

# *Introducing...*



A proven non-phonetic reading approach  
that accelerates the vocabulary, comprehension, and fluency  
of students who defy traditional reading interventions



**Failure Free**  
READING™

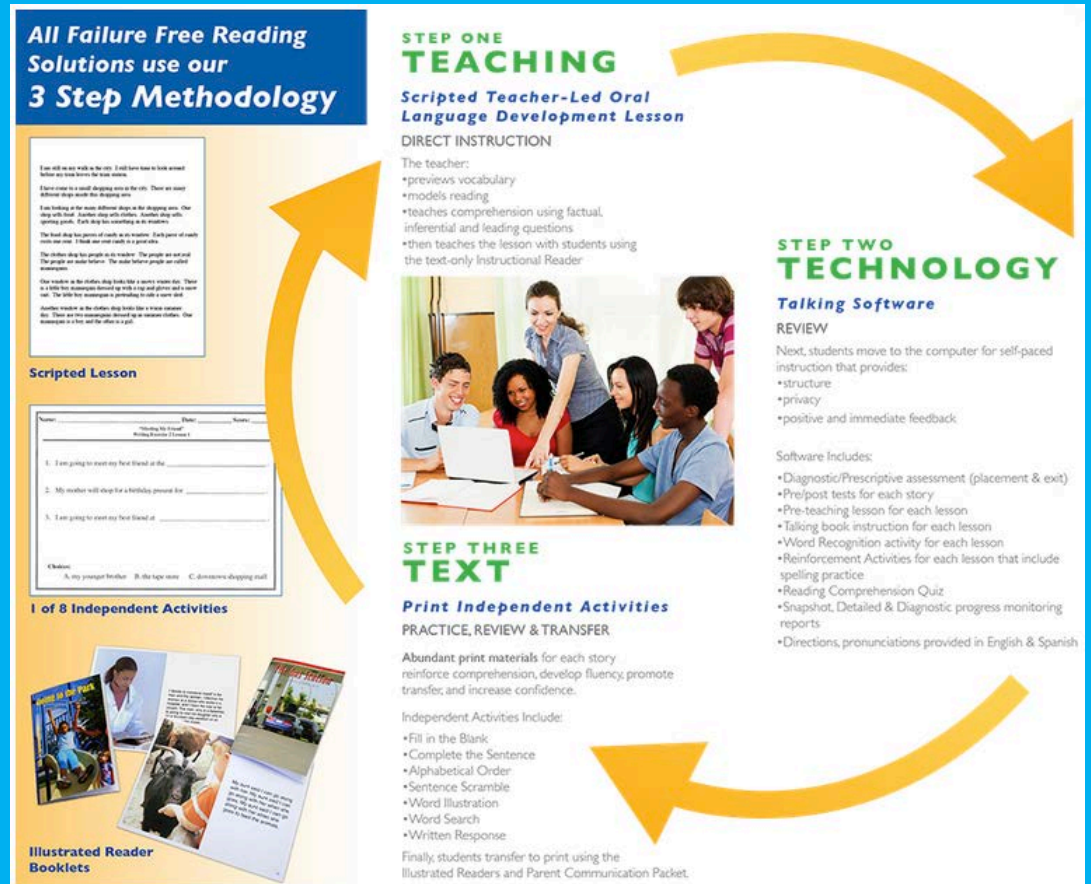
[www.failurefree.com](http://www.failurefree.com)  
1.888.233.READ

**Research-Based Online Talking Software Solutions Designed To Provide:  
New Hope for Non-Readers!**

# An Online Diagnostic/Prescriptive/Instructional Intervention

A  
unique  
blended reading approach utilizing:  
talking online software  
coupled with  
an abundant amount of  
electronic reports  
and  
downloadable  
PDF  
instructional materials.

Eleven Unique Entry Points  
Ranging From:  
Primer to 12<sup>th</sup> Grade



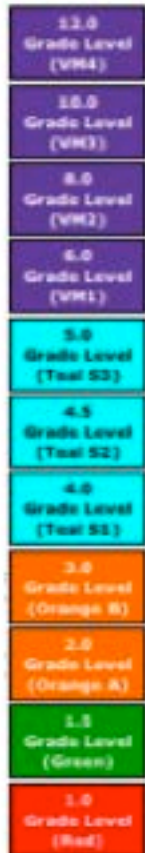
# Fast-Acting Very Easy to Use

Failure Free Reading is specifically designed to transform the life of your struggling readers –regardless of age or classification - by giving them an opportunity to experience what it feels like to read for meaning from age appropriate materials.

**3 Inter-Related Software Solutions**  
**Perfect for: Autism, Intellectually Disabilities, Learning Disabled, Deaf, English Language Learners, At-Risk, Minority, Adult and More!**



# The Online Diagnostic Finds the Instructional Entry Point That Matches Your Child/Student's Cognitive and Academic Reading Level



**There are  
Eleven Entry Points  
in the  
Failure Free Reading  
Materials  
from  
Beginning 1<sup>st</sup> Grade  
to  
SAT/ACT Level of Difficulty**



**The Online Codie Award Nominated Software Comes With  
9 Inter-Related Programs  
for  
Each Online Oral Story:**



**Oral Preteaching  
Vocabulary Development  
Sentence Building  
Paragraph Expansion  
Talking Book-Oral Modeling  
Talking Book-Word by Word  
Fill-in-the-Blank Reinforcement Activities  
Spelling  
Oral Reading-Page Review**

**Hundreds and Hundreds of Online Activities  
Abundant Online Reporting Features Marking Students Progress:**

**Daily Online Progress Reports  
Pre/Post Test Story Growth  
Time on Task  
Diagnostic Academic Reading Assessment**

# The Online Software Lesson Will Automatically Launch to the Following Screen



**Launch Lesson - Ty Boyd**

Choose a launch method below to launch:

Joseph's Readers Teal Level, Story 1([1]The Gas Station), Lesson 1 of 10, Pre-Teaching Lesson

- ☒ Without Subtitles
- ☐ Subtitles
- ☐ Sign Language

**Launch this Failure Free Reading Lesson**

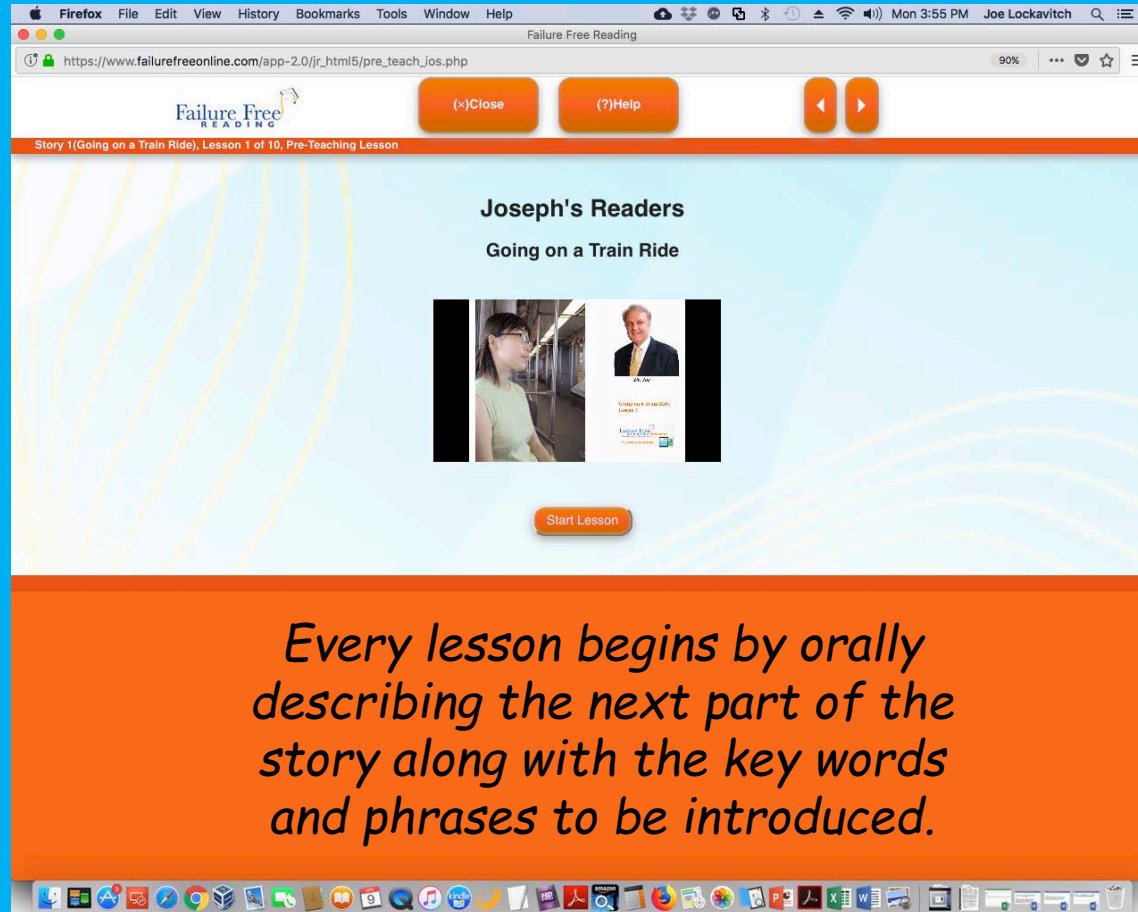
**(Current Version of Failure Free Reading - Try This First!)**  
*Recommended for most modern computers/laptops/smartphones/tablets/iPads*

Or use our Original Version:  
**(For computers using Flash such as Windows XP or Mac OS X 10.5 & below):**

**Launch Lesson with our Original Classic Flash Version**


iPad is a registered trademark of Apple Computer, Inc. in the US and other countries.

# The Computer Assisted Instruction Automatically Starts with The Online Oral Preteaching Component




The screenshot shows a web browser window with the address bar displaying [https://www.failurefreeonline.com/app-2.0/jr\\_html5/pre\\_teach\\_jos.php](https://www.failurefreeonline.com/app-2.0/jr_html5/pre_teach_jos.php). The page features the 'Failure Free Reading' logo and navigation buttons for 'Close' and 'Help'. Below the navigation bar, a red banner indicates 'Story 1(Going on a Train Ride), Lesson 1 of 10, Pre-Teaching Lesson'. The main content area is titled 'Joseph's Readers' and 'Going on a Train Ride'. It includes a video player showing a woman reading and a small image of a man. A 'Start Lesson' button is visible below the video. The bottom of the screen features a large orange banner with the text: 'Every lesson begins by orally describing the next part of the story along with the key words and phrases to be introduced.'

# Pre-Teaching -Vocabulary

(x)Close(?)Help◀▶

Story 1(Going on a Train Ride), Lesson 1 of 10, Pre-Teaching Lesson


train



*The software orally pronounces and spells key words aloud and then provides a meaningful picture and oral description.*




## Pre-Teaching – Sentence Building

(x)Quit(?)HelpPlay

Story 1(Going on a Train Ride), Lesson 1 of 10, Talking Book

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

Play



*The words scaffold to sentences and the sentences scaffold to paragraphs that are read aloud word by word and in context.*

# Word Recognition



(x)Close

(?)Help

Ok

Story 1(Going on a Train Ride), Lesson 1 of 10, Word Recognition Exercises

I am **going** on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

Repeat



*Students are orally asked to select key words from the passage.*

*Every student response is recorded and presented in a graphic report.*

# Close Reading Reinforcement



(x)Quit

(?)Help

Ok

Story 1(Going on a Train Ride), Lesson 1 of 10, Reinforcement Activities

I am \_\_\_\_ on a train ride.

going

other

mall

leave

*Students are asked to do a series of online fill-in-the-blank exercises designed to promote comprehension and close reading.*

*Every student response is recorded and presented in a graphic report.*

# Spelling



(x)Quit

(?)Help

Ok

Story 1(Going on a Train Ride), Lesson 1 of 10, Reinforcement Activities

I am \_\_\_\_\_ on a train ride.

going

other

mall

leave

*Students learn how to spell the key words in the lesson through oral and graphic video representations.*

# Oral Reading Page Review



(x)Close

(?)Help

Play

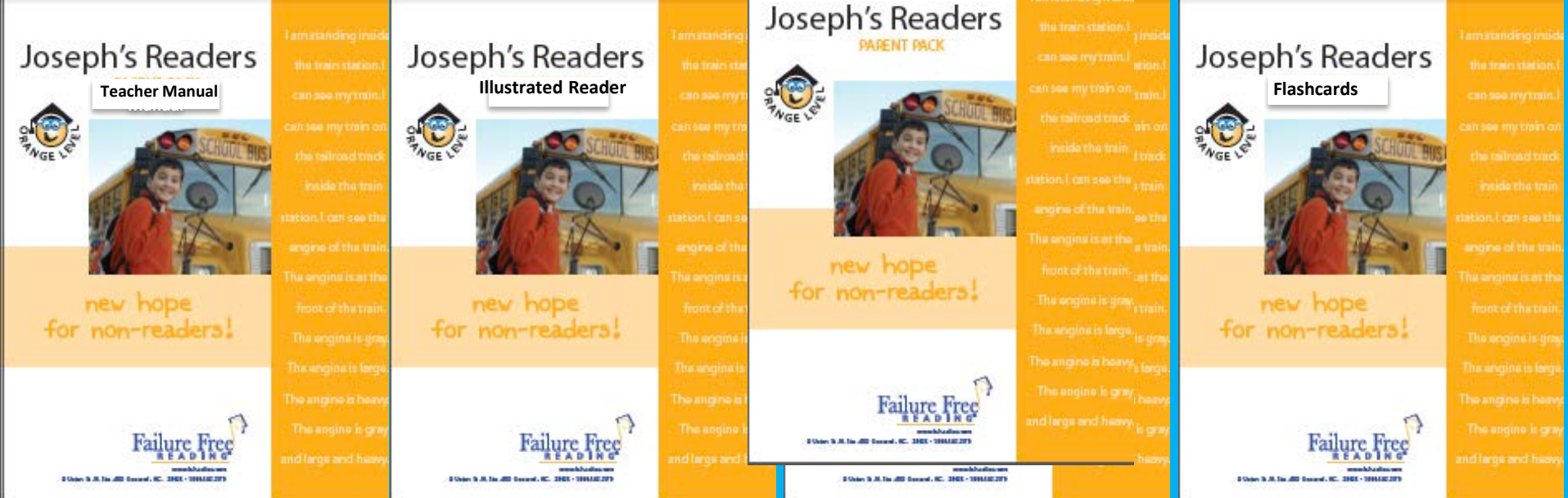


Story 1(Going on a Train Ride), Lesson 1 of 10, Word Recognition Exercises

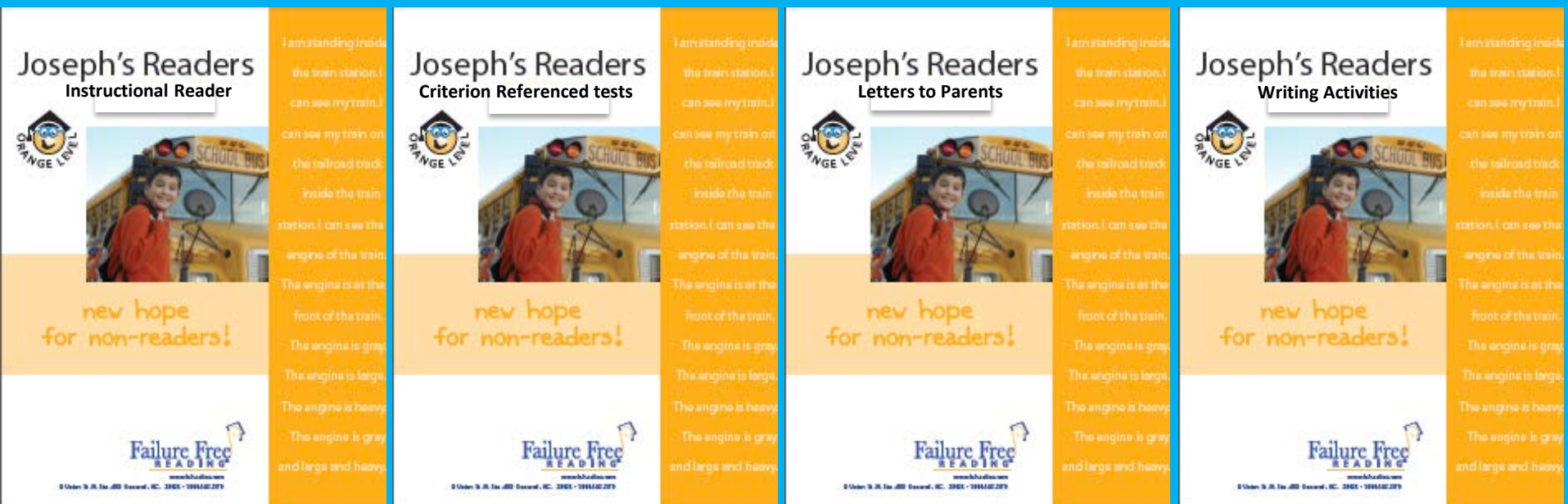
I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.





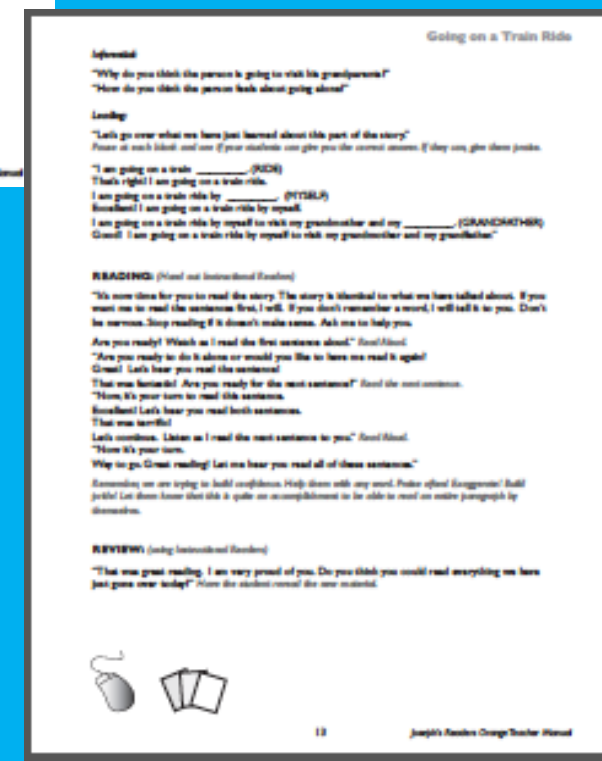
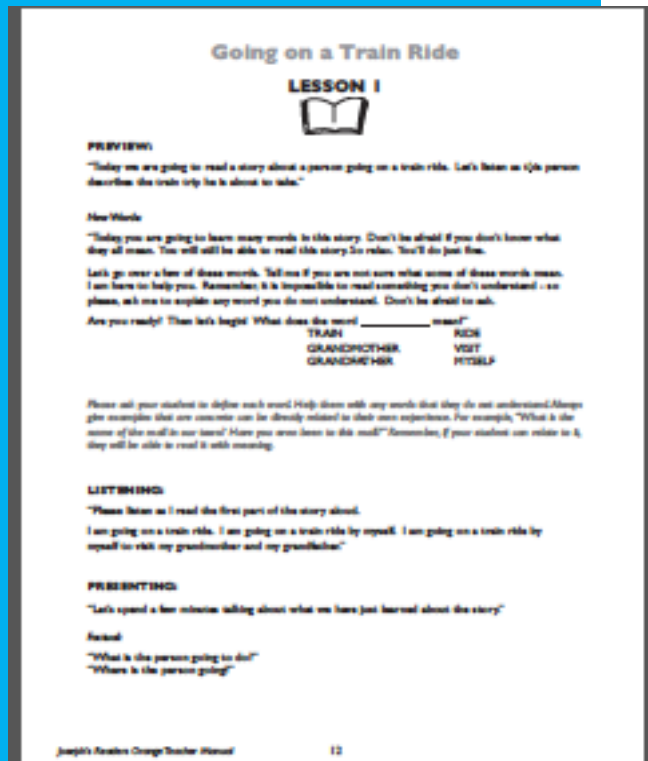
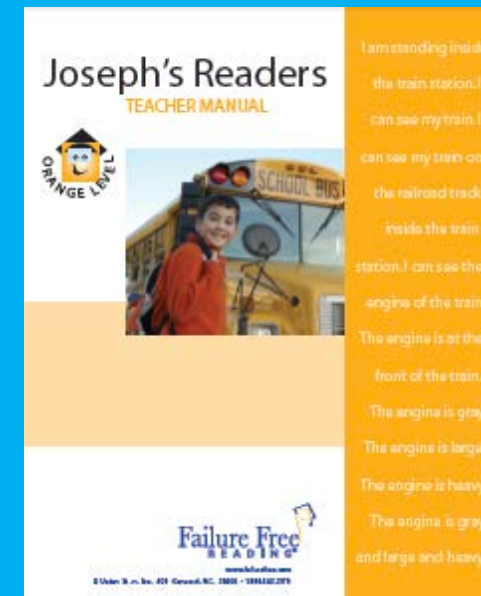
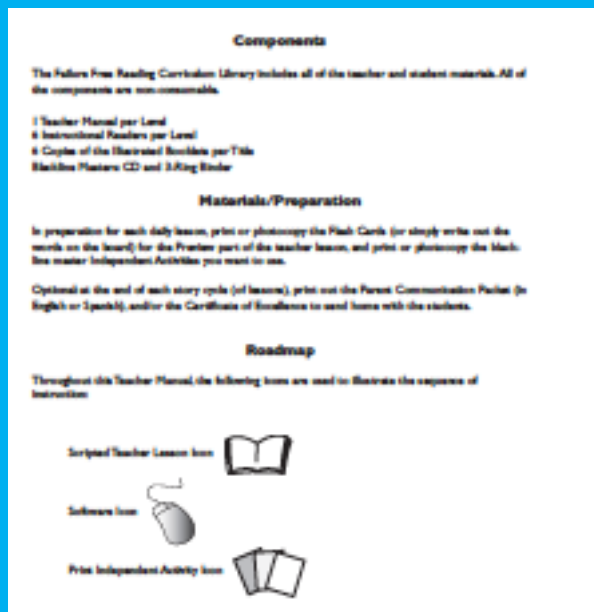


## Seven or Eight Inter-related Instructional and/or Assessment PDFs for Each Story



# Scripted Teacher's Manual

Easy to Follow Guided Reading PDF  
Designed Improve: Vocabulary,  
Expressive Fluency, Comprehension and  
Confidence  
Preview  
Set the Stage  
Improves Vocabulary  
Model Oral Reading



# Parent Communication PDF Packet

Suggestions on How to Improve  
Comprehension While Listening to

Your Child Read the New Story

A Running Record of the New Number  
Pages, Sentences and Words Learned

## Orange Level - Going on a Train Ride

### A-Parent-Return-A-Gram

Dear Teacher,

This is to inform you that my child read to me last night. I would like to tell you how proud I am of my child. I know that this means my child has read the **FIRST** story in Failure Free Reading's **ORANGE LEVEL** entitled "GOING ON A TRAIN RIDE". This means my child has completed 1 story containing a total of 18 pages, 30 sentences and 319 running words. I think this is fantastic. I can see and hear my child becoming a great reader and I look forward to having you send more reading material home.

I have talked to my child about reading. I have told my child that I understand learning to read takes time. I have told my child that learning to read requires practice. We have agreed to read everyday if we can. We have agreed to let me read stories aloud. We have agreed to talk about the stories.

We have also agreed to try the best we can. No one will be made fun of. No one will be yelled at. No one will be accused of not trying.

Parent

P.S. I will remember there is no such thing as too much praise.

## Orange Level: Going on a Train Ride

Dear Parent,

We have just completed Story One of Failure Free Reading's **ORANGE LEVEL**. Dr. Lockhart believes students should have very successful reading experiences. His stories were written with this objective. Your child has enjoyed reading and doing the activities in this program and has been very successful. You should feel very proud.

I have enclosed some material for your child to share with you. Please not write an uninterrupted amount of time so your child can read to you.

I have also provided a list of questions you may ask once your child has finished reading. Remember to use these questions as a guide. They are not a test. They are not homework. They are just a way to which you can let your child know you are interested in what your child is doing in school. Please use these questions wisely and make this an enjoyable experience for you and your child.

1. Who is telling the story?
2. Where is the boy going?
3. How many people are in his family?
4. Where does his brother go to school?
5. What does his father tell him at the station?
6. Why is the boy not afraid?

Finally please remember to:

- accept any answer that makes sense
- give as much praise as possible
- say how proud you are
- ask to be read to again and again
- help me to develop pride and confidence

And never forget:

There is no such thing as too much praise or too much practice!

Your Child's Reading Teacher

Orange Level Parent Communication

## Joseph's Readers PARENT PACK



new hope  
for non-readers!

Failure Free  
READING

© 2009 by J. B. Lee, J. B. Lee, Inc. 2009-100100279

I am standing inside  
the train station. I  
can see my train. I  
can see my train on  
the railroad track  
inside the train  
station. I can see the  
engine of the train.  
The engine is at the  
front of the train.  
The engine is grey.  
The engine is large.  
The engine is heavy.  
The engine is grey  
and large and heavy.

## Orange Level: Going on a Train Ride

### A-Congratulations-A-Gram

Dear Parent,

This is to inform you that your child has completed the **FIRST** story in Failure Free Reading's **ORANGE LEVEL**. This means your child has completed a story containing a total of 18 pages, 30 sentences and 319 running words. I hope you are as proud of your child as I am. This has taken a great deal of hard work and energy.

Please read the other material I am sending with this letter. It includes some suggestions on how to read with your child, your child's independent reading booklet and a letter you are to return to me after the reading has taken place.

Finally, remember: praise as often as possible and ask to be read to again and again. Again, congratulations for having such a hard-working child.

Respectfully yours,

Your Child's Teacher

P.S. Please remember there is no such thing as too much praise!



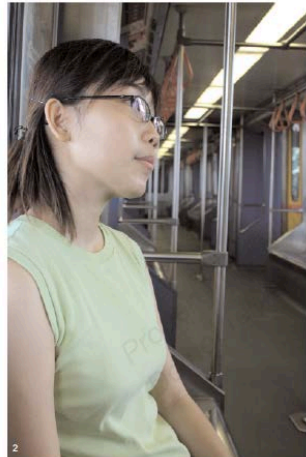
# Illustrated PDF Reading Booklets

Gives Previously Struggling Students the Opportunity to Actually Read Aloud

From:

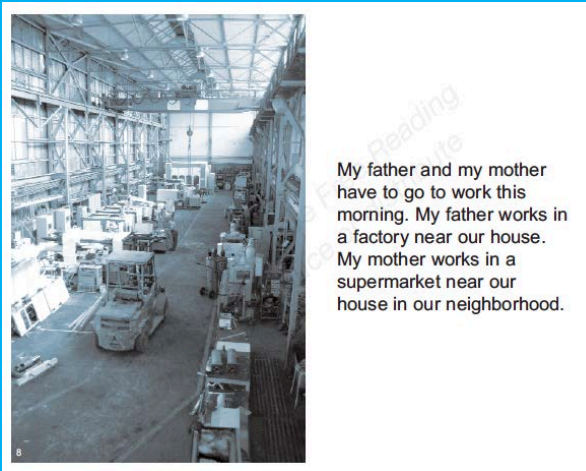
Age Appropriate Content with Expression and Full Comprehension

A Great Oral Reading Review!



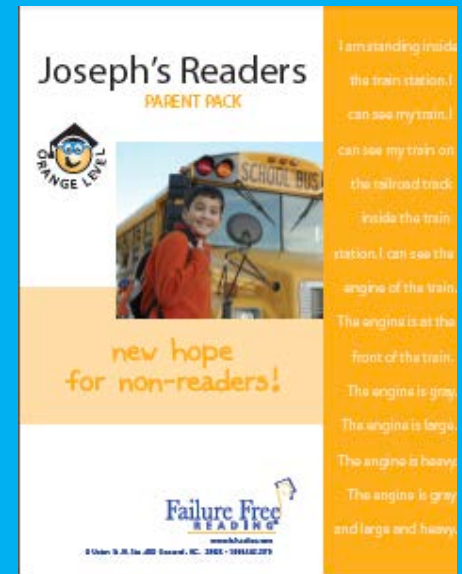
I am going on a train ride.  
I am going on a train ride  
by myself. I am going on a  
train ride by myself to visit  
my grandmother and my  
grandfather.

3



My father and my mother  
have to go to work this  
morning. My father works in  
a factory near our house.  
My mother works in a  
supermarket near our  
house in our neighborhood.

9



I am standing inside  
the train station. I  
can see my train. I  
can see my train on  
the railroad track  
inside the train  
station. I can see the  
engine of the train.  
The engine is at the  
front of the train.  
The engine is grey.  
The engine is large.  
The engine is heavy.  
The engine is grey  
and large and heavy.

## Word List

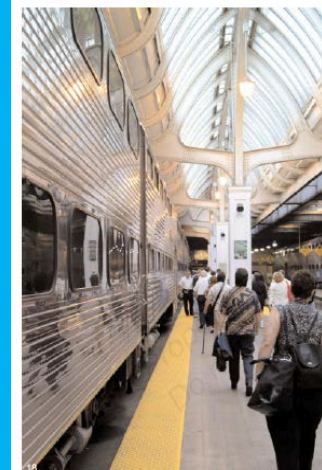
Train  
Grandmother  
Grandfather  
Myself  
Ride  
Visit  
Family  
Leave  
Early  
Return  
Cannot  
Stay  
Mother  
Father  
Sister

Brother  
Five  
People  
Factory  
Supermarket  
Neighborhood  
Morning  
Works  
Large  
Goes  
School  
Young  
Quiet  
Listen  
Inside

Telling  
Afraid  
Carefully  
Everything  
Ready  
Ticket  
Postcards  
Count  
Change  
Present  
Write  
Send  
Fine  
Careful  
Feel

## Phrases

Train station  
High school  
Last minute  
Will be fine  
Just left



My family is ready to  
leave. My father tells me  
to buy my ticket, and my  
mother tells me to write  
postcards. My brother tells  
me to count my change,  
and my sister tells me to  
send her a present.

19

# Criterion Referenced PDF Tests

Curriculum Based Assessments  
Measuring Student Growth On:  
Three Research Recognized  
Reading Criteria:  
Word Recognition  
Oral Fluency  
Silent Reading

## Word Recognition

Orange Story 1: Going on a Train Ride

going	our	school
myself	postcards	tells
ride	sister	fine
family	because	everything
station	young	carefully
return	inside	change
people	telling	present
brother	listen	write
factory	quiet	afraid
large	train	just

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Pretest Score: \_\_\_\_\_ / 30  
 Age: \_\_\_\_\_ Date: \_\_\_\_\_ Posttest Score: \_\_\_\_\_ / 30  
 Number Correct Number Correct

## Silent Reading

Orange Story 1: Going on a Train Ride

- I am going on a train person ride by myself.
- My other family people cannot stay with me at the train station.
- There are five things other people in my family.
- My father works in a factory near our gone east house.
- My brother gone west has to a large high school in our neighborhood.
- My sister does not go to school happy because if she is too young.
- My father is being showing standing inside the train station telling me about the train ride.
- My father tells me not to be afraid of seeing boring going on a train ride by myself.
- My family is post ready still to leave.
- I am not afraid because I know I will be can keep careful.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Pretest Score: \_\_\_\_\_ / 10  
 Age: \_\_\_\_\_ Date: \_\_\_\_\_ Posttest Score: \_\_\_\_\_ / 10  
 Number Correct Number Correct

## Criterion Reference Tests

### Directions for Administering

These criterion referenced instruments are designed to measure growth in three areas: Oral Reading (OR), Silent Reading (SR) and Word Recognition (WR).

Oral reading is measured by asking the student to read the appropriate oral reading passage for each story. Please tell the student to try his/her best and not to be afraid to say "I don't know." Record every mistake the student makes and mark the total number of errors in the appropriate space on the answer sheet. A percentage score can be determined by dividing the total number of errors by the total number of words in each oral reading passage.

Follow the same procedures for Silent Reading and Word Recognition.

Progress can be measured by measuring the scores achieved prior to the start of the story and the scores achieved after they have finished all the lessons in that story.

Finally, we would love to see your results. Please send them and any other comments you would like to make concerning The Failure Free Reading Program to:

JFL Enterprises  
 140 West Cabarrus Ave  
 Concord, NC 28025  
 www.failurefree.com

## Joseph's Readers

CRITERION REFERENCE TESTS  
STUDENT TESTS



new hope  
for non-readers!

Failure Free  
READING

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I am standing inside  
the train station. I  
can see my train. I  
can see my train on  
the railroad track  
inside the train  
station. I can see the  
engine of the train.  
The engine is at the  
front of the train.  
The engine is gray.  
The engine is large.  
The engine is heavy.  
The engine is gray  
and large and heavy.

## Oral Reading

Orange Story 1: Going on a Train Ride

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.

There are five people in my family. There is my mother and my father and my sister and my brother and me in my family.

My father and my mother have to go to work this morning. My father works in a factory near our house. My mother works in a supermarket near our house in our neighborhood.

My brother goes to high school. The high school is large. The high school is in our neighborhood. My brother goes to a large high school in our neighborhood.

My sister does not go to school. My sister is too young. My sister does not go to school because she is too young.

My father is standing inside the train station. My father is standing inside the train station telling me about the train ride. My father asks me to be quiet and listen to him.

My father tells me not to be afraid of going on a train ride by myself. My father tells me everything will be fine on the train ride as long as I listen carefully to him.

My family is ready to leave. My father tells me to buy my ticket and my mother tells me to write postcards. My brother tells me to count my change and my sister tells me to send her a present.

My family has just left the train station. I am by myself in the train station but I am not afraid. I am not afraid because I know I will be careful. I had fun.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Pretest Score: \_\_\_\_\_ / 219  
 Age: \_\_\_\_\_ Date: \_\_\_\_\_ Posttest Score: \_\_\_\_\_ / 219  
 Number Correct Number Correct



# Daily Reinforcement PDF Practice Activities

Fill-in-the-Blank –Single Word

Fill-in-the-Blank –Phrases

Unscrambled Sentences

Short Answer

Sentence Completion – Matching

Find-A-Word

Word Illustration

Sentence Illustration

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 4: Lesson 1  
Matching

Sections 1

1. I am going to \_\_\_\_\_ A. the park  
2. I am going \_\_\_\_\_ B. park  
3. I am \_\_\_\_\_ C. to the park  
4. I am going to the \_\_\_\_\_ D. going to the park

Sections 2

1. I am going to the park \_\_\_\_\_ A. with my father  
2. I am going to the park with \_\_\_\_\_ B. my father  
3. I am going to the park with my father \_\_\_\_\_ C. and my mother  
4. I am going to the park with my \_\_\_\_\_ D. father and my mother

Score: \_\_\_\_\_

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 4: Lesson 1  
Sentence Illustration

I am going to the park with my father and my mother.

I am standing inside  
the train station. I  
can see my train. I  
can see my train on  
the railroad track  
inside the train  
station. I can see the  
engine of the train.  
The engine is at the  
front of the train.  
The engine is gray.  
The engine is large.  
The engine is heavy.  
The engine is gray  
and large and heavy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 1: Lesson 1

1. I am \_\_\_\_\_ to the park with my father and my mother.  
2. I am going to the \_\_\_\_\_ with my father and my mother.  
3. I am going to the park with my \_\_\_\_\_ and my mother.  
4. I am going to \_\_\_\_\_ park with my father and my mother.

Choices:  
A. park B. father C. the D. going

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 1: Lesson 1

1. I am going to the park \_\_\_\_\_ and my mother.  
2. I am going to the park with \_\_\_\_\_ and my mother.  
3. I am going to the park with my father \_\_\_\_\_  
4. I am going to the park with my \_\_\_\_\_

Choices:  
A. my father B. with my father C. and my mother D. father and my mother

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 4: Lesson 1  
Scrambled Sentences

mother my I father to park the am my going with and.

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**"Going to the Park"**  
Writing Exercise 4: Lesson 1  
Scrambled Sentences

mother my I father to park the am my going with and.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**"Going to the Park"**  
Word Illustration: Lesson 1

Park

Mother

---

**"Going to The Park" Lesson 1**

e m h f a t h e r  
r o a d y l p e a  
e t g m a o d h n  
h g d e r o t e  
t e n a h a a o l  
a r i t r n a m c  
e e o d f h t i w  
f m g d n a w y e  
a f t e r n o o w

Can you find?  
mother \_\_\_\_\_ am  
going \_\_\_\_\_ father  
with \_\_\_\_\_ and

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Instructional PDF Reader

Practical Application of Repeated  
Reading

Abundant Repetition

Age Appropriate Appearance

No Illustrations

Forces Students to Focus on Text

## Going on a Train Ride

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

## Going on a Train Ride

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.

There are five people in my family. There is my mother and my father and my sister and my brother and me in my family.

## Joseph's Readers

CRITERION REFERENCE TESTS  
STUDENT TESTS



new hope  
for non-readers!

Failure Free  
READING

© October 19, 2010 The 2010 Standard 2.0C - 10001-10002-2010

I am standing inside  
the train station. I  
can see my train. I  
can see my train on  
the railroad track  
inside the train  
station. I can see the  
engine of the train.  
The engine is at the  
front of the train.  
The engine is gray.  
The engine is large.  
The engine is heavy.  
The engine is gray  
and large and heavy.

## Going on a Train Ride

I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.

There are five people in my family. There is my mother and my father and my sister and my brother and me in my family.

My father and my mother have to go to work this morning. My father works in a factory near our house. My mother works in a supermarket near our house in our neighborhood.

# \*Written Comprehension PDF

Teaches Students to Use the New Words  
Learned in the Story to Write:  
Complete Sentences  
Topic Sentences  
Full Page Stories

**Orange Level**  
**"Making the Journey"**  
**WRITING SENTENCES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write a sentence using each of our five new Joseph's Readers words. Remember to use proper capitals and proper punctuation (periods, question marks and exclamation marks) at the beginning and end of each sentence. Be sure to use your best handwriting.

1. journey \_\_\_\_\_  
 \_\_\_\_\_

2. stranded \_\_\_\_\_  
 \_\_\_\_\_

3. vacation \_\_\_\_\_  
 \_\_\_\_\_

4. treasure \_\_\_\_\_  
 \_\_\_\_\_

5. imagine \_\_\_\_\_  
 \_\_\_\_\_

**Orange Level**  
**"Making the Journey"**  
**CHOOSING A TOPIC**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Choosing a Topic

Directions: Read the three sentences below. Choose any one of the three topic sentences you read. The sentence you choose will be the main idea of a new story you are about to write. Write that topic sentence under the space that says main idea. Be sure to use your best handwriting.

The girls started to cry when they got stranded far away from home.  
 The trip to the beach was the best vacation the family ever took.  
 The boys couldn't imagine how rich they would be when they found the treasure.

Main Idea

\_\_\_\_\_

\_\_\_\_\_

Staying on Topic

Directions: You will write your story in stages or steps. The first step was choosing the topic sentence or the main idea. The next step will involve expanding this story. Please write three new sentences describing three different thoughts about the main idea. Put one sentence in each space. Be sure to use your best handwriting.

Sentence #1 \_\_\_\_\_

Sentence #2 \_\_\_\_\_

Sentence #3 \_\_\_\_\_

**Orange Level**  
**"Making the Journey"**  
**WRITING ACTIVITIES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write the main idea or topic sentence in the top space. Then, write the three sentences you just finished in the three paragraph spaces below. Remember, put one sentence in each paragraph space. We will now expand on what you wrote by writing two or three new sentences describing the first sentence in each paragraph space. Use your best handwriting.

Main Idea \_\_\_\_\_

Sentence #1 \_\_\_\_\_

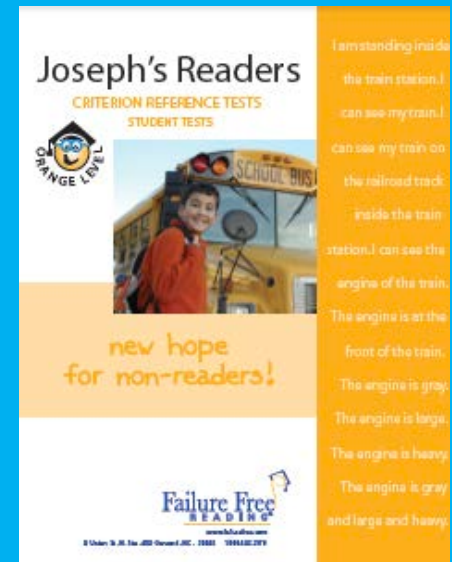
\_\_\_\_\_

Sentence #2 \_\_\_\_\_

\_\_\_\_\_

Sentence #3 \_\_\_\_\_

\_\_\_\_\_



\* Not available in Levels Red and Green

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