



**MIDDLE SCHOOL COURSE OUTLINE**

<b>Department</b>	Reading Development				
<b>Course Title</b>	Reading Development-Visualizing and Verbalizing for Language Comprehension-V V		<b>Course Code</b>	1587	
<b>Abbreviation</b>	Reading Development-V V		<b>Grade Level</b>	6-8	
<b>Course Length</b>	Quarter-4 days per week. 1 hour per day and 30-40 hours per quarter. Before or after school.		<b>Required</b>	<b>Elective</b>	Yes

**COURSE DESCRIPTION:**

This course is designed for (1) students who have adequate decoding, word reading and fluency but whose comprehension is weak or (2) students who are enrolled in LANGUAGE! which systematically addresses these skills. The basic concept of the class is to first develop student’s ability to visualize the concepts and content of verbal and written communication and to move students to main idea and other higher order thinking skills and inference skills. To develop visualization, students start working with pictures to verbalize the concepts and content of the pictures and move to single words, phrases, sentences, multiple sentences, paragraphs, pages and chapters.

**GOALS:**

This course will provide students with experiences that will enable them to construct meaning (comprehension) from increasingly more difficult text by applying reading strategies. These strategies begin with visualizing and then include main idea and summarizing, predicting, inferencing, activating prior knowledge and experiences, and integrating cueing systems (phonics, meaning, structure).

**CONTENT STANDARDS: *(defines knowledges and skills students should know and be able to do at the end of the course)***

***Reading Standard 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (Grade 6)***  
**Vocabulary and Concept Development**

- 1.2 Identify and interpret figurative language and words with multiple meanings.  
 (Use context to determine word meanings, especially multiple meaning words.)**
  - Grade 2 (1.7) Understand and explain common antonyms and synonyms.**
  - Grade 2 (1.10) Identify simple multiple-meaning words.**
  - Grade 4 (1.6) Distinguish and interpret words with multiple meanings.**
  - Grade 5 (1.3) Understand and explain frequently used synonyms, antonyms, and homographs.**
  
- 1.3 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.**
  - Grade 3 (1.6) Use sentence and word context to find the meaning of unknown words.**
  
  - Grade 5 (1.5) Understand and explain the figurative and metaphorical use of words in context.**

-Students will use context to determine word meanings, especially words with multiple meanings and will develop the ability to image words to develop meaning.

### **Reading Standard 2.0: Reading Comprehension (Grade 6)**

#### **2.2 Analyze text that uses the compare and contrast organizational pattern.**

**Grade 2 (2.6) Recognize cause and effect relationships in the text.**

**Grade 3 (2.1) Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.**

**Grade 3 (2.2) Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.**

**Grade 3 (2.3) Demonstrate comprehension by identifying answers in the text.**

**Grade 3 (2.4) Recall major points in the text and make and modify predictions about forthcoming information.**

**Grade 4 (2.3) Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.**

**Grade 4 (2.5) Compare and contrast information on the same topic after reading several passages or articles.**

**Grade 4 (2.6) Distinguish between cause and effect and fact and opinion in expository text.**

**Grade 5 (2.2) Analyze text that is organized in sequential or chronological order.**

**Grade 5 (2.4) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.**

#### **2.3 Connect and compare main ideas by identifying their relationships to other sources and related topics.**

**Grade 3 (2.5) Distinguish the main idea and supporting details in expository text.**

**Grade 5 (2.3) Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.**

**Grade 2 (Listening and Speaking 1.3) Paraphrase information that has been shared orally by others.**

#### **2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, and reports.**

**Grade 2 (2.5) Restate facts and details in the text to clarify and organize facts.**

**Grade 3 (2.6) Extract appropriate and significant information from the text, including problems and solutions.**

**Grade 3 (2.5) Distinguish the main idea and supporting details in expository text.**

**Grade 5 (2.3) Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.**

#### **2.5 Follow multiple-step instructions for preparing applications, (e.g., For a public library card, bank savings account, sports club, league membership).**

**Grade 2 (2.8) Follow two-step written directions.**

**Grade 3 (2.7) Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).**

**Grade 4 (2.7) Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).**

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusion.**  
**Grade 2 (2.3) Use knowledge of the author's purpose(s) to comprehend informational text.**  
**Grade 3 (2.4) Recall major points in the text and make and modify predictions about forthcoming information.**  
**Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.**
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.**  
**Grade 2 (2.2) State the purpose in reading (i.e., tell what information is sought).**

-Students will apply reading strategies which will enable them to construct meaning from increasingly more sophisticated text. The strategies start with visualizing and then include main idea and summarizing, predicting, drawing inferences, cause and effect, and integrating cueing systems (phonics, fluency, word reading, meaning and structure). Student's visualizing of concepts and content will be developed to improve recall and inference skills. Visualization and comprehension skills are initially developed orally and while text is read to students and progresses to more complex text read by students.

### ***Listening and Speaking Strategies Standard 1.0 (Grade 6)***

- Grade 2 (1.3) Paraphrase information that has been shared orally by others.**  
**Grade 2 (1.8) Retell stories, including characters, setting and plot.**  
**Grade 3 (1.1) Retell, paraphrase, and explain what has been said by a speaker.**  
**Grade 3 (1.3) Respond to questions with appropriate elaboration.**  
**Grade 4 (1.1) Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.**  
**Grade 4 (1.2) Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.**  
**Grade 5 (1.3) Make inferences or draw conclusions based on an oral report.**
- 1.3 Restate and execute multiple-step oral instructions and directions.**

### **PERFORMANCE STANDARDS: (defines how good is good enough on which measures to demonstrate achievement of content standards)**

- By developing visualization skills, students will comprehend increasingly more difficult orally presented material and selections read to students in literature, non-fiction text and core subject areas.
- Students will be able to answer a variety of types of questions (open ended, multiple choice, written answers,...) related to text at least at their level of decoding / word reading.

To demonstrate achievement of content standards teachers and schools are to assess and distinguish between progress and "how good is good enough." The measure that will be used to assess progress and to demonstrate achievement of the content standards will be the LBUSD Benchmark Book Assessments.

**-Acceptable progress** in a one quarter intervention class (30-40 hours) will be at least .5 grade level gain from pre test to post test on the LBUSD Benchmark Book Assessment (e.g., if a student's pre test Benchmark was Middle of Grade 4, an acceptable post test gain would be to pass at End of Grade 4 or higher).

-“**How Good Is Good Enough**” toward **Grade Level Standards** will be defined as being from one half a grade below grade level or higher on the LBUSD Benchmark Book Assessment (e.g., A sixth grade student must score at least between Middle of Gr. 5 to Middle of Gr. 6, depending on the time of the year). To get to this point, it is understood that student’s decoding / word reading may need to improve along with their ability to comprehend.

### **OUTLINE OF CONTENT AND TIME ALLOTMENT:**

The basic tenet of this class is that people must visualize what they hear and read to be able to understand it or to be able to learn comprehension skills such as main idea, prediction, and inference skills. Most students can visualize but have never been told or taught to do it (Group 1). Other students have great difficulty or cannot make an image of what they have heard or read (Group 2). The inability to visualize is called weak concept imagery. This weakness causes individuals to get only “parts” of the whole picture, such as a few facts and not usually the most important facts. The program used to develop visualizing in students is the Visualizing and Verbalizing for Language Comprehension and Thinking (VV program) by Nanci Bell of Lindamood-Bell Learning Processes.

For students who can visualize but whose comprehension is weak (Group 1), instruction using the VV program moves quickly through the steps of the program with the difficulty of the text increasing and moving from text read to the student to the student reading the text. Students having great difficulty with comprehension and who apparently do not visualize concepts, ideas and content (Group 2), need the VV instructional program implemented in small groups and will typically take many hours of instruction. The steps of the program will be the same. The rate through the steps and increase in the difficulty of text are based on student progress.

Below is a sequence of skills using the Visualizing and Verbalizing program and shows how the elements of the program change as students demonstrate competence. Students explain their images and thoughts orally. Initially students will listen to text being read to them and as the imaging and concepts become easier, students can read the text and use VV techniques. As text becomes more complex, teacher can again read the text until students are successful with the more complex text.

### **Visualizing and Verbalizing Program Steps**

1. Climate (Anticipatory Set)
2. Picture to Picture – Verbalize from a given picture to confirm that students have enough oral language and can discern the most important parts of a picture.
3. Word imaging – Group or personal image from a known noun. The goal is to visualize and verbalize from a generated image.
4. Sentence visualizing and verbalizing-Generate a group or personal image for a single sentence.
5. Sentence by Sentence Imaging – Begin gestalt processing or processing of the whole. From a paragraph, VV each sentence individually.
6. Sentence by Sentence with HOTS (Higher Order Thinking Skills) – Begin critical thinking (inference questions) from the developed whole.
7. Multiple Sentence with HOTS – Read several sentences (2-3) at a time to extend language/text input.
8. Whole paragraph with HOTS – Can begin introducing text from content sources.
9. Paragraph by Paragraph with HOTS – From selections with multiple paragraphs, read one paragraph, VV it, and read the next paragraph.
10. Whole Page with HOTS

Three prepared, long term sample lesson plans will be given to teachers as part of the training and in follow up support meetings. Two to three of the above steps are part of each lesson plan. As students

become 80% stable/accurate with the earliest step, that step is stopped and the next higher step is added to the lesson plan, i.e. When student are 80% accurate in visualizing and verbalizing with known noun and known noun in a sentence, discontinue practicing them and begin lesson plan 2 with sentence by sentence and multiple sentence steps.

### **Sample Lesson Plan #1**

1. Set climate for VV-Brief what and why.
2. Picture By Picture
  - Students look at picture and teacher cannot see.
  - The group describes the picture and the teacher questions them for details.
  - Introduce structure words.
  - Without looking at the picture the teacher describes what the students have described; "Your words make me picture..."
  - Teacher looks at the picture and compares the mental image to the actual picture.
3. Known Noun
  - Group describes collective image.
  - Use structure words.
  - Teacher questions and summarizes at the end; "Your words make me picture..."
4. Known Noun in a Sentence.
  - Use a noun from the previous task.
  - Check through structure words.
  - Students build a collective image with guidance from the teacher.
  - Teacher questions and summarizes at the end.
  - Students then do a summary.
5. Sentence By Sentence Imaging.
  - Check vocab. and abstract concepts.
  - Develop collective images.
  - Picture Summary-brief with main images only.
  - Word Summary-Main images, sequential from the text (not from images). Have one student give summary, ask another to give a summary that is shorter or longer.
  - Main Idea-Give main idea in a complete sentence. Another student can give a second main idea.
  - Ask HOTS questions

### **Sample Lesson Plan 2**

1. Sentence by Sentence Imaging
  - Check all vocabulary and abstract / unfamiliar concepts.
  - Pictures-students take turns making pictures to build a collective, group image. Use the structure words if needed on the first sentence / picture. Group pictures should be matching and connected.
  - Picture Summary-Summary of the images generated by the group is given by students. Brief, main images only. Have each student recall pictures of another student.

- Word Summary-Summary of the words in the text that are recalled because of generated images. Have one student give entire word summary and questions others for details or have students take turns telling different parts of the story.
  - Main Idea-Students give main ideas in a complete sentence. Question to pictures and text if necessary. Other student may give a main ideas that is shorter or longer than the first.
  - Ask HOTS questions-Use pictures to answer recall and inference questions: predict, conclude, evaluate, cause and effect,....
2. Multiple Sentence by Multiple Sentence Imaging
    - Precheck vocab and concepts.
    - Generate pictures / images.
    - Picture summary.
    - Word summary
    - Main idea
    - HOTS questions
  3. Whole Paragraph Imaging (Add whole paragraph step when MS by MS is 80% stable / accurate.)
    - Same elements as sentence by sentence and multiple sentence by multiple sentence steps.

A group of students may work on the tasks in lesson plan 1 for from a few days to a few weeks before demonstrating enough competence to move to the steps in lesson plan 2. Lesson plan 2 steps may be worked on for several weeks. When students are 80% accurate / stable at the multi sentence step, teacher should move to sample Lesson Plan 3.

### **Lesson Plan 3**

1. Multi Syllable by Multi Syllable
  - Pre check vocabulary and unknown concepts.
  - Create group images-Students take turns making pictures. NO STRUCTURE WORDS. Pictures should be matching and connected and conceptual rather than symbolic.
  - Picture summary is brief.
  - Word summary-Summary of what students recall from text. Should be accurate, sequential and in their own words to demonstrate understanding not just recall. One student gives entire word summary and then question other students to parts.
  - Main idea.
  - HOTS-Question student with higher order. Stimulate imagery in the questions, e.g., Why quest with, "What do you picture from the story that supports your prediction.
2. Whole Paragraph
  - Pre check vocab and concepts.
  - No picture summary.
  - Word summary. Spot question for missing details and abstract information.
    - Main idea. Complete sentence.
  - HOTS questions-Ask many questions of all kinds. Refer to Benchmark questions as a source.
3. Paragraph by Paragraph
  - Read paragraph aloud or students read paragraph.
  - Pre check vocab and concepts.
  
  - Word summary.
  - Spot check images and pictures, "What do you picture for the color of..."

- Main idea.
- HOTS questioning.
- READ AN ENTIRE PAGE OR MORE and follow above steps.

### **Necessary Vocabulary-V V Structure Words**

The VV Structure Words provide a guide for including details in visualizing and verbalizing. The words are divided into two categories: gross and fine. The meaning of the words may be introduced during the Picture to Picture step one or two at a time or all at once. The words are:

#### **Gross:**

- What
- Size
- Color
- Number
- Shape
- where

#### **Fine:**

- Movement
- Mood
- Background
- Perspective
- When
- sound

### **Assessments and Improvement**

Improvement in imaging / visualizing and comprehension will be noted by the teacher first within the group when students are more independent and automatic with describing their images created from text and when students can answer questions easily. When students are 80% accurate in answering higher than recall questions and are 80% accurate with images created and described, the teacher can move students on to the next steps in the instructional program and / or can increase the complexity of the text being used.

### **Time Line for Lesson Plans and Skills**

**Pacing of Instruction-**Teachers will maintain a folder with long term lesson plans based on the sample lesson plans above. Student progress and daily steps of the program will be noted in the same folder on a form called Instructional Record. Supervisors may track progress through the curriculum by looking at the group / class folder and observing student activities in class. The progress made through the steps of the program are dependent upon the progress made by students. As noted above, some students will progress very slowly (Group 2) through this program because of a deficiency on some student in concept imagery (visualization). See an expected time line below.

- **At the beginning of the second week of instruction the students / teacher should be at the Sentence by Sentence step in either sample Lesson Plan 1 or 2.**
- **Between weeks 2 and 6, students / teachers would be expected to work up to the Multiple Sentence by Multiple Sentence step in sample Lesson Plan 2 or 3.**
- **Between weeks 6 and 10 of the intervention, students / teachers would be working on Multiple Sentence by Multiple Sentence up to the Whole Paragraph and Whole Page steps.**

**METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:**

1. Instruction of concept imagery (visualization) to enable students to understand and comprehend oral and written language using the Visualizing and Verbalizing for Language Comprehension and Thinking program.
2. Direct instruction, within the structure of the VV program, of reading comprehension skills noted above: visualization, main idea, summary, sequencing, inferencing, prior knowledge and experience, and integrating the cueing systems (phonics, decoding, meaning and structure).
3. The Essential Elements of Effective Instruction are consistent with the parts of the sample lesson plans of the VV program.

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Thinking Maps for Direct Instruction of Comprehension Skills**

While students are learning and practicing the steps of visualizing and imaging using the Visualizing and Verbalizing program, teachers are expected to be questioning students using HOTS, inference, and other types of questioning. The use of Thinking Maps is a way to directly teach most of the comprehension skills in this outline. See the attached article, “Introducing Thinking Maps”.

**MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (*mandatory information – Title, Author, Copyright Date and Publisher*), a variety of instructional tools will be used to meet the needs of all students**

**Basic Text:** Visualizing and Verbalizing Kit

**Supplemental materials:**

- SRA Specific Skills Stories-main Idea, Drawing Conclusions, and Finding the Facts (To use paragraphs and stories to practice VV).
- See Time Fly-Visualizing and Verbalizing History Stories (Gander Publishing).
- Visualizing and Verbalizing Stories (Gander Publishing).

**EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)**

The basic assessment tool will be the LBUUSD Benchmark Book Assessment. A pre / posttest is required to demonstrate growth from the beginning of instruction to the end of the intervention.

Grade:

Pass - Growth of .5 or more using the LBUUSD Benchmark Book Assessment. Students not passing a Benchmark assessment .5 year below the current grade level or higher, should be considered for more intervention.

No Pass - No growth. To be considered for additional intervention.

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