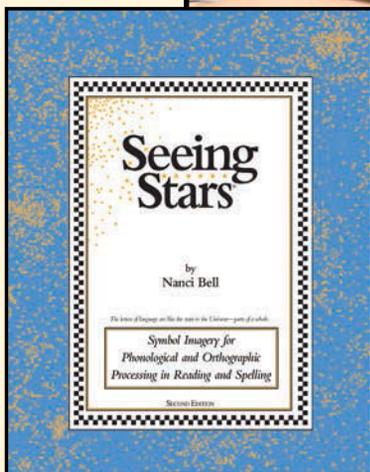


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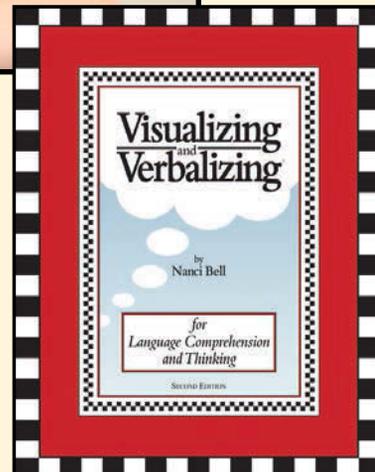


GANDER PUBLISHING[®] EDUCATIONAL MATERIALS

Soar with us to the Learning Sky!



featuring



LINDAMOOD-BELL[®]

Professional Development & Instruction

From the desk of Nanci Bell

I am pleased to bring you a new catalog featuring both Gander Publishing educational products and Lindamood-Bell® Professional Development services. The products and the workshops are primarily designed to stimulate and support the development of imagery and language—the dual coding necessary for competency in reading and language processing.

The critically acclaimed *Visualizing and Verbalizing for Language Comprehension and Thinking*® (V/V®) program evolved from my experience working with students of all ages who struggled in language comprehension. It was rewarding to learn that V/V is the embodiment of Dual Coding Theory, a prominent theory of cognition.

As time went on, it was apparent that the same imagery-language connection foundational for comprehension was also foundational for the orthographic and phonological processing needed for reading and spelling. The *Seeing Stars for Phonological and Orthographic Processing in Reading and Spelling*® program was created. Again, my work with students was the impetus for the program's steps.

The sensory input of imagery results in significant gains in reading and thinking, and neurological research validates behavioral reading gains and lasting change in brain function.

It has long been our goal at Gander Publishing and Lindamood-Bell to make a difference for children and adults—and for you as an instructor. We wish you well in all you do and envy the time you have with your students. As you engage them in this life-changing instruction, you bring the sensory input of imagery to consciousness for independence in language and literacy skills.



Nanci Bell

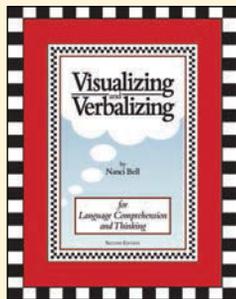
Nanci Bell



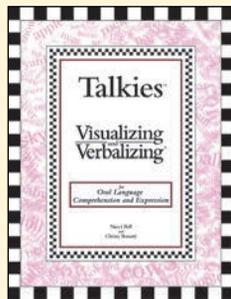
GANDER PUBLISHING CONTENTS

COMPREHENSION: Reading and Listening Comprehension, Vocabulary

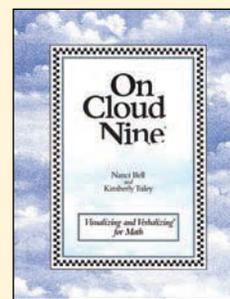
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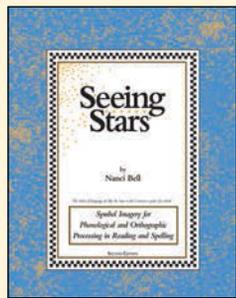


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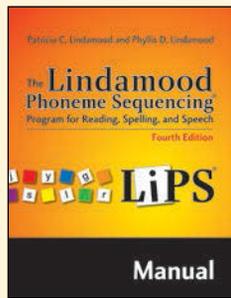


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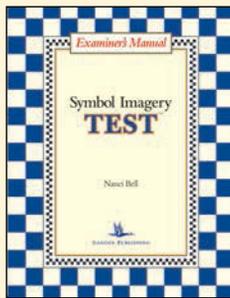
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LINDAMOOD-BELL



Professional Development 2-3



FULL WORKSHOP SCHEDULE:
LindamoodBell.com

CHECK OUT GANDER'S NEW WEBSITE!





Lindamood-Bell® for Schools and Instructors

Lindamood-Bell's® research-validated programs are central to our solutions for schools. They develop the underlying processes necessary for a student to learn to read and comprehend—the foundation of all core standards learning.

We have created professional development and school implementation options that are designed to maximize student performance.

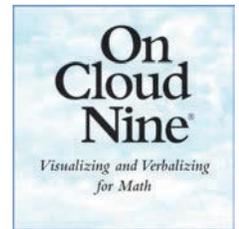
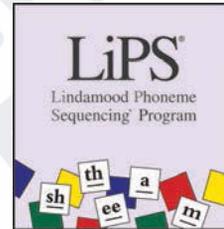
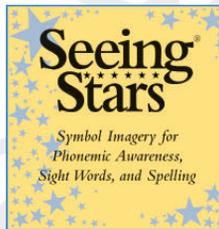
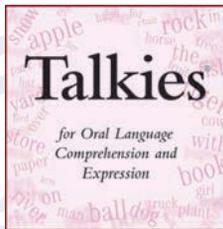
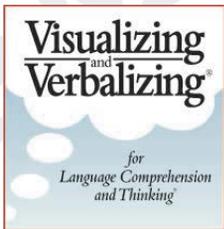
- Teacher Manuals, Kits, and Student Materials
- Professional Development Workshops for individuals and groups (registration open to the public)
- On-site Professional Development Workshops for schools and districts
- Comprehensive School Partnerships with schools and districts
- Learning Center on Campus

Lindamood-Bell Professional Development can make a difference for your students!

PROFESSIONAL DEVELOPMENT WORKSHOPS

- Steps of each program introduced, modeled, and practiced
- Ideal for individuals planning to use the program immediately
- First time participants welcome (registration open to the public)

The Programs:



IN-SERVICE WORKSHOPS for SCHOOLS AND DISTRICTS

Cost-effective for groups of 15 or more.

- Savings on staff travel and more
- Savings on per-person workshop fees
- Onsite and online options

ONLINE PUBLIC WORKSHOPS

Building on program steps presented in the introductory workshops, these events are an opportunity for teachers to keep learning.

- Continuing the Magic Workshops are Lindamood-Bell program reviews or introductions to a new topic (e.g., application of V/V to Common Core) for past workshop participants.
- Skill Boost Webinars are brief sessions focusing on one important skill at a time (e.g., error handling for V/V).

LINDAMOOD-BELL INSTRUCTION ROBOT: VIRTUAL COACHING

A coach to get teachers the right start with new programs.

- Demonstration of program steps
- Lesson planning help
- Real-time coaching

WORKSHOPS PLUS

Year-long support maximizes the benefit of Lindamood-Bell Professional Development Workshops.

- Your choice of Lindamood-Bell Workshop(s)
- On-site coaching for teachers
- Demonstration of program steps with your students

Monthly online PD events *just for your team*.

COMPREHENSIVE SCHOOL PARTNERSHIPS

Appropriate for School Improvement Grant and Turnaround Initiatives: sustainable PD growth and support for all staff.

- Lindamood-Bell Workshops
- Includes additional exclusive coursework, differentiated instruction, RtI, CCSS
- Appropriate for all students: General Education, SPED, EL, Tiers 1, 2 & 3

Now offering a cost-effective virtual coaching option to increase advanced PD for your instructional staff.

LEARNING CENTER ON CAMPUS

You can bring the magic of learning to your students with a Lindamood-Bell Learning Center on Campus (LCOC). This unique service, available through your local Lindamood-Bell Learning Center, creates an instant literacy center at your school. Designed to bring the specialized environment and instruction of our Learning Center to your school, the LCOC provides for Lindamood-Bell quality implementation for struggling learners and students with special needs.

“The brain uses imagery to comprehend and

Visualizing and Verbalizing[®]

for
Language Comprehension and Thinking
by Nanci Bell

What is the **Visualizing and Verbalizing[®]** program?

The Visualizing and Verbalizing[®] (V/V[®]) program develops concept imagery—the ability to create an imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

V/V instruction develops comprehension for your core or homeschool curriculum—and is highly effective as an intervention to develop comprehension skills for students of all ages.

Why teach the **Visualizing and Verbalizing** program?

V/V instruction teaches students **how** to comprehend by creating mental imagery for language. Improved comprehension helps students connect to core content standards, grades K through 12.



Symptoms of Poor Concept Imagery Include Weakness in:

- Reading comprehension
- Listening comprehension
- Critical thinking and problem solving
- Following directions
- Memory
- Oral language expression
- Written language expression
- Grasping humor
- Interpreting social situations
- Understanding cause and effect

interpret oral and written language.”

—Nanci Bell, *Visualizing and Verbalizing for Language Comprehension and Thinking*

“Clinical research and experience over the last twenty-five years indicate there is a *separate comprehension weakness* that is rarely identified. This weakness often undermines the reading process and goes beyond use of context, phonological processing, word recognition, oral vocabulary, prior knowledge, and background experience. It is a weakness, based in the sensory system, in creating an *imaged gestalt*.”

—Nanci Bell, *Visualizing and Verbalizing*



Lindamood-Bell Professional Development Workshops

Join us for a highly interactive two-day introductory workshop. Our experienced Professional Development Presenters will instruct you in the steps of the Visualizing and Verbalizing program.

All Workshops include:

- Teacher's Manual
- Instruction in the steps of V/V
- Videos of student-instructor interactions
- Guided practice sessions
- Complimentary Lindamood-Bell Continuing Education Units (CEUs)
- University CEUs available

Visit our online Workshop schedule for dates, locations, and easy registration.

www.LindamoodBell.com



The Visualizing and Verbalizing program is officially endorsed by the Council of Administrators of Special Education (CASE). CASE is an international professional educational organization which is affiliated with the Council for

Exceptional Children, whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society.



Learn steps to develop:

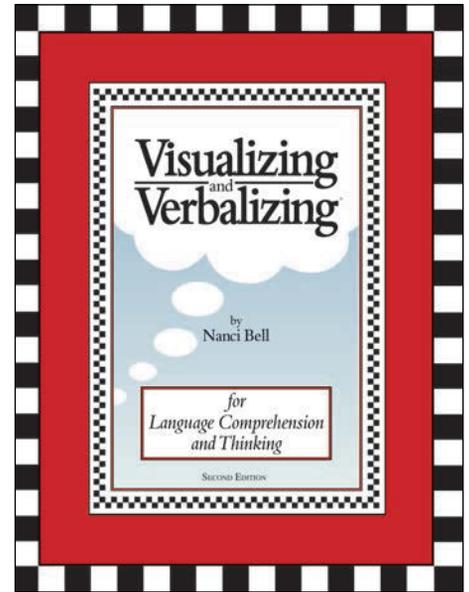
- Reading Comprehension
- Oral Language Comprehension
- Critical thinking
- Written Language Expression
- Vocabulary
- Oral Language Expression
- Following Directions
- Writing Skills

Visualizing and Verbalizing® Teacher's Manual—Second Edition

The V/V® manual provides the theory and specific steps to develop concept imagery—the ability to image a gestalt (whole) from language. This imagery-language connection is essential for oral and written language comprehension, as well as critical thinking, following directions, and expressive language.

The V/V manual makes implementation of this highly effective program easy for teachers or parents. The manual includes:

- The theory of cognition and science of V/V
- Sample lessons
- Step summaries
- Individual, group, and classroom instruction



Sentence by Sentence Imaging with Higher Order Thinking

Summary: Step 6

Sentence by Sentence Imaging with Higher Order Thinking

Goal: The goal is to develop the student's higher order thinking from an imaged gestalt.

1. **Sentence by Sentence Imaging with Higher Order Thinking**
 - Teacher or student reads each sentence.
 - Student places a colored square for her sentence-imagery, and then visualizes and verbalizes each sentence.
 - Student may not need to check through the structure words.
 - Teacher questions with choice and contrast, keeping in mind the importance of questioning for details as well as to the gestalt.
 - Student gives a picture summary.
 - Student gives a word summary.
 - Teacher asks higher order thinking questions based on the student's imagery. "From all your images...?"

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Visualizing and Verbalizing

Word Imaging

The students take turns visualizing and verbalizing a collective image noun. The group accepts individual images and all the images are assembled into a collaborative image. The students take turns reverting to the structure words. A student summarizes the image, rather than to pick a student you know will succeed at visualizing and verbalizing.

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Common Core Notes

Visualizing and Verbalizing is a comprehensive approach in developing the capacities of the literate individual. It stimulates concept imagery as a basis for language comprehension, word knowledge, critical thinking, and expressive language (both oral and written language). It is provided as a developmental or remedial strategy to teach students how to comprehend, Pre-K to Adult.

Teacher's Manual 122-3047 \$79.95

Visualizing and Verbalizing® Kit

This extraordinary kit provides the teaching materials you need to implement V/V® instruction in one-to-one, small-group, or classroom settings. This kit is a must-have!



"V/V has changed the way I teach!"

— Donna, A Teacher

"The Visualizing and Verbalizing program emerged from an experiential base, not a theoretical base. Years of experience teaching students to comprehend oral and written language eventually led to the sequential steps of V/V...in time I learned that the principles of the V/V program align with one of the most prominent theories in cognitive psychology—dual coding theory.

Allan Paivio, cognitive psychologist, researcher, and the originator of dual coding theory, explains, '[Cognitive] performance is mediated by the joint activity of verbal and nonverbal [imagery] systems.'

Most comprehension programs only give credence to the verbal or linguistic code. However, imagery is the silent partner in comprehension and cognition. The sensory-cognitive function of concept imagery must not be assumed and instead must be developed and applied to reading. V/V does that."

—Nanci Bell

V/V Kit 121-1017 \$454.95

Kit Components Available Separately:

Teacher's Manual	122-3047	\$79.95
V/V Stories Book 1	122-3075	34.95
V/V Stories Book 2	122-3115	34.95
V/V Stories Book 3	122-3145	34.95
Picture to Picture Easel Book	126-1015	65.95
Word Imaging Book	126-2097	44.95
Sentence by Sentence Easel Books (2)	126-3107	109.95
Small & Medium Structure Word Cards Sets (5)	126-2037	19.95
Illustrated Structure Word Posters (12)	126-2067	55.95
Picture to Picture Transparencies (10)	126-1075	32.95
Picture to Picture Folder (42 illustrations)	126-1045	45.95
Colored Felt Squares (5 sets of 7 felts)	126-3137	24.95
Magic Stones and Bag (100 stones)	126-3167	29.95
Student Progress Charts (30)	126-4047	14.95

Choking hazard - small parts. Not for children under 3 years.

Visualizing and Verbalizing Kit 121-1017 \$454.95

V/V® Comprehension Workbooks

Levels 2 through 6

The V/V® Comprehension Workbooks have high-imagery stories and questions that help students develop concept imagery for language comprehension and critical thinking. Each story is accompanied by workbook activities.

Three books at each level follow the steps of V/V: Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph. Most important, V/V workbooks have carefully designed questions to develop imagery and higher order thinking.

Workbook activities include:

- Imagery Questions
- Picture Summary
- Word Summary
- Main Idea
- Inference
- Conclusion
- Paragraph Writing



18 Sunrise at Stonehenge

Thousands of people waited on the grassy field at Stonehenge for the first sunrise of summer. All night long, people had danced around the stone pillars to music from bagpipes and drums. Then, as the sky lightened, they all stood still and gazed at the tops of distant trees. Soon the bright sun appeared and lit the tops of the tall stones. The crowd cheered, played music, and danced as the sun rose and lit the whole field.



Vocabulary:

Stonehenge: a group of large stones that stand in a circle in England
pillars: large stones that hold up other stones
bagpipes: musical instruments with pipes attached to a large bag

Sentence by Sentence
Date: _____

Pictures and vocabulary help develop background knowledge.

Imagery helps develop sequential, detailed writing.

1 **First Sentence:** Thousands of people waited on the grassy field at Stonehenge for the first sunrise of summer.

What did those words make you picture?

What are you picturing for...

1. the people waiting? _____
2. the grassy field? _____
3. Stonehenge? _____
4. what time of day it was? _____

2 **Second Sentence:** All night long, people had danced around the stone pillars to music from bagpipes and drums.

What did those words make you picture?

What are you picturing for...

1. people dancing? _____
2. the stone pillars? _____
3. the bagpipes? _____
4. the drums? _____

V/V Workbooks	
Sets of three:	\$39.95*
Grade 2	122-3266
Grade 2 Set 2	122-4012
Grade 3	122-3305
Grade 3 Set 2	122-4048
Grade 4	122-3405
Grade 4 Set 2	122-4088
Grade 5	122-3505
Grade 5 Set 2	122-4128
Grade 6	122-3605
Grade 6 Set 2	122-4168

*Set of 3 all same grade level only; no mixing. Individual books \$16.95 each. Visit our site for details.

V/V® Support Kit

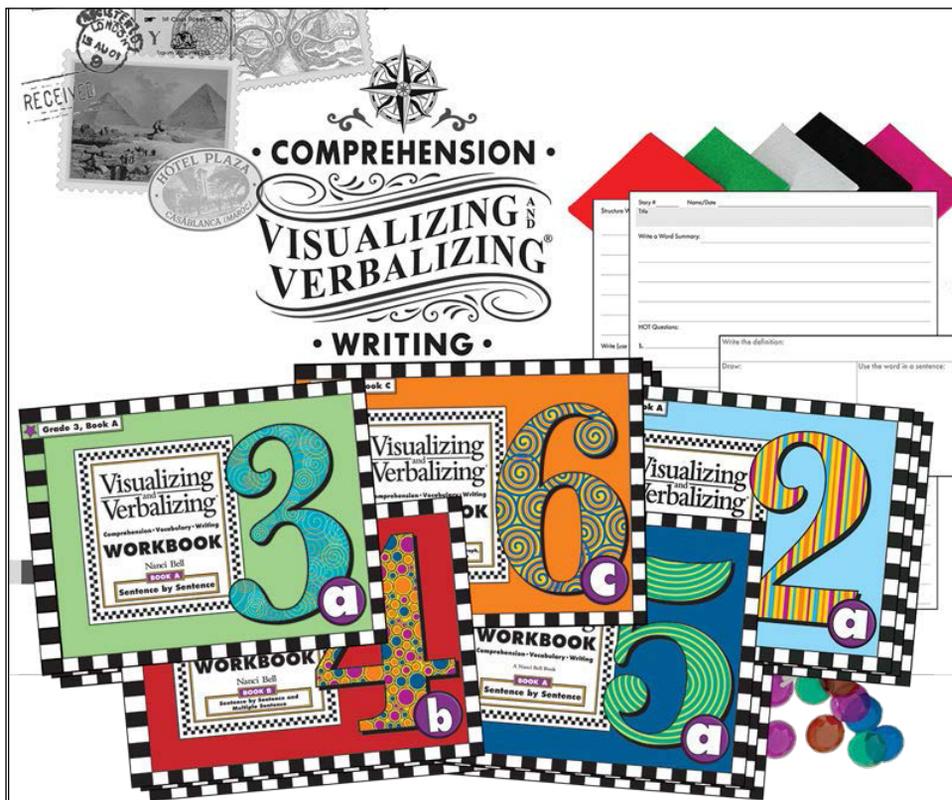
V/V Workbooks, Levels 2 through 6

The new V/V® Support Kit includes all Set One V/V Workbooks, spanning 2nd through 6th grades (15 books). This set has over 300 high-imagery stories, and questions and activities that help students develop concept imagery for language comprehension and critical thinking.

Three books at each grade level follow the steps of V/V: Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph. Most important, V/V workbooks have carefully designed questions to develop imagery and higher order thinking. This entire kit is just \$199 (a savings of \$140)! It contains supplemental materials not found in the V/V Kit. It is perfect for the educators working with students in multiple grades and with diverse learning profiles and needs.

Each kit includes:

- All Set One Visualizing and Verbalizing Workbooks, (15 books) spanning 2nd through 6th Grades (over 300 stories!)
- Five sets of Colored Squares for sequencing and anchoring imagery
- 100 Magic Stones and a Magic Stones bag for external motivation and instant feedback
- 50 Vocabulary Practice Cards for new word acquisition and practice
- 50 Student Response Forms for independent practice and progress monitoring



Choking hazard - small parts. Not for children under 3 years.

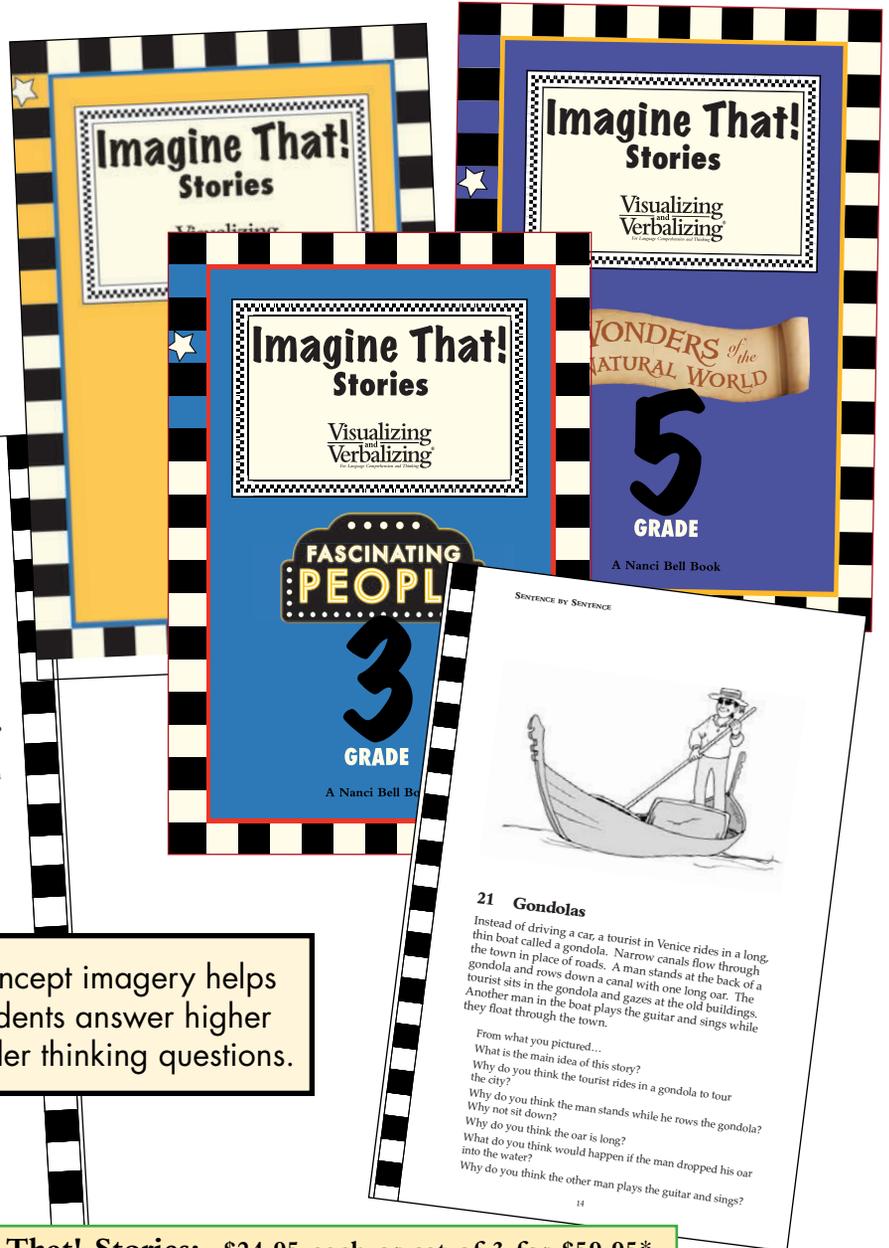
V/V Support Kit 121-1025 \$199.95

V/V® Imagine That! Stories

Comprehension readers: Levels 2 through 6

The V/V® Comprehension Readers Imagine That! Stories have nonfiction stories to develop imagery for oral and written language comprehension. **These challenging, high-imagery stories introduce true and unusual topics for students to visualize and interpret.** Engage students with stories about:

- **Natural disasters**
- **Legends**
- **Unique animals**
- **Mysteries**
- **Fascinating phenomena**
- **Interesting customs**
- **Admirable accomplishments**



Concept imagery helps students answer higher order thinking questions.

V/V Comprehension Series: Imagine That! Stories: \$24.95 each or set of 3 for \$59.95*			
Grade 2	122-6007	Grade 4: Wonders of the Natural World	122-6142
Grade 2: Fascinating People	122-6009	Grade 5	122-6156
Grade 2: Wonders of the Natural World	122-6011	Grade 5: Fascinating People	122-6168
Grade 3	122-6016	Grade 5: Wonders of the Natural World	122-6178
Grade 3: Fascinating People	122-6027	Grade 6	122-6186
Grade 3: Wonders of the Natural World	122-6037	Grade 6: Fascinating People	122-6193
Grade 4	122-6126	Grade 6: Wonders of the Natural World	122-6203
Grade 4: Fascinating People	122-6132	*Set of 3 all same grade level only; no mixing.	

Imagine That! Support Kit

Imagine That! Stories, Levels 2 through 6

The new Imagine That! Support Kit includes all Imagine That! stories books, spanning 2nd through 6th grades (15 books). This set has over 800 high-imagery stories, and questions and activities that help students develop concept imagery for language comprehension and critical thinking.

Three books at each grade level each follow the steps of V/V: Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph. Most important, Imagine That! Stories have carefully designed questions to develop higher order thinking. This entire kit is just \$299 (a savings of \$160)! It contains supplemental materials not found in the V/V Kit. It is perfect for the educators working with students in multiple grades and with diverse learning profiles and needs.

Each kit includes:

- All Imagine That! Stories books, (15 books) spanning 2nd through 6th grades (over 800 stories!)
- Five sets of Colored Squares for sequencing and anchoring imagery
- 100 Magic Stones and a Magic Stones bag for external motivation and instant feedback
- 50 Vocabulary Practice Cards for new word acquisition and practice
- 50 Student Response Forms for independent practice and progress monitoring



Choking hazard - small parts. Not for children under 3 years.

Imagine That! Support Kit 121-1035 \$299.95

Imagine That! Giant Books

Levels 2 through 5



You must have these super-sized books for your classroom! The graded Giant Books provide high-imagery V/V® stories and lessons for group and classroom practice at the Sentence by Sentence through Paragraph by Paragraph steps.

Each graded set includes two 11" x 17" Giant Books. The books move through the Sentence by Sentence, Multisentence, Whole Paragraph, and Paragraph by Paragraph steps of V/V. Each set includes a free Word-Imagery Index.

- Teacher Prompts
- Word Summary
- Imagery Questions
- Questions for Main Idea, Inference, and Conclusion
- Picture Summary

The Red-Eyed Tree Frog

1. Each night as it gets dark in the rain forest, the red-eyed tree frog wakes up and goes hunting for insects. With sticky pads on the toes of her orange feet, she jumps from leaf to leaf and crawls along branches.

Students read.

Multiple Sentence Set 1

7. The Red-Eyed Tree Frog

Each night as it gets dark in the rain forest, the red-eyed tree frog wakes up and goes hunting for insects. With sticky pads on the toes of her orange feet, she jumps from leaf to leaf and crawls along branches. / The frog often stops to look for flying bugs. When a bug flies near her, she darts out her long tongue to catch it. She drinks water from a small puddle in a cupped leaf. / Each morning, the frog shuts her bright eyes and tucks her feet under her body. She goes to sleep, looking like a green lump on a leaf.

Each night as it gets dark in the rain forest, the red-eyed tree frog wakes up and goes hunting for insects. With sticky pads on the toes of her orange feet, she jumps from leaf to leaf and crawls along branches.

1. Question to the gestalt: "What do those words make you picture?"
Question until the students verbalize the tree frog waking up and going hunting in the rain forest.
2. Question for details. Here are a few examples:
"What are you picturing for..."

a. the red-eyed tree frog?"	e. the frog's feet?"
b. the frog waking up?"	f. the frog jumping from leaf to leaf?"
c. the frog hunting for insects?"	g. the frog crawling along branches?"
d. the rain forest at night?"	

Do not check through the structure words. Use them for reference only.

what	size	color	number	shape	where	movement	mood	background	perspective	when	sound
------	------	-------	--------	-------	-------	----------	------	------------	-------------	------	-------

Prompts guide new instructors through each V/V lesson.

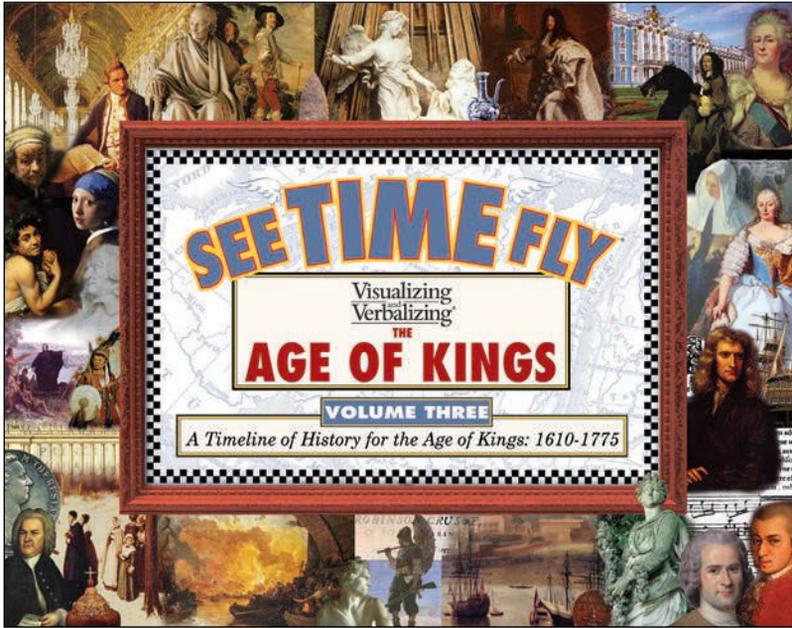
Giant Books:
\$79.95 per set

Grade 2 Set	122-7029
Grade 3 Set	122-7039
Grade 4 Set	122-7049
Grade 5 Set	122-7059

V/V See Time Fly® History Series

The V/V See Time Fly® books are a timeline of the history of Western Civilization. The purpose is twofold: (1) to develop concept imagery for language comprehension and critical thinking, and (2) to teach an imaged timeline of history.

Each Flight, or section, provides high-imagery paragraphs and beautiful artwork to help students visualize important events, periods, or people that changed history. The paragraphs are written to support the Visualizing and Verbalizing program.



- Three richly illustrated volumes
- Volume 1: Early Human Life to the Middle Ages
- Volume 2: The Renaissance
- Volume 3: The Age of Kings
- Each Flight has five paragraphs.
- Each paragraph is followed by higher order thinking questions.
- Readability: Late Elementary/ Middle School through College

“The readability of See Time Fly ranges from approximately fourth to eighth grade. While the readability was often affected by names and places, the paragraphs are appropriate for middle school through college. All ages of students should have access to a visualized history timeline.”

Ivan the Cat guides the Flights. For many people, a great history teacher made history come alive—made it interesting. Ivan does that. He is the history professor we all wanted.”

—Nanci Bell

Flight 19

Raphael

1483-1520

Your next Flight is about another one of the incredible artists of the Renaissance. His name was Raphael (rah-phe-EL), and even though he died when he was fairly young, he made a huge impression in the art world.

The interest in art was high during the Renaissance that even a few women, traditionally not allowed in artistic circles, made an impact. One of these was Bramante (bram-an-tee) who tried to convince Pope Sixtus IV to let women join the Vatican's art school. She was the daughter of a famous painter who became famous later. There were other female painters, too, but none reached the level of fame of the male artists like Raphael.

Even today Raphael sets a standard for beauty of the human form. Imagine what he would have done with a true beauty: a fabulous fat and charming feline.

Read on about another of the great Renaissance artists while I nibble a bit myself. Let's see...should I paint a fish? Should I paint a fish? Fish? Fish? Fish?

How I called the modest 25-year-old artist to Rome to paint the walls of his private rooms. Under the Pope's financial patronage, Raphael blossomed into a genius of painting. He created some of his most famous works, including The School of Athens. The painting shows classical thinkers Plato and Aristotle talking as they walk through a forum in ancient Greece, not Rome! Michelangelo, and his three disciples in the garden. The painting has a well-rounded, realistic style that really popular. His other work included portraits of the Pope, like those of Sixtus (pg. 113), considered a masterpiece, in the choir and dome.

What financial support while he was in Rome?

What did the Pope expect Raphael to paint the walls of his private rooms?

Raphael has blossomed under the Pope's patronage?

Raphael has painted portraits of the Pope?

What kind of all this imagery?

In length of his fame before he was even 30. However, at this time Michelangelo unveiled his paintings on the ceiling of the Sistine Chapel. Raphael and his self-confidence was shattered. The writer to a friend about a friend's question: "If this like someone very perfect I do not know it, though this is what I endeavor to attain." The artist for a while, working in other artistic areas. He changed himself together (with with pictures), which were much a Pope Leo X. The despite his fame, he was still in huge popular demand. Soon he had to rely more and more on his a few complete the great amount of painting he was asked to do. Incredible patience and kind, he could not say no to or suffered from exhaustion.

What do artistically instead of paint?

Raphael was too hard on himself? Explain.

Raphael have given back to painting?

It have been that far Raphael to take on so many jobs?

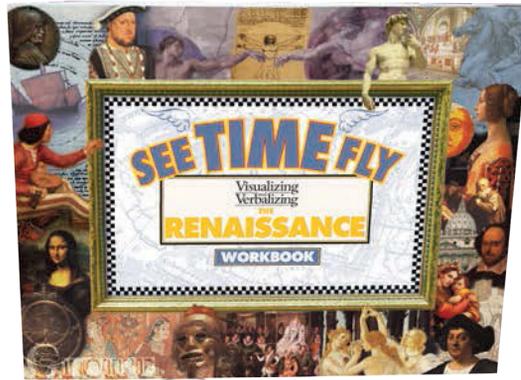
It might have resulted from relying on his assistants for much of his work?

Lavish artwork helps students visualize unfamiliar subjects and vocabulary.

V/V See Time Fly® Workbooks

These companion workbooks help students break and read unfamiliar words, learn new vocabulary, write stories, and check their imagery with fact-recall and comprehension questions.

- Pre- and post-Flight activities are provided.
- Each workbook corresponds to a volume of the V/V See Time Fly® series.



Flight 19

Pre-Flight for Raphael

Study and visualize the vocabulary:

1	Preread words for each paragraph: Santi Urbino collector	intellectuals teenager Perugino	central errands	Urbino: a town in central Italy (n.) collector: a person who gathers something (n.) intellectuals: great thinkers (n.) errands: simple everyday jobs or tasks (n.)
2	imitated surpassed idolized	rivals delicacy especially	Madonnas perfection uniquely	imitated: copied, followed the example of (v.) surpassed: became better than; went beyond (v.) idolized: looked up to, admired, adored (v.) rivals: people who want to be better than each other at something (n.) delicacy: fineness; precision and care (n.)
3	modest financial Athens	Plato forum Greece	hugely Bolsena	modest: not full of pride; not thinking highly of one's self (adj.) financial: of or about money (adj.) blossomed: developed into; grew (v.) forum: an area in an ancient Roman city where people would do business, and have meetings (n.)
4	height unveiled shattered possesses endeavor	attain tapestries Leo despite rely	assistants incredibly polite exhaustion	unveiled: uncovered, revealed, or made known (v.) self-confidence: belief in one's own abilities (n.) endeavor: try hard; make an effort (v.) attain: reach or get (v.) exhaustion: the state of being very tired and worn out (n.)
5	engaged daughter none	straight fever birthday	transfiguration pupil wept	engaged: promised to be married (adj.) fever: when the body's temperature is too high, usually as a sign of illness (n.) pupil: a student; someone who is learning (n.) wept: cried or shed tears (v.)

Mark this Flight on your timeline:

Ideal for preteaching vocabulary

Multiple choice and open-ended responses measure students' deep understanding of topic.

Post-Flight Debriefing

Use your imagery to answer questions for the whole Flight:

A. How would you summarize this Flight?

B. Why was Raphael sent to live with Perugino?

a) Perugino was his uncle and Raphael was an orphan.
b) to learn how to build churches
c) because Michelangelo refused to take Raphael in
d) to develop his amazing talent as a painter

C. Who influenced young Raphael's painting?

a) Michelangelo and Leonardo da Vinci
b) Leonardo da Vinci and Botticelli
c) no one
d) Botticelli and Michelangelo

D. Why might it be considered tragic that Raphael died so young?

Write a Word Summary for what you know about Raphael.

Timeline for each Flight to develop an imaged timeline of history.

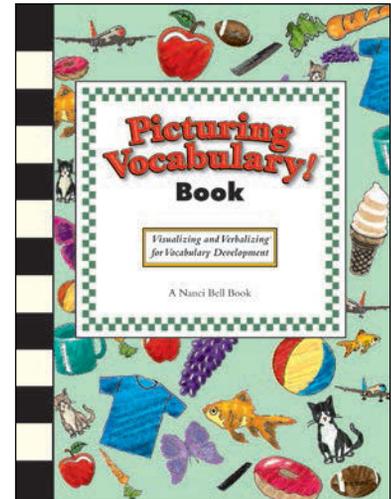
See Time Fly Volume 1: Middle Ages	122-3175	\$44.95
See Time Fly Volume 2: Renaissance	122-3205	each
See Time Fly Volume 3: Age of Kings	122-3216	
See Time Fly Workbook 1	122-3235	\$12.95
See Time Fly Workbook 2	122-3265	each
See Time Fly Workbook 3	122-3226	

VISUALIZING AND VERBALIZING

Picturing Vocabulary! Set

The Picturing Vocabulary! Set—another V/V[®] companion—has hundreds of pictures, concrete representations of words, for students to image and memorize. It is perfect for individuals who need to develop basic oral vocabulary, including young children (ages 2–5) and English Language Learners.

The Picturing Vocabulary! Set has three components: the Picturing Vocabulary Book, Picturing Vocabulary Tracking Charts, and Picturing Vocabulary Cards. This entire set is also included in the Talkies[®] Kit!



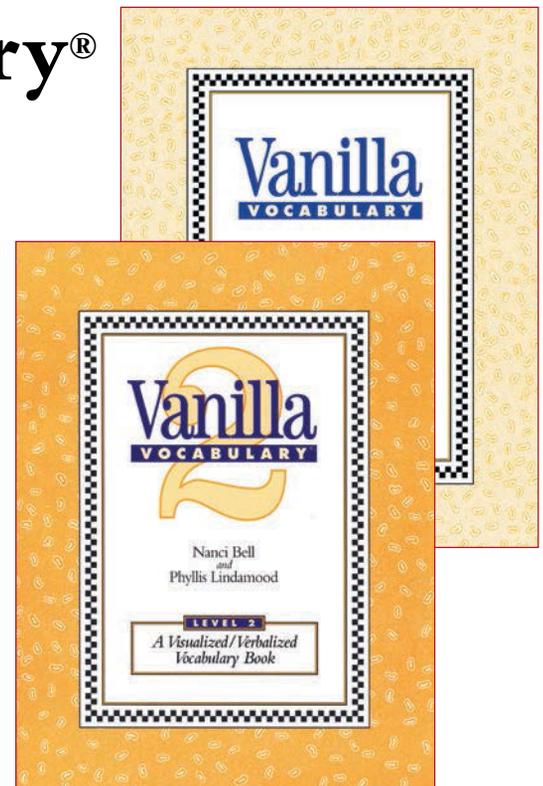
Categories include: Animals, Clothing, Food, Home, Nature, Shapes, Sports, Toys, Transportation, and Actions.

Picturing Vocabulary! Book	136–1327	\$44.95
Picturing Vocabulary! Tracking Charts (Set of 3)	136–1297	37.95
Picturing Vocabulary! Cards	136–1277	67.95
Picturing Vocabulary! Set (Book, Charts & Cards)	131–5018	\$115.95

V/V Vanilla Vocabulary[®]

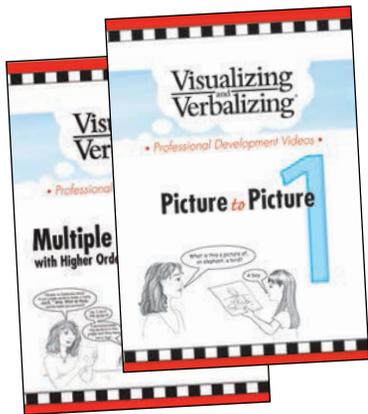
The Vanilla Vocabulary series—a companion to the V/V[®] program—develops vocabulary through imagery. Each word is defined and then used in sentences for the student to visualize and verbalize. Space is provided for students to write their own sentences. Use the Ivan Companion Adventure Stories, which include Vanilla words. **Vanilla Vocabulary is a must-have resource for students with low vocabulary and English Language Learners!**

- Level 1: 1200 primary-level words (Grades 1–3)
- Level 2: 800 intermediate-level words (Grades 4–8)



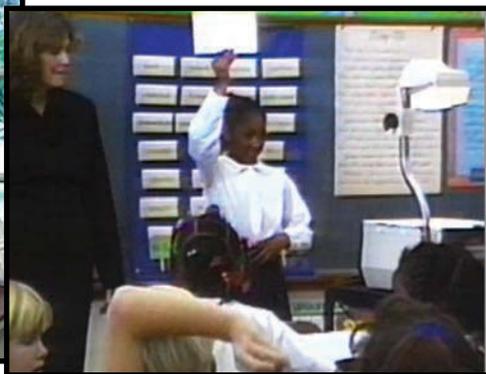
Vanilla Vocabulary Level 1	122–9005	\$34.95
Vanilla Vocabulary Level 2	122–9025	34.95
Ivan Sleeps Over (Level 1)	122–9015	\$9.95
Ivan, King of the Neighborhood (Level 2)	122–9035	9.95

V/V® Professional Development DVDs



These DVDs show Nanci Bell, the author, doing the V/V® program steps with individuals, groups, and classrooms of students. These are helpful as post-workshop references and refreshers. Nanci demonstrates one of the following V/V lessons on each DVD:

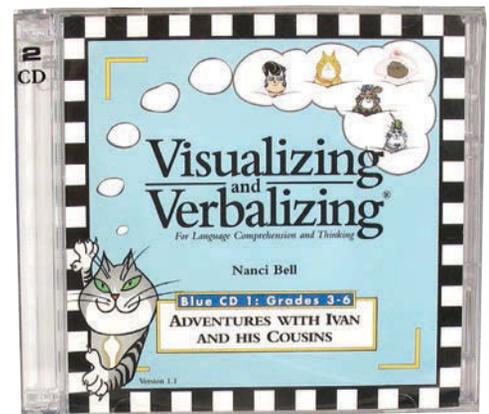
- DVD 1: Picture to Picture
- DVD 2: Word Imaging
- DVD 3: Sentence by Sentence
- DVD 4: Sentence by Sentence with Higher Order Thinking (HOT)
- DVD 5: Multiple Sentence and Whole Paragraph with HOT



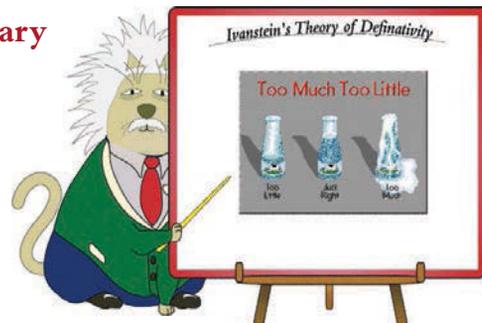
DVD 1	125-1157	\$94.95
DVD 2	125-1167	each
DVD 3	125-1177	
DVD 4	125-1187	
DVD 5	125-1197	
Set of five	125-1147	\$379.95

A V/V® Practice CD!

In this software game, students join Ivan the Cat for practice visualizing the language they read or hear. The practice ranges from the Sentence by Sentence through the Whole Page steps of V/V. **Each fun story is accompanied by imagery and higher order thinking questions.**



- Appropriate for Grades 3-6
- Can be set for individual or two-person team play
- Includes an illustrated glossary to build vocabulary



We cannot guarantee that this software will run on all computers.
 Compatible with Windows 98SE through XP (not Vista, 7, or 8)
 Compatible with Mac OS 9 through OS X version 10.6

V/V Practice CD 123-4405 \$35.95

“As the sensory information of imagery is brought to

Talkies®

for
Oral Language Comprehension and Expression
by Nanci Bell & Christy Bonetti

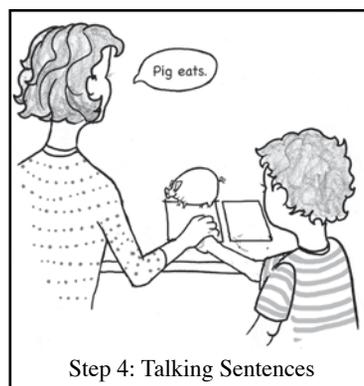
What is the Talkies® Program?

The Talkies® program is the primer to the Visualizing and Verbalizing (V/V) program for students who need simpler, smaller steps of instruction to establish the imagery-language connection. The goal of Talkies is to develop the dual coding of imagery and language as a base for language comprehension and expression.

Talkies is especially helpful for students with a limited oral vocabulary and/or a limited ability to verbalize. Research indicates Talkies benefits students previously diagnosed with an autism spectrum disorder.

How do you teach the Talkies® program?

The Talkies® manual outlines sequential steps to establish the imagery-language connection that engage teacher-student interaction. Talkies has lots of little steps within big steps with the explicit goal of bringing the sensory information of imagery to a conscious level for students. **The little steps are purposefully repetitive practice. They consistently move through a sequence of receptive practice, expressive practice, and imagery practice.** Talkies is ideal for any preschool child.



consciousness, students can access it as a sensory tool.”

—Nanci Bell and Christy Bonetti, *Talkies®: V/V for Oral Language Comprehension and Expression*

“The question was whether *dual coding* could be stimulated and developed for children with severely delayed language development or for those diagnosed with an autism spectrum disorder.

It seemed clear that these children might be the most impaired in terms of *creating and accessing imagery*, the other half of the code.”

—Nanci Bell and Christy Bonetti, *Talkies*



Lindamood-Bell Professional Development Workshops

Join us for a highly interactive two-day introductory workshop. Our experienced Professional Development Presenters will instruct you in the steps of the *Talkies* program.

All Workshops include:

- Teacher's Manual
- Instruction in the steps of *Talkies*
- Videos of student-instructor interactions
- Guided practice sessions
- Complimentary Lindamood-Bell Continuing Education Units (CEUs)
- University CEUs available

Visit our online Workshop schedule for dates, locations, and easy registration.

www.LindamoodBell.com



“As the mother of a high-functioning autistic son, who is just entering the 7th grade, the overall experience has most definitely improved his quality of life, and ours, as his ability to express himself has begun to blossom.”

— Shauna, A Mother



Learn steps to develop:

- Oral Language Expression
- Oral Language Comprehension
- Listening
- Engagement
- Vocabulary
- Following Directions
- Focus and Communication Skills

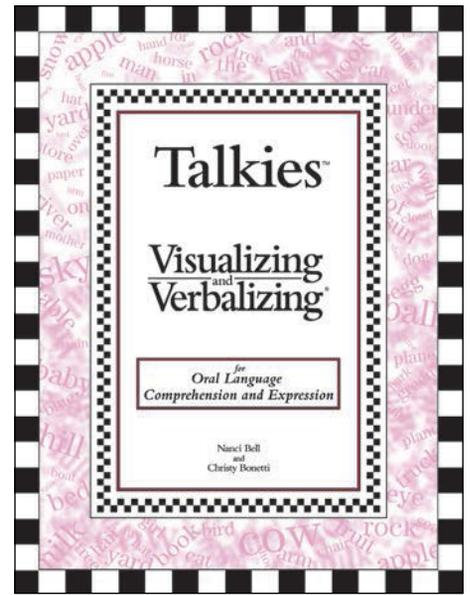


Talkies® Teacher's Manual

The Talkies® Teacher's Manual details the theory and sequential steps to engage students and bring the nonverbal code of imagery to consciousness.

Talkies is the primer to the Visualizing and Verbalizing® program for students who need simpler, smaller steps of instruction to establish the imagery-language connection for language comprehension and expression.*

- Lots of little steps within big steps
- Sample lessons to illustrate receptive, expressive, and imagery practice
- Step summaries
- Ideal for individualized instruction



TALKIES

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Talking Sentences

SAMPLE LESSON

Talking Two-Word Sentences with T
Generating the Change

ERROR: Chip gives an incorrect response when substituted in the sentence.

Billie: "Let's change it again. This one says jumps." Let's make it say, 'Cow.' Which word changed?"

Chip: "Cow jumps." He touches the squares as he says the new sentence then points to the picture of Chip.

Billie: "Right. Chip is gone. Take him get a new square."

Chip: "Cow. This cow." He picks up the puts it on the new square.

Billie: "Good job! Touch each word as sentence for me."

Chip: "Chip jumps."

Billie: "You are right, this is 'jump.' You jumps." She takes his hand and touch first square. "Is this Chip on this

Chip: "No! Cow."

Billie: "Right! Now touch and say the

Chip: "Cow jumps."

Miss Billie has helped Chip compare his response to the stimulus. She quickly take it a step further and help him contrast his error with by saying, "If we want this to say Chip jumps, we have to here." Or she can let him show her. "What do we have to do in jumps?"

1

From a Silent Movie to a Talkie

A little boy with dark hair and big brown eyes looked around the room. He gripped his mother's hand while his father reassuringly touched the top of his head. At six years old, Chip had been brought to a new professional to try yet another intervention.

Chip didn't really "talk." He had difficulty understanding and expressing language, causing him to seemingly reside in his own world, surrounded by frustration, anger, and sadness. He rarely laughed—he seemed alone.

A thick file documented years of speech therapy, a variety of professional consultations, and individualized therapy to develop Chip's affect and engagement through play interaction. His history showed delayed language acquisition and a diagnosis of Autism Spectrum Disorder (ASD).

Despite extensive effort and small important successes, at six years old Chip had difficulty communicating his wants and needs with language. Often his frustration grew until either his behavior worsened or he retreated to his aloneness.

As Chip began first grade, his teachers and parents were desperate to help him. He had difficulty interacting with the children in his class, often sitting alone or demonstrating inappropriate behavior that caused the other children to avoid him. He had difficulty making friends and responding to instruction or verbal communication.




"Chip"



Common Core Notes

The standards allow for scaffolding and differentiation to help students with special needs develop the foundations for language comprehension and expression.

Talkies Teacher's Manual 132-2315 \$65.95

Talkies® Kit

This extensive kit provides the teaching materials, including toys, you need to implement Talkies® instruction in one-to-one, small-group, or classroom settings.



*Talkies is not intended to diagnose nor be an exclusive treatment for speech-language pathology and audiology disorders.

Talkies Kit

131-1015 \$425.95

Kit Components Available Separately:

Teacher's Manual	132-2315	\$65.95
Toys with Magic Bag	136-1017	69.95
Colored Felts Box (8)	136-1057	14.95
Word and Sentence Reference Book	136-1077	14.95
Talking Cards Box	136-1097	64.95
Magic Window (3)	136-1127	16.95
Magic Door (3)	136-1147	19.95
Picture to Picture Book	136-1167	30.95
Magic Stones with Magic Bag	136-1187	29.95
Picture to Picture Posters (25)	136-1237	63.95
Structure Word Boards (3)	136-1257	15.95
Picturing Vocabulary! Cards	136-1277	67.95
Picturing Vocabulary! Tracking Charts (3)	136-1297	37.95
Picturing Vocabulary! Book	136-1327	44.95
Large Picture Structure Word Cards	136-1347	15.95
Student Progress Charts	136-1247	14.95

"Talkies instruction is based on Paivio's theoretical model of cognition, Dual Coding Theory. Our extensive experience in language and literacy instruction supports Paivio's theory. Imagery is a sensory connection to language.

The role of Talkies is to bring the sensory information of imagery to a conscious level so it can then be accessed as a sensory tool and integrated with language to establish dual coding."

—Nanci Bell



"He said to me the other day, 'I like talking.'"

— A Parent

Choking hazard - small parts.
Not for children under 3 years.

Talkies Kit 131-1015 \$425.95

“Symbol Imagery is the ability to visualize letters in words....”

Seeing Stars[®]

Symbol Imagery for Phonemic Awareness,
Sight Words, and Spelling
by Nanci Bell

What is the Seeing Stars[®] program?

The Seeing Stars[®] program develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

Seeing Stars develops reading and spelling for your core or homeschool curriculum—and is highly effective as an intervention to develop reading skills for all ages of students. **Recent research validates that Seeing Stars instruction improves reading ability and is accompanied by changes in brain structure.**

Why teach the Seeing Stars program?

Seeing Stars instruction develops a primary underlying skill required for decoding, spelling, and reading fluency. **Teach beyond phonics and guided reading. Teach to a sensory-cognitive foundation of reading—symbol imagery—that develops all the component parts of reading: word attack, word recognition, and contextual fluency.**



Symptoms of Poor Symbol Imagery Include Weakness in:

- Memorizing sight words
- Rapid word attack
- Orthographic awareness
- Phonemic awareness
- Contextual reading fluency
- Orthographic spelling

The brain uses imagery to read and spell accurately.”

—Nanci Bell, *Seeing Stars: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling*

“The *automaticity* of symbol imagery allows for rapid processing and quick self-correction...and because the processing is not laborious and time consuming, an individual’s reading fluency is maintained and guessing is reduced.”

—Nanci Bell, *Seeing Stars*



Lindamood-Bell Professional Development Workshops

Join us for a highly interactive two-day introductory workshop. Our experienced Professional Development Presenters will instruct you in the steps of the Seeing Stars program.

All Workshops include:

- Teacher’s Manual
- Instruction in the steps of Seeing Stars
- Videos of student-instructor interactions
- Guided practice sessions
- Complimentary Lindamood-Bell Continuing Education Units (CEUs)
- University CEUs available

Visit our online Workshop schedule for dates, locations, and easy registration.

www.LindamoodBell.com



The Seeing Stars program is endorsed by the Council of Administrators of Special Education (CASE). CASE is an international professional educational organization which is affiliated with the Council for Exceptional Children,

whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society.



Learn steps to develop:

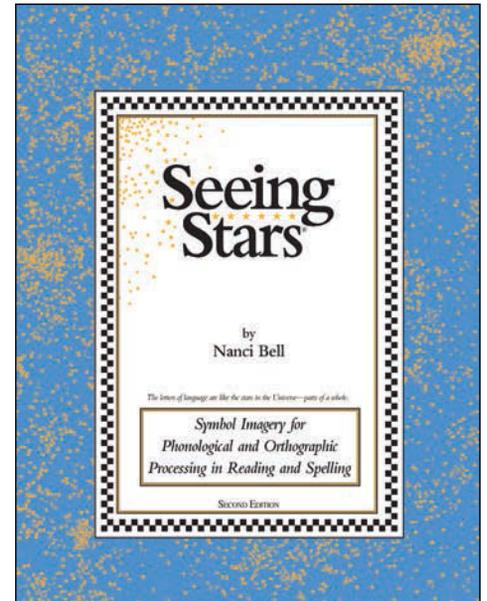
- **Phonics/Phoneme Awareness**
- **Orthographic Awareness**
- **Word Attack**
- **Reading Fluency**
- **Spelling**
- **Word Recognition**
- **Visual Memory**
- **Reading Comprehension**

Seeing Stars® Teacher's Manual

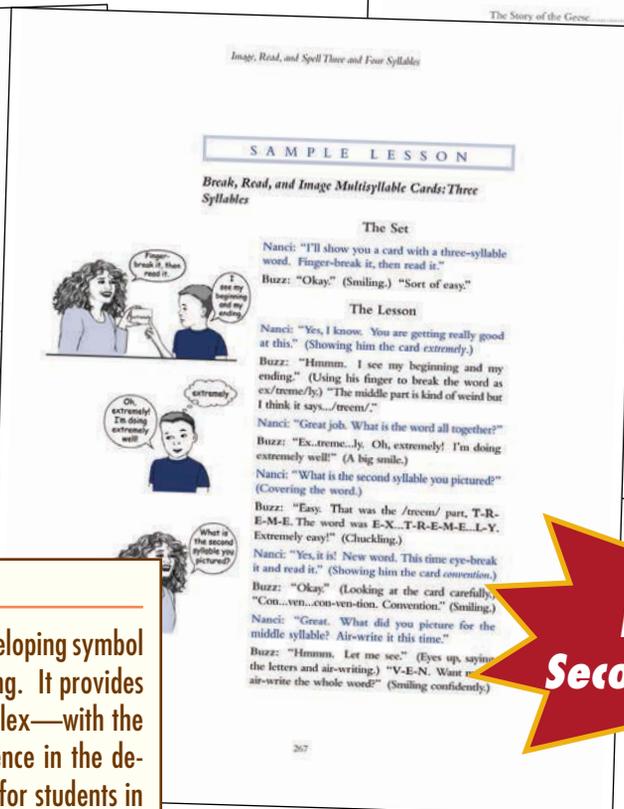
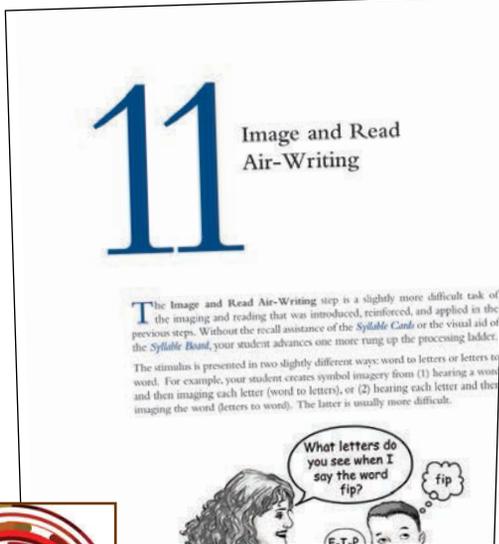
The Seeing Stars® Teacher's Manual details the theory and specific steps of Nanci Bell's Seeing Stars program. You will learn how to develop students' symbol imagery for orthographic and phonological processing—orthographic memory for word recognition and contextual fluency.

This revised Second Edition provides a new instructional sequence and steps to help guide teachers and students through the program. There are improved instructional summaries, increased instructional focus for developing high frequency sight words, and increased focus on multisyllable reading and spelling.

- **Develops symbol imagery for orthographic and phonological processing**
- **Extended sample lessons and illustrations**
- **Increased recommendations to apply Seeing Stars to classrooms and small groups**
- **Individual, group, and classroom instruction**
- **New research**



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Common Core Notes

Seeing Stars is a comprehensive approach in developing symbol imagery as a basis for the foundations of reading. It provides a sequential set of steps—from simple to complex—with the goal of developing automaticity and independence in the decoding process. It is provided developmentally for students in Pre-K to 2 and remedially for all students K to Adult.

**New,
Revised
Second Edition!**

Seeing Stars Teacher's Manual 102-1013 \$79.95

Seeing Stars® Kit

This newly updated kit provides the teaching materials you need to implement Seeing Stars® instruction in one-to-one, small-group, or classroom settings. A must-have!



“Perhaps some of you have experienced the frustration of teaching a phonetic processing approach, seeing students somewhat able to sound out unfamiliar words, but not seeing those word attack skills easily transfer to the development of sight words or accurate, fluent decoding in context or reading comprehension. If so, Seeing Stars is for you. Seeing Stars goes beyond phonics.”

—Nanci Bell

Seeing Stars Kit 101-1013 \$454.95

Kit Components Available Separately:

Teacher’s Manual	102-1013	\$79.95
Consonants and Vowels Cards	106-7035	44.95
Sounds and Symbols Charts (30)	106-7315	10.95
Syllable Cards (Set of 2500)	106-7285	339.95
Syllable Cards / Star Words Charts (30)	106-7255	14.95
Star Words Set 1 (1-500)	106-7335	54.95
Star Words Set 2 (501-1000, <i>not included in kit</i>)	106-7355	54.95
1000 Star Words Lists (10)	106-7385	14.95
Syllable Boards	106-7085	33.95
Prefixes and Suffixes Cards	106-7015	34.95
Visual Spelling Charts (30)	106-7415	11.95
Student Progress Charts (30)	106-7025	14.95
Colored Felt Squares	106-7513	24.95



“For the first time in his life, confidence and calm behavior has replaced fearful and indifferent behavior. He told me last week, ‘Mom, it is a miracle! I can read so much better.’”

— Kimberley, A Parent

Seeing Stars Kit 101-1013 \$454.95

Seeing Stars® Decoding Workbooks

Students need a **LOT** of decoding practice to develop fluent word attack and word recognition skills. **The Seeing Stars® Decoding Workbooks provide excellent and extensive decoding practice for both classroom and clinical settings.**

From simple single syllables to multisyllables, the decoding workbooks provide word attack practice and experience with orthographic patterns.

The workbooks also include Star Words in order to integrate word attack, word recognition, and paragraph reading.

- **Leveled decoding lists**
- **Orthographic patterns**
- **Spelling practice**
- **Leveled contextual reading**
- **Common affixes**
- **Multisyllable breaking strategies**



“My daughter entered the program hating to read. Now I sometimes catch her at 2 a.m. reading under her covers, and even took a book away as a punishment once.”

— A Mother

SEEING STARS

★ ★ ★ **1** ★ ★ ★ CCVCC

Date: _____

Reading Score: <u>20</u> - 1. slats - 11. spist - 2. flisp - 12. slangs - 3. stacked - 13. shrets - 4. dreamed - 14. scarfs - 5. flamp - 15. shreds - 6. storms - 7. glazed - 8. brunch - 9. skits - 10. slings	Spelling Score: <u>10</u> - 1. _____ - 2. _____ - 3. _____ - 4. _____ - 5. _____	Star Words (201 through) 1. add 2. food 3. last 4. keep 5. stop
--	--	---

★ ★ ★ **5** ★ ★ ★ CVC short vowels, tch, and final e (one change)

Reading Score: <u>20</u> - 1. mam - 11. dish - 2. mum - 12. dash - 3. mim - 13. dush - 4. mem - 14. dutch - 5. met - 15. dotch - 6. mesh - 16. botch - 7. metch - 17. notch - 8. fetch - 18. nom - 9. fitch - 19. dom - 10. ditch - 20. dome	Spelling Score: _____ - 1. _____ - 2. _____ - 3. _____ - 4. _____ - 5. _____ - 6. _____ - 7. _____ - 8. _____ - 9. _____ - 10. _____
---	---

★ Sentences:
 1. Poe live
 2. Who is F
 3. _____
 4. _____

★ ★ ★ **4** ★ ★ ★ 2 syllables with ly, ful, and le

Date: _____

Pencil Break and Read <u>20</u> - 1. gladly - 11. marble - 2. ikful - 12. lively - 3. thankful - 13. gobble - 4. drinkly - 14. starble - 5. garble - 15. oodly - 6. useful - 16. fateful - 7. pimple - 17. lonely - 8. sadly - 18. ruffle - 9. crackle - 19. lovely - 10. stargle - 20. grateful	Spell and Image <u>10</u> - 1. _____ - 2. _____ - 3. _____ - 4. _____ - 5. _____ - 6. _____ - 7. _____ - 8. _____ - 9. _____ - 10. _____	Special Practice Say, see, and air-write: 1. tle 2. ple 3. zle 4. kle 5. cle 6. fle 7. ble 8. ly 9. gle 10. ful
---	---	---

★ Read, visualize, and write what might happen next: The white horse ran quickly through the green field. He jumped a fence and trotted over to the lonely little boy. The red-haired boy had tears in his eyes.

★ Sentences:
 1. Who is Bib?
 2. I have an itch on each toe.
 3. The cat will use the red dish.
 4. Their Bib is over there.
 5. _____

Workbook 1	102-5065	\$9.95
Workbook 2	102-5095	each
Workbook 3	102-5125	
Workbook 4	102-5155	
Workbook 5	102-5185	
Workbook 6	102-5215	
Set of six	102-5037	\$45.95

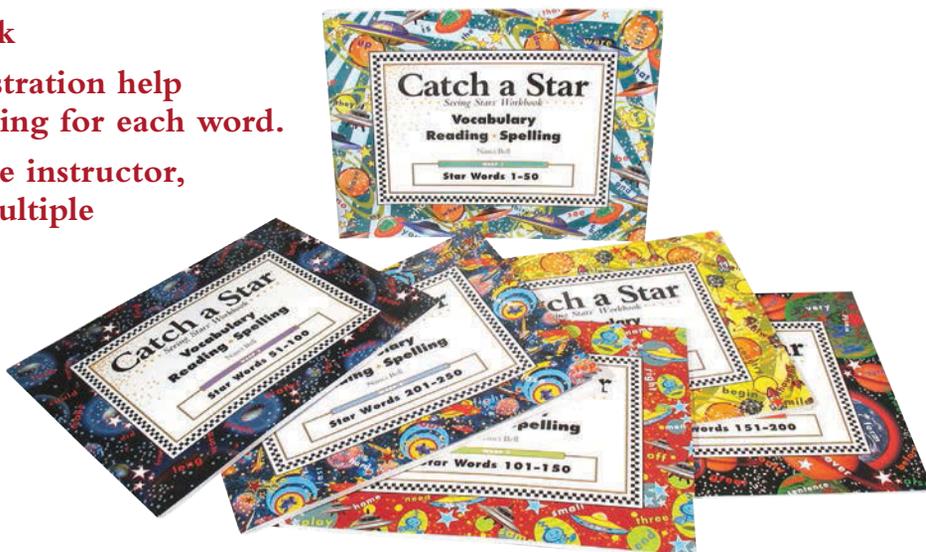
Catch a Star® Workbooks for Vocabulary/Reading/Spelling

The Catch a Star® Workbooks are an exciting companion to the Seeing Stars® program! These six workbooks help students grasp the meaning of the most commonly used words in English and develop sight word recognition and spelling skills.

This is an excellent resource for all children, including those who are language delayed or learning English as a second language.

Each workbook moves students sequentially through 50 Star Words.

- 50 Star Words per workbook
- Five sentences and one illustration help students visualize the meaning for each word.
- Each word is defined for the instructor, with multiple entries for multiple meanings.
- Students practice saying, tracing, finger-writing, and writing each word.



SEEING STARS

Date: _____

can

to have the ability to do something

- 1 Ivan can run.
- 2 Ivan can jump.
- 3 Ivan can sleep.
- 4 Ivan can eat and eat and eat.



Ivan can eat a big cake in one bite.

Trace the word:

Finger-write the word:

Write the word:

can

Use the word in your own sentence:

can



Workbook 1	102-4055	\$9.95
Workbook 2	102-4085	each
Workbook 3	102-4105	
Workbook 4	102-4135	
Workbook 5	102-4165	
Workbook 6	102-4195	
Set of six	102-4025	\$45.95

Seeing Stars® Support Kit

This companion kit is essential for teachers working with students in multiple grade levels and with diverse learning profiles and needs.

The Seeing Stars® Support Kit includes supplemental materials not found in the Seeing Stars Kit. It gives you the range of decoding levels and resources you need to help differentiate and scaffold instruction. Included are the full sets of the Decoding Workbooks (over 4300 words) and Catch a Star® Sight Word and Vocabulary series (300 words). You'll also get over 300 multisyllable words in the Multisyllable Practice Box to help students reinforce decoding and fluency skills.

- Six Decoding Workbooks, spanning CV/VC to multisyllabic words
- Six Catch a Star Workbooks, spanning sight words 1-300
- Multisyllable Practice Box
- Student Star Words Boxes
- Five sets of Colored Squares
- 50 Star Word Practice Cards
- 50 Student Response Forms
- 100 Magic Stones and a Magic Stones bag



Seeing Stars Support Kit 101-1025 \$169.95

Multisyllable Practice Box

The Seeing Stars® Multisyllable Practice Box develops phonological and orthographic processing for reading and spelling multisyllable words. It teaches basic prefixes and suffixes, multisyllable decoding, and multisyllable imagery.

There are 320 multisyllable words from two to five syllables, with 47 basic affixes (15 prefixes and 32 suffixes) to give students practice breaking and decoding multisyllable words.

- **Two- to five-syllable words**
- **Real and nonwords to strengthen phonological awareness and orthographic processing**
- **15 prefixes and 32 suffixes**
- **320 multisyllable words**
- **Tabbed dividers to organize cards, track students progress, and prevent repetition**

“Intact single syllable processing doesn’t guarantee intact multisyllable processing. Though multisyllables are single syllables put together, direct instruction and stimulation are needed to ensure reading accuracy and self-correction.”

—Nanci Bell



“By the end of the program, she had progressed from a first-grade level to a fifth-grade level in reading.”

— Owen, *A Father*



Multisyllable Practice Box 107-8015 \$34.95

Seeing Stars® My Star Words Student Boxes

My Star Words Boxes have dividers for slow (snail), medium (bike), fast (jet), and graduate words to track a student's memory for sight words. Watch as your students move their "snails" to "jets!"

- Set of four individual boxes for 3" x 5" cards
- Tabbed dividers to track student progress in memorizing sight words



“Orthographic coding—representing a printed word in memory and accessing the whole word—is symbol imagery, and it helps one to become aware of the common spelling patterns that exist in language. This ability is needed to recall basic sight vocabulary for reading and spelling.”

—Nanci Bell

“We never anticipated her progress would be so quick and astonishing. Her reading improved from not even being able to sound out the first letter of a word to being an avid reader.”

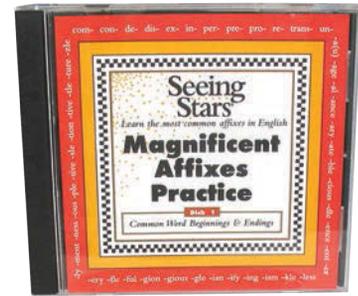
—Nate, A Father

My Star Words Boxes 107-8115 \$23.95

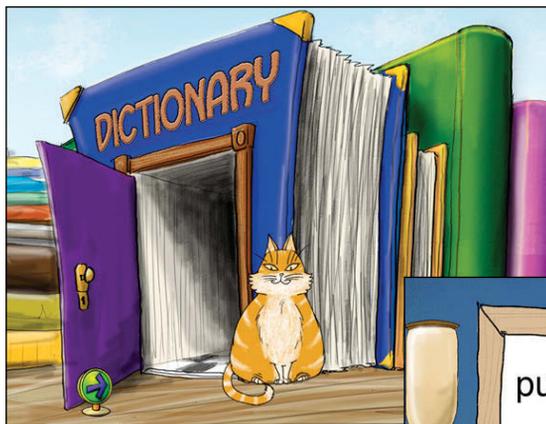
Magnificent Affixes CD

Seeing Stars Magnificent Affixes CD develops instant recognition for common prefixes and suffixes. Annie the Cat is the guide throughout this creative CD. A must-have for individual or group practice!

By imaging the affixes, students learn to quickly read and spell multisyllable words. Challenging games keep students engaged.

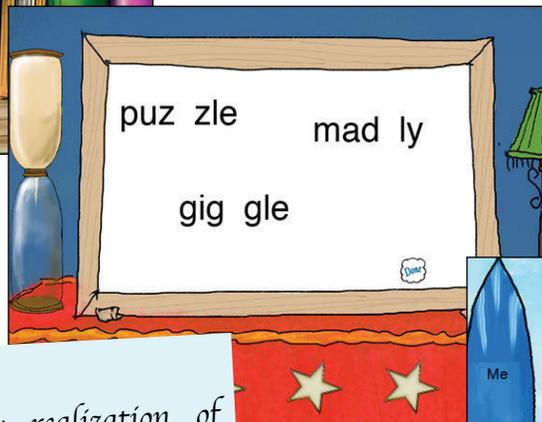


- Provides practice for more than 40 affixes
- Bonus round following affix practice
- Variable speed settings
- Recording of students' progress, including reports for the instructor
- Activities to reward students as they progress



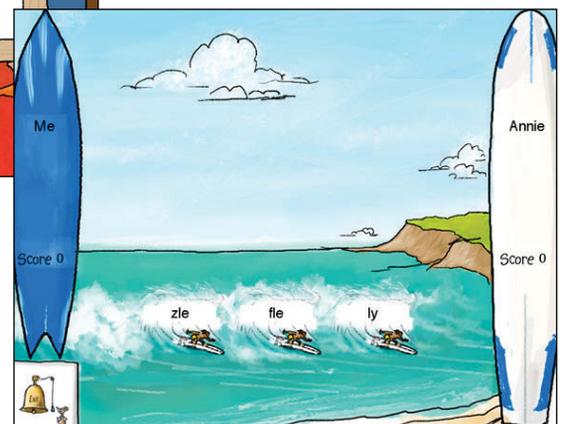
"Seeing Stars progresses into multisyllables by teaching affixes as imaged chunks, then sequencing sounds and letters at the multisyllable level, concluding with applying the imagery to reading and spelling multisyllable words."

—Nanci Bell



"John developed a new realization of himself, more self-esteem, more confidence, and even admitted reading and learning are 'more fun now'."

— Geoff, A Father



We cannot guarantee that this software will run on all computers.
Compatible with Windows 98SE through XP (not on Vista, 7, or 8)
Compatible with Mac OS 9 through OS X version 10.6

Magnificent Affixes 103-2105 \$24.95

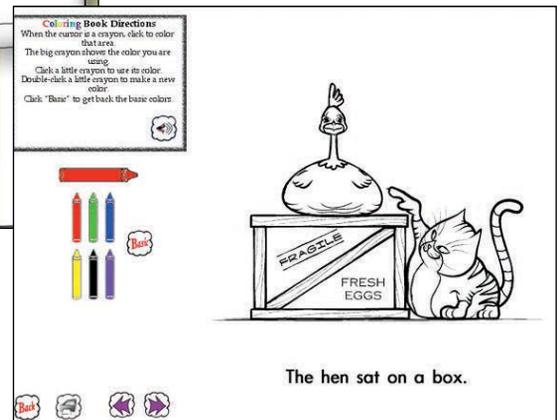
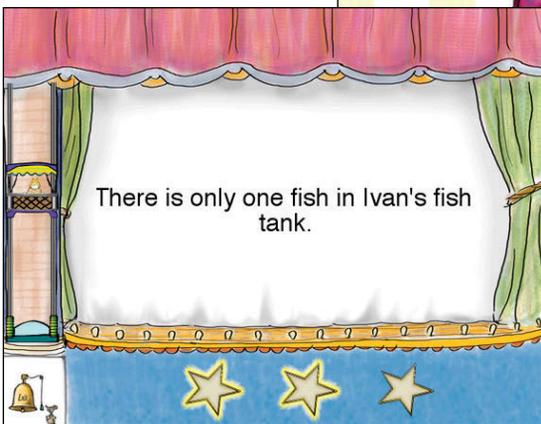
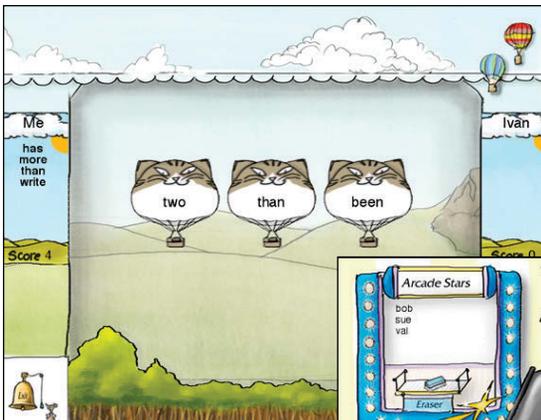
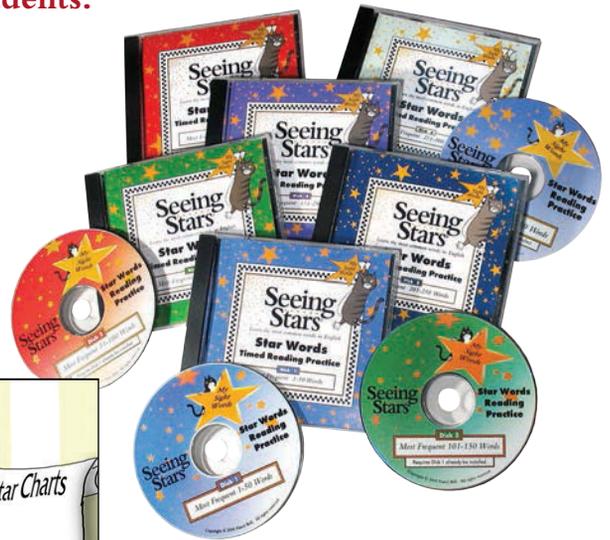
Star Words Timed Practice CDs

Play and practice in Ivan's arcade! The Star Words Timed Reading Practice CDs help students memorize the most commonly used words in English for instant recognition in contextual reading.

Answers are recorded according to speed and accuracy. Student progress is monitored, rewarded, and recorded for the teacher or parent. Great for individual or group instruction!

- Each disk has 50 of the most frequently used words in English.
- Bonus rounds test word recognition within sentences.
- Rewards for student practice, including a coloring book!
- Timed progress allows for monitoring and printable reports for teachers.
- Teacher can set variable speed settings.
- A variety of fun arcade interfaces engages students.
- It is an excellent progress monitoring tool.

SEEING STARS



We cannot guarantee that this software will run on all computers.

Compatible with Windows 98SE through XP (not Vista, 7, or 8)

Compatible with Mac OS 9 through OS X version 10.6

*Disk 1 must be installed to run disks 2-6.

Disk 1*	103-2025	\$29.95
Disk 2	103-2035	18.95
Disk 3	103-2045	18.95
Disk 4	103-2055	18.95
Disk 5	103-2065	18.95
Disk 6	103-2075	18.95
Set of six	103-2015	89.95

Seeing Stars® Ivan's Sight Word Diner

Ivan's Sight Word Diner is a unique serving of flash-card fun to teach children to read, visualize, and memorize sight words. The menu includes flash cards for the first 200 Star Words: the most common words in English!

Sentences and an illustration are on the back of each flash card to develop word meaning and concept imagery. **A must-have for beginning readers and English Language Learners!**

The Diner includes the box of Star Words and a My Star Words box.

- 200 Star Words on easy-to-read flash cards
- Contextual sentences to reinforce meaning
- Dividers for slow, medium, fast, and graduate words
- Phrase and sentence cards to reinforce sight words
- Ideal for emerging readers



Ivan's Sight Word Diner 107-8045 \$34.95

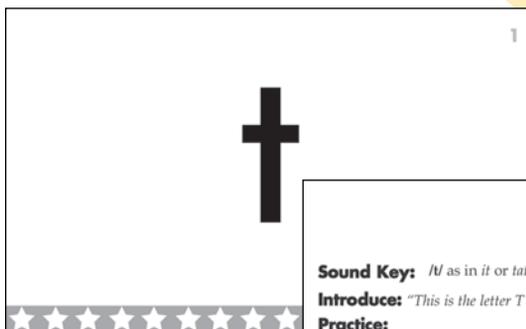
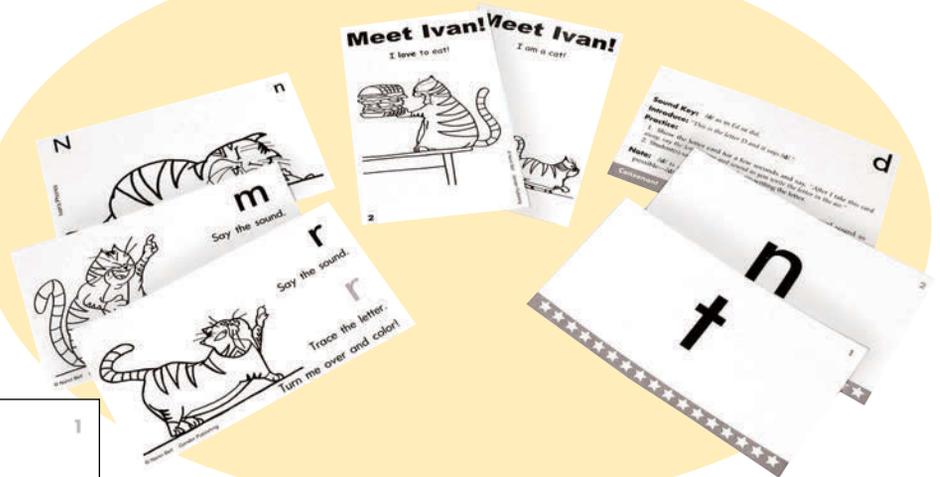
Ivan's Phonics Sounds and Letters Cards

Ivan's Phonics Sounds and Letters Cards introduce and reinforce sounds and letters in the English language. Students learn to image and recognize letters and their sounds, leading to facility in decoding and spelling.

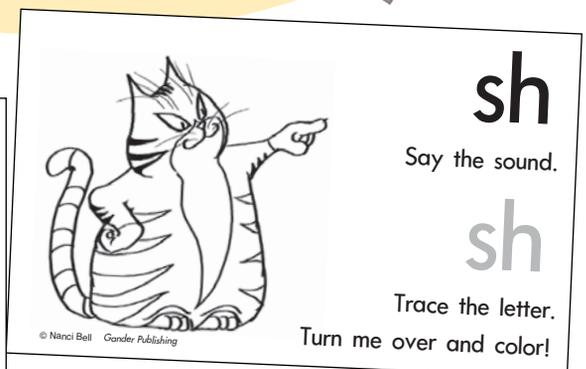
These 42 basic single letter sounds and sound/letter combinations develop a solid base for forming and decoding words.

Ivan's Phonics Sounds and Letters Cards box has dividers with tabs to track student progress. **A must-have for early literacy and English Language Learners!**

- Reinforces the basic sounds and letters that make up the most commonly used words in the English language
- 42 Sounds and Letters Cards
- Sound Keys to aid pronunciation
- Ivan coloring cards for fun and practice
- Lesson instructions on card backs



Sound Key: /t/ as in it or tat.
Introduce: "This is the letter T and it says /t/."
Practice:
 1. Show the letter card for a few seconds and say, "After I take this card away, say the letter name and sound as you write the letter in the air."
 2. Student(s) says, "T - /t/" while air-writing the letter.
Note: /t/ is an unvoiced sound to be extended and said without a vowel sound—/t/ not /tuh/.
Consonant Ivan's Phonics Neighborhood Gander Publishing © Nancy Bell 2003



Ivan's Phonics 107-8075 \$34.95

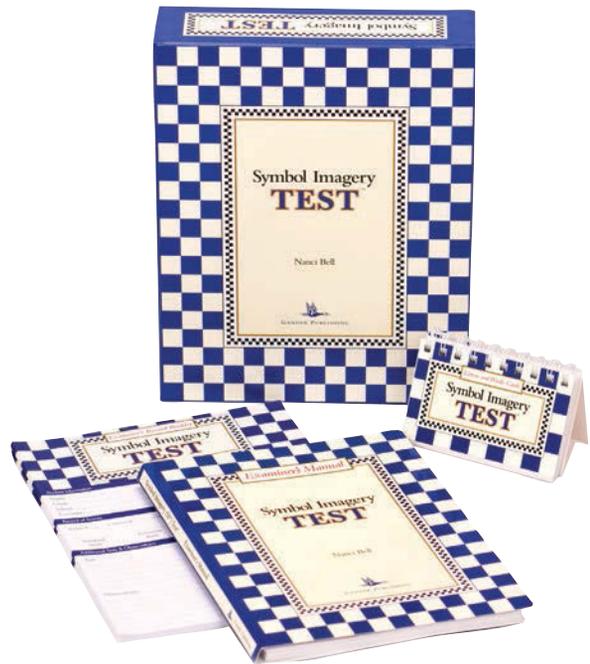
Symbol Imagery (SI) Test

The new Symbol Imagery (SI) Test is a standardized, norm-referenced test designed to measure a student's symbol imagery for sounds and letters within words.

Symbol imagery is the ability to create mental imagery for the sounds and letters within words. It develops both phonological and orthographic processing, and it is essential to the development of word attack, word recognition, spelling, and accurate, fluent contextual reading. It is ideal for progress monitoring.

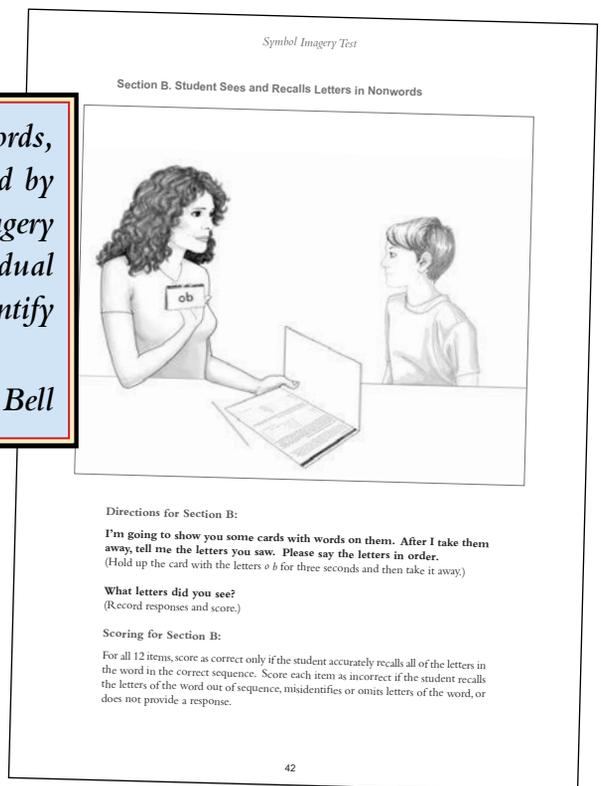
The SI Test results show large to very large correlations with measures of...

- **Phonemic awareness**
- **Word attack**
- **Word recognition**
- **Spelling**
- **Paragraph-reading fluency and comprehension**



“Symbol imagery is a silent partner in reading and spelling words, yet this powerful source of sensory input is not easily accessed by everyone because there are individual differences in symbol imagery ability. The Symbol Imagery Test measures these individual differences and provides you, the examiner, the ability to identify an essential factor related to competency in literacy.”

—Nanci Bell



The SI Test Kit includes: Examiner's Manual, Examiner's Record Booklets, and Letters and Words Cards, in a sturdy storage box.

Examiner's Manual	104-1120	\$114.95
Examiner's Record Booklets (25)	104-1130	69.95
SI Test Complete Kit	104-1110	\$179.95

“For students who lack phonemic awareness...”



What is the LiPS® Program?

The Lindamood–Phoneme Sequencing® (LiPS®) Program develops phonemic awareness, reading, spelling, and speech. Through a process of self discovery, students explore the physical movements that are involved in producing sounds, learning to hear, see, and feel the physical characteristics (oral–motor feedback). This feedback enables students to verify sounds within words and to become self-correcting in reading, spelling, and speech.

The LiPS Program is beneficial in early literacy, remedial, or intensive intervention settings for students with weak or undeveloped phonemic awareness that negatively impacts progress in decoding skills.

Why teach the LiPS® Program?

The LiPS® Program teaches students to discover and label the oral–motor movements of phonemes. The established articulatory feedback enables students to **verify** the identity, number, and sequence of sounds in simple, complex, and multisyllable words. This sensory–cognitive function of phoneme awareness is applied to reading, spelling, and speech. The LiPS Program is unparalleled in helping students with severely undeveloped phonemic awareness!



Symptoms of Poor Phonemic Awareness Include Weakness in:

- Recognizing sameness/difference of phonemes
- Discriminating the identity, number, and order of sounds within words
- Blending sounds
- Word attack
- Spelling
- Syllabication

phonics information and rules appear to have no logic.”

—Patricia C. Lindamood & Phyllis D. Lindamood, *The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech*

“The contribution of the LiPS® Program is the development of an oral-motor, visual, and auditory feedback system that enables *all* students to *prove* the identity, number, and order of phonemes in syllables and words. *It is more basic and more extensive than traditional phonics programs.*”

—Patricia C. Lindamood & Phyllis D. Lindamood, *LiPS*



Lindamood-Bell Professional Development Workshops

Join us for a highly interactive three-day introductory workshop. Our experienced Professional Development Presenters will instruct you in the steps of the LiPS Program.

All Workshops include:

- Teacher’s Manual
- Instruction in the steps of LiPS
- Videos of student-instructor interactions
- Guided practice sessions
- Complimentary Lindamood-Bell Continuing Education Units (CEUs)
- University CEUs available

Visit our online Workshop schedule for dates, locations, and easy registration.

www.LindamoodBell.com



“Both his reading and writing ability changed remarkably. The repetition, the focus on specific skills, the rigor to change the patterns in the brain, all helped.”

— JC, Parent



Learn steps to develop:

- Phonemic Awareness
- Reading Accuracy
- Pronunciation
- Speech
- Reading Fluency
- Spelling
- Sequencing Sounds in Words
- Writing Skills

LiPS[®]

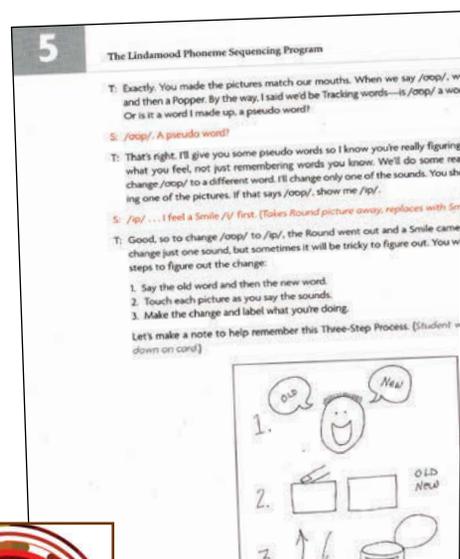
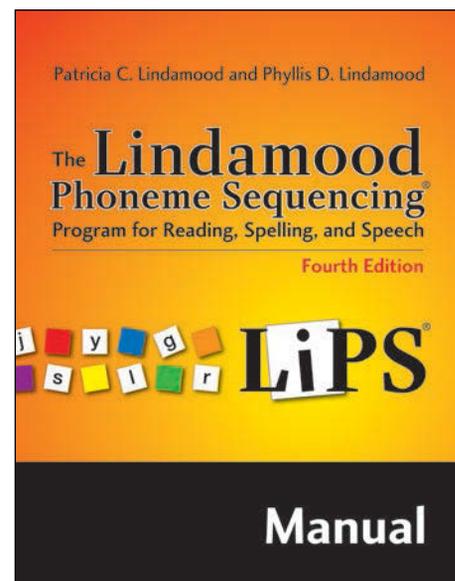
Teacher's Manual

The Lindamood Phoneme Sequencing[®] (LiPS[®]) Program manual provides the theory and specific steps to develop phonemic awareness and apply that sensory-cognitive function to reading, spelling, and speech.

The manual describes the important questioning techniques that stimulate articulatory feedback for verifying sounds within words. LiPS identifies and classifies speech sounds as related units, labeling the articulatory feedback for application to phoneme sequencing tasks.

The LiPS manual covers the sequential steps of the program, and includes:

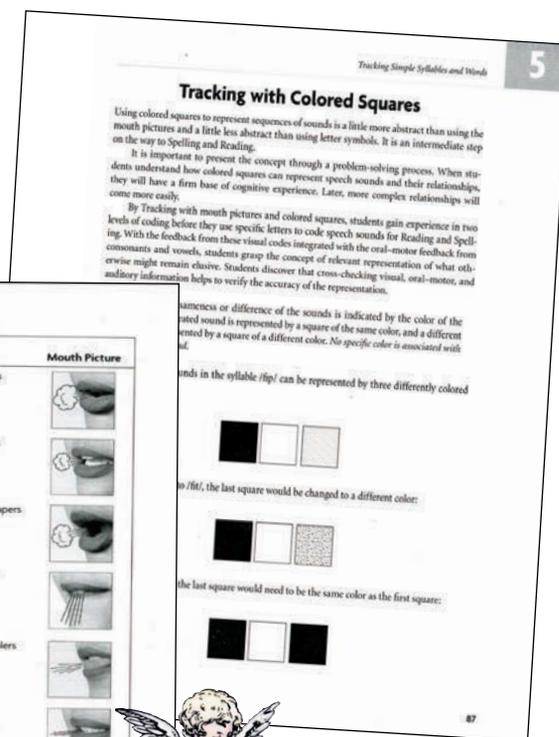
- Labeling consonants and vowels
- Tracking simple syllables and words
- Basic spelling and reading
- Tracking complex syllables and words
- Tracking multisyllabic words



3

The Brothers/Pairs

Unvoiced Sound ("Quiet")	Voiced Sound ("Noisy")	Label	Mouth Picture
/p/	/b/	Lip Poppers	
/t/	/d/	Tip Tappers	
/ʃ/	/ʒ/	Tongue Scrapers	
/f/	/v/	Lip Coolers	
/tʃ/	/dʒ/	Tongue Coolers	
/h/	/ɦ/	Skinny Air	
/hʌ/	/zʌ/	Fat Air	
/fʌ/	/vʌ/	Fat-Pushed Air	



Common Core Notes

The standards emphasize a systematic approach to developing reading proficiency by second grade. The LiPS Program effectively addresses the foundational skills of Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.



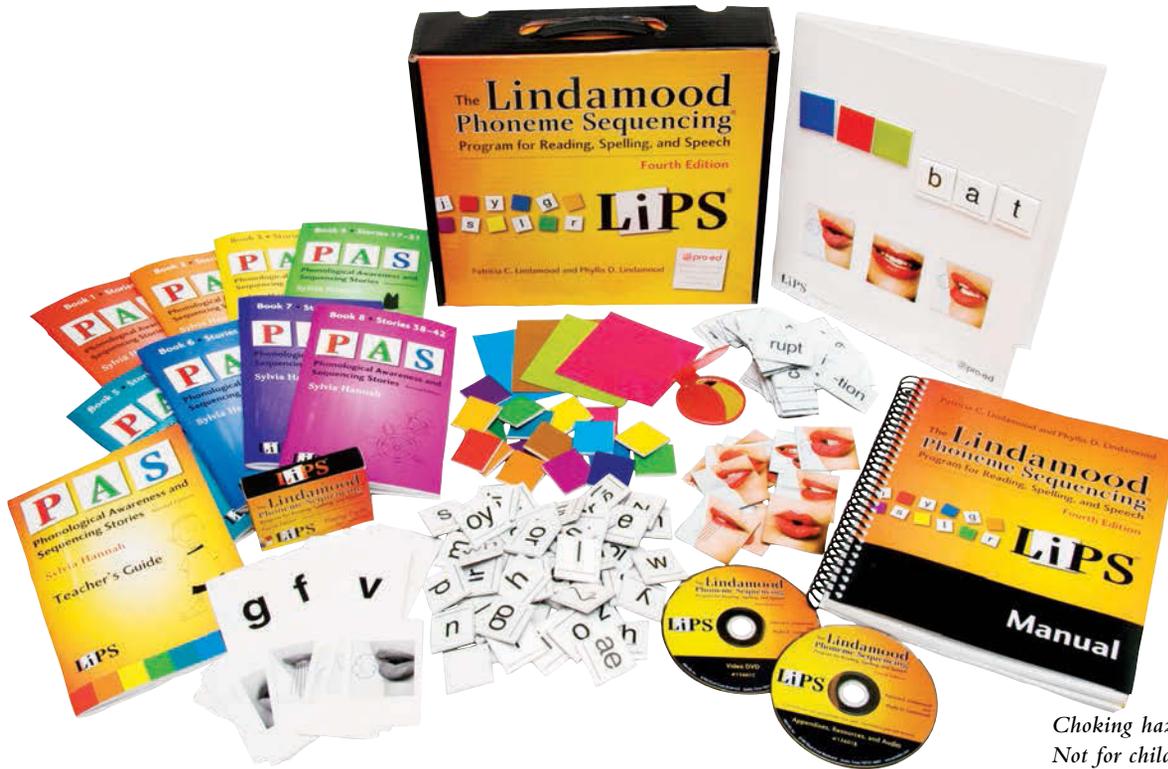
"I know I have made a difference and Lindamood-Bell has helped us make a difference for those students."

— A Teacher

LiPS Manual 142-3061 \$130.95

LiPS[®] Kit

This kit provides the teaching materials you need to implement LiPS[®] instruction in one-to-one, small-group, or classroom settings.



Choking hazard - small parts.
Not for children under 3 years.

“The purposes of labeling the sounds are a) to crystallize or clinch the most critical motor features of sounds, helping students to visualize what they’re feeling, and b) to enable you and your students to communicate precisely about sounds within words—what sounds are where in a word.”

—Patricia C. Lindamood & Phyllis D. Lindamood

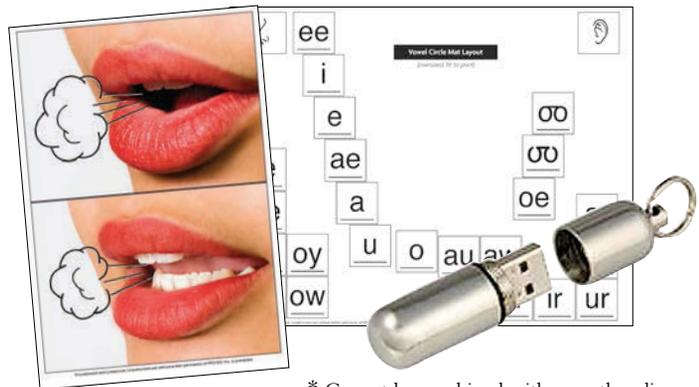
LiPS Kit

141-2011 \$444.95

Kit Components Available Separately:

Teacher’s Manual	142-3061	\$130.95
Small Colored Magnets (21)	146-2011	34.95
Large Colored Magnets (4)	146-2021	20.95
Letter Magnets (60)	146-2031	58.95
Mouth Picture Magnets (15)	146-2041	24.95
Syllable Magnets (60)	146-2051	48.95
Magnetic Board	146-2061	30.95
Playing Cards	146-2071	28.95
Folding Mirror	146-2091	2.95
P.A.S. Books (set of 8)	352-3335	94.95
P.A.S. Teacher’s Guide	352-3305	28.95
Large Mouth Pictures (Not available in kit)	147-3021	40.95

The LiPS Stick contains digital versions of manipulatives and reproducible resources.



* Cannot be combined with any other discount.

LiPS Kit	141-2011	\$444.95
LiPS Stick	147-3011	\$199.95
LiPS Kit and LiPS Stick*	141-1111	\$544.95

“ For individuals who get math, the language of numbers

On Cloud Nine[®]

Visualizing and Verbalizing for Math
by Nanci Bell & Kimberly Tuley

What is the On Cloud Nine[®] program?

The On Cloud Nine[®] (OCN[®]) program develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation.

On Cloud Nine is effective for elementary math instruction or as an intervention for students of any age or grade level who are experiencing difficulty in math or not performing to their potential.

Instruction starts with the primary tasks of counting, adding, and subtracting, and progresses through computation with decimals and fractions.

Why Teach the On Cloud Nine program?

On Cloud Nine instruction uses concrete manipulatives, mental imagery, and language to establish comprehension of the essential concepts needed to reason and problem-solve with mathematics. **Teach beyond rote memorization of math facts and operations.**



Symptoms of Poor Math Awareness Include Weakness in:

- Learning math family facts
- Grasping mathematical relationships
- Following proper mathematical operations
- Solving word problems
- Estimating numerical values
- Higher level math

turns into imagery and they see mathematical relationships.”

—Nanci Bell and Kimberly Tuley, *On Cloud Nine: Visualizing and Verbalizing for Math*

“*Math is thinking with numbers, imagery, and language; reading is thinking with letters, imagery, and language. Both processes require the integration of language and imagery to assist in the foundational and application processes.*”

—Nanci Bell and Kimberly Tuley,
On Cloud Nine



Lindamood-Bell Professional Development Workshops

Join us for a highly interactive two-day introductory workshop. Our experienced Professional Development Presenters will instruct you in the steps of the On Cloud Nine program.

All Workshops include:

- Teacher's Manual
- Instruction in the steps of On Cloud Nine
- Videos of student-instructor interactions
- Guided practice sessions
- Complimentary Lindamood-Bell Continuing Education Units (CEUs)
- University CEUs available

Visit our online Workshop schedule for dates, locations, and easy registration.

www.LindamoodBell.com



“Students in my classroom have gone through the program... amazing differences. Students now have confidence in their math. One student who avoided work as much as possible before is now at a B+.”

— 8th Grade Teacher



Learn steps to develop:

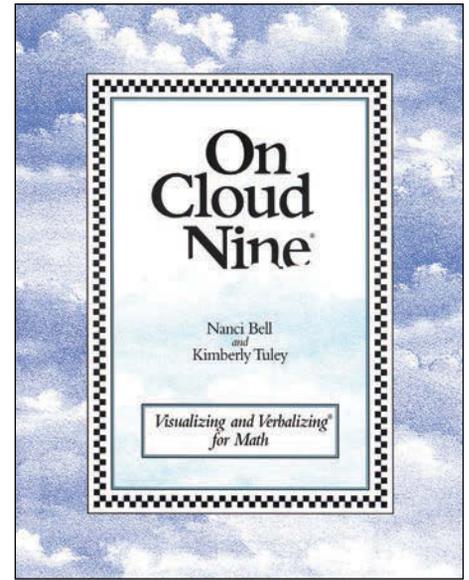
- **Mastering Math Facts**
- **Grasping Mathematical Concepts**
- **General Computation**
- **Word Problem Solving**
- **Higher Math Skills**
- **Math Operations Skills**
- **Estimating Ability**

On Cloud Nine® Teacher's Manual

The On Cloud Nine® (OCN®) manual provides theory and specific steps to develop numeral imagery and concept imagery for math computation and reasoning.

The manual describes the important questioning techniques to move from concrete manipulatives to imagery and computation for basic number concepts through decimals, fractions, and word problems. OCN is highly effective for classroom, small group, and one-on-one instruction.

- **Imaging numerals**
- **Imaging the number line**
- **Addition and subtraction family facts**
- **Word problems**
- **Place value**
- **Jumping, carrying, and borrowing**
- **Multiplication and division**
- **Decimals and fractions**



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Summary: Step 4

Subtraction Family Facts

Goal: To develop the dual coding of imagery and language to a conscious level for understanding and memorizing the subtraction facts from one through ten.

1. **Discovering the Family Facts with the Family Fact Sheets**
 - a. Student(s) explores concept and language for subtraction.
 - b. Student(s) discovers with cubes, beginning with ten, the facts within the number family.
 - c. Student(s) verbalizes and writes the equation.
 - d. Student(s) discovers that adding and subtracting are twins in the same family.
 - e. Student(s) discovers that adding the family facts can check subtraction.
 - f. Teacher/student(s) dialogue:
 - Teacher says, "If I begin with ____ and take all of them away, I have ____ left."
 - Teacher says, "If I take what I have left and add it to the number I took away, I will get what I started with."

The Subtraction Family Facts

$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$

"What is the second number you saw?"

"What if I said to you five minus what number equals two? Can you see it in your imagery, and tell me the number?"

Lesson

Kim: "I'll show you this card and then I'll take it away...and you say and write in the air the whole equation. Ready! Here's your first one." (Holding up the card: $5 - 3 = 2$.)

Tory: "Easy. I can see it in my imagination. Five minus three equals two." (Saying and air-writing numbers and signs.)

Kim: "Right. What is the second number you saw?"

Tory: "OK. We did this with addition. Three."

Kim: "Right again. What is the last number you saw?"

Tory: "Easy. The two."

Kim: "Right again. So, if I said five minus equals...what number would you see in your imagination and say to me?"

Tory: "Two!"

Kim: "Perfect. What if I said to you, what number equals two? Can you see it in your imagery, and tell me the number?"

Tory: "Easy again. It is the three. I can do a whole equation."

Kim: "Perfect again. Write it on paper for me if you do some more."

Tory: "OK." (Writing $5 - 3 = 2$.)

Kim: "Great. Now, here's some more fun to do. If you know that five minus the two, then you also know what five minus equals. Right?"



"My favorite part of OCN is the imaged number line! It has helped me count up and down by 2's and 5's a lot better."
— A Student

Common Core Notes

Explicit instruction in concept imagery for math increases conceptual understanding, fluency, and application.

On Cloud Nine® Math Kit

The extensive On Cloud Nine®: Visualizing and Verbalizing for Math Kit has everything you need to develop the underlying math concepts for reasoning and problem solving with numeral and concept imagery.

A must-have for math teachers!



Choking hazard - small parts.
Not for children under 3 years.

ON CLOUD NINE

OCN Kit	161-3015	\$425.95
Kit Components Available Separately:		
Teacher's Manual	162-3035	\$65.95
Family Fact Sheets: Addition, Subtraction, Multiplication, and Aunts & Uncles (30 of each)	166-3185	94.95
Family Fact Cards: Addition, Subtraction, Multiplication, and Aunts & Uncles	166-3155	68.95
Cloud Triangle Cards	166-3095	29.95
Instructor's Unifex® Numberline	166-3275	55.95
Cardboard Numberline (5)	166-3245	59.95
Unifex® Cubes (100)	166-3065	29.95
Doubles Cards	166-3125	21.95
Numeral Imagery Cards	166-3215	35.95
Place Value Cards (5)	166-3365	17.95
Word Problem Rules (30)	166-3395	19.95
Pizza and Rug Fractions and Decimals Set (3 paper pizzas and 22 transparencies)	166-3335	66.95
Student Progress Charts	166-3305	14.95



"For the first time, I can see the relationships between numbers...all the patterns I never saw before. Math isn't scary anymore."
— Dakota, 9th Grade Student



OCN Kit 161-3015 \$425.95

Symbol Imagery (SI) Test

Ages: 6 and above Administration: Individual
Testing Time: 10-15 minutes Norm-referenced

The Symbol Imagery (SI) Test is a standardized, norm-referenced test designed to measure a student's symbol imagery for letters in both random and orthographically regular combinations. The primary purpose of the SI Test is to determine whether a student needs explicit remediation of a symbol imagery deficit as part of his or her overall reading intervention. The SI Test was normed on a national sample of over 1,000 individuals. Its results show large to very large correlations with other respected tests of literacy skills, most notably those measuring word reading and spelling, and reading rate, accuracy, and fluency.



Kit includes: Examiner's Manual, 25 Examiner Record Booklets, and Letters and Words Cards.

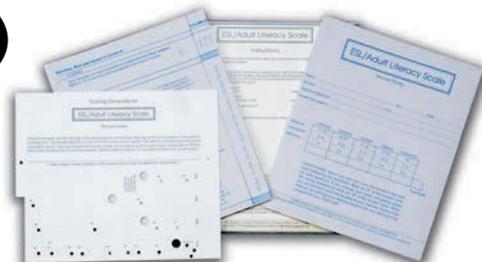
Kit 104-1110 \$179.95
Examiner's Manual 104-1120 114.95
Examiner's Record Booklets (25) 104-1130 69.95

ESL Literacy Scale (ELS)

Ages: 16 through Adult Administration: Group
Testing Time: 15-20 minutes

The ELS is an assessment tool for quickly identifying the appropriate starting level for ESL and literacy instruction. It was developed and field-tested over a five-year period with adult school students of many backgrounds, including Hispanic, Asian, Middle Eastern, and European. Subtests include Listening Comprehension, Grammar, Life Skills, Reading Comprehension, and Composition.

Kit includes: 25 Testing Booklets, Plasticized Administration & Instruction Card, and Plasticized Scoring Template.



- Places students in **Beginning, Intermediate, or Advanced ESL class levels**
- **Brief individual screening prior to group administration**

Kit 404-5205 \$29.95
Booklets 404-5215 7.95
Card Template 404-5225 7.95

Test of Early Reading Ability (TERA-3)

Ages: 3-6 through 8-6 Administration: Individual
Testing Time: 30 minutes Norm-referenced

A unique, direct measure of the reading ability of young children ages 3-6 through 8-6. Rather than assessing children's "readiness" for reading, the TERA-3 assesses mastery of early developing reading skills. This new edition has been redesigned to provide three subtests: Alphabet (measuring knowledge of the alphabet and its uses), Conventions (measuring knowledge of the conventions of print), and Meaning (measuring the construction of meaning from print). Standard scores are provided for each subtest. An overall reading quotient is computed using all three subtest scores.

Kit includes: Examiner's Manual, two Picture Books (Form A and Form B), and two packets of Profile/Examiner Record Forms, in a sturdy storage box.

Kit 354-6355 \$315.95
Form A Record Forms (25) 354-6385 36.95
Form B Record Forms (25) 354-6415 36.95



Gifted and Talented Evaluation Scales (GATES)

Ages: 5-0 through 18-11 Administration: Individual
Testing Time: 5-10 minutes Norm-referenced

The GATES is an innovative, quick approach for identifying students ages 5 to 18 who are gifted and talented. Based on the most current federal and state definitions, the GATES satisfies the critical national need for a norm-referenced instrument that assesses the characteristics, skills, and talents of gifted students.

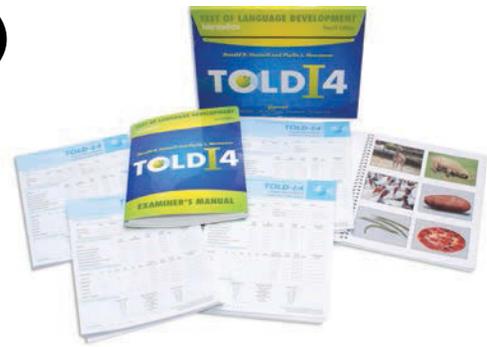
Kit includes: Examiner's Manual and 50 Summary/Response Forms.

Kit 354-5605 \$132.95
Summary/Response Forms (50) 354-5635 61.95



- Provides **percentile rank, standard score, scaled score, stanine, and age equivalent**
- **Analyzes thinking skills**

Test of Language Development - Intermediate (TOLD-I:4)



Ages: 8-0 through 17-11
Testing Time: 30-60 minutes

Administration: Individual
Norm-referenced

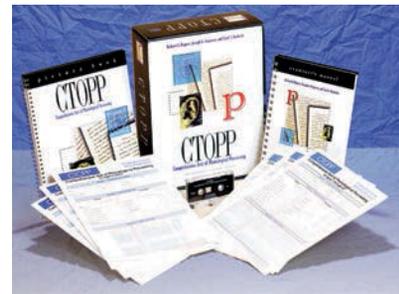
The TOLD-I:4 has six subtests that measure different components of spoken language: Sentence Combining, Picture Vocabulary, Word Ordering, Relational Vocabulary, Morphological Comprehension, and Multiple Meanings. These assess different aspects of grammar, as well as the understanding and meaningful use of spoken words.

Provides percentiles, standard scores, and age equivalents.

Kit includes: Examiner's Manual, Picture Book, and 25 Profile/Examiner Record Forms.

Kit 354-6595 \$238.95
Profile/Examiner Record Forms (25) 354-6625 60.95

Comprehensive Test of Phonological Processing (CTOPP-2)



Ages: 5-0 through 24-11
Testing Time: 30 minutes

Administration: Individual
Norm-referenced

This test assesses reading-related phonological processing skills. All new normative data was collected in 2008-09, and adjustments were made to the test. The CTOPP has four principal uses: to identify individuals who are significantly below their peers in important phonological abilities, to determine strengths and weaknesses in phonological processes, to document individuals' progress in phonological processing as a consequence of special intervention programs, and to serve as a measurement device in research studies.

Provides percentiles, standard scores, and age and grade equivalents.

Kit includes: Examiner's Manual, 25 Profile/Examiner Record Booklets each for ages 5 to 6 and ages 7 to 24, Picture Book, and CD-Rom, in a sturdy storage box.

Kit 354-5245 \$329.95
Record Booklets: Ages 5 to 6 (25) 354-5275 68.95
Record Booklets: Ages 7 to 24 (25) 354-5305 68.95

Test of Reading Comprehension (TORC-4)

Ages: 7-0 through 7-11
Testing Time: 45 minutes or less

Administration: Individual
Norm-referenced

The TORC-4 focuses on the holistic, cognitive, and linguistic aspects of reading. It is comprised of eight subtests grouped under Diagnostic Supplements and General Reading Comprehension Core. This Reading Core yields a Reading Comprehension Quotient (RCQ) that can be compared to measures of abstract thinking, oral language abilities, and achievement.

It includes:

- **General Vocabulary:** reader's understanding of sets of vocabulary items that are all related to the same general concept
- **Syntactic Similarities:** reader's understanding of meaningfully similar but syntactically different sentence structures
- **Sentence Sequencing:** ability to build relationships among sentences, both to each other and to a reader-created whole
- **Paragraph Reading:** reader's ability to answer questions related to storylike paragraphs

Provides standard scores, grade and age equivalents, and various specific scores.

Kit includes: Examiner's Manual, 25 28-page Student Question Booklets, and 50 8-page Student Answer Booklets, in a sturdy storage box.

Kit 354-7225 \$262.95
Examiner/Record Forms (50) 354-7255 58.95



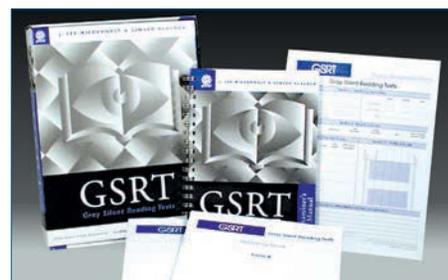
Gray Silent Reading Tests (GSRT)

Ages: 7 through 25
Untimed

Administration: Individual or Group
Norm-referenced

This test consists of two parallel forms each containing 13 developmentally-sequenced reading passages with five multiple choice questions. Each form of the test yields raw scores, grade equivalents, age equivalents, percentiles, and a Silent Reading Quotient.

The GSRT is suitable for a variety of settings such as elementary and secondary schools, clinics, reading centers, and post-secondary environments. The two forms of the test allow you to study an individual's reading progress over time.



Kit includes: Manual, 25 Profile/Response Forms, and 10 each of Reading Book Forms A and B, in a sturdy storage box.

Kit 354-5035 \$191.95
Profile/Response Forms (25) 354-5065 30.95

Gray Diagnostic Reading Tests (GDRT-2)

Ages: 6-0 through 13-11
Testing Time: 45-60 minutes

Administration: Individual
Norm-referenced

The GDRT-2 has four core subtests: Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading.

Three supplemental subtests (Listening Vocabulary, Rapid Naming, and Phonological Awareness) measure skills that have important roles in the diagnosis or teaching of developing readers or children with dyslexia.



Kit includes: Examiner's Manual, 25 each Examiner/Record Forms A and B, and one each Student Book Form A and B, in a sturdy storage box.

Kit 354-5725 \$298.95
Examiner/Record Forms A (25) 354-5755 57.95
Examiner/Record Forms B (25) 354-5785 57.95

Gray Oral Reading Tests (GORT-5)

Ages: 6-0 through 23-11
Testing Time: 20-30 minutes

Administration: Individual
Norm-referenced

This test features parallel forms that each contain developmentally-sequenced reading passages followed by comprehension questions. The examiner is provided with four different scores. All four scores are reported in age equivalents, grade equivalents, standard scores, and percentile rank. The Fluency Score and Comprehension Score are combined to provide an Oral Reading Quotient.

- **Four types of score reporting**
- **Unbiased on the basis of ethnicity and gender**
- **Interchangeable scores on Forms A and B**
- **Fourteen developmentally-sequenced reading passages**



Kit includes: Manual, 25 each Examiner Record Forms A & B, and Student Book, in a sturdy box.

Kit 354-4411 \$274.95
Examiner Record Forms A (25) 354-4501 58.95
Examiner Record Forms B (25) 354-4531 58.95

Test of Word Reading Efficiency (TOWRE-2)

Ages: 6 through 24
Testing Time: 5-10 minutes

Administration: Individual
Norm-referenced

The TOWRE-2 is a measure of an individual's ability to pronounce printed words (sight word efficiency) and phonemically regular nonwords (phonemic decoding efficiency) accurately and fluently. This assessment is an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability.

The Second Edition has additional word lists; four equivalent test forms are now available for each subtest. In addition, all new normative data was collected in 2008-2009. The manual has been extensively revised and provides much new information about the validity and reliability of the TOWRE-2.

Provides percentiles, standard scores, and age and grade equivalents.

Kit includes: Examiner's Manual; Word Cards for Forms A, B, C, and D; 25 Record Booklets each for Forms A and B; Response to Intervention Booklets; in a sturdy storage box.

Kit	354-7555	\$301.95
Record Form A (25)	354-7585	40.95
Record Form B (25)	354-7615	40.95



Test of Silent Word Reading Fluency (TOSWRF-2)

Ages: 6-3 through 24-11
Testing Time: 3-6 minutes

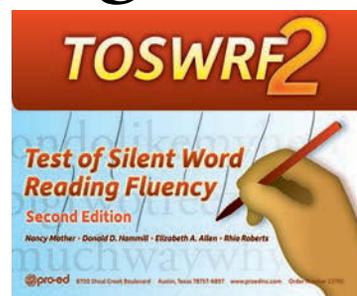
Administration: Individual or Group
Norm-referenced

The new Second Edition TOSWRF-2 provides a reliable and valid measure of students' ability to recognize printed words accurately and efficiently. New features include new normative data collected 2009-2012, a Supplemental Administration and Scoring Instruction booklet for school-wide universal screenings, and additional alternative forms.

Provides grade equivalents, standard scores, and percentiles.

Kit includes: Examiner's Manual, and 25 Student Record Forms each of A, B, C, and D in a sturdy storage box.

Kit	354-7315	\$296.95
Student Record Forms A (50)	354-7345	90.95
Student Record Forms B (50)	354-7375	90.95
Student Record Forms A (100)	354-7405	140.95
Student Record Forms B (100)	354-7435	140.95



Rapid Automated Naming and Rapid Alternating Stimulus Tests (RAN/RAS)

Ages: 5-0 through 18-11
Testing Time: 5-10 minutes for all 6 tests

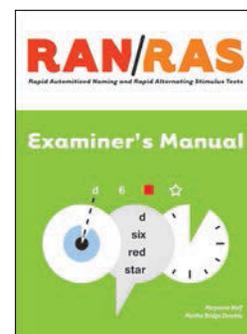
Administration: Individual
Norm-referenced

The RAN and RAS Tests are individually administered measures designed to estimate one's ability to recognize visual symbols such as a letter or color and name it accurately and rapidly. The tests consist of rapid automatized naming (Letters, Numbers, Colors, Objects) and two rapid alternating stimulus tests (2-Set Letters and Numbers and 3-Set Letters, Numbers, and Colors).

Provides percentile scores, standard scores, and age and grade equivalents.

Kit includes: Examiner's Manual, 50 Examiner Record Forms, one set of 5 Card Packs, in a sturdy storage box.

Kit	354-5905	\$156.95
Examiner Record Forms (50)	354-5935	61.95



Phonics-Based Reading Test (PRT)

Grades: 1-6

Testing Time: 15-20 minutes

Administration: Individual

Norm-referenced



This test offers a quick and meaningful evaluation of reading skills. Two features unique to the PRT are that the word lists and words within passages are coordinated to typical sequences of phonics skills acquisition, and that the reading materials are progressively more complex in terms of phonics concepts.

- Scores can be interpreted using unique criteria or using nationally-representative norms.

Provides percentile ranks, standard scores, and age and grade equivalents.

Kit includes: Manual, 25 Student Test Booklets, and Stimulus Book, in a portfolio.

Kit 404-5895 \$89.95
Student Test Booklets (25) 404-5925 29.95

Auditory Processing Abilities Test (APAT)

Ages: 5-0 through 12-11

Testing Time: under 45 minutes

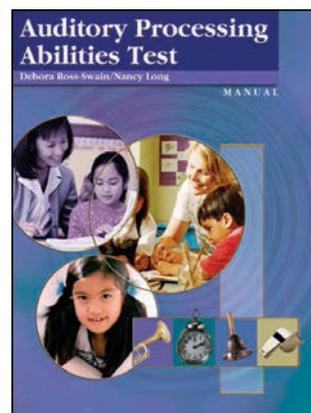
Administration: Individual

Norm-referenced

The APAT is a nationally-standardized auditory processing battery for identification of children who are at risk or may have Auditory Processing Disorder (APD). The test includes 10 subtests that quantify a child's performance in various areas of auditory processing. The APAT is designed primarily to be used by speech-language pathologists but may also be used by other professionals such as LD specialists, psychologists, and resource specialists. Subtests include Global Auditory Processing, Linguistic Processing, and Auditory Memory.

- Measures ability in various areas of auditory processing

Subtests provide percentile ranks and scaled scores. Composites give standard scores.



Kit includes: Examiner's Manual, 25 Test Booklets, and 25 Summary Sheets.

Kit 404-4785 \$119.95
Test Booklets (25) 404-4815 44.95
Summary Sheets (25) 404-4845 24.95

Test of Phonological Awareness (TOPA-2+)

Ages: 5 through 8

Testing Time:

K: 30-45 minutes

Early Elem: 15-30 minutes

Administration: Individual or Group

Norm-referenced

The TOPA-2+, a revision of the popular Test of Phonological Awareness, is a group-administered, norm-referenced measure of phonological awareness for children ages 5 through 8 years. There are two versions, a Kindergarten version and an Early Elementary version. The test measures young children's ability to isolate individual phonemes in spoken words and understand the relationships between letters and phonemes in English.



Provides percentile and various standard scores.

Kit includes: Examiner's Manual, 50 Kindergarten and 50 Early Elementary Summary Forms, and 25 Kindergarten and 25 Early Elementary Student Booklets, in a sturdy storage box.

Kit 354-7075 \$249.95
Kind. Summary Forms (50) 354-7105 36.95
Elem. Summary Forms (50) 354-7135 36.95
Kind. Student Booklets (25) 354-7165 57.95
Elem. Student Booklets (25) 354-7195 57.95

Kindergarten Language Screening Test (KLST-2)



Ages: 3-9 through 6-11
Testing Time: 5-15 minutes

Administration: Individual
Norm-referenced

Kit includes: Examiner's Manual, 50 Profile/Examiner Record Forms, Picture Book, and 3 Picture Cards, in a sturdy storage box.

This screening test helps to identify a child who may fail academically because of a language deficit. Assess expressive and receptive language competence by screening the child's ability to:

- Demonstrate common preschool knowledge
- Compare and contrast common objects
- Understand questions
- Follow commands
- Repeat sentences
- Use spontaneous speech

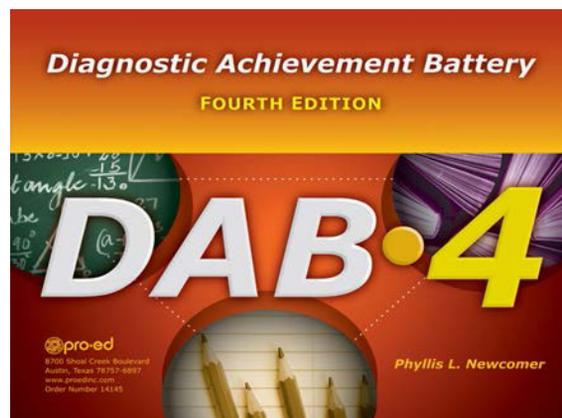
Provides percentiles and standard scores.

Kit 354-5845 \$156.95
Examiner Record Forms (50) 354-5875 55.95

Diagnostic Achievement Battery (DAB-4)

Ages: 6-0 through 14-11
Testing Time: 90-120 minutes

Administration: Individual
Norm-referenced



The DAB-4 is a revision of one of the most popular and useful individual achievement tests available. It has eight subtests to identify students' strengths and weaknesses across important areas of school achievement. This test features all new normative data, stratified by age relative to region, gender, ethnicity, socioeconomic factors, and other critical variables.

Provides percentile ranks, age/grade equivalents, and standard scores.

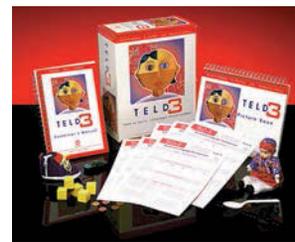
Kit includes: Manual, Student Booklet, 25 Profile/Examiner Record Booklets, 25 Student Response Booklets, Assessment Probes, and an Audiotape, in a storage box.

Kit 354-5414 \$371.95
Profile/Examiner Record Booklets (25) 354-5424 72.95
Student Response Booklets (25) 354-5434 58.95

Test of Early Language Development (TELD-3)

Ages: 2 to 7 years
Testing Time: 15-45 minutes

Administration: Individual
Norm-referenced



The TELD-3 yields an overall Spoken Language score and includes scores for Receptive Language and Expressive Language subtests.

Provides percentiles, standardized scores, and age equivalencies.

Kit includes: Examiner's Manual, Picture Book, 25 Profile/Examiner Record Booklets Form A, 25 Profile/Examiner Record Booklets Form B, and Manipulatives, in a sturdy storage box.

Kit 354-6115 \$340.95
Profile/Examiner Record Booklets A (25) 354-6145 55.95
Profile/Examiner Record Booklets B (25) 354-6175 55.95

Lindamood Auditory Conceptualization Test - Third Edition (LAC-3)

Ages: 5-0 through 18-11
Testing Time: 20-30 minutes

Administration: Individual
Norm-referenced

The LAC-3 is an individually administered, norm-referenced assessment that measures an individual's ability to perceive and conceptualize speech sounds using a visual medium. The LAC-3 also measures the cognitive ability to distinguish and manipulate sounds, required for reading and spelling success. All items on the test were evaluated using both conventional item analysis and differential item functioning analysis. An all-new audio CD demonstrating correct pronunciation and administration of test items is provided with the complete test kit.



- Syllables extended from four phonemes to five
- Three subtests: Counting Syllables (Multisyllables), Tracking Syllables (Multisyllables), and Phonemes (Multisyllables)
- More validity studies

Provides percentile ranks, standard scores, and age/grade equivalents.

Kit includes: Examiner's Manual, 25 Examiner Record Booklets, 24 Blocks, 6 felts, and CD, in a sturdy storage box. **Examiner's Manual and CD** 144-1165 110.95
Kit 144-1105 \$226.95
Examiner Record Booklets (25) 144-1195 82.95

Gilliam Autism Rating Scale (GARS-3)

Ages: 3 to 22
Testing Time: 5-10 minutes

Administration: Individual
Norm-referenced

Designed for use by teachers, parents, and professionals, the Gilliam Autism Rating Scale, Third Edition (GARS-3) helps identify, diagnose, and estimate severity level of autism. Items on the GARS-3 are based on the definitions of autism adopted by the Autism Society of America and the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition (DSM IV). The test has three core subtests that describe specific and measurable behaviors, as well as an optional subtest (Developmental Disturbances) that allows parents to contribute data about their child's development during the first three years of life.



- Four subtests: Stereotyped Behaviors, Communication, Social Interaction, and Developmental Disturbances

Provides percentile scores and standard scores.

Kit includes: Examiner's Manual and 50 Summary/Response Forms, in a sturdy storage box. **Summary/Response Forms (50)** 354-5695 58.95
Kit 354-5665 \$162.95

Detroit Tests of Learning Aptitude (DTLA-4)

Ages: 6 through 17
Testing Time: 40 minutes to 2 hours

Administration: Individual
Norm-referenced

The DTLA-4 consists of 10 subtests: Word Opposites, Design Sequences, Sentence Imitation, Reversed Letters, Story Construction, Design Reproduction, Basic Information, Symbolic Relations, Word Sequences, and Story Sequences. None of these subtests are timed, and in the validity studies, special attention was devoted to showing the test is valid for the general population as well as a wide variety of subgroups. The examiner is provided with standard, percentile, and age equivalent scores, and also four Composites.



- Easy-to-use forms
- Ten subtests
- Measures both general intelligence and discrete ability areas
- Three types of scores, plus Composites

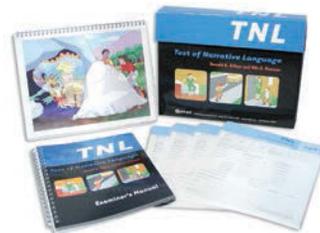
Kit 354-4035 \$436.95
Examiner Record Booklets (25) 354-4045 61.95

Test of Narrative Language (TNL)

Ages: 5-0 through 11-11
Testing Time: 15-20 minutes

Administration: Individual
Norm-referenced

The TNL is an easy-to-administer test that identifies language impairments, measures the ability to answer literal and inferential comprehension questions, measures how well children use language in narrative discourse, and serves as a natural complement to other standardized tests. Whereas most measures of children's language examine their knowledge of the components of language, the TNL assesses how well children use their knowledge of the components of language as they engage in functional discourse.



Kit includes: Examiner's Manual, Picture Book, and 25 Examiner Record Booklets.

- Normed on 1059 children from 20 states
- High validity and reliability
- Minimal gender, racial, and ethnic bias
- Scores highly correlated with language sample analysis
- Helps identify children with language impairments

Kit 354-7298 \$191.95

Examiner Record Booklets (25) 354-7308 55.95

Test of Written Language (TOWL-4)

Ages: 9-0 through 17-11
Testing Time: 60-90 minutes
Administration: Individual or Group
Norm-referenced

The TOWL-4 is a completely revised edition of America's most popular test of written composition, the Test of Written Language. It meets the nationally recognized need for a standardized way to document the presence of deficits in this area of literacy.



Kit 354-7735 \$273.95

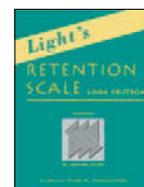
Student Response Books A (25) 354-7765 59.95

Student Response Books B (25) 354-7795 59.95

Scoring Forms (50) 354-7825 55.95

Light's Retention Scale (LRS)

The LRS is designed to be completed during a parent-teacher conference. It helps both sides in understanding the retention issue and provides thoughtful, professional findings. The Light's Parent Guide explains in detail all of the factors and the rationale used in making the decision. Nineteen specific areas of a child's behavior are covered, including cognitive level, life experiences, academic observations, physical problems, social behavior, and more. Spanish version of the LRS is also available.



- Grade retention
- Spanish and English available
- Parents' guide with detailed information
- Score interpretation guidelines

Kit includes: Manual, 50 English Recording Forms, and 25 English Parent Guides.

Kit 404-5565 \$98.95

Eng. Recording Forms (50) 404-5595 34.95

Eng. Parent Guide (50) 404-5625 24.95

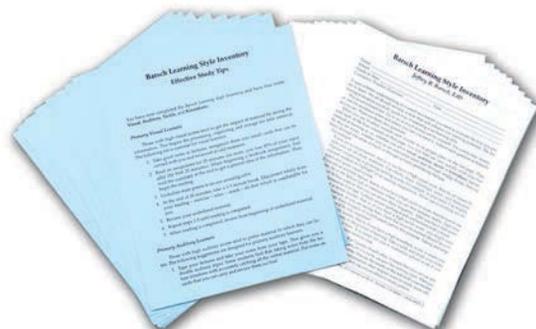
Barsch Learning Style Inventory - Revised

Ages: 14 through adult
Testing Time: 5-10 minutes

Administration: Self
Criterion-referenced

This popular inventory is an informal, self-reporting instrument that provides the high school or college-level student with an indication of his or her relative strengths and weaknesses in learning through different sensory channels: auditory, visual, tactile, and kinesthetic.

- Especially useful for learning disabled students
- Offers study tips
- Offers guidelines for maximizing individual learning styles
- Yields scores for auditory, visual, tactile, and kinesthetic learning styles



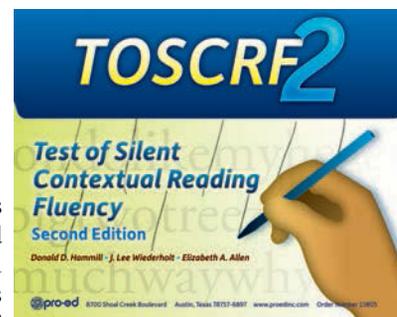
Kit includes: 10 Inventories and 10 Effective Study Tips.

Learning Style Inventory 404-4875 \$13.95

Test of Silent Contextual Reading Fluency (TOSCRF-2)

Ages: 7-0 through 18-11
Testing Time: 10 minutes

Administration: Individual or Group
Norm-referenced



This test is a quick and accurate method of assessing the silent general reading ability of students ranging in age from 7 years 0 months to 18 years 11 months. It yields raw scores, standard scores, percentiles, and age and grade equivalents. Classroom teachers, special education teachers, reading specialists, school psychologists, speech pathologists, or any other professionals with some training in standardized test administration can use the TOSCRF-2. The TOSCRF is a companion to the Test of Silent Word Reading Fluency (TOSWRF-2). While the TOSWRF-2 measures a student's ability to recognize individual words accurately and efficiently, the TOSCRF-2 measures a student's essential contextual reading abilities (i.e., word identification, word meaning, sentence structure, comprehension, and fluency).

- Identifies students struggling with reading
- Converts raw scores to percentiles, standard scores, and age and grade equivalents
- Use with elementary through high school students

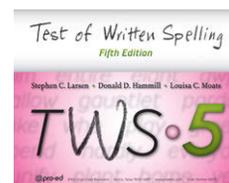
Kit includes: Examiner's Manual, 25 each Student Record Forms A, B, C, and D, and sturdy storage box.

Complete Kit 354-7288 \$296.95

Test of Written Spelling (TWS-5)

Grades: 1 through 12
Testing Time: 20 minutes

Administration: Individual or Group
Norm-referenced



The revised TWS-5 is a test of spelling administered using a dictated word format. The TWS-5 was developed after a review of 2000 spelling rules. The words to be spelled are drawn from 10 basal spelling programs and popular graded word lists.

Uses of the TWS-5:

- Determining areas of relative strength and weakness in spelling
- Identifying students whose scores are significantly below those of their peers and who might need interventions designed to improve spelling proficiency
- Documenting overall progress in spelling as a result of intervention programs
- Measuring research efforts designed to investigate spelling

Provides percentiles, standard scores, age and grade equivalents.

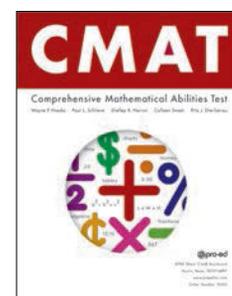
Kit includes: Examiner's Manual and 50 Answer and Record Forms, in a sturdy storage box.

Kit 354-7855 \$124.95
Answer and Record Forms (50) 354-7885 50.95

Comprehensive Mathematical Abilities Test (CMAT)

Ages: 7-0 to 18-11
Testing Time: 30 minutes to 2 hours

Administration: Individual
Criterion-referenced



Based on state and local curriculum guides, and math education tools used in schools, the CMAT is a major advance in the accurate assessment of math taught in today's schools. Contains six core subtests (addition, subtraction, multiplication, division, problem solving, and charts, tables, & graphs) and six supplemental subtests. Use between 2 and 12 subtests, depending on testing needs.

Provides percentiles, standard scores, and age and grade equivalents.

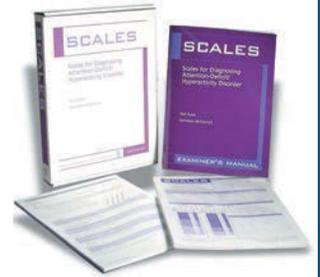
Kit includes: Examiner's Manual, Picture Book, 25 Profile/Examiner Record Booklet (25) 354-5097 47.95
Profile/Examiner Record Books, 25 Student Response Student Response Books I (25) 354-5125 56.95
Booklet I's, and 25 Student Response Booklet II's. Student Response Books II (25) 354-5155 56.95

Kit 354-5095 \$340.95

Scales for Diagnosing Attention Deficit/Hyperactivity Disorder (SCALES)

Ages: 5 through 18
Testing Time: 15-20 minutes

Administration: Individual
Norm-referenced



A new assessment tool that identifies and evaluates Attention-Deficit/Hyperactivity Disorder in children, the SCALES breaks new ground in the assessment of ADHD by combining several notable features, including the flexibility to evaluate a child's behavior using either normative benchmarks or DSM-IV-TR criteria. Also included: four separate normative samples, items that immediately address the child's ability to function within both school and home environments. The SCALES is modeled after the guidelines for ADHD in Diagnostic and Statistical Manual of Mental Disorders-4th Ed.-Text Rev. (DSM-IV-TR). It evaluates the child's behavior using three subtests to measure inattention, hyperactivity, and impulsivity.

- Four separate normative samples
- Normative benchmarks or criteria matching

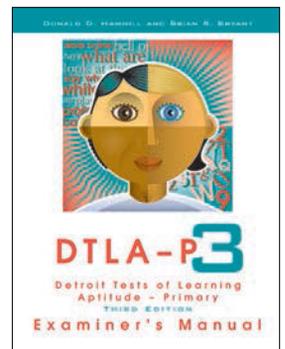
Kit includes: Examiner's Manual, 25 Summary/School Rating Scale Forms, 25 Home Rating Scale Forms, in a storage box.

Kit 354-5965	\$114.95
Summary/School Rating Forms (25)	354-5995 36.95
Home Rating Scale Forms (25)	354-6025 24.95

Detroit Tests of Learning Aptitude-Primary (DTLA-P:3)

Ages: 3-0 through 9-11
Testing Time: 15-45 minutes

Administration: Individual
Norm-referenced



The DTLA-P:3 is a quick, easily administered test for measuring the general aptitude of young children. It is particularly useful with low-functioning school-age children ages 3-0 through 9-11. It comprises six subtests, measuring cognitive ability in areas such as language, attention, and motor abilities.

- Normative data collected 2001-2003

Provides percentiles, standard scores, age equivalents, composite scores, total score, and a general mental ability.

Kit includes: Examiner's Manual, Picture Book, 25 Examiner Record Booklets, and 25 Response Forms, in a storage box.

Kit 354-5335	\$238.95
Examiner Record Booklets (25)	354-5365 61.95
Response Forms (25)	354-5395 44.95

Test of Memory and Learning (TOMAL-2)

Ages: 5-0 through 59-11
Testing Time: 30-90 minutes

Administration: Individual
Norm-referenced



The TOMAL-2 includes 10 regular subtests and four supplementary subtests that evaluate general and specific memory functions. It is designed to give information on specific and general aspects of memory.

Provides percentiles, standard scores, and scaled scores.

Subtests include:

- Memory-for-Stories
- Facial Memory
- Word Selective Reminding
- Visual Selective Reminding
- Object Recall
- Abstract Visual Memory
- Digits Forward, Backward
- Visual Sequential Memory
- Paired Recall
- Memory-for-Location
- Manual Imitation
- Letters Forward
- Letters Backward

Kit includes: Examiner's Manual, Picture Book A, Picture Book B, 25 Profile/Summary Forms, 25 Examiner Record Booklets, Delayed Recall Cue Cards, Visual Selective Reminding Test Board, and 15 Chips in a Vinyl Envelope, in a sturdy storage box.

Kit 354-6925	\$432.95
Examiner Record Booklets (25)	354-6955 71.95

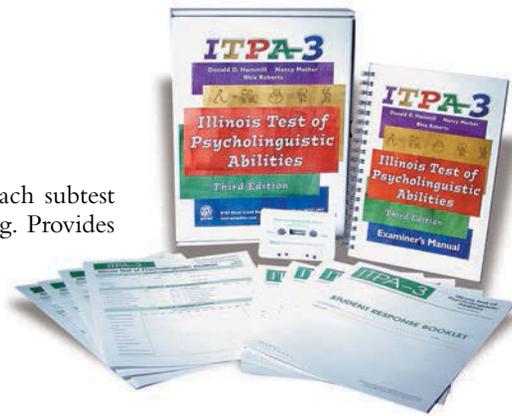
Illinois Test of Psycholinguistic Abilities (ITPA-3)

Ages: 5-0 through 12-11
Testing Time: 45-60 minutes

Administration: Individual
Norm-referenced

The ITPA-3 is an effective measure of children's spoken and written language. Each subtest measures some aspect of language, including oral language, writing, reading, and spelling. Provides global and specific composite scores. This test can help:

- Determine children's specific strengths and weaknesses among linguistic abilities.
- Document children's development in language as a result of intervention programs.
- Identify children with general linguistic delays in the development of spoken and written language.
- Clarify the aspects of language that are difficult for a particular child (e.g., phonology, syntax, semantics).
- Differentiate between children with poor phonological coding (ability to read and spell phonically regular pseudowords) and those with poor orthographic coding (ability to read/spell words with an irregular element).



The ITPA-3 Software Scoring and Report System, Version 1.1, is a quick, efficient tool to (a) convert ITPA-3 subtest raw scores into standard scores, percentile ranks, and age equivalents; (b) generate composite quotients; (c) compare ITPA-3 subtest performance and composite performance to identify significant intra-individual differences; and (d) provide a printed report of the student's ITPA-3 performance, including composite pattern analysis.

Minimum system requirements:

- IBM PC or compatible
- Microsoft Windows 2000/NT 4.0/XP/Me/98/95
- 300 MHz Pentium Processor/Equivalent or higher
- 64 MB RAM (128 MB recommended)
- Hard disk with at least 25 MB of free space
- Mouse (or equivalent pointing device)
- CD-ROM drive

Kit includes: Examiner's Manual, 25 Profile/
Examiner Record Booklets, 25 Student
Response Booklets, Audiotape, in
a storage box.

Kit	354-7915	\$212.95
Profile/Examiner Booklets (25)	354-7945	61.95
Student Response Booklets (25)	354-7975	55.95
ITPA-3 Software Scoring and Report System	354-5815	134.95

Word Identification and Spelling Test (WIST)

Ages: 7-0 through 18-11
Testing Time: 40 minutes

Administration: Individual
Norm-referenced

The WIST provides teachers with detailed information that can be used to identify the areas in which students are having difficulty with reading and/or spelling and to develop appropriate instructional interventions. The WIST specifically targets those aspects of reading that are most important for the identification and treatment of delayed readers. Provides percentiles, standard scores, and age/grade equivalents.

Features of the WIST:

- Measures word identification, spelling, and sound-symbol knowledge
- Identifies students who are struggling with reading and spelling
- Includes elementary version (grade 2-5) and secondary version (grade 6-12)



Kit includes: Examiner's Manual, 25 Elementary Examiner
Record Booklets, 25 Secondary Examiner Record Booklets,
50 Spelling Response Forms, Word Card—Regular Words,
Word Card—Irregular Words, Word Card—
Letter/Pseudo-Words, Elementary Spelling Card,
Secondary Spelling Card, and Irregular Spelling Card,
in a sturdy storage box.

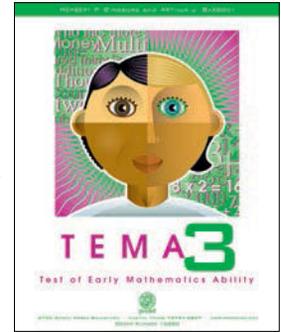
Kit	354-8185	\$279.95
Elem. Examiner Record Books (25)	354-8215	47.95
Sec. Examiner Record Books (25)	354-8245	47.95
Spelling Response Forms (50)	354-8275	19.95

Test of Early Mathematics Ability (TEMA-3)

Ages: 3-0 through 8-11
Testing Time: 40 minutes

Administration: Individual
Norm-referenced

The TEMA-3 measures math performance of children with math learning difficulties. It can be used to measure progress, evaluate programs, screen for readiness, identify gifted students, discover bases for poor math performance in school, and guide instruction and remediation. Included is a book of remedial techniques (Assessment Probes and Instructional Activities) for improving skills as indicated by the test. Many teaching tasks in areas covered by each TEMA-3 item are given. After giving the test, the examiner identifies items needing additional assessment information, and uses the book to develop skills.



- Numeral literacy
- Calculation skills
- Mastery of number facts
- Number-comparison facility
- Understanding of math concepts
- Numbering & calculation skills

Kit includes: Examiner's Manual, Picture Book Form A, Picture Book Form B, 25 Examiner's Record Booklets Form A, 25 Examiner's Record Booklets Form B, 25 Worksheets Form A, 25 Worksheets Form B, Assessment Probes, 5" x 8" cards, 25 blocks, 25 tokens, and a mesh bag, all in a sturdy storage box.

	Kit	354-6205	\$320.95
Examiner Record Books	A (25)	354-6235	30.95
Examiner Record Books	B (25)	354-6265	30.95
Worksheets	Form A (25)	354-6295	23.95
Worksheets	Form B (25)	354-6325	23.95

Test of Mathematical Abilities for Gifted Students (TOMAGS)

Ages: Primary Level (Grades K-3)
Intermediate Level (Grades 4-6)
Testing Time: 30-60 minutes

Administration: Individual or Group
Norm-referenced

The TOMAGS helps instructors quickly identify children gifted in mathematics. The test measures students' ability to use mathematical reasoning and mathematical problem solving. The TOMAGS was written to reflect the following National Council of Teachers of Mathematics curriculum and evaluation standards.



- Algebra
- Estimation
- Number Sense
- Patterns and Relationships
- Geometry and Spatial Sense
- Whole Number Computation
- Concepts of Whole Number Operations
- Numbers and Number Relationships
- Number Systems and Number Theory
- Measurement, Statistics, and Probability

Kit includes: Examiner's Manual, 50 Student Booklets (25 for the Primary Level and 25 for the Intermediate Level), and 50 Profile/Scoring Sheets (25 for each version), all in a sturdy storage box.

	Kit	354-6715	\$208.95
Primary Booklets	(25)	354-6745	55.95
Intermediate Booklets	(25)	354-6775	55.95
Primary Profile/Scoring Sheets	(25)	354-6805	24.95
Intermediate Profile/Scoring Sheets	(25)	354-6835	24.95

Test of Mathematical Abilities (TOMA-3)

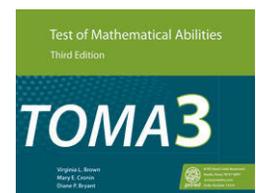
Grades: 8 through 18
Testing Time: 60-90 minutes

Administration: Individual or Group
Norm-referenced

The TOMA-3 measures math performance in the two traditional skill areas in math (story problems and computation) as well as attitude, vocabulary, and general application of math concepts.

The TOMA-3 has five subtests, four in the core battery (Vocabulary, Computation, General Information, and Story Problems) and one supplemental subtest (Attitude Toward Math).

Provides percentile, standard scores, and age and grade equivalents.



Kit includes: Examiner's Manual and 25 Examiner Record Forms, and 25 Student Response Booklets in a sturdy storage box.

	Kit	354-6842	\$180.95
Examiner Record Forms	(25)	354-6852	48.95
Student Response Booklets	(25)	354-6862	64.95

Test of Early Written Language (TEWL-3)

Ages: 4-0 through 11-11
Testing Time: 30-50 minutes

Administration: Individual
Norm-referenced

The TEWL-3 can be a companion to the TOWL-4 for extending the assessment range to younger children. This revised edition features item prompts in color, all new contextual reading prompts, an increase in items, an extended age range, and revised scoring. Provides standard score quotients, NCEs, percentiles, and age equivalents.



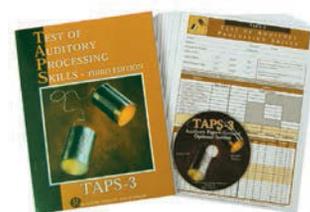
Kit includes: Examiner's Manual, 10 Student Workbooks (Form A), 10 Student Workbooks (Form B), 10 Administration/Record Booklets (Form A), and 10 Administration/Record Booklets (Form B), in a sturdy storage box.	Kit 354-6445 \$274.95 Student Workbook Form A (10) 354-6475 64.95 Student Workbook Form B (10) 354-6505 64.95 Administration/Record Booklets Form A (10) 354-6535 34.95 Administration/Record Booklets Form B (10) 354-6565 34.95
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Test of Auditory Processing Skills (TAPS-3)

Ages: 4-0 through 18-11
Testing Time: 60 minutes

Administration: Individual
Norm-referenced

This is an untimed test that measures what a person does with what is heard, and is intended to be used along with other tests as part of a battery. There are nine subtests, including Word Discrimination, Phonological Segmentation, Phonological Blending, Numbers Forward, Numbers Reversed, Word Memory, Sentence Memory, Auditory Comprehension, and Auditory Reasoning. Individual subtest scores are combined to provide three cluster scores: Basic Auditory Skills, Auditory Memory, and Auditory Cohesion.



- For speech-language pathologists, audiologists, school psychologists, and others
- Closely matches demographics of U.S. Census
- Provides percentile ranks, standard scores, and age equivalents

Kit includes: Manual, 25 Test Booklets, and Auditory Figure-Ground CD-Rom.

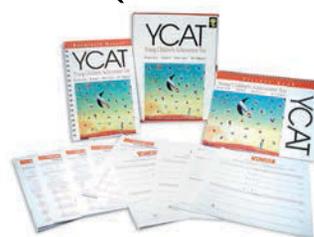
Kit 404-6465 \$159.95
Test Booklets (25) 404-6495 74.95

Young Children's Achievement Test (YCAT)

Ages: 4-0 through 7-11
Testing Time: 25-45 minutes

Administration: Individual
Norm-referenced

The Young Children's Achievement Test (YCAT) represents a major improvement in the early identification of children at risk for school failure. The YCAT was designed with both the child and the examiner in mind. The individual subtests for General Information, Reading, Writing, Mathematics, and Spoken Language can be given independent of each other, leading to flexible testing sessions. Provides standard scores, percentiles, and age equivalents.



Kit includes: Examiner's Manual, Picture Book, 25 Student Response Forms, and 25 Profile Examiner Record Booklets, in a storage box.

Kit 354-8305 \$249.95
Profile/Examiner Record Booklets (25) 354-8365 61.95
Student Response Forms (25) 354-8335 36.95

Test of Written Expression (TOWE)

Ages: 6-6 through 14-11
Untimed

Administration: Individual or Group
Norm-referenced

The TOWE uses two assessment methods to evaluate a student's writing skills, the first is a series of items that tap different skills associated with writing. The second method requires students to read or hear a prepared story starter and use it as a stimulus for writing an essay.

Provides percentiles and standard scores.

Kit includes: Examiner's Manual, 25 Profile/Examiner Record Forms, and 25 Student Booklets.

Kit 354-7645 \$173.95
Profile/Examiner Record Forms (25) 354-7675 61.95
Student Booklets (25) 354-7705 55.95



Comprehensive Test of Nonverbal Intelligence (CTONI-2)

Ages: 6-0 through 9-11
Testing Time: 1 hour

Administration: Individual
Norm-referenced

An unbiased test that measures nonverbal reasoning abilities of individuals for whom other mental ability tests would be inappropriate or biased. The CTONI measures analogical reasoning, categorical classifications, and sequential reasoning in two contexts: pictures of familiar objects and geometric designs. Results are most useful for estimating the intelligence of individuals who experience undue difficulty in language or fine motor skills, including individuals who speak a language other than English, socioeconomically disadvantaged, deaf, language disordered, motor disabled, or neurologically impaired.



The CTONI contains the following subtests:

- Pictorial and Geometric Analogies
- Pictorial and Geometric Categories
- Pictorial and Geometric Sequences

Kit includes: Examiner's Manual, Analogies Picture Book, Categories Picture Book, Sequences Picture Book, and 25 Profile/Examiner Record Forms, in a storage box.

Provides percentiles, standard and composite scores, age equivalents.

Kit 354-5185 \$456.95
Examiner Record Forms (25) 354-5215 55.95

Comprehensive Receptive and Expressive Vocabulary Test (CREVT-3)

Ages: 4-0 through 8-11
Testing Time: 20-30 minutes

Administration: Individual
Norm-referenced

The CREVT-3 test is an efficient measure of receptive and expressive oral vocabulary. The CREVT-3 has two subtests and is based on the most current theories of vocabulary development.



- Identifies students significantly below their peers in oral vocabulary proficiency
- Documents progress in oral vocabulary development due to intervention programs
- Measures oral vocabulary in research studies

Kit includes: Examiner's Manual, Photo Album Picture Book, 25 Form A Examiner Record Forms, and 25 Form B Examiner Record Forms.

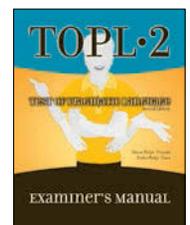
Kit 354-5108 \$315.95
Form A (25) 354-5118 58.95
Form B (25) 354-5128 58.95

Test of Pragmatic Language (TOPL-2)

Ages: 6-0 through 18-11
Testing Time: 45-60 minutes

Administration: Individual
Norm-referenced

The TOPL-2 second edition expands the original test for an even more in-depth and comprehensive analysis of social communication in context. Its four principal uses include identifying individuals with pragmatic language deficits, determining individual strengths and weaknesses, documenting an individual's progress, and researching pragmatic language skills. This updated edition addresses reviewers' concerns with the previous edition, adding and improving on important components.



- Offers detailed IEPs to address emotional disabilities, learning disabilities and other disorders
- Provides each component's relevance with Clinical Interpretive Framework Extended norms
- Contains comprehensive scoring guidelines

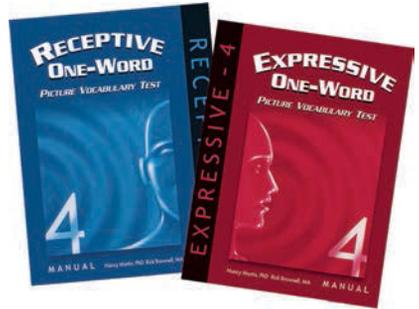
Kit includes: Examiner's Manual, Picture Book, 25 Examiner Record Booklets for ages 6-7, 25 Examiner Record Booklets for ages 8-18, and storage box.

Kit 354-5888 \$256.95
Examiner Record Booklets (25) for ages 6-7 354-5898 55.95
Examiner Record Booklets (25) for ages 8-18 354-5908 61.95

Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4) | Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)

Ages: 2-0 through 80+
Testing Time: 20 minutes

Administration: Individual
Norm-referenced



The EOWPVT-4 and ROWPVT-4 now feature norms through geriatric ages (80+). The EOWPVT-4 is an individually administered, norm-referenced assessment of how well persons age 2 years 0 months to over 80 years can name (in English) the objects, actions, or concepts presented in full-color pictures. The ROWPVT-4 is an individually administered, norm-referenced assessment of how well persons age 2 years 0 months to over 80 years can match a word that is heard (in English) to objects, actions, or concepts presented in full-color pictures (in a multiple-choice format). The tests each now consist of 190 items presented in a developmental sequence (based on the 2010 normative sample) that reflects the concepts with which people currently have experience through home, school, or media. The expanded norms allow use of the test with adults in various diagnostic, rehabilitation, or therapeutic settings. The EOWPVT-4 has been co-normed with the ROWPVT-4 to provide a comprehensive assessment of expressive and receptive vocabulary.

Provides percentiles, standard scores, and age equivalents.

Each kit includes:
Examiner's Manual,
Picture Test Plates in a
Spiral Booklet with a
Fold-out Easel, and 25
Record Forms.

	EOWPVT-4 Test Kit	404-5235	\$174.95
	English Record Forms (25)	404-5265	39.95
EOWPVT-4:SBE Spanish Bilingual Edition Test Kit	404-5295	174.95	
Spanish Bilingual Record Forms (25)	404-5325	39.95	
	ROWPVT-4 Test Kit	404-6075	174.95
	English Record Forms (25)	404-6105	39.95
ROWPVT-4:SBE Spanish Bilingual Edition Test Kit	404-6135	174.95	
Spanish Bilingual Record Forms (25)	404-6165	39.95	

Test of Auditory Analysis Skills (TAAS)

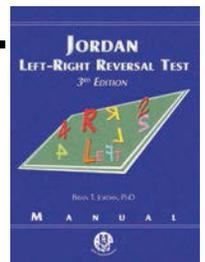
Ages: 5 through 8
Time: 3 minutes

Administration: Individual
Criterion-referenced

This brief assessment will tell you if a child has sufficiently developed skills in processing sequences of syllables and sounds within common words. This test is useful for quickly identifying children who do not possess the necessary auditory skills for efficient learning.

Test Forms (50) 404-6435 \$19.95

Jordan Left-Right Reversal Test-3rd Edition (Jordan-3)



Ages: 5 through 12
Testing Time: 20 minutes

Administration: Group
Norm-referenced

The Jordan-3 assesses reversals of letters, numbers, and words. Designed for use as a screening device by teachers or for inclusion in a full diagnostic battery by a specialist, the manual includes remediation exercises for reversal problems. The third edition now has two parts (children 5-8 take only Part 1) consisting of five subtests. The first and last subtests are new. A laterality checklist provides a list of activities that can be used to develop laterality. A Remedial Checklist provides suggested remediation activities for laterality difficulties.

Kit includes: Manual, 25 Test Forms, 25 Laterality Checklists, and 25 Remedial Checklists, in vinyl folder.

	Kit	404-5445	\$109.95
	Test Forms (25)	404-5475	29.95
	Laterality Checklists (25)	404-5505	19.95

Preschool Language Assessment Instrument (PLAI-2)

Ages: 3-0 through 5-11 **Administration:** Individual
Time: 30 minutes **Norm-referenced**

The Preschool Language Assessment Instrument, Second Edition, is a revision of a classic test, which assesses children's abilities to meet the demand of classroom discourse. Normed on a sample of 463 children residing in 16 states, PLAI-2 indicates how effectively a child integrates cognitive, linguistic and pragmatic components to deal with the full range of adult-child exchange. Teachers, speech-language clinicians, and those in special education will appreciate the ease-of-use and multi-faceted information this test provides. Provides both norm-referenced and nonstandardized scores.



- **Early identification of children with communication difficulties**
- **Evaluates the effectiveness of intervention efforts**

Kit includes: Examiner's Manual, Picture Book, 25 Profile/Examiner Record Forms (3 year olds), and 25 Profile/Examiner Record Forms (4 and 5 year olds).

Kit 354-8369 \$235.95
Profile/Examiner Record Forms (3) (25) 354-8379 47.95
Profile/Examiner Record Forms (4-5) (25) 354-8389 47.95

Test of Handwriting Skills-R (THS-R)

Ages: 6-0 through 18-11 **Administration:** Individual or Group
Testing Time: 25 minutes **Norm-referenced**

The THS-R is an untimed, clinical assessment of neurosensory integration skills evident in handwriting (both manuscript and cursive) that are often disrupted in students with learning difficulties. The THS-R provides standardized assessment of children's handwriting ability for both manuscript and cursive styles that can be used with any of the popular handwriting programs (such as Palmer, Zaner-Bloser, D'Nealian). The THS-R is not a classroom assessment of penmanship. Revised edition.



Provides standard scores, scaled scores, percentile ranks, and stanines.

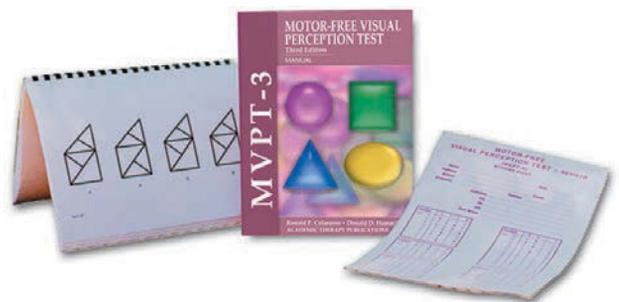
Kit includes: Manual, 15 Cursive Test Booklets, 15 Manuscript Test Booklets, 30 Individual Record Forms, and a Training Video.

Kit 404-6615 \$149.95
Manuscript Test Books/Record Forms (15) 404-6645 34.95
Cursive Test Books/Record Forms (15) 404-6675 34.95

Motor-Free Visual Perception Test-3 (MVPT-3)

Ages: 4 through 70+ **Administration:** Individual
Time: 25 minutes **Norm-referenced**

The MVPT-3 assesses an individual's visual and perceptual ability without any motor involvement needed to make a response. It is especially useful with those who may have learning, motor, or cognitive disabilities. It is designed to be used for screening, diagnostic, and research purposes by teachers, psychologists, occupational therapists, educational specialists, optometrists, and others who may need a quick, reliable, and valid measure of overall visual perceptual ability in children and adults.



- **Horizontal, multiple choice item format**
- **Test Plates contained in easy-to-use easel back book**

Kit includes: Manual, Test Plates, and 25 Recording forms, in a portfolio.

Kit 404-5835 \$139.95
Recording Forms (25) 404-5865 29.95

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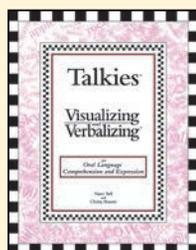
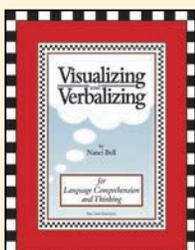
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Common Core Solutions From GANDER PUBLISHING & LINDAMOOD-BELL®

Our research-validated programs can make the difference for successful Common Core implementation. Lindamood-Bell offers programs for all learners, K-12, including students with learning disabilities and students who are English learners.

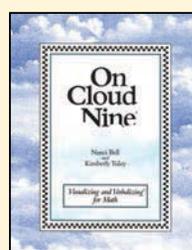
Lindamood-Bell® programs develop the skills required for success with the Common Core:

COMPREHENSION



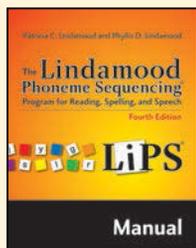
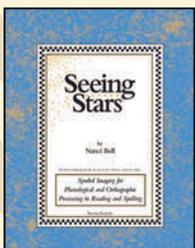
- Content-rich Nonfiction
- Text-dependent Questions
- Close Reading
- Academic Vocabulary

MATH



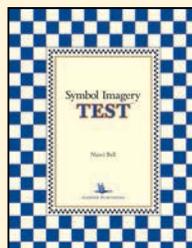
- Conceptual Understanding
- Procedural Skill
- Fluency
- Application

READING & SPELLING



- Foundational Skills
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

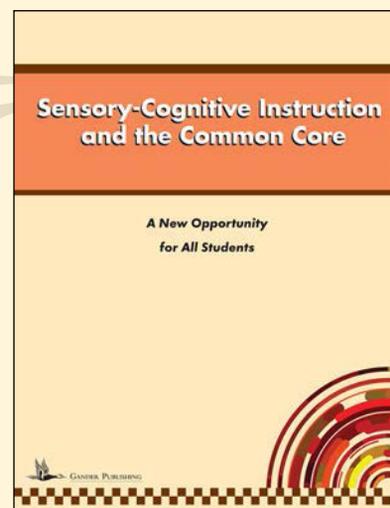
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- Symbol Imagery Test (SIT)
- Lindamood Auditory Conceptualization Test (LAC-3)
- Comprehensive List of Diagnostic Assessments

Get your free copy of “*Sensory-Cognitive Instruction and the Common Core: A New Opportunity for All Students*,” a guide to Lindamood-Bell programs and the Common Core. Discover how sensory-cognitive instruction works with the Common Core to improve and enhance language and literacy for all students.

Download at: <http://info.lindamoodbell.com/Common-Core-Summary-Form.html> or visit GanderPublishing.com/content/hot-topics.asp#CommonCore.



Visualizing and Verbalizing® and Seeing Stars® programs officially endorsed by CASE!