

# PREFACE

This revision of two series—*Multiple Meanings* and *Many Meanings*—has been designed with an eye toward improvement and ease of use while retaining the salient aspects of the incorporated instructional materials. This restructuring provides the special learner with a seamless transition from less complex language structures to the difficult challenges of language development, especially those dealing with increasing levels of semantics and syntax. The language structures found in *Multiple Meanings* and *Many Meanings* are used throughout this text and closely parallel those used in the work *Reading Milestones* by Stephen P. Quigley, Patricia L. McAnally, Susan Rose, and Cynthia M. King.

Each section of *Multiple Word Meanings* proceeds in predictable reading equivalencies, starting at Reading Level 1.5 in Section 1 and ending with Reading Level 3.0 in Section 6. We have increased the use of various ethnic and racial depictions, including more ethnic names, to be reflective of the culturally diversified population of this country as shown by the latest U.S. Census data. We have also updated our evaluation nomenclature: “Reviews” are now called “Objectives,” and “Check-Ups/Cumulative Reviews” are now called “Standards.” Teachers can use these objectives and standards to individualize their evaluations for each student’s needs. This allows for a great deal of flexibility in both the delivery of instruction and its viability.

The following list indicates the reading levels covered in each section of this text:

- Section 1 (formerly *Multiple Meanings*, Book A)—Recommended Reading Level 1.5
- Section 2 (formerly *Multiple Meanings*, Book B)—Recommended Reading Level 2.0–2.5
- Section 3 (formerly *Many Meanings*, Book 1)—Recommended Reading Level 2.0–2.5
- Section 4 (formerly *Many Meanings*, Book 2)—Recommended Reading Level 2.0–2.5
- Section 5 (formerly *Many Meanings*, Book 3)—Recommended Reading Level 2.0–2.5
- Section 6 (formerly *Multiple Meanings*, Book C)—Recommended Reading Level 3.0

The multiple sections devoted to the 2.0 reading level provide the student with additional practice in mastering the language concepts associated with such a level. This helps the student with language acquisition and reading comprehension.

For the teacher’s ease of use, we have provided a brief description of the program rationale, suggested use, and goals.

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