



Seeing Stars: for Phonological and Orthographic Processing in Reading and Spelling

The Seeing Stars® program, by Nanci Bell, develops **symbol imagery**—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonological awareness, phonic decoding, word recognition, and contextual reading fluency.

Students/setting: struggling readers, special education, dyslexia, RTI/MTSS, intervention, high-impact tutoring, ELA curriculum supplement

Staff: Resource/Special education staff, reading interventionists, dyslexia specialists, SLPs, paraprofessionals, K-2 classroom teachers, tutors

Grade Levels: Pre K-2 (Tier 1), K-12 (Tier 2), K-12 (Tier 3), K-12 (Special Education)

Group size: 3-5 (Tier 2 and 3 intervention); whole class (Tier 1 developmental)

Lessons: 45 - 60 minutes daily, 80-120 lessons*.

*Lesson times are minimums. Some students may require more intensive intervention; daily times and total lessons should be adjusted accordingly (e.g., 90 minutes daily, if needed).

Instructional focus:

- Sensory-cognitive skills – symbol imagery and phonological awareness
 - Phoneme/grapheme mapping
 - Phoneme/grapheme manipulation, i.e., additions, deletions, substitutions, shifts
- Components of reading – phonics, orthography, sight word recognition, spelling, fluency
 - Progression through skill development in essential decoding tasks
 - Automaticity in word reading skill
- Structured – explicit, systematic, cumulative
 - Simple to complex, following scope and sequence
 - Teacher-led, Socratic questioning
- Diagnostic and prescriptive
 - Formative assessment
 - Differentiated instruction
- Application to Connected Text and Comprehension

Evidence-Based: Yes [Learn more](#)

Professional Development

Four levels of professional learning: advance teacher competencies and school capacity

- Level 1 – live, online workshops or a face-to-face group inservice (13.5 hours)
- Level 2 – online review courses and advanced training modules (annual membership)
- Level 3 – job-embedded professional development (1-2 semesters)
- Level 4 – comprehensive school partnership model (minimum one school year)

Required Materials

- Seeing Stars Kit Instructors Kit, available through [Gander Publishing](#), per teacher
- Teacher's manual (included in kit)
- Decoding Workbook set, per student



CASE has officially endorsed the research-validated Seeing Stars Program.

[Click to request more information](#)



Visualizing and Verbalizing: for Language Comprehension and Thinking (V/V)

The Visualizing and Verbalizing® program, by Nanci Bell, develops **concept imagery**—the ability to create an imagined gestalt (whole) from oral and written language—as a basis for comprehension and higher-order thinking.

Students/setting: Special education, dyslexia, students who struggle with reading comprehension despite adequate decoding, autism spectrum disorders, RTI/MTSS, intervention, high-impact tutoring, ELA curriculum supplement

Staff: Resource/special education staff, reading specialists, speech and language pathologists, paraprofessionals, tutors

Grade Levels: Pre K-12 (Tier 1, Supplemental), K-12 (Tier 2), K-12 (Tier 3), K-12 (Special Education)

Evidence-Based: Yes [Learn more](#)

Group size: 3-5 (Tier 2 and 3 intervention); whole class (Tier 1 developmental)

Lessons: 45 - 60 minutes daily, 80-120 lessons*.

*Lesson times are minimums. Some students may require more intensive intervention; daily times and total lessons should be adjusted accordingly (e.g., 90 minutes daily, if needed).

Instructional Focus:

- Sensory-cognitive skills – concept imagery, metacognition
 - Conceptualize oral and written language
 - Working memory for ideas and concepts
- Components of reading – Comprehension, vocabulary, morphology, semantics
 - Progression through skill development: recall, sequencing, summarizing, main idea
- Structured – explicit, systematic, cumulative
 - Simple to complex, following scope and sequence
 - Teacher-led, Socratic questioning
- Diagnostic and prescriptive
 - Formative assessment
 - Differentiated instruction
- Application to Content
 - Higher-order thinking: inference, conclusion, prediction, evaluation
 - Writing, note-taking, test-taking

Professional Development

Four levels of professional learning: advance teacher competencies and school capacity

- Level 1 – live, online workshops or a face-to-face group inservice (13.5 hours)
- Level 2 – online review courses and advanced training modules (annual membership)
- Level 3 – job-embedded professional development (1-2 semesters)
- Level 4 – comprehensive school partnership model (minimum one school year)

Required Materials

- Visualizing and Verbalizing Kit available through [Gander Publishing](#).
- Teacher's manual (included in kit)
- V/V® Workbook set, per student (recommended)



CASE has officially endorsed the research-validated Visualizing and Verbalizing Program.

[Click to request more information](#)