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.

Features:
- Adjusted language level
- Controlled vocabulary
- Controlled syntax
- Chunking
- Repetition
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.

**Package Components**

**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

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**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
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 appendices have been added.

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
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

Package Components

New

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.

New Words

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

The girls sit on the bus.
The bus stops at a farm.
The boy sees two eyes.
Bob walks into the kitchen. Dad helps Mom.
Bob pours some milk for Socks. Socks drinks the milk.
Bob pours some milk for Bob.
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.

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 getting ready for the coming of the first snow. It was time to get ready for winter.

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 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.

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.
Package Components

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.

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#14075 (Level 1)

Stop!

Write the correct word on the line.

Juan jumps on into the desk.

Juan runs on into the hall.

The man yells.

Juan stops.

Stop!

Sentences

Write the correct word on the line.

#14076 (Level 2)

The Black Skunk

Words

Write the correct word.

clap + s

print + s

nut + s

sit + s

hold + s

yell + s

jump + s

#14077 (Level 3)

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.

far

fast

far

fast

In the Lake

Words

Put a v under the correct picture.

far

fast

far

fast

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?

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

Bob

The

Mee-Mee

The boy walks into the

Mom

Bob

The

Mee-Mee

Stop!

The Black Skunk

Words

Write the correct word.

clap + s

print + s

nut + s

sit + s

hold + s

yell + s

jump + s

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.

far

fast

far

fast

In the Lake

Words

Put a v under the correct picture.

far

fast

far

fast

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?
It's Time

- Circle the sentence: "There are five hours in each day." Yes No
- Circle the sentence: "There are two hands on the clock." Yes No
- Circle the sentence: "There are three hands on the clock." Yes No

*These sentences mean*
- The second hand was added so that people could tell time more easily.
- Two men made the first clock. They added a second hand to the clock.
- The second hand was added so that people could tell time more easily.

Thousands of years ago, before clocks existed, people used many ways to tell time. Sometimes they used shadows from the sun. The shadow of a stick fell on a wall. The position of the shadow, or the shadow's length, told how many hours or minutes had passed. Sometimes people used a sundial. They placed a shadow stick in the ground. The position of the shadow told how many hours had passed.

Thousands of years ago, people used many ways to tell time. Sometimes they used shadows from the sun. The shadow of a stick fell on a wall. The position of the shadow, or the shadow’s length, told how many hours or minutes had passed. Sometimes people used a sundial. They placed a shadow stick in the ground. The position of the shadow told how many hours had passed.

Reading Milestones: Telling 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

#14080 (Level 6)

Garunga, The Lizard

- Read the paragraph.
- Circle the correct answer.
- Write the correct answer.
- Read the question.
- Circle the correct answer.

Put an X on that oyster in the picture.
- Draw a square around all other oysters in the picture.
- Circle that crab in the picture.
- Draw a line from Dad’s camera to that.
- Circle that crab in the picture.

It’s Time

- Read the sentences.
- Circle the sentence: "There are five hours in each day." Yes No
- Circle the sentence: "There are two hands on the clock." Yes No
- Circle the sentence: "There are three hands on the clock." Yes No

Garunga, The Lizard

- Read the paragraphs.
- Circle the correct answer.
- Write the correct answer.
- Read the question.
- Circle the correct answer.

Put an X on that oyster in the picture.
- Draw a square around all other oysters in the picture.
- Circle that crab in the picture.
- Draw a line from Dad’s camera to that.
- Circle that crab in the picture.

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

#14078 (Level 4)

#14079 (Level 5)

#14080 (Level 6)
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.

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 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.

#14086 (Level 2)

#14085 (Level 1)

#14087 (Level 3)
Then study the base word and the suffix. Write the completed word on the line.

13. The people
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, Tapesty, 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)
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 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

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

#1809

#10219
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