	hen	red	pink
ride	eat	egg	thin	help
slide	this	hide	fill	seat
steam				

Long _____

Short _____

Name _____ Date _____

A Picnic

Syllables

- Read each word.
- Write the missing syllable or word on the line.

bas	+ ket	→ _____
pic	+ nic	→ _____
_____	+ cake	→ cupcake
dif + fer	+ ent	→ _____
band	+ _____	→ bandage
can	+ _____	→ candy
_____	+ ter	→ letter
cir	+ _____	→ circus

3

Name _____ Date _____

The Dream

Spelling Practice

- Read the story.
- Write the missing letters on the lines.
- Use the consonant combinations in the box.

sh ch th wh

- The _____oes were black and _____iny.
- _____ree rabbits played in _____e grass by _____e tree.
- Jane sat in her _____eel _____air.
- The _____ildren had new _____airs at school.
- June and Dee _____ought _____at _____ey heard _____under.
- _____ad _____ased Juan _____rough _____e trees.
- Dad said, " _____ose _____orns are very _____arp."
- _____e _____eel fell off _____e _____eel _____air.
- _____e _____ildren ate _____eese sandwi_____es for lun_____.
- Bob bought a new _____irt in _____e _____op.

9

#14087 (Level 3)



Package Components

The Spelling program consists of the following components:

- Pretest
- Word Practice
- Alphabet, Visual, and Phonological/Phonics Instruction
- Study Method and Mastery Test

Name _____ Date _____

A Camping Trip

Contractions

Write the contractions on the lines.

will not → _____ I am → _____

could not → _____ would not → _____

cannot → _____ were not → _____

must not → _____ was not → _____

Read each sentence.

Write the contraction on the line.

- Judy, Lee, and Jeff _____ sleep in a house.
- Jeff _____ hurt the pretty butterfly.
- Jeff said, "I am _____ having fun!"
- Judy _____ cook the fish on a stove.
- She said, "I _____ burn the fish."
- Judy, Lee, and Jeff _____ tired, so they went for a _____.

4

Name _____ Date _____

Garunga, The Lizard

Verbs

These verbs are in your story.

When these verbs become past tense, the word changes.

Write the correct verb form on the line.

- Grandfather was old and _____ know many stories.
- The children _____ see many birds with bright feathers.
- Grandfather _____ take the children into a cave.
- Aborigines _____ draw pictures on the walls of the cave.
- Grandfather _____ tell the children a story.
- Garunga _____ go to the water and sat down.
- Garunga did not feel well. He _____ feel different.

9

#14088 (Level 4)

Name _____ Date _____

Underwater Adventure

Consonant: f

The consonant *f* may also be spelled *ff*, *ph*, or sometimes *gh*.

Read the words in the box. Underline the *f* consonant sound.

difficult	dwarf	dolphin	film	laugh
leaf	factory	force	photograph	enough
stuff	cough	telephone	chief	

Read the sentences. Complete each sentence with the missing *f* sound.

- Dot _____ins live in the ocean.
- Frances has a _____otograph of her great grand _____ather in her _____oto album.
- Phil has a new tele _____one.
- Sophie had enou _____candy _____ or everyone. We stu _____ed our bags _____ull of chocolates.
- Please cover your mouth when you cou _____.
- We waited for the chie _____ of police to show us the photo of a _____terce this _____.

3

Name _____ Date _____

Help! Help!

Word Review

Read the spelling words.

park	meter	thief	hose	speed	traffic
------	-------	-------	------	-------	---------

Find the new word that sounds almost the same as the bold word.

Write the new word on the line.

- Rhymes with **leaf** _____
- Rhymes with **nose** _____
- Rhymes with **bark** _____
- Rhymes with **weed** _____
- Rhymes with **hester** _____

Read this story. Replace each underlined phrase with a new word.

Police officers have very important jobs. Sometimes they must catch a person who stole something. Sometimes they direct cars, trucks, and people on the road. Some traffic officers watch the parking machines that measure they watch the fastness or slowness of the cars and trucks.

22

#14089 (Level 5)

Name _____ Date _____

Hans Christian Andersen

Suffixes

If a word ends in silent *e*, drop the *e* when adding an ending that begins with a vowel (*ed*, *ing*).

Review page 9 in your reader. Study the words with suffixes.

Then study the base word and the suffix. Write the completed word on the line.

Base Word	Suffix	New Word
1. approximate	ly	_____
2. successful	ly	_____
3. attract	ed	_____
4. laugh	ed	_____
5. want	ed	_____
6. fascinate	ing	_____
7. excite	ing	_____
8. interest	ing	_____
9. celebrate	ed	_____
10. continue	ed	_____

Write the correct new word on each line.

- Hans created _____ 150 characters.
- Hans's father told him many _____ stories.
- The people _____ Hans's birthday every year.

9

Name _____ Date _____

I Live in Liechtenstein

Prefixes

Adding the prefix *im*, *in*, or *un* to a word changes the meaning to the opposite. For example, **uncomfortable** means "not comfortable," **inexpensive** means "not expensive," and **uncovered** means "not covered."

Look at the words in the box. Read each sentence. Write the correct word on each line.

impatient	uncomfortable	uncover	undecided
unfriendly	undress	unhappy	

- Tom, Sue, and I had to share a seat on the bus. It was very _____.
- We covered the flowers with leaves in the fall. We _____ them in the spring.
- Sean lost his wallet. He was very _____.
- Before you jump in the pool, you must first _____ and put on your swimming suit.
- We don't know where we will go for a vacation. Dad is still _____.
- Todd wanted to leave immediately. He is so _____.

21

#14090 (Level 6)

Spelling is available in two formats:

- Reproducible worksheets that can be printed from the *Reading Milestones* Reproducible Materials Flash Drive, included in the kit
- a boxed, printed version of blackline masters, available separately



Available Separately

Ages:
6 through 18

Testing Time:
10 minutes

Administration:
Individual or group



Now you can place students in the correct level of *Reading Milestones* and monitor their progress through the program.

RMPM: Reading Milestones Placement and Monitoring

Susan Rose • Patricia L. McAnally

The *Reading Milestones Placement and Monitoring* (RMPM) is a valid and reliable assessment. It was designed to (a) provide an efficient guide to the identification of the initial instructional level within *Reading Milestones* (b) establish a baseline of performance, and (c) monitor student growth within the program.

The RMPM can be administered by classroom teachers, special education teachers, reading specialists, school psychologists, or any other individual with some training in standardized test administration. The test can be administered to entire classes, small groups, to individual students in approximately 10 minutes. Two equivalent Student Record Forms (A and B) and a Student Progress Report are provided.

Special Features of the RMPM

- Designed for use with any edition of *Reading Milestones*.
- For use with all levels of *Reading Milestones* (Levels 1–6) and *Reading Bridge* (Mosaic, Patterns, Tapestry, and Kaleidoscope).
- Includes scoring keys for ease of determining results.
- Student Record Forms have both example items and practice items.
- Six scoring exercises are provided for examiner practice.
- Procedures for both class or small-group and individual administration are provided in the manual.

COMPLETE RMPM KIT INCLUDES: Examiner's Manual, 10 Student Record Forms A, 10 Student Record Forms B, and 10 Student Progress Reports, all in a sturdy storage box. (2012)

Reading Milestones Placement and Monitoring
RMPM
Student Progress Report
Susan Rose Patricia L. McAnally

Section 1. Identifying Information

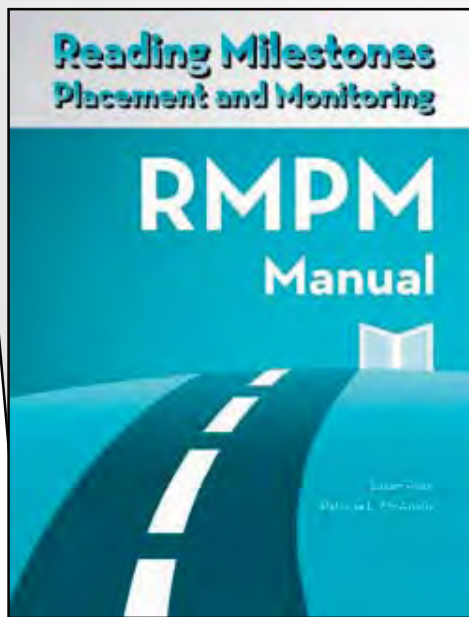
Student's Name _____ Female Male
School _____
Grade _____

Section 2. Progress Summary

	Dates Tested	RMPM Score	RM Placement Level and Book
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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1 2 3 4 5 6 7 8 9 10 11 12 13

Set of all 3 forms (RMPM) may be purchased from
PRO-ED, 1900 South Creek Road, Austin, TX 78721-4897
800-877-1200, Fax 512-251-0815, www.pro-ed.com



#13970 (Kit)

Reading Milestones Placement and Monitoring
RMPM
Student Record Form A
Susan Rose Patricia L. McAnally

Section 1. Identifying Information

Student's Name _____ Female Male Grade _____
School _____ Examiner's Name _____
Date Tested _____

Section 2. RMPM Score and RM Placement Level

RMPM Score _____ RM Placement Level _____

1-Red	4-Green	Mosaic-Lime Green
2-Blue	5-Purple	Patterns-Light Orange
3-Yellow	6-Orange	Tapestry-Light Blue
		Kaleidoscope-Pink

Section 3. Interpretation and Recommendations

Section 4. Example Items

Example 1: **YOU GO**

Example 2: **LOOK HERE**

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1 2 3 4 5 6 7 8 9 10 11 12 13

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Reading Bridge, Second Edition

Reading Level
Level 1 - 4.0
Level 2 - 5.0

Reading Bridge is a series of readers that provides a bridge from *Reading Milestones* to general reading materials at the fourth- and fifth-grade levels. These readers are specifically constructed for deaf students and for other language-different or language-variant populations, such as students learning English as a second language.

Reading Practices with Deaf Learner- Second Edition

Patricia L. McNally • Susan Rose •
Stephen P. Quigley

Written specifically for professors and college students in teacher training programs for deaf education and for classroom teachers working with deaf and hard-of-hearing learners, this is one of the very few books on the market that focus entirely on the hearing impaired.

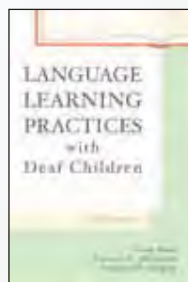
- Section 1: Foundations—contains chapters dealing with theory and research on such topics as: cognition, reading, language, literary development, vocabulary, and comprehension.
- Section 2: Instructional Management—describes instructional systems and designs. These chapters look

Language Learning Practices with Deaf Children-Third Edition

Susan Rose • Patricia L. McNally •
Stephen P. Quigley

This text provides teachers of deaf children with basic theoretical and research knowledge as well as specific principles and practices for fostering the development of language and reading. It describes the variety of language development theories used with deaf children, without advocating any particular approach. This third edition includes:

- a section on language assessment addressing high-stakes or large-scale testing
- a chapter on special programs (e.g., ASL-English programs for children from multicultural homes; technology for language learning)
- an appendix of useful annotated Web sites



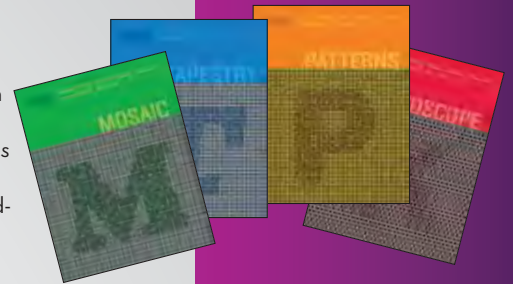
#10219

Available Separately

Reading Bridge introduces vocabulary, language structures, and comprehension skills in the same spiraling, researched-based approach as in *Reading Milestones* but at an accelerated rate and more advanced level. The Reading Bridge readers are presented in adult-format, hard cover books, making them more appealing to students desiring an adult-looking product.

The student workbooks provide practice activities for the major components of Reading Bridge: vocabulary and concept development, comprehension, and research and study skills.

This engaging reading series will quickly become one of your favorite reading comprehension tools.



#10860 Mosaic-
Level 1 Complete Kit

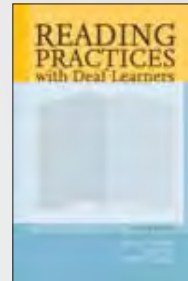
#10865 Patterns-
Level 2 Complete Kit

#10870 Tapestry-
Level 3 Complete
Kit

#10875 Kaleidoscope
- Level 4 Complete
Kit

at current trends in education and how these trends apply to the education of students who are deaf or hard of hearing.

- Section 3: Applications—focuses on specific instructional models in reading, writing, and spelling, detailing strategies that have been successfully used with deaf and hard-of-hearing learners. The last chapter in this section discusses assessment, giving information and examples of both formal and authentic procedures.



#11809

Includes all Reading Milestones and Edmark words

Easy English Dictionary

Dorothee Baker • Constance Bettino

Edited by Dorothy McCarr • James E. McCarr •

Lucille Eckert • Sara Natwick

The 512-page *Easy English Dictionary*, containing 5,000 entries, meets the needs of those who have limited reading and comprehension abilities, and it can be used for students with hearing and language impairments. The large number of illustrations, combined with the controlled syntax and vocabulary in the definitions and usage sentences, makes this dictionary invaluable to students with special needs.

Features include an easy-to-read format with large type; illustrations on every page; Thorndike markings used as a pronunciation guide in all entries; part of speech identified for each meaning; two-word verbs included as entry words; contextual use shown for each meaning; and idiomatic expressions included as entry words.

This unique dictionary (available in hardcover and paperback) provides special-needs students with a nonthreatening, easy-to-understand resource that they will want to use frequently on their own. This will provide independence for both you and the student.

#6247 (hardcover), #6248 (softcover)

