

# 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

**R**eading 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.



## Features:

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

## Package Components

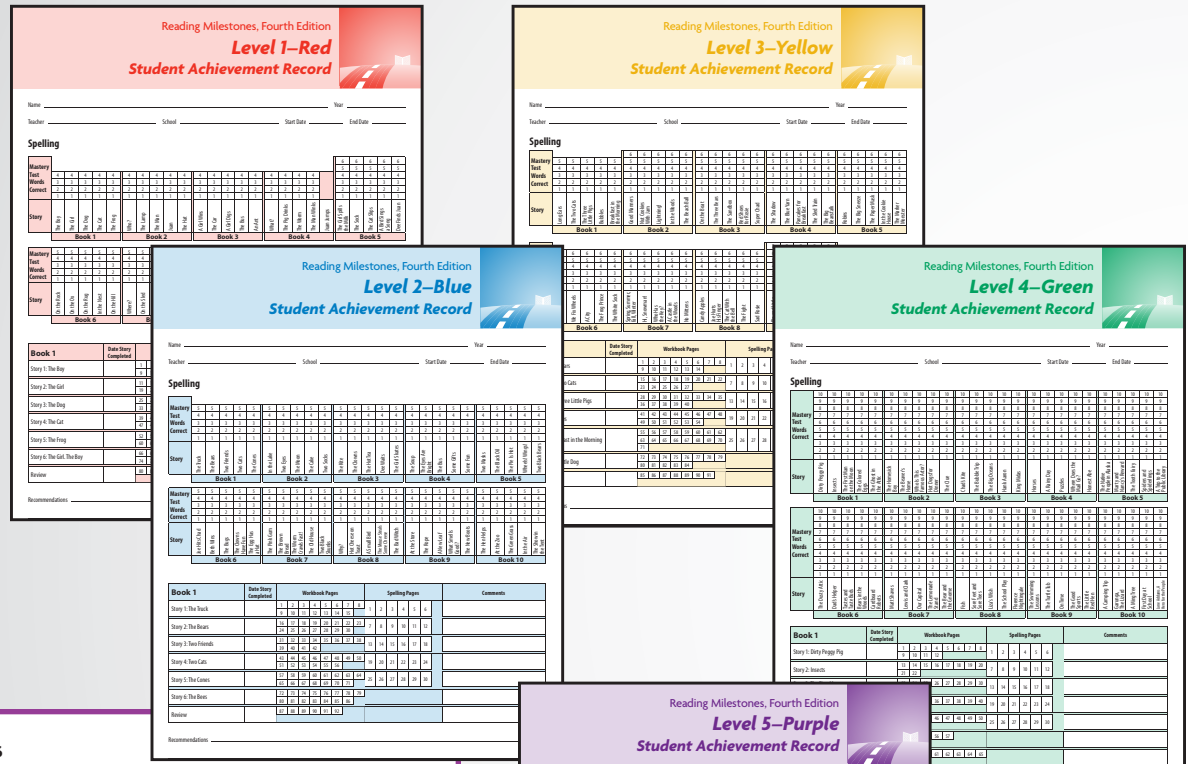
# New Student Achievement Record (SAR)

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





## 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. McNally \* 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,

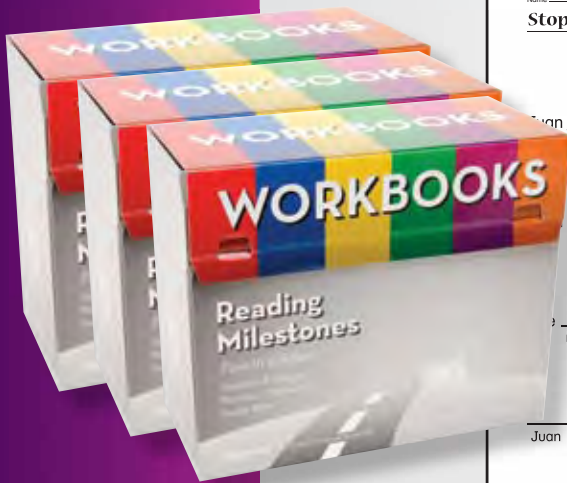
and the solving of problems. A variety of procedures are used: semantic maps, semantic feature analyses, story maps, word maps, and word analogies.

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

\_\_\_\_\_ yells.  
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.

Juan \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**In the Lake** Words

Put a ✓ under the correct picture.

far \_\_\_\_\_

fast \_\_\_\_\_

far \_\_\_\_\_

fast \_\_\_\_\_

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.

#14076 (Level 2)

#14077 (Level 3)



# Package Components

Levels 4-6  
Include  
reproducible  
pdfs of:

- Workbook Activities
- Spelling
- Word Cards

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 \_\_\_\_\_ a big lizard. "This is \_\_\_\_\_ on see of \_\_\_\_\_ picture of Garunga." Grandfather says. "Long Many Too a two see \_\_\_\_\_" Long Many Too

ago, Garunga was an Aboriginal \_\_\_\_\_ girl boy lizard. He liked to fish, and \_\_\_\_\_ liked to play. He did \_\_\_\_\_ like to work."

he she they \_\_\_\_\_ now no not

Garunga \_\_\_\_\_ very sad. His \_\_\_\_\_ skin was ugly. \_\_\_\_\_ were was have \_\_\_\_\_ His \_\_\_\_\_ 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 \_\_\_\_\_

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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.

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

- Who was Grandfather's story about?

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#14078 (Level 4)

#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 \_\_\_\_\_ / \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**enemies** Page \_\_\_\_\_  
The guide words are \_\_\_\_\_ / \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**balance** Page \_\_\_\_\_  
The guide words are \_\_\_\_\_ / \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**reasons** Page \_\_\_\_\_

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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? Write to that.

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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
  - all people
- 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.

Read the sentences.  
Answer the question.  
Circle the letter next to the correct answer.

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
  - 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

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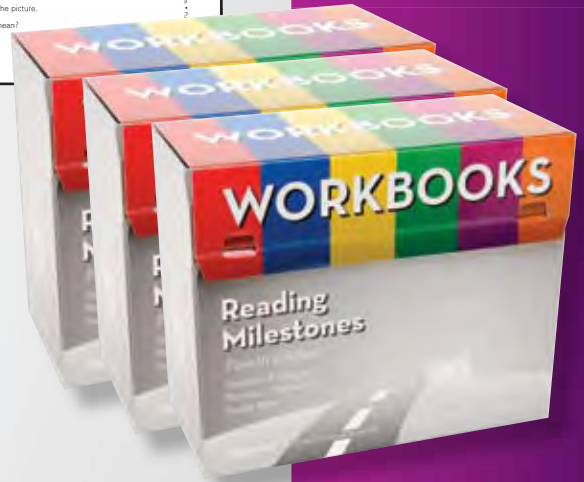
Name \_\_\_\_\_ Date \_\_\_\_\_

### It's Time

- Look at the map. Write or draw an instrument in each circle.
- Can you fill all eleven circles?

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

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#14080 (Level 6)

## 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

Name \_\_\_\_\_ Date \_\_\_\_\_

### The Hen Helps

Beginning Letters

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

	h		kn
_____en	k	_____it	nk
	i		ki
	kn		ka
_____ife	nk	_____t	ha
	ki		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

#14085 (Level 1)

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 \_\_\_\_\_oms 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 \_\_\_\_\_ would not \_\_\_\_\_ sleep in a house.
- Jeff \_\_\_\_\_ will not \_\_\_\_\_ hurt the pretty butterfly.
- Jeff said, "I \_\_\_\_\_ I am \_\_\_\_\_ having fun!"
- Judy \_\_\_\_\_ could not \_\_\_\_\_ cook the fish on a stove.
- She said, "I \_\_\_\_\_ must not \_\_\_\_\_ burn the fish."
- Judy, Lee, and Jeff \_\_\_\_\_ were not \_\_\_\_\_ tired, so they went for a \_\_\_\_\_

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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	fierce	photograph	enough
stuff	cough	telephone	chief	

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

- Do \_\_\_\_\_ in \_\_\_\_\_ live in the ocean.
- Frances has a \_\_\_\_\_ olograph of her great grand \_\_\_\_\_ other in her \_\_\_\_\_ to album.
- Phil has a new tele \_\_\_\_\_ one.
- Sophie had enou \_\_\_\_\_ candy \_\_\_\_\_ or everyone. We stu \_\_\_\_\_ ed our bags \_\_\_\_\_ all of chocolates.
- Please cover your mouth when you cou \_\_\_\_\_
- We waited for the che \_\_\_\_\_ of police to show us the photo of a \_\_\_\_\_ erce the \_\_\_\_\_

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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 **heater** \_\_\_\_\_

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.

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#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.

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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 \_\_\_\_\_

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#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

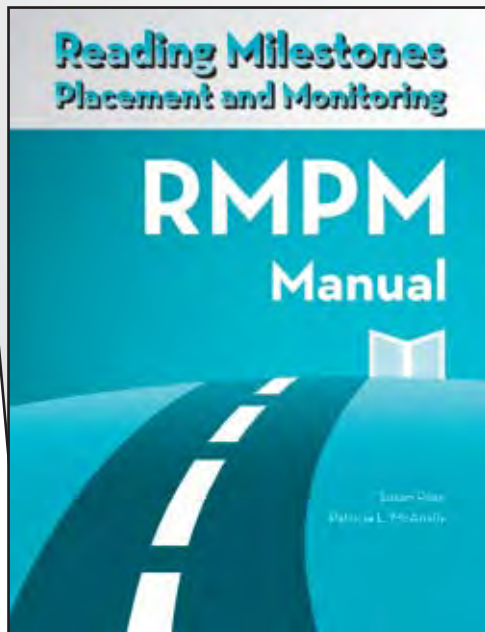
Section 1. Identifying Information

Students Name \_\_\_\_\_ Female  Male   
 School \_\_\_\_\_  
 Date Tested \_\_\_\_\_  
 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 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



#13970 (Kit)

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

Section 1. Identifying Information

Students Name \_\_\_\_\_ Female  Male  Grade \_\_\_\_\_  
 School \_\_\_\_\_  
 Date Tested \_\_\_\_\_  
 Examiner's Name \_\_\_\_\_

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: YUOGO  
 Example 2: LOOKHERE

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

## Available Separately

# 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.

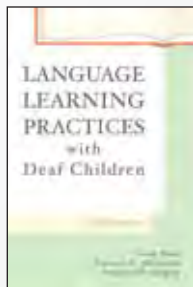
- Section 1: Foundations—contains chapters dealing with theory and research on such topics as: cognition, reading, language, literary development, vocabulary, and comprehension.
- Section 2: Instructional Management—describes instructional systems and designs. These chapters look

### 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

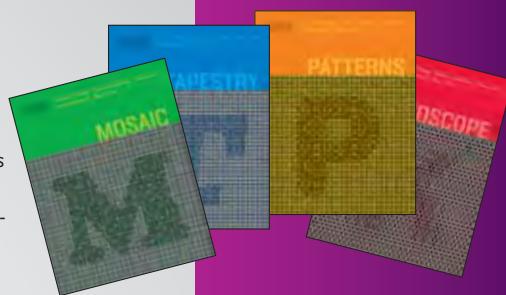


#10219

*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

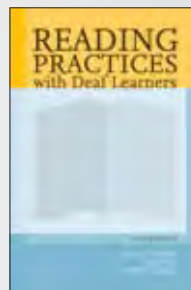
#10865 Patterns-  
Level 2 Complete Kit

#10870 Tapestry-  
Level 3 Complete  
Kit

#10875 Kaleidoscope  
- Level 4 Complete  
Kit

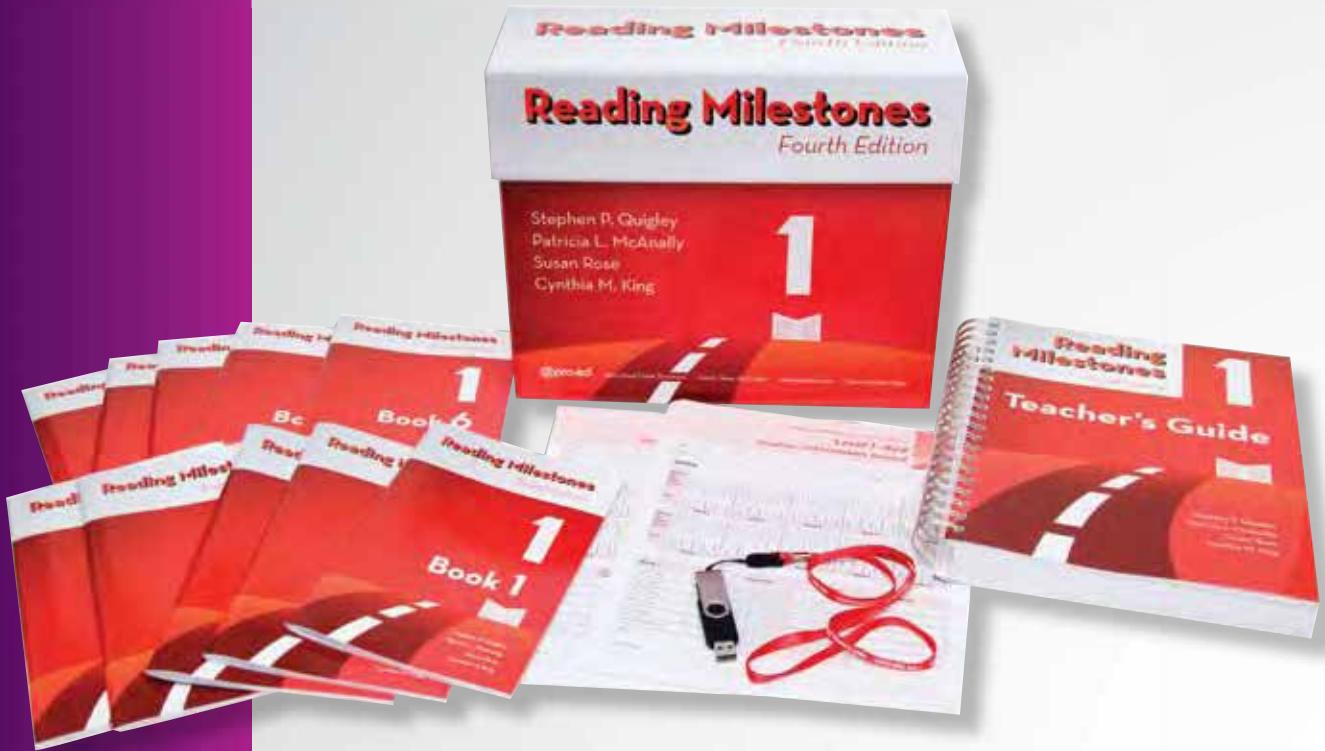
at current trends in education and how these trends apply to the education of students who are deaf or hard of hearing.

- 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

## Ordering Information



#13950

#13975

#13995

#14015

#14035

#14055

### 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