Gander Publishing
Educational Materials

Soar with us to the Learning Sky!

2013-2014

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
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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.

**Symptoms of Weak Concept Imagery**

**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
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

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. Teach beyond strategies. Teach to the foundation of language comprehension: concept imagery.

“In the classroom, I witnessed the power of this program as aggressive students who wouldn’t participate changed into eager students who were the first to raise their hands with an answer.”

— A Teacher

“The Lindamood-Bell programs explicitly employ the principles of dual coding theory... Any theory of reading or writing that does not eventually align with a broader theory of general cognition will not endure.”


“Finally, we have a way to meet the needs of our students that delivers as promised, that is completely research driven, and is implemented with all the support necessary to ensure success.”

— A Teacher
Visualizing and Verbalizing (V/V), the internationally acclaimed program for language comprehension, is now in its second edition, with over 100 pages of new material.

The V/V® manual provides the theory and specific steps to develop concept imagery—the ability to image a gestalt (whole) from language. It describes the important questioning techniques that stimulate imagery so the teacher can learn to help students visualize language and verbalize what they have imaged. 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. You will follow Sofie, a student, through the sequential steps of the program. The manual includes:

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

### Contents

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.
- 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…?"

### Goal:
The goal is to develop the student's higher order thinking from an imaged gestalt.
### Visualizing and Verbalizing Teacher’s Manual

**Visualizing and Verbalizing**

*Gander Publishing  www.GanderPublishing.com*

**Visualizing and Verbalizing Teacher’s Manual**  122–3047  $79.95

### Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

### Language Standards

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

### Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

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### Reading Standards: Informational Text

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### Reading Standards: History/Social Studies

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

### V/V Aligns with Common Core State Standards:

- Improves reading comprehension
- Improves listening comprehension
- Develops higher order thinking skills
- Improves oral and written expression
- Improves vocabulary
- Improves ability to follow directions

### Testimonials:

**“This is the first time I have been taught a process to actually TEACH comprehension. Bravo!”**

— Kim, A Teacher

**“I think this program has affected my life in a great way. I can now read a passage and understand exactly what is going on. I always knew I had the capability of doing well in school, but this program proved it to me.”**

— A High School Student

**“The results are undeniable. Many of my intensive group students gained several grade levels in reading in just one semester.”**

— Adam, A Teacher

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Professional Development Workshop........pg 74
800-233-1819
www.LindamoodBell.com
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

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Choking hazard - small parts. Not for children under 3 years.
Take a peek at a few things inside this great kit!

Four standing easel books with teacher prompts facilitate group instruction.

Teacher prompts give guidance for imagery and HOT questions.

V/V Stories develop imagery and higher order thinking.

Progress monitoring chart tracks student growth.

12 Structure Word Posters build imagery for comprehension and writing.

color
size
movement
**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

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**Sunrise at Stonehenge**

Thousands of people waited in 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 wind chased, 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.

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**V/V Workbooks**

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*Set of 3 all same grade level only; no mixing. Individual books $16.95 each.
V/V® Comprehension Series
Imagine That! Stories: Levels 2 through 6

The V/V® Comprehension Series 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

### 22 The Blue People
People of a tribe in the Sahara Desert have dark blue stains on their skin. A man in this tribe wears robes that he dyed by pounding blue powder into the robes with a stone. He wraps the dyed cloth around his head and body. The cloth protects him from the hot sun and harsh winds. But after wearing the cloth for days, it stains his skin dark blue. From what you pictured...

- What is the main idea of this story?
- This tribe is called “The Blue People.” Why do you think this is?
- Why do you think the man covers his head and body with blue cloth?
- Why do you think the man’s skin turns blue?
- Why might it be important for the man’s skin to be protected from the sun and wind?
- What might happen if the man did not wear the dark blue cloth?

### 21 Gondolas
Instead of driving a car, a tourist in Venice rides in a long, thin boat called a gondola. Venice canals flow through the town in place of roads. A man stands at the back of a gondola and rows down a canal with one long oar. The tourist sits in the gondola and gazes at the old buildings. Another man in the boat plays the guitar and sings while they float through the canals. From what you pictured...

- What is the main idea of this story?
- Why do you think the tourist rides in a gondola to tour the city?
- Why do you think the man stands while he rows the gondola?
- Why not sit down?
- Why do you think the oar is long?
- What do you think would happen if the man dropped his oar into the water?
- Why do you think the other man plays the guitar and sings?

V/V Comprehension Series: Imagine That! Stories: $24.95 each or set of 3 for $59.95*
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
- Imagery Questions
- Picture Summary
- Word Summary
- Questions for Main Idea, Inference, and Conclusion

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.

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
Word-Imagery Index in each two-book set!

Each Imagine That! Giant Book Set includes the new Word-Imagery Index. Full-color illustrations help your students build imagery for the new vocabulary used in the stories. Perfect for students with low vocabulary or English Language Learners—or to accelerate the vocabulary of your general education students.

Over 500 pictures for new vocabulary help students build imagery.

“I found this incredibly helpful in teaching new vocabulary.”
— A Teacher

Student Tracking Charts

These charts make it easy to monitor and record student progress through the V/V® Workbooks and Imagine That! Giant Books.

- Each chart comes as a pad of 30.
- Charts record date, grade level, set/book, story number, and additional notes.

| VVWB Tracking Chart (Pad of 30) | 127–0010 | $14.95 |
| ITGB Tracking Charts (Pad of 30) | 127–0030 | $9.95 |
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
Ancient Egyptians built pyramids as tombs for their great kings. The pyramids were decorated inside with colorful art. The Egyptian kings were mummified and buried in a secret chamber inside a pyramid. The chamber was filled with treasures of gold and precious objects. The largest pyramid is called the Great Pyramid. It stands 665 feet (200 meters) high and has a base of about 1,470 feet (450 meters). It was built using two million limestone blocks, each weighing about two tons. The Great Pyramid and two other large pyramids still stand along the Nile at Giza. They are considered one of the Seven Wonders of the World. People travel from all over to visit them.

5. What did you visualize for the Great Pyramid?

2. Why might the Egyptians have created fantastic tombs for their pharaohs (kings)?

3. Why might treasures have been buried with the pharaoh?

4. If the Egyptians had no machines, how might they have moved limestone blocks that weighed two tons?

HOT questions to develop a deeper understanding of the historical event.

Lavish artwork helps students visualize unfamiliar subjects and vocabulary.

**Glossary of People, Places & Events**

**Abraham (c. 2000 B.C.)** Abraham, originally called Abram, was the founder of Israel and one of the Patriarchs of the Jewish, Arab, and Hebrew peoples. He is known as a hero in the ancient Near East.

**Antioch** Antioch is a city in Turkey that sits between the Mediterranean Sea and the Taurus Mountains. It was founded in 300 B.C. by a Hellenistic king named Seleucus I Nicator. Antioch was the capital of the Seleucid Empire and became a major cultural and economic center.

**Alexander the Great (356–323 B.C.)** Alexander the Great was a Macedonian king who conquered an empire that stretched from the Greek colonies in Egypt to the borders of India. His conquests made him one of the greatest military leaders in history.

**Alexandria** Alexandria was a city founded by Alexander the Great in Egypt. It became one of the greatest cities of the ancient world and was the center of the Greek and Roman cultures.

**Amman** Amman is the capital city of Jordan and one of the oldest cities in the Middle East. It is located on a hill overlooking the Jordan Valley.

**Anubis** Anubis was an Egyptian god associated with the afterlife. He was often depicted as a jackal-headed man and was the god of mummification and the afterlife.

**Athens** Athens was an ancient city-state in Greece that played a central role in the development of Western civilization. It was the birthplace of democracy and was home to many of the greatest philosophers and thinkers.

**Babylon** Babylon was an ancient city located in modern-day Iraq. It was a major city in the ancient world and was known for its Hanging Gardens and its role in the Babylonian Empire.

**Beijing** Beijing is the capital city of China and one of the oldest cities in the world. It was the capital of China for over 800 years and was home to many of the greatest emperors and empresses.

**Bilbao** Bilbao is a city located in northern Spain. It is known for its modern architecture, the Guggenheim Museum, and its role in the Basque country.

**Bordeaux** Bordeaux is a city located in southwestern France. It is known for its wine, its Romanesque architecture, and its location on the Garonne River.

**Buddha** Buddha was a religious leader who lived in ancient India. He founded Buddhism and is known for his teachings on the Middle Way and the Four Noble Truths.

**Cairo** Cairo is the capital city of Egypt and one of the largest cities in the world. It is known for its ancient pyramids, its Islamic architecture, and its role as the center of Egyptian culture.

**Charlemagne** Charlemagne was a Frankish king who ruled over most of Western Europe in the 8th and 9th centuries. He is known for his role in the Carolingian Renaissance and his efforts to reunite the Franks.

**Chicago** Chicago is a city located in the state of Illinois in the United States. It is known for its famous structures, including the Sears Tower and the Windy City light sculpture.

**Durham** Durham is a city located in northeastern England. It is known for its university and its role in the development of English literature.

**Edinburgh** Edinburgh is a city located in eastern Scotland. It is known for its ancient castle, its cultural festivals, and its role as the center of Scottish culture.

**Essex** Essex is a county located in eastern England. It is known for its picturesque countryside, its medieval towns, and its role in the development of English literature.

**Ferdinand II, Holy Roman Emperor** Ferdinand II was a Habsburg king who ruled over the Holy Roman Empire from 1558 to 1564. He is known for his role in the Thirty Years' War and his support of the Catholic Church.

**Flanders** Flanders is a region located in western Belgium. It is known for its beautiful countryside, its medieval cities, and its role in the development of Flemish art.

**Greece** Greece is a country located in southeastern Europe. It is known for its ancient history, its contributions to Western culture, and its famous sites, including the Acropolis and the Parthenon.

**Hannibal** Hannibal was a Carthaginian general who led the Second Punic War against the Roman Republic. He is known for his famous crossing of the Alps and his role in the fall of Carthage.

**Ibiza** Ibiza is an island located in the Mediterranean Sea. It is known for its beautiful beaches, its nightlife, and its role in the development of dance and electronic music.

**Istanbul** Istanbul is a city located on the borders of Europe and Asia. It is known for its ancient history, its beautiful architecture, and its role as the capital of the Byzantine and Ottoman empires.

**Lisbon** Lisbon is a city located in southwestern Portugal. It is known for its beautiful beaches, its historic center, and its role as the capital of Portugal.

**London** London is a city located in southeastern England. It is known for its ancient history, its beautiful architecture, and its role as the capital of the UK.

**Lyon** Lyon is a city located in southeastern France. It is known for its beautiful architecture, its Romanesque churches, and its role as the capital of Rhone-Alpes.

**Madrid** Madrid is the capital city of Spain and one of the largest cities in Europe. It is known for its beautiful architecture, its famous museums, and its role as the center of Spanish culture.

**Medina** Medina is a city located in central Saudi Arabia. It is known for its ancient history, its important role in Islam, and its role as the second holiest city in Islam.

**New York City** New York City is the largest city in the United States and one of the largest cities in the world. It is known for its famous landmarks, its vibrant culture, and its role as the center of American business.

**Ottawa** Ottawa is the capital city of Canada. It is known for its beautiful architecture, its famous landmarks, and its role as the center of Canadian politics.

**Paris** Paris is a city located in northern France. It is known for its beautiful architecture, its famous landmarks, and its role as the center of French culture.

**Rome** Rome is a city located in central Italy. It is known for its ancient history, its beautiful architecture, and its role as the capital of Italy.

**Scotland** Scotland is a country located in the northwestern part of the United Kingdom. It is known for its ancient history, its beautiful countryside, and its role as the center of Scottish culture.

**Sydney** Sydney is a city located on the east coast of Australia. It is known for its beautiful beaches, its vibrant culture, and its role as the capital of New South Wales.

**Tokyo** Tokyo is the capital city of Japan and one of the largest cities in the world. It is known for its modern architecture, its famous landmarks, and its role as the center of Japanese culture.

**Venice** Venice is a city located in northeastern Italy. It is known for its beautiful architecture, its famous landmarks, and its role as the capital of Veneto.

**Vicenza** Vicenza is a city located in northeastern Italy. It is known for its beautiful architecture, its famous landmarks, and its role as the center of Veneto.

**Washington D.C.** Washington D.C. is the capital city of the United States. It is known for its famous landmarks, its role as the center of American politics, and its role in the development of American culture.

**Windsor** Windsor is a city located in southeastern England. It is known for its ancient history, its beautiful architecture, and its role as the home of the British royal family.

**York** York is a city located in northern England. It is known for its ancient history, its beautiful architecture, and its role as the center of Yorkshire.

**Zurich** Zurich is a city located in northeastern Switzerland. It is known for its beautiful architecture, its famous landmarks, and its role as the center of Switzerland.

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

**See Time Fly Volume 1: Middle Ages 122–3175 $4.95**

**See Time Fly Volume 2: Renaissance 122–3205 each $4.95**

**See Time Fly Volume 3: Age of Kings 122–3216 $9.95**

**See Time Fly Set 121–7017 $9.95**

*Cannot be combined with any other discount.*
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.

See Time Fly Workbook 1 122–3235 $12.95
See Time Fly Workbook 2 122–3265 each
See Time Fly Workbook 3 122–3226
See Time Fly Set 121–7017 $99.95

Buy all three volumes, get one FREE workbook for each!
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

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

Compatible with Windows 98SE through 8 (excluding Vista and 7)
Compatible with Mac OS 9 through OS X version 10.6
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. **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)

**Gunny & Ivan Adventures**

The read-aloud Gunny & Ivan Adventure books are hilarious companion readers to the Vanilla Vocabulary series. Students are exposed to vocabulary in context in delightful high-imagery stories.

- Ivan Sleeps Over corresponds to Level 1
- Ivan, King of the Neighborhood corresponds to Level 2
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 included in the Talkies® Kit!

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

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Over 400 pictures are grouped into broad and specific categories.

- 255 cards for receptive/expressive practice

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Buy the set for a 30% savings!

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* Cannot be combined with any other discount.
As the sensory information of imagery is brought to consciousness, students can access it as a sensory tool.

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.

“Given that some children on the autism spectrum have responded to V/V, we asked ourselves what steps could we add that would standardize and simplify V/V for children with severe weakness in oral vocabulary and language expression? What emerged is Talkies, a program with lots of little steps within big steps to develop the imagery-language connection. V/V gave birth to Talkies.”

—Nanci Bell
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

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.

“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

“You’ve given us back our daughter. Now she has the future that she was meant to have.”
— A Father

Step 7: Simple Sentence Imaging
Step 9: Simple Sentence by Sentence
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.*

You will follow Chip, a shy, nonverbal six-year-old boy, through the sequential steps of the program with sample lessons, questioning techniques, and dialogue to help you respond to the response.

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

*Talkies is not intended to diagnose nor be an exclusive treatment for speech-language pathology and audiology disorders.
Talkies Aligns with Common Core State Standards:

- Benefits students diagnosed with ASD
- Improves oral language expression
- Improves listening comprehension
- Improves ability to follow directions

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<th>Language Standards</th>
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<td>✓ Conventions of Standard English</td>
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<tr>
<td>✓ Presentation of Knowledge and Ideas</td>
<td>✓ Vocabulary Acquisition and Use</td>
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“I am very excited by the distinct differences I’ve seen in my daughter in the few months I have done the program. She uses complete sentences!”

— Doug, A Father

“Thank you for what you’ve done for children around the world... These programs are incredible and change lives every day. I see it!”

— Karen, A Teacher

“As a parent, I have searched high and low for a program such as Lindamood-Bell to help my son. Our family will be forever grateful to you and your program.”

— A Father

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800-233-1819
www.LindamoodBell.com
# 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.

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## Talkies Kit

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<td>Large Picture Structure Word Cards</td>
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<td>Student Progress Charts</td>
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“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.
Take a peek at a few things inside this great kit!

Picture Structure Word Cards, Movement Cards, Concept Cards, Articles/Connectors Cards, Picture Sequence Cards, and more!

Cards provide 255 categorized pictures of nouns.

Over 400 categorized pictures of common words

Progress monitoring to track student growth

Toys for sensory-language play and language development

Picture to Picture Posters

Talkies Progress Chart

1. Set Climate

2. Sensory Language Play

3. Talking Words

4. Talking Sentences

Name:

Date: Grade: Age:

Object Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

Imagery

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

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.

“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

Symptoms of Weak Symbol Imagery

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

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.

Independent study validates Seeing Stars® instruction.

After eight weeks of Seeing Stars intervention, dyslexic children showed marked improvement in:

- Phonemic Awareness (p<.001)
- Symbol Imagery (p<.001)
- Word Recognition (p<.001)
- Rapid Naming (p<.01)
- Word Attack (p<.05)
- Passage Comprehension (p<.05)

Improvement in reading ability was accompanied by changes in brain structure.

The study’s authors concluded:

“These results demonstrate for the first time that (1) training-induced changes in GMV can be observed in a pediatric sample and (2) reading improvements induced by intervention are accompanied by GMV changes.”
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 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.

Experience laughter and tears as you follow Buzz, a shy fifth grader, through the sequential steps of the program including:

• 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

New, Revised Second Edition!
Seeing Stars Aligns with Common Core State Standards:

- Develops phonemic awareness
- Improves word attack
- Develops accurate spelling
- Develops orthographic awareness
- Improves word recognition
- Improves reading fluency

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<table>
<thead>
<tr>
<th>Language Standards K-5</th>
</tr>
</thead>
</table>

“Have you ever seen a seven-year-old spell ‘equipment’ from his memory? That is just one of the many Seeing Stars victories I witnessed last year as a second grade teacher at a Navajo elementary school.”

— A 2nd Grade Teacher

“This is probably the best reading program for struggling readers that I have seen. It all makes sense and addresses the specific weaknesses of my students.”

— Marnie, A Teacher

“I have been back in school for five weeks now and started using Seeing Stars immediately. My students are making clear, steady gains in reading levels and comprehension.”

— An Elementary School Teacher

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www.LindamoodBell.com
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

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—Nanci Bell

Seeing Stars Kit 101–1013 $454.95

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—Nanci Bell

“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

“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.”

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Seeing Stars Kit 101–1013 $454.95

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—Kimberley, A Parent

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“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
Take a peek at a few things inside this great kit!

- **Syllable Cards**: 2500 single and multisyllable words for symbol imagery, memory, and decoding/encoding exercises.
- **Star Words List and Cards**: The 1000 most common words in English in order of frequency.
- **Card sets for consonants, vowels, prefixes, and suffixes**
- **Track student progress through the syllable cards**

Progress monitoring to track student growth.
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 multisyllable, 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. The workbooks include:

- Leveled decoding lists
- Ordered sight word 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
Catch a Star®
Vocabulary/Reading/Spelling Workbooks

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.

Both concept and symbol imagery are stimulated while vocabulary is developed for the words students use most often in reading and writing. 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. Ivan the Cat narrates and adds his usual humor and fun.

- 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.

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®
Star Words 1–1000

Establishing an extensive base of sight words is critical to global reading, where every word does not require phonological processing. **Star Words are the 1000 most frequently used words in the English language!**

Star Words Box 1 includes words 1–500 and Box 2 includes words 501–1000. Integrate these words as soon as possible into your Seeing Stars instruction to establish sight words for both decoding and spelling. Box 1 is included in the Seeing Stars Kit!

- Each set includes 500 words.
- Develops automatic word recognition, even for non-phonetic words
- First 300 words make up approximately 65% of all written text.
- Words are ordered based on frequency and complexity.
- Bold, clear print stimulates visual memory.
- Large 4” x 6” flash cards are ideal for group and classroom instruction.
- Tabbed dividers help keep the flash cards organized.

“Often our students demonstrated significant gains in phonological awareness and word attack, but they were not demonstrating the same level of gains in word recognition and reading...often our students had difficulty establishing sight words.”

—Nanci Bell

| Star Words Box 1 | 106–7335 | $54.95 |
| Star Words Box 2 | 106–7355 | $54.95 |
Multisyllable Practice

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.

The Multisyllable Practice Box has 320 multisyllable words from two to five syllables, with 47 basic affixes (15 prefixes and 32 suffixes). These easy-to-use flash cards 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 help 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 is needed to ensure reading accuracy and self-correction.”

— Nanci Bell
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!”

There are a set of four different delightful Star Word boxes to categorize up to four students’ sight word progress.

- 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
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 allow students to face off with Annie, keeping them engaged and making learning fun.

- Provides practice for more than 40 affixes
- Read and spell all the affixes and play a bonus round.
- Variable speed settings
- Recording of students’ progress, including reports for the instructor
- Students earn reward activities 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

Compatible with Windows 98 through 8 (excluding Vista and 7)
Compatible with Mac OS 9.2 through OS X version 10.6
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.

Three words move across the screen as Ivan the Cat says a Star Word. When the student clicks on a word, the 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 monitoring and printable reports for teachers
- Variable speed settings
- A variety of fun arcade interfaces
- An excellent progress monitoring tool

Compatible with Windows 98 through 8 (excluding Vista and 7)
Compatible with Mac OS 9.2 through OS X version 10.6
*Disk 1 must be installed to run disks 2-6.

<table>
<thead>
<tr>
<th>Disk</th>
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<tr>
<td>Set of six</td>
<td>103–2015</td>
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</table>
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 reinforce meaning.
- Dividers for slow, medium, fast, and graduate words
- Phrase and sentence cards to reinforce sight words
- Ideal for emerging readers
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. Includes easy instructions on the back of each sound/letter card for parent or teacher use.

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!

- Use to reinforce 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
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 competancy 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.

Symptoms of Weak Phonemic Awareness

Weakness in:

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

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!

“Auditory conceptual judgement (phoneme awareness) enables us to compare the identity and order of sounds in words. It provides a base for thinking about how to pronounce words, and how to spell and read them…[In the LiPS Program] a sequence of procedures so basic is offered…that 1) the processing is accelerated and further refined for those who can access it readily; and 2) the emergence and development of the processing is stimulated for those who otherwise don’t develop it.”

—Patricia C. Lindamood

“It is a joy to go to a school board meeting and have reports back for the first time where you see kids moving out of far-below basic, out of basic, into basic and proficient. As a school board member and a dad, I just want to say thank you.”

— School Board Member

“This has exceeded my expectations.”

— Lynn, A Teacher
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

“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 Aligns with Common Core State Standards:

- Helps students distinguish phonemes in words
- Improves students’ ability to conceptualize phonemes with letters
- Improves reading, spelling, and speech
- Helps students become independent and self-correcting

“Because of its success in developing students’ conscious awareness of the most basic elements of oral language—phonemes and syllables—the LiPS Program can provide a core for the language arts part of any curriculum.”
— Patricia C. Lindamood & Phyllis D. Lindamood

Reading Standards: Foundational Skills K-5

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>K-5</th>
</tr>
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<tbody>
<tr>
<td>✔ Print Concepts</td>
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<tr>
<td>✔ Phonological Awareness</td>
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<tr>
<td>✔ Phonics and Word Recognition</td>
<td></td>
</tr>
<tr>
<td>✔ Fluency</td>
<td></td>
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</table>

Language Standards K-5

✔ Conventions of Standard English

“I am able to identify and target individual student weaknesses through comprehensive assessment and then explicit, systematic instruction.”
— A Speech Language Pathologist

“Attending the LiPS Program Workshop has made me feel successful the very next day that I returned to teach at my school.”
— A Teacher

“Never before had I felt so excited and confident about what I was about to teach. I had a new understanding of the gestalt of reading.”
— A Teacher

School & Instruction Support.................pg 72
Professional Development Workshop......pg 78
800-233-1819
www.LindamoodBell.com
LiPS® Kit

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

“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:

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<tr>
<th>Component</th>
<th>Code</th>
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<td>Teacher’s Manual</td>
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<td>Small Colored Magnets (21)</td>
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<td>Large Colored Magnets (4)</td>
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<td>Letter Magnets (60)</td>
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<td>Syllable Magnets (60)</td>
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<tr>
<td>Folding Mirror</td>
<td>146-2091</td>
<td>2.95</td>
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<tr>
<td>P.A.S. Books (set of 8)</td>
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<td>79.95</td>
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<tr>
<td>P.A.S. Teacher’s Guide</td>
<td>352-2041</td>
<td>48.95</td>
</tr>
<tr>
<td>Large Mouth Pictures (Not available in kit)</td>
<td>147-3021</td>
<td>40.95</td>
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Take a peek at a few things inside this kit!

Magnetic board for manipulatives

64–card Playing Card Deck includes letters and mouth pictures.

60 Letter Magnets

Folding Mirror

Phonological Awareness and Sequencing Stories and Teacher’s Guide

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

LiPS Stick 147–3011 $199.95
LiPS Kit and LiPS Stick together 141–1111 $544.95*

* Cannot be combined with any other discount.
For individuals who get math, the language of numbers turns into imagery and they see mathematical relationships.

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

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.

“If I can't picture it, I can't understand it.”
—Albert Einstein

On Cloud Nine addresses 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

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.

Concrete to Imagery to Computation
“The On Cloud Nine math program moves through three basic steps to develop mathematical reasoning and computation: 1) manipulatives to experience the realness of math, 2) imagery and language to concretize that realness in the sensory system, and 3) computation to apply math to problem solving.”

—Nanci Bell

“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
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.

You will follow Tory as she learns to visualize and verbalize math through the sequential steps of OCN:

- 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
ON CLOUD NINE

OCN Aligns with Common Core State Standards:

- Improves memorization of math facts
- Develops understanding of math concepts
- Understanding math operations
- Develops word problem skills
- Develops estimating numerical values
- Improves higher level math understanding

<table>
<thead>
<tr>
<th>Math Standards</th>
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<tr>
<td>✔ Counting and Cardinality</td>
</tr>
<tr>
<td>✔ Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>✔ Number and Operations in Base Ten</td>
</tr>
<tr>
<td>✔ Number and Operations–Fractions</td>
</tr>
</tbody>
</table>

“Math is thinking (dual coding) with numbers, imagery, and language; reading/spelling is thinking with letters, imagery, and language. Both processes require the integration of language and imagery to assist in the foundational and application processes. Dual coding in math, just as in reading, requires two aspects of imagery: numeral imagery (parts/details) and concept imagery (whole/gestalt).”

—Nanci Bell & Kim Tuley

“I have been working with these 1st graders for a few weeks and their progress has been amazing in achieving things they’ve been working to do since kindergarten. All I can say is ‘Wow!’ and I can’t wait to see how far they can progress.”

—Tiffany, A Teacher

“At the completion of On Cloud Nine, students have the underlying ability to learn mathematical concepts and compute mathematical problems mentally and on paper. They can think and reason with numbers. Their imagery is easily accessible for problem solving and interpretation—visible only to themselves.”

—Nanci Bell

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800-554-1819

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Professional Development Workshop.....pg 77
800-233-1819
www.LindamoodBell.com
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.

Beginning with the most basic concepts of counting, adding, and subtracting, the kit materials help students progress to word problems, multiplication, division, fractions, and decimals.

A must-have for math teachers!

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 Unifix® Numberline 166–3275 55.95
Cardboard Numberline (5) 166–3245 59.95
Unifix® 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
Take a peek at a few things inside this great kit!

Family Fact Sheets and Cards

Numeral Imagery Cards

Progress monitoring charts track student growth.

Cubes for manipulation and imagery

Student Progress Chart

Date: ________________________________

1. Imaging & Writing Numerals:
   1-5  6-10  11-20

2. Imaging the Number Line:
   1-10  11-20  21-100

3. Count By:
   1’s  10’s  5’s  2’s

4. Addition Family Facts:
   1 2 3 4 5 6 7 8 9 10

5. Doubles:
   1 2 3 4 5 6 7 8 9 10

6. Doubles Plus One:
   1 2 3 4 5 6 7 8 9 10

7. Subtraction Family Facts:
   1 2 3 4 5 6 7 8 9 10

8. Aunts and Uncles:
   1-10  11-20

9. Place Value:
   Hundreds  Tens  Ones

10. Jumping Up and Down:
    1-10  11-20  21-100

11. Carry Over:
    Simple  Complex

12. Borrow Back:
    Simple  Complex
Symbol Imagery (SI) Test

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. See page 39 for more details.


ESL Literacy Scale (ELS)

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.

Test of Early Reading Ability (TERA-3)

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.

Test of Kindergarten/First Grade Readiness Skills (TKFGRS)

A standardized test to evaluate a young child’s basic skills in reading, spelling, and arithmetic. Includes assessment of letter identification, phonetic and word identification, story comprehension, written computation, general number identification, and word problems.

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

Kit includes: Examiner’s Manual, 25 Record Booklets, and 8 Cards.
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.

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.

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.

The TORD-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.
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)

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 354–4411 $274.95
Examiner Record Forms A (25) 354–4501 61.95
Examiner Record Forms B (25) 354–4531 61.95
**Test of Word Reading Efficiency (TOWRE-2)**

Ages: 6 through 24  
Testing Time: 5-10 minutes  
Administration: Individual or Group  
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 skill 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; 25 Response to Intervention Booklets; in a sturdy storage box.

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<td>354–7555</td>
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<td>354–7585</td>
<td>$40.95</td>
</tr>
<tr>
<td>354–7615</td>
<td>$40.95</td>
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</tbody>
</table>

**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.

<table>
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<td>354–7405</td>
<td>$140.95</td>
</tr>
<tr>
<td>354–7435</td>
<td>$140.95</td>
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</table>

**Rapid Automatized 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.

<table>
<thead>
<tr>
<th>Kit</th>
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<tr>
<td>354–5905</td>
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<td>354–5935</td>
<td>$61.95</td>
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Gander Publishing  
www.GanderPublishing.com  
800-554-1819
**Phonics-Based Reading Test (PRT)**

<table>
<thead>
<tr>
<th>Grades: 1-6</th>
<th>Testing Time: 15-20 minutes</th>
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<tbody>
<tr>
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<td>Norm-referenced</td>
</tr>
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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 | 404–5895 | $89.95 |
| Test Booklets (25) | 404–5925 | 29.95 |

**Auditory Processing Abilities Test (APAT)**

<table>
<thead>
<tr>
<th>Ages: 5-0 through 12-11</th>
<th>Testing Time: under 45 minutes</th>
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</thead>
<tbody>
<tr>
<td>Administration: Individual</td>
<td>Norm-referenced</td>
</tr>
</tbody>
</table>

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 | 404–4785 | $119.95 |
| Test Booklets (25) | 404–4815 | 44.95 |
| Summary Sheets (25) | 404–4845 | 24.95 |

**Test of Phonological Awareness (TOPA-2+)**

<table>
<thead>
<tr>
<th>Ages: 5 through 8</th>
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<tbody>
<tr>
<td>Testing Time:</td>
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<tr>
<td>K: 30–45 minutes</td>
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<tr>
<td>Early Elem: 15-30 minutes</td>
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<tr>
<td>Administration: Individual or Group</td>
</tr>
<tr>
<td>Norm-referenced</td>
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</table>

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 | 354–7075 | $249.95 |
| K Summary Forms (50) | 354–7105 | 36.95 |
| Elem. Summary Forms (50) | 354–7135 | 36.95 |
| K Student Booklets (25) | 354–7165 | 57.95 |
| Elem. Student Booklets (25) | 354–7195 | 57.95 |
Kindergarten Language Screening Test (KLST-2)

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.

Test for Auditory Comprehension of Language (TACL-3)

The Test for Auditory Comprehension of Language-Third Edition (TACL-3) is a measure of receptive spoken vocabulary, grammar, and syntax.

- Vocabulary: The literal and most common meanings of word classes such as nouns, verbs, adjectives, and adverbs, and of words that represent basic precepts and concepts
- Grammatical Morphemes: The meanings of grammatical morphemes such as prepositions, noun numbers and cases, verb numbers and tenses, noun-verb agreement, derivational suffixes, and the meanings of pronouns, tested within the context of a simple sentence
- Elaborated Phrases and Sentences: The understanding of syntactically based word relations and elaborated phrase and sentence constructions, including the modalities of single and combined constructions (interrogative sentences, negative sentences, active and passive voices, direct and indirect objects), embedded sentences, and partially and conjoined sentences

The examiner reads the stimulus aloud, and the subject is directed to point to the picture that he or she believes best represents the meaning of the word, phrase, or sentence spoken by the examiner. No oral response is required on subject’s part.

Provides percentiles, standard scores, and age equivalents.

Test of Early Language Development (TELD-3)

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

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, which success in reading and spelling requires. 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 have been 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.


Gilliam Autism Rating Scale (GARS-3)

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.

Detroit Tests of Learning Aptitude (DTLA-4)

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 includes: Examiner Record Booklets, in a sturdy storage box.
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.

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

Pre-Kindergarten Screen (PKS)

Ages: 4-0 through 5-11
Testing Time: 10-15 minutes
Administration: Individual
Norm-referenced

This test was developed for use prior to kindergarten entry. It identifies 4- and 5-year-old children who, compared to their peers, lack the skills needed for later academic success, such as fine- and gross-motor development, understanding of verbal directions, visual perception, rudimentary letter and number identification, and impulse control.

- Tests school readiness and academic skills
- Untimed

Kit includes: Manual, Test Plates, and 50 Record Forms.

Kit 404-5955 $69.95
Record Forms (50) 404-5985 24.95

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 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 though 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


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ASSESSMENTS

ASSESSMENTS

800-554-1819
Test of Auditory Processing Skills (TAPS-3)

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.

Test of Auditory Reasoning and Processing Skills (TARPS)

This test provides a quick assessment of auditory processing skills. It consists of 58 questions that provide a qualitative and quantitative analysis of thinking skills. The test was designed to be stimulating, and to be used by a variety of professionals, including speech-language pathologists, optometrists, and special education teachers. It was standardized on over 1100 students.

- Provides percentile rank, standard score, scaled score, stanine, and age equivalent
- Differential starting points based on age
- Analyzes thinking skills

Kit includes: Manual and 25 Test Booklets.

Gifted and Talented Evaluation Scales (GATES)

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. The GATES was normed in 1995 on a representative national sample of over 1000 persons who were identified as gifted and talented.

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

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

Visual Skills Appraisal (VSA)

The VSA is a screening tool used to identify visual inefficiencies that may affect school performance. Six subtests assess pursuit, scanning, alignment, locating movements, eye-hand coordination, and fixation unity. The manual includes many visual skill training techniques that are keyed to each subtest.

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


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.


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

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


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

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 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


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.

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.

Examiner Record Forms (25) 354–6852 $48.95
Student Response Booklets (25) 354–6862 $64.95

Kit 354–6842 $180.95

Gander Publishing  
www.GanderPublishing.com  
800-554-1819
Diagnostic Achievement Battery (DAB-3)

The DAB-3 is a revision of one of the most popular and useful individual tests of school achievement ever made. The DAB-3 uses 14 short subtests to identify a child's strengths and weaknesses across several areas of achievement. The DAB-3 includes a supplemental manual enabling the examiner to probe student responses on the standardized test. The purpose of probing is to identify the thinking processes and problem-solving strategies that result in both correct and incorrect responses.


- Subtest scores can be combined to form eight composites:
  Total Achievement, Listening, Speaking, Reading, Writing, Mathematics, Spoken and Written Language.

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

Test of Academic Achievement Skills - Revised (TAAS-R)

The TAAS-R provides educators and testing professionals with information on how well a student has mastered the basic skills of Spelling, Letter and Word Reading, Arithmetic, Listening Comprehension, and Oral Reading Stories and Comprehension (a new subtest). This information allows the examiner to see the student's progress and gauge their readiness for the next grade.

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

Kit includes: Manual, Oral Reading Stories Booklet, Reading and Spelling Card, and 25 test booklets.

Test of Written Expression (TOWE)

The TOWE uses two assessment methods to evaluate a student's writing skills; one 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.

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

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 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 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)

<table>
<thead>
<tr>
<th>Ages: 2-0 through 80+</th>
<th>Administration: Individual</th>
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<tbody>
<tr>
<td>Testing Time: 20 minutes</td>
<td>Norm-referenced</td>
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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.

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.

Test of Auditory Analysis Skills (TAAS)

<table>
<thead>
<tr>
<th>Ages: 5 through 8</th>
<th>Administration: Individual</th>
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<tr>
<td>Time: 3 minutes</td>
<td>Criterion-referenced</td>
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</table>

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)

<table>
<thead>
<tr>
<th>Ages: 5 through 12</th>
<th>Administration: Group</th>
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</thead>
<tbody>
<tr>
<td>Testing Time: 20 minutes</td>
<td>Norm-referenced</td>
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</tbody>
</table>

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 404–5445 $109.95

Test Forms (25) 404–5475 29.95

Laterality Checklists (25) 404–5505 19.95

Remedial Checklists (25) 404–5535 19.95
Preschool Language Assessment Instrument (PLAI-2)

- Ages: 3-0 through 5-11
- Time: 30 minutes
- Administration: Individual
- 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).

Test of Handwriting Skills-R (THS-R)

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

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

- Ages: 4 through 70+
- Time: 25 minutes
- Administration: Individual
- 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.
Written Language Assessment (WLA)

Ages: 8 through 18+  
Testing Time: 60 minutes  
Administration: Individual or Group  
Norm-referenced

The WLA offers direct assessment of written language through an evaluation of writing samples that reflect three models of discourse: expressive, instructive, and creative writing. Analytic scoring techniques are used to yield scores in General Writing Ability, Productivity, Word Complexity, and Readability, as well as a Written Language Quotient that is a composite of the four subscores.

Kit includes: Manual, 25 each of three Writing Record Forms, 25 Scoring/Profile Forms, and Hand Counter.  
Writing Record Forms (25)  
Scoring/Profile Forms (25)

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. Includes 8 subtests: Vocabulary, Style, Story Construction, Spelling, Contextual Conventions, Contextual Language, Logical Sentences, and Sentence Combining.


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.

The TEWL-3 includes two subtests:

- **Basic Writing** - measures a child’s ability in such areas as spelling, capitalization, punctuation, sentence construction, and metacognitive knowledge. The Basic Writing Subtest may be given independent of the Contextual Writing Subtest.
- **Contextual Writing** - measures a child’s ability to construct a story when provided with a picture prompt. This subtest measures such areas as story format, cohesion, thematic maturity, ideation, and story structure. The Contextual Writing subtest may be given independently of the Basic Writing subtest.

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.

Gander Publishing  
WWW.GANDERPUBLISHING.COM  
800-554-1819
**Test of Written Spelling (TWS-5)**

The revised TWS-5 is a test of spelling administered using a dictated word format. The TWS-4 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.

**Complete Kit 354-7855 $124.95**

**Test of Silent Contextual Reading Fluency (TOSCRF)**

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. The TOSCRF is a companion to the Test of Silent Word Reading Fluency (TOSWRF). While the TOSWRF measures a student’s ability to recognize individual words accurately and efficiently, the TOSCRF 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
- Valid and reliable
- 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 $282.95**

**Comprehensive Mathematical Abilities Test (CMAT)**

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, age and grade equivalents.


**Kit 354-5095 $340.95**

**Gander Publishing**

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Name
Organization
Address

Daytime Phone ( )
Alternate Phone ( )
Email

Ship To: (if different)

Name
Organization
Address

Tell us about yourself:

☐ Special Ed Teacher  ☐ Reg Ed Teacher/Grade __________
☐ Parent  ☐ Homeschooler
☐ SLP  ☐ Other __________
☐ Attended Lindamood-Bell Workshop

Location __________ Date __________

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Subtotal All Products
Discount Code:
Sales Tax (7.5% for California orders only)
Shipping and Handling*

TOTAL

Method of Payment: (Please make checks and Purchase Orders payable to Gander Publishing)

☐ Check #  ☐ PO #  (For order to be processed, must attach copy of PO)

☐ Visa  ☐ Mastercard  #

☐ Signature

Return Policy: Our goal at Gander Publishing is to provide customers with quality educational products. However, we understand that sometimes a product you have ordered may not meet your needs. If the product you receive is not what you had hoped for, you may return it (subject to approval) for a refund within 30 days. All products must be returned in their original packaging, envelopes and shrinkwrap unopened when applicable, and must be in new condition. In the event of a return, the purchase price of your product will be refunded, less shipping costs. For complete details and return procedures, call or visit our website: www.ganderpublishing.com.

*Shipping and Handling: 10% of product total for all U.S. orders (minimum $4.95); 22% of product total for Canadian orders (min. $6.95). All orders shipped within continental U.S. and Canada sent via UPS. Allow up to 10 business days for delivery. Call or email for international shipping rates and delivery times. All prices are in U.S. funds and are subject to change.
Lindamood-Bell® research-validated programs are key to our solutions for schools. They develop the underlying processes necessary for a student to learn to read and comprehend—the foundation of core standards curriculum.

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

**ON-SITE WORKSHOPS for SCHOOLS AND DISTRICTS**

Enjoy the savings and convenience of a Lindamood-Bell Workshop at your location. Lindamood-Bell On-site Workshops meet your professional development needs and fit your schedule.
LIVE WEB-BASED WORKSHOPS FOR SCHOOLS AND DISTRICTS

Our live, interactive videoconferences include practice and feedback on the program steps. Workshops can be scheduled on consecutive days or over several weeks, giving your staff the opportunity to practice between sessions.

COMPREHENSIVE SCHOOL PARTNERSHIPS

Lindamood-Bell School Partnerships include and build on the initial workshop, providing program fidelity and sustainability.

- Professional development in the Lindamood-Bell research-validated programs as well as differentiated instruction and progress monitoring/RtI
- Instruction is appropriate for all students:
  - General Education
  - Special Education
  - English Language Learners
  - Tier I/II/III
- Ongoing support throughout the academic year
- Instructional Leader Certification program

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 students ranging from at-risk to SPED.

All services subject to availability and changes.
The Visualizing and Verbalizing® (V/V®) program develops concept imagery for both oral and written language. Through a series of steps, students learn to create an imaged gestalt and integrate that imagery with language as a basis for language comprehension and thinking.

Workshop Provides:
- Instruction in the steps of V/V
- Videos of student–instructor interactions
- Guided practice sessions

Workshop Includes:
- Second Edition Visualizing & Verbalizing Teacher’s Manual, a $79.95 value

Workshop Schedule and Pricing:
- Page 80

Credit Options:
- Lindamood-Bell® Continuing Education Units (CEUs)

Learn Steps to Develop:
- Reading Comprehension
- Oral Language Expression
- Vocabulary
- Oral Language Comprehension
- Written Language Expression
- Following Directions

“V/V” has changed the way I teach!”
~ Donna, Milwaukee Teacher

Visualizing and Verbalizing develops skills required for success with the Common Core:

The standards emphasize a greater depth of understanding and mastery of complex texts.

- Explicit focus in Concept Imagery develops skills to comprehend content-rich nonfiction.
- V/V helps students master complex text by developing concept imagery for abstract language and ideas.
- V/V employs a Socratic, choice/contrast questioning technique so students can learn how to gather evidence from complex text for reading, writing, and speaking.
- The close reading strategies in V/V (e.g., the Sentence by Sentence step) require students to read carefully, visualize key ideas and details, and use their imagery from the reading to answer text-dependent questions.
- V/V is a unique way to introduce and develop academic vocabulary and helps students apply concept imagery to the writing process.
- Instruction is differentiated based on the age, developmental level, and needs of the student.
The Seeing Stars® program develops symbol imagery: the ability to visualize sounds and letters in words for both phonological and orthographic processing. Students move through a series of steps to develop the imagery-language connection for competency in written language.

Workshop Provides:
- Instruction in the steps of Seeing Stars
- Videos of student-instructor interactions
- Guided practice sessions

Workshop Includes:
- Second Edition Seeing Stars Teacher’s Manual, a $79.95 value

Workshop Schedule and Pricing:
- Page 80

Credit Options:
- Lindamood-Bell® Continuing Education Units (CEUs)

Learn Steps to Develop:
- Phonics / Phoneme awareness
- Orthographic awareness
- Word attack
- Reading fluency
- Word recognition
- Spelling

Seeing Stars develops skills required for success with the Common Core:

The standards focus on developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. Proficient readers possess foundational decoding skills necessary to meet this requirement.

- Since reading is central to all academic learning, Seeing Stars helps meet this need by addressing the reading needs of all students, including at-risk and learning disabled students.
- Instruction in Symbol Imagery effectively develops or remediates the foundational skills of reading and writing, including the concepts of print, the alphabetic principle, and conventions of the English writing system.
- Instruction is differentiated based on the age, developmental level, and needs of the student.
The Talkies® program is the primer to the V/V® program for students who need simple, smaller steps of instruction to establish the imagery-language connection. The goal of Talkies instruction is to develop mental imagery as a base for language comprehension and expression.

Workshop Provides:
• Instruction in the steps of Talkies
• Videos of student-instructor interactions
• Guided practice sessions

Workshop Includes:
• Talkies Teacher’s Manual, a $65.95 value

Workshop Schedule and Pricing:
• Page 80

Credit Options:
• Lindamood-Bell® Continuing Education Units (CEUs)

Learn Steps to Develop:
➢ Bring nonverbal imagery to life
➢ Establish the imagery-language connection
➢ Increase oral vocabulary
➢ Improve language comprehension and expression

Talkies develops skills required for success with the Common Core:
Foundational language skills—vocabulary, literacy, and comprehension—are effectively developed with the Talkies program for pre-K and Kindergarten students, thereby providing a base for ongoing development of the standards. Additionally, expectations are that students with disabilities and English Learners can meet grade level standards with appropriate instructional supports time.

• Talkies explicitly addresses vocabulary acquisition at an appropriate age or development level.
• Explicit and systematic steps provide a foundation for conventions of standard English.
• Talkies provides the basic language skills for students to continue developing language comprehension.
• Instruction is differentiated based on the age, developmental level, and needs of the student.
The On Cloud Nine® program stimulates the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve math computation and problem solving.

Workshop Provides:
- Instruction in the steps of On Cloud Nine
- Videos of student-instructor interactions
- Guided practice sessions

Workshop Includes:
- On Cloud Nine Teacher’s Manual, a $65.95 value

Workshop Schedule and Pricing:
- Page 80

Credit Options:
- Lindamood-Bell® Continuing Education Units (CEUs)

Learn Steps to Develop:
- Math facts
- Word problem solving
- Mathematical concepts
- Improved math test scores

On Cloud Nine develops skills required for success with the Common Core:

The standards emphasize a focus on building both computational and conceptual math skills. On Cloud Nine integrates to the Common Core through the following:

- Explicit instruction in Concept Imagery for math increases conceptual understanding, fluency, and application.
- Systematic instruction focuses on building a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals.
- Visualizing (conceptual understanding) math provides foundation for students to become independent and self-correcting in procedural skill.
- Instruction is differentiated based on the age, developmental level, and needs of the student.

“I’m very satisfied with this workshop! I want to come back later and will definitely recommend it to others.”
~ Terri, Workshop Attendee

www.LindamoodBell.com   Phone: 800-233-1819   Fax: 805-541-6370
The *Lindamood Phoneme Sequencing* (LiPS®) *Program®* develops phoneme awareness. Students learn to recognize how their mouths produce the sounds of language. This kinesthetic feedback enables them to verify sounds within words and to become self-correcting in reading, spelling, and speech.

**Workshop Provides:**
- Instruction in the steps of LiPS
- Videos of student-instructor interactions
- Guided practice sessions

**Workshop Includes:**
- Fourth edition LiPS Teacher’s Manual, a $130.95 value

**Workshop Schedule and Pricing:**
- Page 80

**Credit Options:**
- Lindamood-Bell® Continuing Education Units (CEUs)

**Learn Steps to Develop:**
- Phoneme awareness
- Word attack
- Phonics
- Pronunciation

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**LiPS develops skills required for success with the Common Core:**

While the standards focus instruction on the components of literacy, comprehension, and thinking skills, many students need more explicit and differentiated instruction in the basic skills of reading.

- LiPS develops foundational skills of Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.
- Unique self-discovery process helps struggling readers.
- Instruction is differentiated based on the age, developmental level, and needs of the student.
The Symbol Imagery (SI) Test is a sensitive measure of the ability to visualize the identity, number, and sequence of letters in single and multisyllable words. The Lindamood Auditory Conceptualization Test-3 (LAC-3) is a sensitive measure of phoneme awareness designed to be used with children and adults. Learn how to use both tests.

**Workshop Provides:**
- Demonstration of LAC-3 Test and Symbol Imagery Test administration
- Instruction in administering all parts of the tests
- Instruction in the tests’ relationships to other measures
- Demonstration and practice in interpretation of the LAC-3 Test and Symbol Imagery Test as part of a comprehensive battery

**Workshop Includes:**
- LAC-3 Test Kit, a $226.95 value
- Symbol Imagery Test Kit, a $179.95 value

**Workshop Schedule and Pricing:**
- Page 80

**Credit Options:**
- Lindamood-Bell® Continuing Education Units (CEUs)

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**Registration Information**

**Registration Options**
Registration can be made via phone, fax, or online using a credit card or purchase order. Preregistration is advised.

- **Phone:** 800-233-1819
- **Fax:** 805-541-6370
- **Online**

**Refunds and Cancellations**
You will receive a full refund if you cancel 30 days or more before the start date of a workshop. You will receive a full refund minus a $40 service charge if you cancel within 30 days of the workshop. You will not receive a refund if you cancel after the start of a workshop.

Attendance at one or more of our workshops does not create an expressed or implied license to train others to conduct clinics or workshops in our proprietary educational programs, or to certify any individual in the use or administration of our programs. Lindamood-Bell® workshop materials are proprietary and cannot be duplicated, copied, or distributed without the express, prior written consent of Lindamood-Bell Learning Processes, a California corporation. Please contact us at any time if you have any questions concerning the use or implementation of our programs by third parties.

Visit [www.LindamoodBell.com/needtoknow](http://www.LindamoodBell.com/needtoknow) for all of our “Need to Know” information and for Ways to Save!

Visit [www.LindamoodBell.com](http://www.LindamoodBell.com) for information on special workshop discounts and CEU options!
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## WORKSHOP LOCATION

### NEW MEXICO - Albuquerque
Albuquerque Marriott  
2101 Louisiana Blvd. NE, (505) 881-6800

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### NEW MEXICO - Las Cruces
Hilton Garden Inn Las Cruces  
2550 S. Don Roser Dr., (575) 522-0900

### NEW YORK - Albany
Hampton Inn & Suites Albany Downtown  
25 Chapel St., (518) 432-7000

### NORTH CAROLINA - Raleigh
Hampton Inn & Suites Raleigh-Durham Airport / Brier Creek  
8201 Arco Corporate Dr., (919) 484-0500

### OHIO - Cincinnati
DoubleTree by Hilton Cincinnati Airport  
2826 Terminal Dr., Huber, KY, (859) 371-6166

### OHIO - Cleveland
VENUE TO BE ANNOUNCED

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### PENNSYLVANIA - Harrisburg
Holiday Inn Harrisburg - Hershey  
604 Station Rd. in Grantville, (717) 469-0661

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<th>Seeing Stars®</th>
<th>V/V®</th>
<th>Talkies®</th>
<th>LiPS®</th>
<th>OCN®</th>
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### PENNSYLVANIA - Pittsburgh
Omni William Penn Hotel  
530 William Penn Pl., (412) 281-7100

### RHODE ISLAND - Providence
Hotel Providence  
511 Thayer St., Providence, (401) 734-9600

### TEXAS - San Antonio
Embassy Suites San Antonio Northwest I-10  
7750 Blanco Rd., (210) 340-5421

### WISCONSIN - Madison
Sheraton Madison  
706 John Nolen Dr., (608) 251-2300

### WYOMING - Gillette
Arbuckle Lodge Gillette  
1400 S. Garner Lake Rd., (307) 685-6363

### CANADA WORKSHOPS

### NOVA SCOTIA - Halifax
Best Western Plus Chocolate Lake  
20 St. Margaret’s Bay Rd., (902) 477-5611

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### All Workshops Include:
- Instruction in program steps modeled by a Lindamood-Bell® Professional Development Presenter
- Presentation and discussion of student-instructor interaction videos
- Guided practice sessions
- Immediate feedback
- Teacher’s Manual
- Complimentary Lindamood-Bell® Continuing Education Units (CEUs), other credit options available
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

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

Lindamood-Bell programs officially endorsed by CASE!