

# WORDSMART® Bulletin

## Introducing “Progressive Reader”

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Become a more powerful and efficient reader with WORDSMART's newest program—**PROGRESSIVE READER**. Develop a whole range of reading speeds so that you can match your reading speed to your reading purpose.



Did you know that the average adult reads about 250-300 words per minute with about 50% comprehension level. If your rate falls within this range, you should be able to double or triple your reading speed while maintaining or improving your comprehension.

For best results, use the **PROGRESSIVE READER**

program at least two or three times each week (not more than one 30-minute session each day). Remember to end each training session by reading from a book, a magazine, or other outside reading material. Use your favorite book for practice.

**PROGRESSIVE READER** offers an editor feature that gives you the ability to import any speed reading passages or text files, whether from the internet or any other source. Parents and teachers can also add comprehension questions to the new passages. Charts and graphs that enable you to assess current reading speed and comprehension: and view and monitor your progress throughout the program.

Start **PROGRESSIVE READER** today and develop your speed reading skills while improving your comprehension!

### Progressive Reader

- Develop speed reading while improving comprehension
- Ages 8 through Ph.D.
- Classic and contemporary literature
- Perfect for timed test i.e. SAT, ACT
- Use your favorite book for practice

## Hurricane Katrina

By Carol Roberts



On behalf of everyone at WordSmart Corporation, we extend our thoughts and prayers to all those affected by Hurricane Katrina.

In the midst of this horrible tragedy it is wonderful to see the outpour of support and generosity of so many people worldwide. The

helping hands and generous contributions will help rebuild the homes and communities of all those that lost so much. Most importantly, the thoughts and prayers from everyone is beginning to rebuild their spirits.

WordSmart, too, has contributed to the many people that are in need of

assistance. Together, during this difficult and challenging time for so many, we can make a difference in so many lives that have been displaced by this devastating disaster.

To all those personally touched by hurricane Katrina, our thoughts and prayers are with you and your family.

## Research Basis for WordSmart Phonics

By Jennifer Fogelman

The back and forth debate between phonics and whole language learning has been going on for decades, and continues to be a compelling issue for many educators today. However, since the No Child Left Behind Act (NCLB) was implemented in our nation's schools, there has been a revisiting, if you will, to phonics-based teaching.

NCLB has revamped how students [will] learn to read in today's classrooms. Scientifically based reading research has basically "brought back" the importance of direct instruction of phonics. This revisiting is not about teachers rushing back into the monotony of the many letter-sounds drills that were taught way back when. Intensive and explicit phonics instruction in today's classroom offers students the "essential keys for unlocking literature, for grasping the meaning, derivation, and kinship of words." This instruction, according to Dr. Joseph Torgeson, head of Florida State University's \$2.5 million reading research center, is "designed to do whatever is necessary to give children all the information and skills they need to learn to read." Armed with these skills, Torgeson says

that children will feel more confident about jumping right into literature, which should satisfy the whole-language advocates.

Dr. Torgeson's work with students at Tallahassee's Hartsfield Elementary school is the catalyst that drove Jeb Bush to follow his brother's lead – "Just Read, Florida!" is the governor's own version of NCLB. As a developmental psychologist for over 25 years who specializes in the scientific study of how children learn to read, Torgeson brought the percentage of first graders reading below the 25<sup>th</sup> percentile from 32% in 1994 to less than 5% five years later. As he continued studying school-age children, some of who[m] were labeled "reading disabled" and severely dyslexic, he found that a teaching method "steeped in the venerable principles of phonics" is the best method available to get children ready to read. Much of Torgeson's research is funded by Dr. G. Reid Lyon, a neuropsychologist-turned-federal administrator who now heads the reading branch of the National Institute of Child Health and Human Development (NICHD).

The NICHD has geared much of their recent

research toward identifying the nature of reading difficulties and their causes through modern neuroimaging technology. This technology has allowed medical researchers to view the brain scans of people with reading challenges. What these unique brain scans are indicating is that there is an inability to work with phonemes in the language. This inability, or lack of phonemic awareness, seems to be a major obstacle to reading acquisition.

Scientific research over the past 15 to 20 years has revealed so much about reading development and learning disabilities: dyslexia is no longer described as a visual impairment which prevents readers from recognizing

Scientifically based reading research has basically "brought back" the importance of direct instruction of phonics.

patterns in word-letter association as it had been in the 1960s; Dr. Torgeson refers to dyslexia as a lack of talent in reading that springs from an inability to recognize sounds, not visual patterns. This can be remedied, or at the very least, alleviated through intensive phonics-based

instruction. Explicit instruction of phonemic awareness has a positive effect on reading acquisition and spelling for pre-readers through rhyming, auditory discrimination of different sounds, blending of sounds into words, sound-spelling relationships. Exercises that offer practice of these skills can be found in *WordSmart Phonics*.

The *WordSmart Phonics* system associates sounds with specific colors, making it easy to learn. Through animation, engaging exercises keep your child entertained while teaching the essential reading skills: letter recognition with basic phonics sounds, pronunciation, consonant and vowel spelling patterns, rhyming word groups, "sound-it-out" blends, and reading practice with plenty of stories and over 1,300 words. The Focus Learning System and the Teacher Center allows you to monitor your child's progress and automatically target weak areas. *WordSmart Phonics* is ideal for children ages 3 and up, English Language Learners (ELL), remedial English students and those with speech, hearing or language challenges.

From the moment I picked your book up until I laid it down I was convulsed with laughter. Some day I intend on reading it.

- Groucho Marx (1895-1977)

## Often Mispronounced Words and Phrases

By Carol Roberts

Would you say, “acrossed or across?” If your answer is “across,” you are correct! Great job. There are many simple words and phrases used by many of us every day that are mispronounced. You can avoid the mispronunciation of words by following these simple rules. Yes,

even the English language has rules and may be difficult to understand, so pronouncing a word correctly usually does help you spell it correctly. Several common errors are the result of rapid speech, so take your time speaking, correctly enunciating each word.

Careful speech and avid reading are the best guides to correct spelling.

*WordSmart* recognizes the importance of reading, writing and speaking correctly and the success it brings forth to the future of everyone. This is why our products are

developed with the highest standards and the best interest of all individuals, of all ages.

Below are some of the most often mispronounced words and phrases. Are you pronouncing these words correctly?

<u>Don't say</u>	<u>Do say</u>	<u>Explanation</u>
affidavit	<b>affidavit</b>	Even if your lawyer's name is “David,” he issues affidavits.
Artic	<b>Arctic</b>	Another hard-to-see [c] — but it is there.
athelete, atheletic	<b>athlete, athletic</b>	Two syllables are enough for “athlete.”
bob wire	<b>barbed wire</b>	No, this word wasn't named for anyone named “Bob;” it should be “barbed wire,” although the suffix—ed, meaning “having,” is fading away in the U.S.
cannidate	<b>candidate</b>	You aren't being canny to drop the [d] in this word. Remember, it is the same as “candy date.”
card shark	<b>cardsharp</b>	Cardsharps probably won't eat you alive, though they are adept at cutting your purse strings.
dialate	<b>dilate</b>	The [i] in this word is so long there is time for another vowel but don't succumb to the temptation.
elec'toral	<b>e'lectoral</b>	The accent is on the second, not the third, syllable and there is no [i] in it— <b>not</b> “electorial.”
fedral	<b>federal</b>	Syncopation of an unaccented vowel is fairly common in rapid speech but in careful speech it should be avoided.
For all intensive purposes	<b>For all intents and purposes</b>	The younger generation is mispronouncing this phrase so intensively that it has become popular both as a mispronunciation and misspelling.
irregardless	<b>regardless</b>	“-Less” already says “without” so there is no need to repeat the same sentiment with “ir-.”
libel	<b>liable</b>	You are liable for the damages if you are successfully sued for libel. But don't confuse these discrete words.
often	<b>ofen</b>	We have mastered the spelling of this word so well, its spelling influences the pronunciation: DON'T pronounce the [t]! This is an exception to the rule that spelling helps pronunciation.
preemptory	<b>peremptory</b>	The oldpre-/per- problem. Do not confuse this word with “preemptive;” the prefix here is per-.
upmost	<b>utmost</b>	While this word does indicate that efforts are up, the word is “utmost.”
verbage	<b>verbiage</b>	Here is another word that loses its [i] in speech. Pronouncing it correctly will help you spell it correctly.



Visit us on the web for more details and  
Information on our educational products!

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THE APPLICATION  
THAT EXPANDS  
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**WORDSMART SAT**  
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LEARN TO READ EASILY!



**THINK SPEAK  
&  
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READER  
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Silver Honor



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### We Guarantee Your Satisfaction

*WordSmart* will have a great impact on your student's life. We guarantee it.

Try *WordSmart* for 30 days. If for any reason you are unsatisfied with the product, simply return it for a full refund of the purchase price. It's that easy.

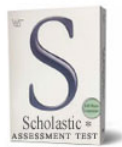
Only the first shipment in the *WordSmart* series is refundable. This product is sent for a 30-day trial that begins when the product is delivered to the customer's home. The product will be delivered within 7-10 days (maximum) of the order date.

If you would like to return your initial *WordSmart* shipment for a full product refund, contact Customer Service. They will be happy to issue you a Return Authorization number.

If you would like to discuss your account, *WordSmart* can be contacted by phone, e-mail, fax or letter. It is not mandatory to receive monthly shipments.

## Our SAT/ACT Prep Guarantee

The *WordSmart* SAT/ACT Prep Program will increase your combined scores on the Critical Reading and Writing sections of the NEW SAT (2005) at least 200 points when you use the *WordSmart* Think, Speak, and Write Better program a minimum of 20 hours. The original aggregate score on the two sections must be between 700 and 1300 points. Your ACT score will rise at least 4 points on the Reading and English sections when your original score is between 13 and 29 points. If your scores on these exams do not increase as guaranteed, we will refund the product amount of the software. Scores on the old Verbal section of the



SAT will increase 100 points if they are currently between 300 and 650.

The guarantee requires that the student uses *WordSmart* for a minimum of 20 hours. In order to take advantage of a refund, customers must send:

- \*\* A copy of the initial SAT/ACT scores (prior to using the *WordSmart* program for 20 hours.
- The initial total score on the critical reading and writing sections of the new SAT must be between 700 and 1300.
- The initial score on the verbal section of the old SAT must be between 350 and 650.
- The initial score on the Reading and English section must be between 13 and 29.
- \*\* A copy of the second SAT/ACT scores showing the failure to meet the

guaranteed increase.

\*\* A brief letter signed by the parent and student stating that the product was used for the 20 hour minimum.

\*\* A copy of the *WordSmart* scores which show that the *WordSmart* program was completed. You get the *WordSmart* scores by loading any *WordSmart* volume from A to J, going to the Main Menu, clicking on "File" in the upper left hand corner, scroll down to "Print Scores".

The customer can send all this information to *WordSmart*, attention Customer Service, and we will contact the customer to give them authorization to return the product. The guarantee is on one product only no matter how many products the customer has received. Our guarantee can also go from a Pre-SAT/Pre-ACT score to a SAT/ACT score.