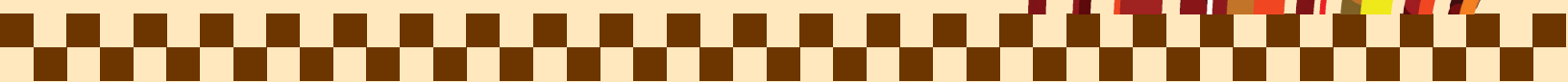
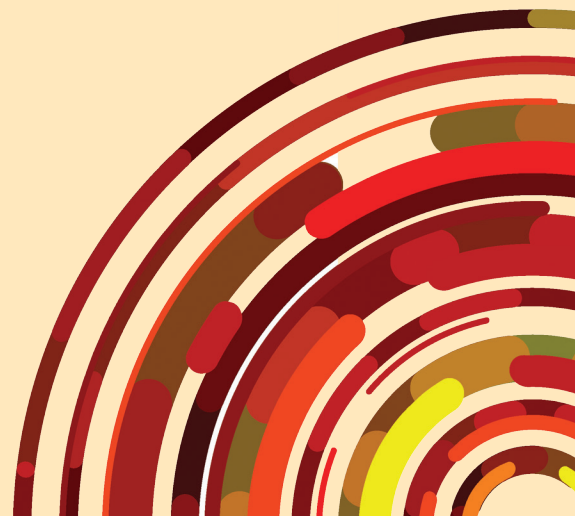


Sensory-Cognitive Instruction and the Common Core

***A New Opportunity
for All Students***



GANDER PUBLISHING



Sensory-Cognitive Instruction and the Common Core: A New Opportunity for All Students

INTRODUCTION

The **Common Core State Standards (CCSS)** significantly raise the bar for all students regarding the demands of literacy and critical thinking. This presents both an opportunity and a challenge for increasing academic achievement, especially for struggling and at-risk students. How well we succeed in raising achievement to prepare all students for college and career readiness depends on how well we improve instruction in reading, writing, language, comprehension, and critical thinking—skills at the core of all academic learning.

For nearly three decades, Lindamood-Bell Learning Processes has successfully increased literacy and academic achievement for students. Their research-validated approach includes unique **sensory-cognitive instruction** in the *Visualizing and Verbalizing® (V/V®)* and *Seeing Stars® (SI)* programs. These programs have been proven effective in closing the achievement gap for struggling readers, students with special needs, and English learners.

The Common Core emphasizes the “capacities of the literate individual” and refocuses instructional practice with the goal of becoming college and career ready. This document highlights how sensory-cognitive instruction enhances language and literacy skills to help all students meet more rigorous expectations.

EXPECTATIONS *for All Students*

“Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards” (NGA/CCSSO, 2010*). To meet high expectations, it is desired that struggling students, including students with disabilities and English learners, be held to the same set of standards while instruction is differentiated to provide the appropriate supports and scaffolding. Educators must determine which differentiated practices and supplemental materials will best support struggling students to meet the standards and ensure academic achievement.

HOW **Sensory-Cognitive Instruction Increases Literacy Skills**

"The complex skill of reading requires the integration and interplay of several component subskills of reading. And it also requires an automatic, nearly unconscious performance of those subskills that is enabled by the activation of imagery at a conscious level. Bringing imagery to consciousness with explicit instructional methodology will profoundly improve literacy skills." (Bell 2007, 10)

Sensory-cognitive instruction involves the explicit development of a student's symbol imagery and concept imagery as this imagery underlies both word reading and oral/written language comprehension.

Concept imagery is the ability to create an imaged gestalt from language, which serves as a basis for comprehension and higher order thinking. Concept imagery is developed through the *Visualizing and Verbalizing* program.

Symbol imagery is the ability to visualize sounds and letters in words, which serves as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency. Symbol imagery is developed through the *Seeing Stars* program.

These sensory-cognitive factors are often overlooked, or paid too little attention, in English Language Arts (ELA) instruction. Struggling students frequently demonstrate weakness in one or both of these areas. Consequently these students lack the language and literacy skills and habits required to meet rigorous expectations. To achieve success with the Common Core, the *Visualizing and Verbalizing* and *Seeing Stars* programs offer research-validated practices shown to significantly increase reading and comprehension skills.

Capacities of the Literate Individual

The Common Core defines expectations for students in four strands under English Language Arts: reading, writing, speaking and listening, and language. The goal is that all students will demonstrate mastery in these strands as they become college or career ready. Further, the Common Core highlights the capacities of the literate individual, one who exhibits the following (NGA/CCSSO 2010):

- Demonstrates independence
- Builds strong content knowledge
- Responds to the varying demands of audience, task, purpose, and discipline
- Comprehends as well as critiques
- Values evidence
- Uses technology and digital media strategically and capably
- Comes to understand other perspectives and cultures

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

The Foundations of Reading

The ELA Standards for Reading also focus on the foundations of reading, with the goal of having students decode with accuracy and automaticity by the end of second grade, as a means to prevent or remediate reading problems. Development of key foundational skills such as phonological awareness, phonics, word recognition, and fluency help to ensure students can read increasingly complex text, develop vocabulary, and build strong content knowledge.

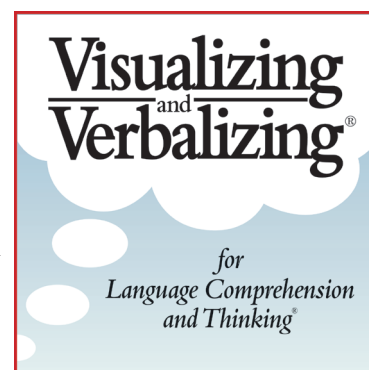
Seeing Stars is a comprehensive approach in developing symbol imagery as a basis for the foundations of reading. It provides a sequential set of steps—from simple to complex—with the goal of developing automaticity and independence in the decoding process. It is provided developmentally for students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

HOW Sensory-Cognitive Programs Support the Expectations of the Common Core

Under the Common Core, teachers are expected to cover more complex material, more in depth, and with a focus on deep understanding and critical thinking. Students must be able to cite evidence from text to form opinions and arguments, both in speaking and writing. With an emphasis on informational text and academic vocabulary, the Common Core demands an interdisciplinary approach to literacy instruction. How do the *Visualizing and Verbalizing* and *Seeing Stars* programs support these new demands and strengthen literacy instruction?

Visualizing and Verbalizing

The *Visualizing and Verbalizing* program develops the skills and habits students need to meet the expectations in the strands of Reading, Writing, Speaking and Listening, and Language.**



Informational Text and Nonfiction	
Common Core Expectations	How <i>Visualizing and Verbalizing</i> Supports the Standards
Focus on more informational text and content-rich nonfiction to increase knowledge and prepare students for expectations of college and career	<p>V/V develops the sensory-cognitive factor of concept imagery, necessary to understand informational text and meet the differing literacy needs demanded from multiple disciplines.</p> <p>V/V supports automaticity in recall, comprehension, and higher order thinking skills, which accelerates and increases acquisition of content knowledge for struggling students.</p>
Supplemental Resources	
<p>The V/V program includes supplemental nonfiction resources designed to provide supports and scaffolding for struggling students:</p> <ul style="list-style-type: none">• <i>Imagine That! Stories</i> (high-interest, graded readers)• <i>Visualizing and Verbalizing</i>® <i>Workbooks</i>• <i>See Time Fly</i>® History Series• <i>Imagine That! Giant Books</i>	

Close Reading	
Common Core Expectations	How <i>Visualizing and Verbalizing</i> Supports the Standards
<p>Use of strategies to deepen understanding of text and develop critical and analytical thinking skills. Strategies include:</p> <ul style="list-style-type: none"> • Close reading of text to determine explicitly what the text says • Text-dependent questions to determine meaning and main ideas • Citing evidence and detail from text, verbally and in writing, to inform opinions and arguments • Using texts to analyze points of view and support arguments 	<p>V/V develops the habits and skills associated with reading text closely, analyzing key details and main ideas, and citing evidence from the text for deeper understanding.</p> <ul style="list-style-type: none"> • Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph steps allow “chunking” of text to develop gestalt (whole) imagery for recall and comprehension. • Receptive Practice strategy (teacher reads) increases listening comprehension. • Expressive Practice strategy (students read aloud or silently) provides greater independence in reading comprehension. • Socratic Questioning and Responding to the Response techniques directly engage students with the text and elicit student responses requiring details and evidence from the text.
Supplemental Resources	
<p>Supplemental resources include short stories (1-5 paragraphs) designed for students with a wide range of reading levels to practice close reading skills:</p> <ul style="list-style-type: none"> • <i>Visualizing and Verbalizing® Stories</i> • <i>Visualizing and Verbalizing Workbooks</i> • <i>Imagine That! Stories</i> • <i>See Time Fly</i> History Series • <i>Imagine That! Giant Books</i> 	

*******The Talkies® program is the primer to the Visualizing and Verbalizing program for students who need simpler, smaller steps of instruction to establish the imagery-language connection. Talkies is especially helpful for students with a limited oral vocabulary and/or a limited ability to verbalize. Research indicates that Talkies can benefit students previously diagnosed with an autism spectrum disorder.*

Complex Text and Academic Vocabulary

Common Core Expectations	How <i>Visualizing and Verbalizing</i> Supports the Standards
<p>Exposure to increasingly more complex text within and between grade levels</p> <p>Focus on academic vocabulary and content-specific words to increase knowledge and background information</p>	<p>V/V instruction is progressively more complex in content, structure, language, and length of text.</p> <p>Formative assessments determine student progress so text complexity can be adjusted accordingly. This provides necessary supports and scaffolding to accelerate the learning process for struggling students.</p> <p>Word Imaging step provides a foundation to anchor new academic vocabulary.</p> <p>Vocabulary study is embedded into all V/V lessons as needed, based on student's imagery, background knowledge, and use of contextual clues.</p>

Supplemental Resources

Supplemental resources are graded based on Lexile measures:

- *Visualizing and Verbalizing Stories*
- *Visualizing and Verbalizing Workbooks*
- *Imagine That! Stories*
- *See Time Fly History Stories*

High Expectations for All Students

Common Core Expectations	How <i>Visualizing and Verbalizing</i> Supports the Standards
<p>High expectations for all students, including at-risk learners and students with disabilities, to achieve independence in reading comprehension and content learning</p>	<p>V/V accelerates and develops comprehension skills for struggling students.</p> <p>Instruction in the V/V program is largely teacher-driven at the beginning (significant questioning, prompting, modeling) and transitions to student-driven (automaticity in visualizing process, increased verbalization, more self-directed participation).</p> <p>V/V develops students' capacities to monitor thinking by checking imagery and self-correcting, which underlies independence.</p>

K-2 Learning

Common Core Expectations

Greater in-depth focus on vocabulary and listening comprehension in K-2 to connect to complex text and content-area learning

Increased writing opportunities for K-2 students to demonstrate comprehension and to communicate their thinking

How *Visualizing and Verbalizing* Supports the Standards

V/V addresses comprehension and vocabulary skills.

- Sequential steps from **Single Word, Sentence by Sentence, Multiple Sentences, Whole Paragraph, Paragraph by Paragraph**, to **Whole Page**
- **Word Imaging** step to develop vocabulary for Tier 1, 2, and 3 words
- **Receptive Practice** strategy (teacher reads) to increase listening comprehension and expose students to complex text and vocabulary above their decoding level comprehension
- **Expressive Practice** strategy (students read aloud or silently) to increase the development of vocabulary and independence in thinking

V/V instruction develops concept imagery as a basis for written expression.

- V/V picture-cue cards for writing summaries and expository writing
- V/V *Comprehension Workbooks* for writing main ideas, summaries, and for citing evidence from texts
- V/V application to graphic organizers and content-area learning

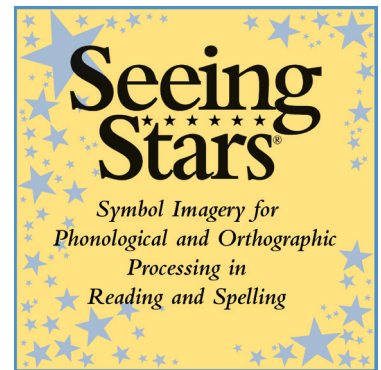
Supplemental Resources

Supplemental resources accelerate vocabulary development for struggling students:

- *Catch a Star*® (High Frequency Vocabulary)
- *Seeing Stars*® Kit: *Star Words Cards & Lists*
- *Picturing Vocabulary*
- *Vanilla Vocabulary*® Level I
- *Visualizing and Verbalizing Workbooks*

Seeing Stars

The **Seeing Stars** program develops or remediates the skills students need to read fluently and access complex text.***



Foundational Skills	
Common Core Expectations	How <i>Seeing Stars</i> Supports the Standards
<p>Early focus (K-2) on components of an effective, comprehensive reading program:</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics and word recognition • Fluency <p>Automatic and accurate word recognition by grade 2</p> <p>Sufficient practice in foundational skills</p> <p>Reading problems prevented or remediated</p>	<p>Seeing Stars is a systematic program that develops the foundational skills for fluent reading.</p> <ul style="list-style-type: none"> • Sequential and structured lessons from simple to complex syllables and words • Letter Imagery step to develop the alphabetic principle (the phoneme-grapheme relationship) • Syllable Cards, Air-Writing, and Decoding steps to address phonological awareness, decoding accuracy, spelling conventions, and fluency • Star Words step to develop fluency for 1,000 high frequency words • Contextual Reading step to address fluency required to read grade-level and increasingly complex text • Lessons designed for multiple practice opportunities to build automaticity and independence
Supplemental Resources	
<p>Supplemental resources designed to accelerate or remediate early decoding skills:</p> <ul style="list-style-type: none"> • <i>Seeing Stars Kit, including Star Words Cards & Lists</i> • <i>Seeing Stars Decoding Workbooks</i> (decoding and word recognition) • <i>Catch a Star (First 300 Words—High Frequency Vocabulary)</i> 	

***The Lindamood Phoneme Sequencing® (LiPS®) Program *develops phonemic awareness, reading, spelling, and speech. For some students with significant difficulties in phonemic awareness, LiPS may be an appropriate program to increase skills needed to meet the foundational skills of the Common Core. Students with special needs and English language learners may benefit from this program.*

Differentiated Instruction

Common Core Expectations	How <i>Seeing Stars</i> Supports the Standards
Flexibility to differentiate and scaffold instruction at all grade levels, to help students catch up to grade level	Diagnostic tools are used to identify gaps in phonological awareness, phonics, word recognition, and fluency. Socratic Questioning and Responding to the Response techniques are part of the formative assessment process for differentiating instruction for each student in real time.

Supplemental Resources
Supplemental resources provide additional practice opportunities and support struggling readers: <ul style="list-style-type: none">• <i>Seeing Stars Decoding Workbooks</i> (decoding and word recognition)• <i>Imagine That! Stories</i> (graded readers for fluency practice)• <i>Catch a Star</i> (First 300 Words—High Frequency Vocabulary)• <i>Symbol Imagery (SI) Test</i>• <i>Lindamood® Auditory Conceptualization (LAC) Test</i>

Sources

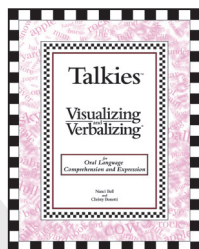
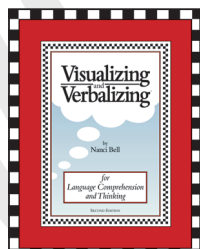
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Common Core Solutions From GANDER PUBLISHING & LINDAMOOD-BELL

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

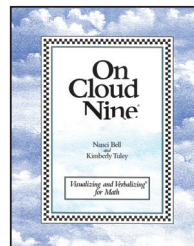
Lindamood-Bell® programs develop the skills required for success with the Common Core:

COMPREHENSION



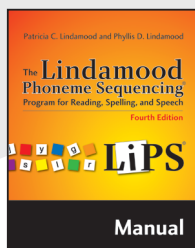
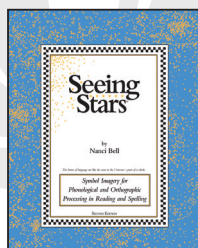
- Content-Rich Nonfiction
- Text-Dependent Questions
- Close Reading
- Academic Vocabulary
- Text Complexity
- Informational Text

MATH



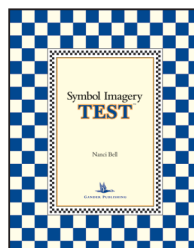
- Conceptual Understanding
- Procedural Skill
- Fluency
- Application

READING & SPELLING



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

ASSESSMENTS



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

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