The Sight Word Eliminator,

Reading Improvement System
North Wilkesboro, NC 28659

National Institute of Health Describes a "New Type" of Dyslexia.

By: Edward Miller
Rick Dixon

DRAFT COPY
4/10/04

This paper is to update the complaint to the Federal Trade Commission of February 23, 1999, and make Miller Word Identification Assessments (MWIA) available to parents and teachers that they may better help our students.

In the new type of dyslexia as described in recent research, accuracy improved (compensated) readers are delineated from persistently poor readers and non impaired readers.

A summary of The National Institute of Health Study entitled, Neural Systems for Compensation and Persistence: Young Adult Outcome of Childhood Reading Disability.

Background: This study examined whether and how two groups of young adults who were poor readers as children (a relatively compensated group and a group with persistent reading difficulties) differed from non-impaired readers and if there were any factors distinguishing the compensated from persistently poor readers that might account for their different outcomes.

Methods: Using functional magnetic resonance imaging, we studied three groups of young adults, ages 18.5-22.5 years, as they read pseudo words and real words: 1) persistently poor readers (PPR; n= 24); 2) accuracy improved (compensated) readers (AIR; n=19); and 3) non-impaired readers (NI; n= 27).

Results: Compensated readers, who are accurate but not fluent, demonstrate a relatively underactivation in posterior neural systems for reading located in left parietotemporal and occipitotemporal regions. Persistently poor readers, who are both not fluent and less accurate, activate posterior reading systems but engage them differently from non-impaired readers, appearing to rely more on memory-based rather than analytic word identification strategies.

Conclusions: These findings of divergent neural outcomes as young adults are both new and unexpected and suggest a neural basis for reading outcomes of compensation and persistence in adults with childhood dyslexia. Biol Psychiatry 2003; 54:25-33. (Address reprint requests to Sally Shaywitz, Yale University School of Medicine, Dept. of Pediatrics, PO Box 3333, New Haven, CT 06510-8064.

Accuracy Improved Students

A wide range of poor readers can be identified in grades K-Twelve and even into adulthood. If it is found that these poor readers have: a) an unusual inability to call words from an appropriate low-frequency phonetic word list and, b) are proficient sight word readers and can recognize the words in and out of context and also from a high frequency word list, c) and if the student can learn phonetic decoding in the absence of the most commonly known sight words, and d) if the student is willing or can be encouraged to practice this phonetic decoding to a high level of automaticity and accuracy, he will then be an accuracy improved (compensated) reader.

Some students may spend ten years making the transition from poor-reader to an accuracy improved (compensated) reader. Students in our *Sight Word Eliminator* reading program may make the transition in four to ten weeks; otherwise some may remain poor readers for life.

In one part of our study from the work conducted at a private school in 1995 with fifty-six - 4th grade students, we found thirty-one non-impaired readers and twenty-five students that became accuracy improved (compensated) readers by practicing phonetic decoding for forty hours in the absence of the most commonly known sight words. Students need from forty to two-hundred hours of practice in our *Sight Word Eliminator* (SWE) to overcome the ill effects of sight word reading and become accuracy improved readers.

With the *Sight Word Eliminator* the student need not wait 10 years to become an accuracy-improved reader. It can be done in two or three months. The remaining question is, can we ever erase the knowledge of the 260 sight words from the student's mind? It is like trying to erase the knowledge of how to ride a bike from the mind of Lance Armstrong.

The following table gives the accuracy improvement for the 25 students in First Assembly Christian School.

Fourth Grade

"ACCURACY IMPROVED STUDENTS'" OUTCOMES
USING *THE SIGHT WORD ELIMINATOR*

Results tabulated using the MWIA.P2 Assessment

1/13/95				3/27/95		
1 Student #	**2 Speed WPM**	**3 # of mistakes**	**4 % called correctly**	**5 Speed WPM**	**6 # of mistakes**	**7 % called correctly**
32	87	5	97.5	98	0	100*
33	72	5	97.5	76	2	99*
34	83	5	97.5	104	1	99.5
35	54	5	97.5	62	1	99.5
36	53	5	97.5	62	3	98.5*
37	98	6	97	93	0	100*
38	60	6	97	70	1	99.5*
39	87	8	96	98	3	98.5*
40	78	8	96	82	6	97
41	72	8	96	73	3	98.5*
42	61	8	96	59	6	97
43	90	11	94.5	96	8	96
44	68	11	94.4	67	4	98*
45	86	13	93.5	75	6	97
47	72	15	92.5	70	4	98*
48	66	16	92	77	6	97
49	55	16	92	63	5	97.5
50	62	17	91.5	74	12	94
51	29	23	88.5	54	10	95
52	51	28	86	84	15	92.5
53	52	32	84	57	7	96.5
54	37	37	82.5	49	9	95.5
55	35	66	67	63	13	93.5
56	58	75	62.5	42	16	92
		422 mistakes	**reduced**	**to**	**143** mistakes	

We submit that poor readers can be identified in grades K-Twelve and even into adulthood. If it is found that these poor readers have an unusual inability to call words from an appropriate low-frequency phonetic word list. Then if the student can learn the phonetic decoding in the absence of the most commonly known sight words and become an accuracy improved (compensated) reader. It should then be considered that the poor readers' dyslexia was environmentally induced.

We have found the main cause of environmental dyslexia to be the learning, the conditioning of the mind to recognize words holistically-by-sight at an automatic rate of speed with a comparatively low level of phonetic decoding ability.

Non-impaired Readers at First Assembly Christian-School
Students #l - 31 of the Fourth Grade Class - First Assembly Christian School

We agree with the NIH that non-impaired readers are fast and accurate when decoding low frequency words from a word list. In a 1995 study we found that fourteen of fifty-six fourth grade students were 100% accurate when decoding two-hundred-ten low frequency words from a word list. These students called the words from 73 wpm to 115 wpm. They read a one-hundred-fifty word newspaper article at 100 to 150 wpm. They were better than 99.4% accurate when reading the newspaper article.

In the same class there were thirty-one of fifty-six students (55.3%) that were better than 98% accurate when reading the low frequency word list. Note our standard 98% accurate as compared to the NIH 94% accuracy level for the low frequency word list.

Accuracy Improved Reading Students at First Assembly Christian School
Students #32-56; see table on page 3.

But, at the same school, in the same class, there were twenty-five of fifty-six students (44.7%) that were 62.5 to 97.5% accurate on the low frequency word list. These students were from slightly to severely handicapped by learning an inaccurate whole word, look-say word identification system. However, from 1/13/95 to 3/27/95 these students practiced phonetic decoding in the absence of the most commonly known sight words. They used a patented tool called *The Sight Word Eliminator* that facilitates phonetic decoding. This tool puts the reader in a mental conditioning exercise designed to force phonetic reading with sight words and many context clues removed, but not isolating the reader to a word list.

Every one of the twenty-five students became an accuracy improved reading student. Twelve of the students joined the 98 to 100% accuracy club. The thirteen students that did not reach the 98% level made large gains, and the lowest student reached from 62.5% to 92% accuracy on 3/27/95. See table on page 3.

Measurements of each student's gain in phonetic decoding accuracy and sharing rates of improvement for the week motivated many students. Can you imagine a student that has worked hard for four or five years to try to learn to read—and the teacher says, "Keep working, you'll learn to read some day?" In the *Sight Word Eliminator Reading Program*, the student can experience measurable success each week. In time, we will find if students have become permanently injured by how they 'first learned' to read.

The Low Frequency Word Lists
MWIA PI & P2

The words on our low frequency word list are from the first thirty-nine lessons of Rudolf Flesch's phonetic word list. None of the words are on the Dolch Word List of the 220 most frequent words in English print. The words are not in the vocabulary of *The Cat in the Hat*, or *Green Eggs and Ham*. The words were selected to determine if the student has the required basic knowledge of phonetic decoding. The lack of this knowledge is often the problem in reliable and accurate word identification.

The High Frequency Word Lists
MWIA HI & H2

Our high frequency word lists comprises the vocabulary of the two books, *The Cat in the Ha*t, and *Green Eggs and Ham*. These words may now be the basic vocabulary words for thousands of "specially written," controlled vocabulary books published for young readers. Millions of the books are already in print and are used profusely for the purpose of training beginning readers. Herein is an underlying cause of this "New Type of Dyslexia." Why the big problem? The young beginning readers exposed; more than exposed—trained with these books, have not learned to phonetically decode print. About half of the words in these two books are on the Dolch list of the 220 most frequent words in English print.

Students, and especially the beginning reader, may be confused by learning half of the high frequency words on the Dolch list and have to guess or use other strategies to try to guess the other half of the words from the list. These two Dr. Seuss books are most effective in teaching students both high and low frequency words by the 'whole word, look-say' word identification strategy that subsequently blocks the proper phonetic decoding of print. Conversely, if the student first develops an accurate, fluent knowledge of phonetic decoding of print, it will block the whole word, look-say method of word identification.

Example: Student #212 at Covenant Classical School. 12/4/01
See assessments on pages 8, 9 and 10.

This certain student, #212, was eight years old at the time of the time of the assessment — December of 2001. What had the student learned in more than two years of public school, up to this point? The *Miller Word Identification Assessment* (MWIA) shows that she could identify the fifty words (MWIA.HI List) taken from the book, *Green Eggs and Ham* at rate of 107 words per minute with no mistakes. Conversely, the same reader experienced a marked slow-down of 36 wpm as she called the fifty phonetically-regular words (PI) at 71 wpm with 4 mistakes. In a first grade study, thirty-seven of sixty-eight readers missed less than 4 words on the same MWIA.PI list.

On 210 words from the book, *The Cat in the Hat*, Student #212 miscalled five words at 102 wpm. Upon close examination, the five mistakes were not just wild guesses, but indicates the student has used non-phonetic, word identification strategies. She was 97.5% accurate on the MWIA.H2 list. Her innate ability to view the list holistically was sensitized as she worked on the list.

On the 210 low frequency words from Rudolf Flesch's phonetic word list, comprising the MWIA.P2 list, student #212 miscalled twenty-six words. Again, these miscalled words were not wild guesses, but rather reflected the student's learned word identification strategies. The strategies, other than phonetic decoding, are a function of the right brain. The phonetic decoding of print is a function of the left brain. Simultaneously, using left and right portions of the brain that yield different answers to the same problem is the basis for the psychogenic disorganization of human behavior.

The fact that the student slowed down from 102 wpm to 66 wpm indicates the student's holistic word identification strategies worked best on the MWIA.H2 list. It is absolutely amazing that this student could work on this MWIA.P2 list at 66 wpm. She called 184 low frequency words correct out of the 210 word list. She did this at 66 wpm with an 87% rate of accuracy. This student #212 at Covenant Classical School was one of more than 1000 students that the MWIA has helped explain the dyslexic condition of the student.

Understanding the Miscalling of Low Frequency, Phonetically regular Words
Student #212, Covenant Classical School, 12/4/01

Printed Word	Called Word
mass	pass
Ned	need
rip	rib
fog	frog
cuffs	coughs
much	munch
wept	whipped
birch	branch
ground	crowd
launch	lunch
beast	best
torn	tore
soot	soon
spout	spook
fir	fur
coo	cool
loin	lawn
chirp	shirp

These words indicate that student #212 had learned non-phonetic strategies of word identification. Whole-word, look-say advocates claim that phonetic analysis is one strategy used. It is doubtful that student #212 could have used phonetic analysis at 66 wpm.

The fact that student #212 called 184 of the low frequency words correctly indicates she had some phonetic knowledge. We submit that the student's right and left brain, both reacted with each of the 210 low frequency words.

For this student (but not for all students), the right brain guess prevailed. Sometimes wrong—sometimes right.

These conditions have been known to cause the disorganization of human behavior.

5-26

GRADE 2 **BOY OR GIRL** (,) **AGE** 8

DATE 12-4-01 Best example

HOLISTIC (6) **SEC** 28 / 107 w p.m.

Sam	am	and	anywhere	a	are	box
be	boat	could	car	do	dark	eggs
eat	fox	green	goat	good	ham	here
house	I	in	if	like	let	mouse	me
may	not	on	or	rain	say	see
so	that	them	there	they	tree	train
the	try	thank	would	will	with	you

PHONETIC **SEC** 42 / 71 w.p.m.

(4)

Ben	nip	map	tag	job	let	sip	mix
pad	lock	wig	pass	hot	rack	jet
kid	pack	Tom	luck	nick neck	pick	cut
dick deck	kick	duck	fuzz	mud	hack	sick
men	hunt	rash	pest	land	tank	rush
mash	rest	tent	food	bulk	dust	desk
wax	ask	gulps	ponds	hump	lamp	belt

student

Donna Cranford - CCS 212

(8)

GRADE 2 BOY OR GIRL (GIRL) AGE 8

DATE 12/4/01

HOLISTIC II (5) SEC 123

10 2w. p.m.

about a after all always and another are

as at away back bad ball be bent bet big

bit books book bow box bump but cat cake

came can call come cold could cup day dear

deep did dish do down dots fall fan fast

fear fell find fish fox for fun funny fly

from game get go good got gown hat hall

hands had have He head hear her (here) here hit

high him hold hook hop (heap) house how I if in

is it jump kick kind kite kites know (now) last

like lit little lots looked let look made

make man mat me mess milk mind mother my

near net new no not now nothing of oh one

out on our pat pack pink pick playthings

plop play pot put (putt) rake ran red (reed) rid said

Sally sat say saw sad see shake shame she

sank sit should show ship shook shut shine

so some something step sunny sun stop

string stand take tall tame tail tell things

this those the that there then these

things they thump think them the tip top

toy too to two tricks us up wall want

way was we wet went wish with what when

why will wood would yellow yet yes you yours

CCS Student #212

(9)

GRADE 2 BOY OR GIRL _____ AGE 8

DATE 12/4/01

180
12
192

PHONETIC II (26) SEC 192 66wpm.

dig	pass	men	mass (pass)	fuss	fill	Jill	Ned (need)	beg	
jam	Ann	Nat	win	gas	yell	wig	mud	rob	Tim
pan	rip (rib)	mug	pad	fig	dog	Ted	den	nod	bed
set	web	hug	lid	rib	nap	muff	fog (frog)	mill	sell (sill)
sob	pup	well	Gus	ten	tap	moss	dad	hop	Dan
map	pet	hen	sip	jazz	bit	hum	fib (fill)	doll	Ed
bib	jet	hip	kept	ring	notch	crack	thrash		
test	chink	glad	pond	slot	tax	stub	fins (finds)		
whisk	melt	clap	prompt	thrill	step	chunk			
mush	trip	clip	ask	brat	bangs	masks	frog		
drunk	block	punch	strap	mend	monk	bugs	ash		
grunt	camp	sand	gang	ink	spit	cuffs (coughs)	much (munch)		
mink	sled	dress	wept (whipped)	scat	switch	chick	wax		
sing	hunt	chop	branch	hills	facts	lend	hops		
mist	shrub	gulps	drift	snag	quench	sketch			
patch	moth	slip	grip	hints	damp	flint	lifts		
dash	strip	crib	nest	long	brink	lumps	cloud		
storm	reap	moist	broil	curl	thaw	charm	peach		
found	lord	bound	stir	foil	leaf	birch (branch)	squeal		
or	fort	chart	proud	lark	jar	ground (crowd)	veal		
roof	brawl	Ma	launch (lunch)	Roy	girl	beast (best)	drawn		
torn (tore)	down	our	hound	talk	soot (soon)	spout (spook)	ouch		
how	street	draw	farm	cork	bar	fir (fur)	Paul	coo (cool)	
pout	spook	sheep	wheat	cool	boost	sweet	beam		
loin (lawn)	paw	chirp ("shirp")	shark	crook	clamp	flap			

CCS Student 212

(10)

Student #258 First Assembly Christian School. 1/19/95-5/13/96
see assessments on pages 12-18

The Student #258 scored last in the class containing fifty-eight students on the MWIA.P2 list. This class was the second grade. Student #258 identified the fifty words from the book, *Green Eggs and Ham* at 63 wpm with no mistakes. This indicated the student had a fast, automatic system of word identification. The fifty words were composed of thirty-two high frequency words—words that are found in the Dolch list of the 220 most frequent words in our language. The remaining eighteen of the words were low frequency words not on the Dolch list.

On the MWIA.PI list of fifty low frequency words, student #258 miscalled twelve words. The clinician wrote above fives of the words that were incorrectly called oval top of the correct word on the list. It is interesting to note the student called both "lock" and "luck" — look. All three words start with "l" and end with "k." The student had a slow-down of 12 wpm between the high frequency words and the low frequency words.

Student #258 called the 210 words from *The Cat in the Hat* at 55 wpm with 29 mistakes. It is much more difficult to learn a set of 210 words than 50 words. Learning "holistically-by-sight" word identification appears to be a developmental task. Our student #258 miscalled 76 of the 210 words on the MWIA.P2 list. She had a slow-down of 11 wpm in comparison to *The Cat in the Hat* list.

About sixteen months later, May of 1996, a follow-up assessment was administered to student #258. On the *Green Eggs and Ham* fifty-word list, she improved in speed to 94 words per minute, but made 2 mistakes. As a student learns to identify more words, some of the first-learned words are confused with the ever increasing vocabulary. On the PI list, she missed 7 fewer words and increased her speed by 12 wpm to 63 wpm. On the H2 list, she increased her speed by10 wpm and decreased her number of mistakes by six.

The tell-tale P2 list gives us a better insight. The student decreased her mistakes from 76 to 41 words. Does this qualify the student as an accuracy-improved (compensated) reader? We are doubtful. Why? See our definition of dyslexia on page ___. Her speed did increase slightly by 10 wpm on this low frequency word list but the number of mistakes is entirely too high. Also, the student was only able to correctly spell and then call 21 of the previously miscalled word correctly after the initial assessment indicated a problem sixteen months earlier. Note that all twelve words missed on the newspaper articles were low frequency words.

It is now eight years later and student #258 may be in the 9th or 10th grade. We expect to give a more advanced assessment than we gave in 1996. If she needs help, she will work in the *Sight Word Eliminator* for four to six weeks, three hours per day. This intensive training has proved highly successful with other high school students. Recent brain research indicates that training of the brain can take place anytime, even into adulthood. We know that many students in schools having a good reading program can make a cognitive switch to phonetic decoding and become good readers with out intensive phonetic decoding exercise in the *Sight Word Eliminator*. Girls make the cognitive switch better than boys. What agony has Student #258 endured as she made an effort to switch to being a good reader? If she is not a good reader now, can she still be helped? With the *Sight Word Eliminator*—yes!

76 44 wpm 76 errors

58

258

GRADE 2 BOY OR GIRL _____ AGE 8

DATE 1-19-95

HOLISTIC SEC 48

0 63wpm

Sam	am	and	anywhere	a	are	box
be	boat	could	car	do	dark	eggs
eat	fox	green	goat	good	ham	here
house	I	in	if	like	let	mouse
may	not	on	or	rain	say	see
so	that	them	there	they	tree	train
the	try	thank	would	will	with	you

PHONETIC SEC 59

12 57wpm

Ben	nip	map	tag	job	let	sip
pad	lock (look)	wig	pass	hot (hat)	rack	jet
kid	pack	Tom	luck (look)	neck	pick	cut
deck (dick)	kick	duck	fuzz	mud	hack	sick
men	hunt	rash	pest	land	tank	rush
mash	rest	tent	food (book)	bulk	dust	desk
wax	ask	gulps	ponds	hump	lamp	belt

258

12

GRADE _____ **BOY OR GIRL** _____ **AGE** _____

DATE _____

HOLISTIC II

SEC 228

29
2

55 wpm

about a after all always and another are
as at away back bad ball be bent bet big
bit books book bow box bump but cat cake
came can call come cold could cup day dear
deep did dish do down dots fall fan fast
fear fell find fish fox for fun funny fly
from game get go good got gown hat hall
hands had have He head hear her here hit
high him hold hook hop house how I if in
is it jump kick kind kite kites know last
like lit little lots looked let look made
make man mat me mess milk mind mother my
near net new no not now nothing of oh one
out on our pat pack pink pick playthings
plop play pot put rake ran red rid said
Sally sat say saw sad see shake shame she
sank sit should show ship shook shut shine
so some something step sunny sun stop
string stand take tall tame tail tell things
this those the that there then these
things they thump think them the tip top
toy too to two tricks us up wall want
way was we wet went wish with what when
why will wood would yellow yet yes you yours

258
(13)

GRADE 2m BOY OR GIRL _____ AGE _____

DATE _____

PHONETIC II

SEC 285

44 wpm

(76)

dig	pass	men	mass	fuss	fill	Jill	Ned	beg
jam	Ann	Nat	win	gas	yell	wig	mud	rob	Tim
pan	rip	mug	pad	fig	dog	Ted	den	nod	bed
set	web	hug	lid	rib	nap	muff	fog	mill	sell
sob	pup	well	Gus	ten	tap	moss	dad	hop	Dan
map	pet	hen	sip	jazz	bit	hum	fib	doll	Ed
bib	jet	hip	kept	ring	notch	crack	thrash
test	chink	glad	pond	slot	tax	stub	fins
whisk	melt	clap	prompt	thrill	step	chunk
mush	trip	clip	ask	brat	bangs	masks	frog
drunk	block	punch	strap	mend	monk	bugs	ash
grunt	camp	sand	gang	ink	spit	cuffs	much
mink	sled	dress	wept	scat	switch	chick	wax
sing	hunt	chop	branch	hills	facts	lend	hops
mist	shrub	gulps	drift	snag	quench	sketch
patch	moth	slip	grip	hints	damp	flint	lifts
dash	strip	crib	nest	long	brink	lumps	cloud
storm	reap	moist	broil	curl	thaw	charm	peach
found	lord	bound	stir	foil	leaf	birch	squeal
or	fort	chart	proud	lark	jar	ground	veal
roof	brawl	Ma	launch	Roy	girl	beast	drawn
torn	down	our	hound	talk	soot	spout	ouch
how	street	draw	farm	cork	bar	fir	Paul	coo
pout	spook	sheep	wheat	cool	boost	sweet	beam
loin	paw	chirp	shark	crook	clamp	flap

(14) 258

#58

1/17-95
55 → 76
(4)

GRADE 3rd (4) BOY OR GIRL ★★ DATE 5/13/96

★ STUDENT

PARENT [redacted]

TELEPHONE [redacted]

AGE 10

SEC 150

WPM 60

-12

VOTE

One last time: vote.

The board of education election and the party primary election is tomorrow. Make sure you vote.

For some readers of this newspaper it may already be Tuesday when you find time to read this far. If any registered voter reading this hasn't voted, drop everything and go to the polls.

This election is an important one. Not because of the volume of promotional material, or the number of candidates, or the amount of money spent, but because of the solemn responsibility voters bear to select the best people available to carry out serious duties of government.

It is perhaps the most vital component of our national heritage, the democratic challenge to elect our government. What a shame it is when governing bodies are chosen by a minority of the voters. Make sure this election is a valid reflection of the public will. Do your part. Go vote.

258
(15) (14)

Miller Word Identification Assessment©

Name (63) Grade 3rd (0) Date 5/13/96

HOLISTIC 1 32 seconds WPM 44 −2 Errors

Sam	car	boat	anywhere	a	here
dark	tree	see	me	and	house
that	green	could	fox	I	am be
goat	are	say	train	mouse	there
so	in	thank	try	will	ham
good	they	would	the	with	you
may	box	eggs	like	if	let
them	eat	on	or	rain	do not

(51) (12)

PHONETIC 1 48 seconds WPM 63 −5 Errors

pad	kick	wig	pass	hot	rack	jet
Ben	nip	map	tag	job	let	sip
mix	kid	pack	Tom	luck	neck	pick
cut	deck	belt	duck	fuzz	mud	hack
sick	wax	ask	gulps	ponds	hump	lamp
belt	men	hunt	rash	pest	land	tank rush
mash	rest	tent	food	bulk	dust	desk

Interviewer: Debbie Lee ver. B

(16) 258

GRADE 3rd BOY OR GIRL _____ AGE 10

DATE 5/13/94

-23

HOLISTIC II

SEC 193

65 w.p.m.

about a after all always and another are
as at away back bad ball be bent bet big
bit books book bow box bump but cat cake
came can call come cold could cup day dear
deep did dish do down dots fall fan fast
fear fell find fish fox for fun funny fly
from game get go good got gown hat hall
hands had have He head hear her here hit
high him hold hook hop house how I if in
is it jump kick kind kite kites know last
like lit little lots looked let look made
make man mat me mess milk mind mother my
near net new no not now nothing of oh one
out on our pat pack pink pick playthings
plop play pot put rake ran red rid said
Sally sat say saw sad see shake shame she
sank sit should show ship shook shut shine
so some something step sunny sun stop
string stand take tall tame tail tell things
this those the that there then these
things they thump think them the tip top
toy too to two tricks us up wall want
way was we wet went wish with what when
why will wood would yellow yet yes you yours

258

17

GRADE 3rd BOY OR GIRL _____ AGE 10

DATE 5/13/98

41/24

PHONETIC II

SEC 235

54 W.P.M.

dig	pass	men	mass	fuss	fill	Jill	Ned	beg	
jam	Ann	Nat	win	gas	yell	wig	mud	rob	Tim
pan	rip	mug	pad	fig	dog	Ted	den	nod	bed
set	web	hug	lid	rib	nap	muff	fog	mill	sell
sob	pup	well	Gus	ten	tap	moss	dad	hop	Dan
map	pet	hen	sip	jazz	bit	hum	fib	doll	Ed
bib	jet	hip	kept	ring	notch	crack	thrash		
test	chink	glad	pond	slot	tax	stub	fins		
whisk	melt	clap	prompt	thrill	step	chunk			
mush	trip	clip	ask	brat	bangs	masks	frog		
drunk	block	punch	strap	mend	monk	bugs	ash		
grunt	camp	sand	gang	ink	spit	cuffs	much		
mink	sled	dress	wept	scat	switch	chick	wax		
sing	hunt	chop	branch	hills	facts	lend	hops		
mist	shrub	gulps	drift	snag	quench	sketch			
patch	moth	slip	grip	hints	damp	flint	lifts		
dash	strip	crib	nest	long	brink	lumps	cloud		
storm	reap	moist	broil	curl	thaw	charm	peach		
found	lord	bound	stir	foil	leaf	birch	squeal		
or	fort	chart	proud	lark	jar	ground	veal		
roof	brawl	Ma	launch	Roy	girl	beast	drawn		
torn	down	our	hound	talk	soot	spout	ouch		
how	street	draw	farm	cork	bar	fir	Paul	coo	
pout	spook	sheep	wheat	cool	boost	sweet	beam		
loin	paw	chirp	shark	crook	clamp	flap			

258

18

Student #251 at First Assembly Christian School. 1/18/95
see assessment on pages 20 - 26.

With help from good teachers and parents many students solve their word identification problems as they do their school work. Student #251's HI assessment in the second grade indicated an automatic (64 wpm) look and guess word identification system. In the third-grade. Student #251 was able to decode the 210 low frequency words (P2) at 45 wpm with ten mistakes (95% accuracy). Of the ten words he missed, when asked to spell then call, he improved by correctly calling 7 words. This indicates good, basic phonetic knowledge.

On May, 10, 1996, Student #251 read the newspaper article at 46 wpm with seven mistakes. All of the mistakes were on multiple syllable, low frequency words. On the same date, the top students in his class read the same newspaper article at better than 100 wpm with less than 2 mistakes per student. In the second-grade, Student #251 was 85% accurate at 35 wpm on the low frequency P2 list. The fact that he did only half of the words on the list indicated he was tired, as the clinician stopped the assessment. The clinicians never forced performance or completion of the assessments. As previously stated, this same student in the third-grade was 95% accurate at 45wpm on this P2 list. Note the improved accuracy and speed. We would expect this student has become a top-notch reader, and we look forward to confirming this.

Should students have to struggle for six or eight years to learn what they could have learned in K-1st grade? Unfortunately, the educational establishment has insisted on using grade-level, controlled vocabulary books creating an insidious handicap for many readers.

30/35

251

GRADE 2nd BOY OR GIRL _____ AGE 8

DATE 1-18-95

HOLISTIC (4) **SEC** 47/64 w.p.m

Sam	am	and	anywhere	a	are	box
be	boat	could	car	do	dark	eggs
eat	fox	green	goat	good	ham	here
house	I	in	if	like	let	mouse
may	not	on	or	rain	say	see
so	that	them	there	they	tree	train
the	try	thank	would	will	with	you

PHONETIC (5) **SEC** 67/45 w.p.m.

Ben	nip	map	tag	job	let	sip	mix
pad	lock	wig	pass	hot	rack		jet
kid	pack	Tom	luck	neck	pick		cut
deck	kick	duck	fuzz	mud	hack		sick
men	hunt	rash	pest	land	tank		rush
mash	rest	tent	food	bulk	dust		desk
wax	ask	gulps	ponds	hump	lamp		belt

251

(20)

GRADE _____ **BOY OR GIRL** _____ **AGE** _____

DATE _____

HOLISTIC II (14) **SEC** 305

41 w.p.m.

about a after all always and another are
as at away back bad ball be bent bet big
bit books book bow box bump but cat cake
came can call come cold could cup day dear
deep did dish do down dots fall fan fast
fear fell find fish fox for fun funny fly
from game get go good got gown hat hall
hands had have He head hear her here hit
high him hold hook hop house how I if in
is it jump kick kind kite kites know last
like lit little lots looked let look made
make man mat me mess milk mind mother my
near net new no not now nothing of oh one
out on our pat pack pink pick playthings
plop play pot put rake ran red rid said
Sally sat say saw sad see shake shame she
sank sit should show ship shook shut shine
so some something step sunny sun stop
string stand take tall tame tail tell things
this those the that there then these
things they thump think them the tip top
toy too to two tricks us up wall want
way was we wet went wish with what when
why will wood would yellow yet yes you yours

251

(21)

GRADE 2 BOY OR GIRL _____ AGE 8

DATE 1-18-95

364

PHONETIC II

SEC ~~182~~

35 w.p.m.

15

dig	pass	men	mass	fuss	fill	Jill	Ned	beg	
jam	Ann	Nat	win	gas	yell	wig	mud	rob	Tim
pan	rip	mug	pad	fig	dog	Ted	den	nod	bed
set	web	hug	lid	rib	nap	muff	fog	mill	sell
sob	pup	well	Gus	ten	tap	moss	dad	hop	Dan
map	pet	hen	sip	jazz	bit	hum	fib	doll	Ed
bib	jet	hip	kept	ring	notch	crack	thrash		
test	chink	glad	pond	slot	tax	stub	fins		
whisk	melt	clap	prompt	thrill	step	chunk			
mush	trip	clip	ask	brat	bangs	masks	frog		
drunk	block	punch	strap	mend	monk	bugs	ash		
grunt	camp	sand	gang	ink	spit	cuffs	much		
mink	sled	dress	wept	scat	switch	chick	wax		
sing	hunt	chop	branch	hills	facts	lend	hops		
mist	shrub	gulps	drift	snag	quench	sketch			
patch	moth	slip	grip	hints	damp	flint	lifts		
dash	strip	crib	nest	long	brink	lumps	cloud		
storm	reap	moist	broil	curl	thaw	charm	peach		
found	lord	bound	stir	foil	leaf	birch	squeal		
or	fort	chart	proud	lark	jar	ground	veal		
roof	brawl	Ma	launch	Roy	girl	beast	drawn		
torn	down	our	hound	talk	soot	spout	ouch		
how	street	draw	farm	cork	bar	fir	Paul	coo	
pout	spook	sheep	wheat	cool	boost	sweet	beam		
loin	paw	chirp	shark	crook	clamp	flap			

STOPPED

22 251

#51

1/17/95
307

GRADE 3rd (4) ★ BOY OR GIRL DATE 5/10/96

★ STUDENT_ AGE 9

PARENT [redacted] SEC 197

TELEPHONE [redacted] WPM 46

17

VOTE

One last time: vote.

The board of education election and the party primary election is tomorrow. Make sure you vote.

For some readers of this newspaper it may already be Tuesday when you find time to read this far. If any registered voter reading this hasn't voted, drop everything and go to the polls.

This election is an important one. Not because of the volume of promotional material, or the number of candidates, or the amount of money spent, but because of the solemn responsibility voters bear to select the best people available to carry out serious duties of government.

It is perhaps the most vital component of our national heritage, the democratic challenge to elect our government. What a shame it is when governing bodies are chosen by a minority of the voters. Make sure this election is a valid reflection of the public will. Do your part. Go vote.

(23) 251

Miller Word Identification Assessment©

Name MWIA (64) Grade 3rd (4) Date 5/10/96

HOLISTIC 1 36 seconds WPM 83 7 Errors

Sam	car	boat	anywhere	a	here
dark	tree	see	me	and	house
that	green	could	fox	I	am be
goat	are	say	train	mouse	there
so	in	thank	try	will	ham
good	they	would	the	with	you
may	box	eggs	like	if	let
them	eat	on	or	rain	do not

(45) (5)

PHONETIC 1 43 seconds WPM 70 7 Errors

pad	kick	wig	pass	hot	rack	jet
Ben	nip	map	tag	job	let	sip
mix	kid	pack	Tom	luck	neck	pick
cut	deck	belt	duck	fuzz	mud	hack
sick	wax	ask	gulps	ponds	hump	lamp
belt	men	hunt	rash	pest	land	tank rush
mash	rest	tent	food	bulk	dust	desk

Interviewer: Debbie Lee ver. B

(24) 251

GRADE 3rd BOY OR GIRL _____ AGE 9

DATE 5/10/96

3

HOLISTIC II

SEC 208
6/10 P.M.

about a after all always and another are
as at away back bad ball be bent bet big
bit books book bow box bump but cat cake
came can call come cold could cup day dear
deep did dish do down dots fall fan fast
fear fell find fish fox for fun funny fly
from game get go good got gown hat hall
hands had have He head hear her here hit
high him hold hook hop house how I if in
is it jump kick kind kite kites know last
like lit little lots looked let look made
make man mat me mess milk mind mother my
near net new no not now nothing of oh one
out on our pat pack pink pick playthings
plop play pot put rake ran red rid said
Sally sat say saw sad see shake shame she
sank sit should show ship shook shut shine
so some something step sunny sun stop
string stand take tall tame tail tell things
this those the that there then these
things they thump think them the tip top
toy too to two tricks us up wall want
way was we wet went wish with what when
why will wood would yellow yet yes you yours

(25) 251

GRADE 3rd BOY OR GIRL _____ AGE 9

DATE 5/10/96

10/13

PHONETIC II

SEC 281 450pm.

dig	pass	men	mass	fuss	fill	Jill	Ned	beg	
jam	Ann	Nat	win	gas	yell	wig	mud	rob	Tim
pan	rip	mug	pad	fig	dog	Ted	den	nod	bed
set	web	hug	lid	rib	nap	muff	fog	mill	sell
sob	pup	well	Gus	ten	tap	moss	dad	hop	Dan
map	pet	hen	sip	jazz	bit	hum	fib	doll	Ed
bib	jet	hip	kept	ring	notch	crack	thrash		
test	chink	glad	pond	slot	tax	stub	fins		
whisk	melt	clap	prompt	thrill	step	chunk			
mush	trip	clip	ask	brat	bangs	masks	frog		
drunk	block	punch	strap	mend	monk	bugs	ash		
grunt	camp	sand	garig	ink	spit	cuffs	much		
mink	sled	dress	wept	scat	switch	chick	wax		
sing	hunt	chop	branch	hills	facts	lend	hops		
mist	shrub	gulps	drift	snag	quench	sketch			
patch	moth	slip	grip	hints	damp	flint	lifts		
dash	strip	crib	nest	long	brink	lumps	cloud		
storm	reap	moist	broil	curl	thaw	charm	peach		
found	lord	bound	stir	foil	leaf	birch	squeal		
or	fort	chart	proud	lark	jar	ground	veal		
roof	brawl	Ma	launch	Roy	girl	beast	drawn		
torn	down	our	hound	talk	soot	spout	ouch		
how	street	draw	farm	cork	bar	fir	Paul	coo	
pout	spook	sheep	wheat	cool	boost	sweet	beam		
loin	paw	chirp	shark	crook	clamp	flap			

26 251

Learning Disabilities
A Report to the Congress, 1987

In this 232 page report, the NIH definition (redefined by the Interagency Committee on Learning Disabilities) of learning disabilities is sheer presumption and fails to account for the major emphasis of educational tools and instruction used by nearly all publics schools as the predominant cause of poor reading. From page 222:

> Therefore, the Interagency Committee proposes a modification of this revised definition of learning disabilities, and believes that it should be considered for use in epidemilogic studies of the prevalence of the condition, in diagnosis, in research, in administrative actions, and 'in' future legislation. The modified definition is as follows (changes underlined):
>
> Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), with socioenvironmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences.

"These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction..." This statement is the most absurd presumption of the century. This means that something is wrong with the student—not the books, not the instruction techniques, not the tapes, not the videos, movies or any extrinsic cause. There is a great difference between intrinsic and extrinsic causes of learning disabilities.

The absurd presumption of central nervous system dysfunction in students implies there is something very basically wrong with the student's brain. $4 billion of federal research funding has failed to determine this presumed brain dysfunction in tens of thousands of students across our nation. However, the more fundamental and reasonable culprit of learning disability is the conflict of phonetic and whole-word identification strategies.

The next quote from the Report, a 154 word sentence tells a lie—that learning disabilities are not the direct result of socioenvironmental influences including almost everything that is extrinsic to the student's life especially the student's insufficient or inappropriate instruction. Research reported in the National Reading Panel indicates that "whole language" is inappropriate instruction especially for K and first grade students. It is not enough to have students sound out a few words. Rudolf Flesch said that students should be able to spell, read and write the 4000 different words in the 72 lessons of his program without the slightest hesitation. Psychogenic factors—Dr. Larry Silver in his book, *The Misunderstood Child*, indicated that Attention Deficit Disorder and Hyperactivity are associated problems to learning disabilities. These relationships are yet to be quantified but they are in some way associated.

The Interagency Committee on Learning Disabilities BELIEVES its modified definition "should be considered for use in epidemiologic studies of the prevalence of the condition, in diagnosis, in research, in administrative actions and in FUTURE LEGISLATION." This explains why the Congress has spent $4 billion with the NIH and more students are suffering than ever before.

Conclusions

I. The MWIA has been successfully used as a first grade assessment to determine if the student has the ability to learn words by the whole word, look-say reading method. We also can make this determination in the pre-school years.

II. The MWIA has been successfully used in grades one-adult and measures how the reader has learned to identify words, giving direction to remedial efforts.

III. By using Rudolf Flesch's book. *Why Johnny Can't Read*, or any other good phonetic reading program, a student can be taught to phonetically decode print before they play with specially written, controlled vocabulary books, tapes, videos and sight word dictionaries. Dr. Samuel Blumenfeld's book, *Alpha Phonics* is a proven way to help beginning readers.

IV. If the student or reader has already developed a non-phonetic reading ability, stop all whole word, look-say reading efforts immediately and begin a regimen of training the student to phonetically decode print in the absence of sight words. The *Sight Word Eliminator* is such a tool that facilitates phonetic decoding in the absence of the most commonly-known sight words. There is over a decade of research that proves this method of remedial reading works.

V. A wealth of data from five schools confirms why the NIH Study tickles the truth about a "new type of dyslexia." It also proves the 1987 report to the Congress was wrong.

VI. We are including blank copies of the MWIA that you may determine if *the Sight Word Eliminator* remediation program is needed.

VII. We will add the updating and *Sight Word Eliminator* training of many of the students that data was submitted to the Federal Trade Commission of 2/23/99.

VIII. Supporting papers:

a) Federal Trade Commission Complaint; 2/28/99.
b) New Brain Research Indicts Whole-Language: New Test Leads to "Black Under-achievement" Remedy, The Literacy Council, February 28, 2004.
c) "Can Dyslexia Be Artificially Induced in School?" The Blumenfeld Education Letter, March, 1992.

Note from Internet Publisher: Donald L. Potter

September 22, 2010

Mr. Edward Miller sent me this document a few years back. Last week I attempted to call Mr. Miller to discuss publishing these materials on my website, www.donpotter.net. Mr. Miller's grandson, Kyle, answered the phone and informed me that Ed passed away in June of the previous year. We are deeply saddened to learn that this great advocate for literacy is no longer with us.

The materials contained in this document are exceedingly important. I have had the privilege of giving over 350 of Mr. Miller's MWIA assessments to students at schools where I have taught and my private tutoring students. I published his assessment on my website back in 2003. Mr. Charlie Richardson, a long time friend of Mr. Miller, sent me a copy of the test to use with my students. Mr. Richardson passed away in 2008 after a distinguished career an engineer involved in the Apollo Space program and as an educator working with delinquents on Long Island.

http://donpotter.net/pdf_files/mwia.pdf

Mr. Miller's MWIA (Miller Word Identification Assessment) Level 1 & Level 2 is available for free download from my website.

The article by Samuel L. Blumenfeld, "Can Dyslexia Be Artificially Induced in School," is also available on my website. Actually, the article shows how that dyslexia can not only be artificially induced in school because of the sight-word (whole-word memorization) method, but even **before** children start school through experience with specially designed sight-word books such as Dr. Seuss's *Green Eggs and Ham* and *The Cat in the Hat*. These books encourage sight-word memorization and foster the reading-by-guessing habit, a habit that is very difficult to break.

http://www.donpotter.net/PDF/Miller-Blumenfeld_Dyslexia_Article.pdf

Anyone interested in helping us carry on Mr. Miller's research into the possibility that a lot of the dyslexia we see today is a logical result of students being taught to look at word holistically in the beginning stages of learning to read is invited to contact me at don at don potter dot net.

Unfortunately I have only limited experience with the *Sight Word Eliminator* that Mr. Miller mentions. I generally use one of the highly effective phonics programs such as *Blumenfeld's Alpha-Phonics*, Rudolf Flesch's *72 Phonics Exercises*, Dolores Hiskes' *Phonics Pathways* and *Reading Pathways*, and free programs like Hazel Loring's 1980 *Reading Made Easy with Blend Phonics for First Grade*, and Florence Akin's 1913 masterpiece, *Word Mastery*. I have also found Webster's *Elementary Spelling Book* of great value. My www.blendphonics.org blogsite is an excellent, easy-to-use source of valuable information.