Reading Milestones

Fourth Edition

Stephen P. Quigley
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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
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.
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 Milestones 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

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.

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

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
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

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.

New Prereading Activities

When discussing the title and the picture, have the students predict what the setting for the story will be. Have them describe Peggy, noting how she feels. Which story do you think will be your favorite? Why? Find the first story in your book.

What do you think is a story about a fish; others may guess that it is a story about someone going fishing.

New Words

What word begins with the letter /?/?

Complete the Pretest and immediately correct misspelled words.

Spelling Activities

For Workbook

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

Package Components

Levels 1–3

• Red Book 1
• Blue Book 1
• Green Book 1
• Purple Book 1
• Orange Book 1

Levels 4–6

• Red Book 2
• Blue Book 2
• Green Book 2
• Purple Book 2
• Orange Book 2

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

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

**Reader Packages**

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

Individual readers are available. Please contact PRO-ED Customer Service or go to www.proedinc.com.

**New Words**

- **sleeps**
- **eyes**
- **green**
- **owl**

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

Clockwise: #13955 (Level 1), #13980 (Level 2), #14000 (Level 3)
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. Shibo's dad worked with the workers, and Shibo helped.

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.

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.

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 stone tablets. If something important happened on one day, sometimes he drew a picture story on the wall or on the tablet.
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.
Circle the letter next to the correct answer.

1. Did mother cook hot dogs outside? Yes No
2. Did she notice the sun whenever it went down? Yes No
3. Did she notice the sun whenever it rose? Yes No
4. Did she notice the sun whenever it was in the middle of the sky? Yes No
5. Did she notice the sun whenever it was in the middle of the sky and again before it went down? Yes No

Read the questions.

6. What did man eat just before the sun went down? c. breakfast
5. What did man eat when the sun was in the middle of the sky? c. dinner
4. What did man eat just after the sun rose? c. lunch

Look at the three words under each line.

7. a. tall and nice c. a big and fat and lazy d. a boy
8. Garunga was a lizard. He was:
   a. America b. England c. Germany d. Australia

Find each word in the New Words section of Purple Book 10.

9. The guide words are:
   a. simple b. to c. and
10. The guide words are:
    a. entertain b. happy c. and
11. The guide words are:
    a. skin was ugly b. big and fat c. Garunga
12. The guide words are:
    a. Garunga, the lizard b. man's c. big eyes

Circle the things.

13. What things do you see in Australia?
   a. There are 60 hours in a day.
   b. two hands on the clock.
   c. There are 60 seconds in each minute.

Read the sentences.

14. It's Time

Write the correct word on the line.

15. It's Time

Read the passage.

16. Garunga, The Lizard

Write the page number on the line.

17. Garunga, The Lizard

Look at the picture.

18. Garunga, The Lizard

Using Picture Clues

19. Circle the things.

Write a new sentence. Use the word in your sentence.

20. Write the words in the corner of the page in the blanks below.

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
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

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.
#14088 (Level 4)

## Contractions

- Write the contractions on the line.

<table>
<thead>
<tr>
<th>Original Word</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-nurturing</td>
<td>self-nurturing</td>
</tr>
<tr>
<td>majestic</td>
<td>majestic</td>
</tr>
<tr>
<td>worst</td>
<td>worst</td>
</tr>
<tr>
<td>stupid</td>
<td>stupid</td>
</tr>
<tr>
<td>beautiful</td>
<td>beautiful</td>
</tr>
<tr>
<td>sudden</td>
<td>sudden</td>
</tr>
<tr>
<td>simple</td>
<td>simple</td>
</tr>
</tbody>
</table>

- Read each sentence.

1. Judy, Lee, and Jeff must not eat the pretty butterflies.
2. Jeff could not see the beautiful butterfly.
3. Jeff continued to check on the butterflies.
4. Judy and Lee had a very exciting adventure.

## Verbs

- Watch these verbs in your story.

1. When the children went to the zoo, they saw the animals.
2. The children went to the zoo.
3. Grandfather kept his promise.
4. Grandfather made the bed.
5. Grandfather woke up.
6. Grandfather stayed home.
7. Garunga did not feel well. He went to sleep.

- Write the correct verb form on the line.

8. Garunga went to sleep. Later, he uncovered himself.
9. Garunga woke up.

## Suffixes

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

10. continue
11. Hans created stories.
12. Hans's birthday every year.

#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.

## Package Components

- a boxed, printed version of blackline masters, available separately.
Available Separately

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 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 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.

Reading Practices with Deaf Learner–Second Edition
Patricia L. McAnally • 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 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.

Language Learning Practices with Deaf Children–Third Edition
Susan Rose • Patricia L. McAnally • 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

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.

Includes all Reading Milestones and Edmark words

Available Separately

#10860 Mosaic–Level 1 Complete Kit
#10865 Patterns–Level 2 Complete Kit
#10870 Tapestry–Level 3 Complete Kit
#10875 Kaleidoscope–Level 4 Complete Kit

#10219

#6247 (hardcover), #6248 (softcover)
Ordering Information

Money-Saving Combos

- #13935 Reading Milestones, Fourth Edition Levels 1-3 Combo
- #13940 Reading Milestones, Fourth Edition Levels 4-6 Combo
- #13945 Reading Milestones, Fourth Edition Levels 1-6 Combo
Fourth Edition

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

• Basal reader format
• 10 full-color Readers per level
• Workbook Activities & Spelling at every level
• Controlled vocabulary and syntax
• Reading levels: Preprimer to 5.0