

# Failure Free Reading

Dramatic Help for Non-Readers



Highly structured, non-phonetic language development interventions designed to *dramatically* accelerate vocabulary, comprehension, and fluency for the lowest level readers of all ages



Failure Free  
READING™

2009 - 2010 Edition

# Q&A Session with DR. JOSEPH LOCKAVITCH, PROGRAM AUTHOR

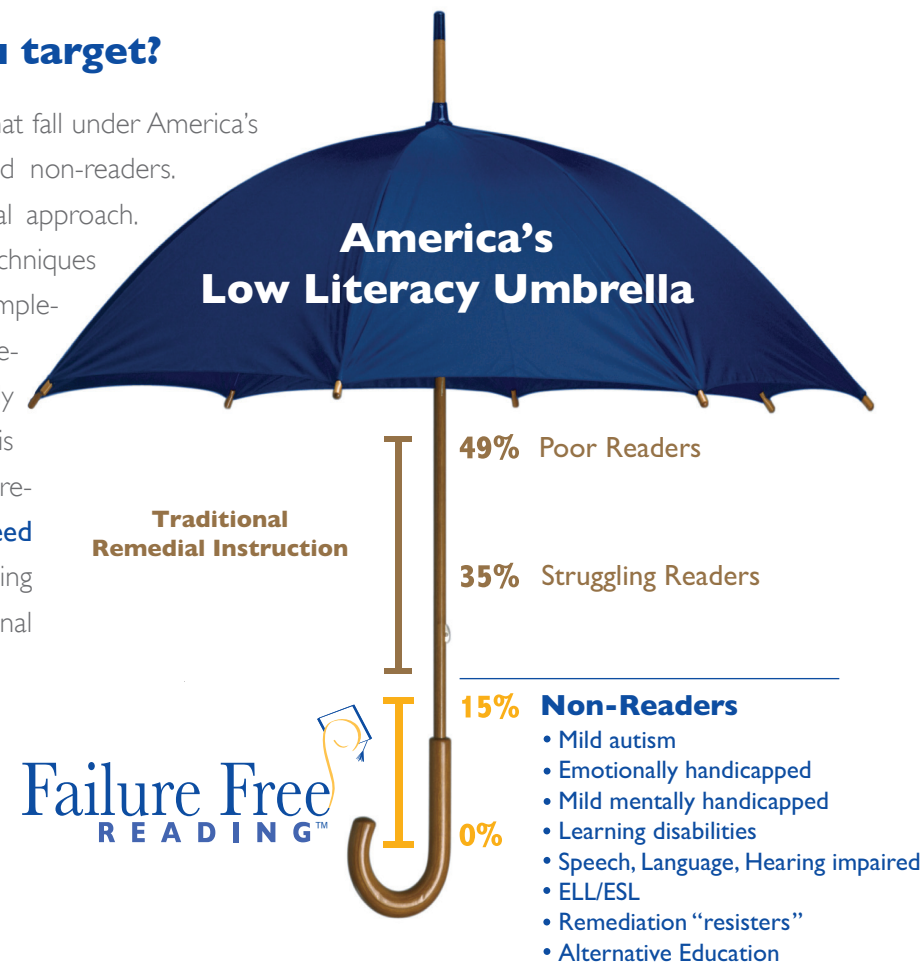
## Q: Why did you create Failure Free Reading?

**A:** As a former classroom teacher and special education director, I had students who simply defied the highly effective reading approaches that worked with my other students. No matter what program I tried, they still failed. And boy did I try them all! I used phonics, whole language, sight and language experience. I traced letters, wrote them in the air and neurologically impressed. Nothing seemed to work for this hard core group of “non-responders.” Yet, I just knew there had to be an answer. This is what set me on my twenty-year quest to find the reason why this was happening. I call this “reading research’s one indisputable fact”: that all reading programs work, but not for all students. No program ever attains 100% success. The mean failure rate – regardless of the approach used – is actually close to 30%! So I created Failure Free Reading for the students no other method would help.

“...all reading programs work, but not for all students.”

## Q: Which students do you target?

**A:** There are really three distinct groups that fall under America’s “low literacy umbrella”: poor, struggling and non-readers. Each group requires a different instructional approach. Trying to modify a single approach with techniques such as smaller group size or one on one implementation for those students who are not responding will not cure the problem. You simply cannot mix and match these three groups. This is especially true for the non-readers, who, regardless of age, are different. **Non-readers need a different approach**, and Failure Free Reading was designed to meet their unique instructional needs.



## Q: Is Failure Free a Response to Intervention solution?

**A:** Yes, FFR is a proven Tier 3 and 2 solution with **over 7 published studies** in national and international research journals. I know this sounds hard to believe but speed is what really sets Failure Free Reading apart. Unlike other RTI interventions that require 100s of hours of instruction before demonstrating measurable success, most FFR students exhibit documented RTI improvement in comprehension and fluency within the first two weeks. It's truly amazing when you see this dramatic progress, or hear teachers describe it.

## Q: Why Do You Stress Language Development?

**A:** Students cannot read for meaning above their language level of comprehension. Raise that level and you automatically raise comprehension. This is particularly true for non-readers. Many are coming from homes in which Standard English is not spoken. Our unique syntactic and semantic controls, repetition, and multi-modal instructional model allow students to rapidly assimilate a core foundation of critical academic English vocabulary words.

“Students cannot read for meaning above their language level of comprehension.”

## Q: Why don't you incorporate phonics?

**A:** Two reasons. First, there are too many good phonics programs out in the market. You don't need us for students who are succeeding with phonics. But not all are succeeding. Second, some students just won't learn to read with comprehension and fluency through phonics. Many simply can't hear the sounds or analyze or synthesize very well. They don't understand rhyme or medial vowels or diphthongs or blends. I call these students “phonetically deaf!” Fortunately, they don't need phonics to learn how to read fluently with comprehension. Many are visual learners who have the capacity to develop a large sight vocabulary.

## Q: So, is this a sight word approach?

**A:** No. It goes far beyond that. For non-readers, the alternative to phonics is not simply a sight-based intervention. This is too limiting. Non-readers need to be placed in an intervention that controls for the simultaneous utilization of repetition, sentence structure and story content. When you couple this with highly structured language development techniques designed to teach vocabulary, comprehension and fluency, you have the essence of Failure Free Reading.

# Failure Free Reading's 3 Step Methodology

I am still on my walk in the city. I still have time to look around before my train leaves the train station.

I have come to a small shopping area in the city. There are many different shops inside this shopping area.

I am looking at the many different shops in the shopping area. One shop sells food. Another shop sells clothes. Another shop sells sporting goods. Each shop has something in its windows.

The food shop has pieces of candy in its window. Each piece of candy costs one cent. I think one cent candy is a great idea.

The clothes shop has people in its window. The people are not real. The people are make believe. The make believe people are called mannequins.

One window in the clothes shop looks like a snowy winter day. There is a little boy mannequin dressed up with a cap and gloves and a snow suit. The little boy mannequin is pretending to ride a snow sled.

Another window in the clothes shop looks like a warm summer day. There are two mannequins dressed up in summer clothes. One mannequin is a boy and the other is a girl.

## Scripted Lesson

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

"Meeting My Friend"  
Writing Exercise 2 Lesson 1

1. I am going to meet my best friend at the \_\_\_\_\_.
2. My mother will shop for a birthday present for \_\_\_\_\_.
3. I am going to meet my best friend at \_\_\_\_\_.

Choices:  
A. my younger brother B. the tape store C. downtown shopping mall

## 1 of 8 Independent Activities



## Illustrated Reader Booklets

## STEP ONE TEACHING

### Scripted Teacher-Led Oral Language Development Lesson

#### DIRECT INSTRUCTION

The teacher:

- previews vocabulary
- models reading
- teaches comprehension using factual, inferential and leading questions
- then teaches the lesson with students using the text-only Instructional Reader



## STEP THREE TEXT

### Print Independent Activities

#### PRACTICE, REVIEW & TRANSFER

Abundant print materials for each story reinforce comprehension, develop fluency, promote transfer, and increase confidence.

Independent Activities Include:

- Fill in the Blank
- Complete the Sentence
- Alphabetical Order
- Sentence Scramble
- Word Illustration
- Word Search
- Written Response

Finally, students transfer to print using the Illustrated Readers and Parent Communication Packet.

## STEP TWO TECHNOLOGY

### Talking Software

#### REVIEW

Next, students move to the computer for self-paced instruction that provides:

- structure
- privacy
- positive and immediate feedback

Software Includes:

- Diagnostic/Prescriptive assessment
- Pre/post tests for each story
- Pre-teaching lesson for each lesson
- Talking book instruction for each lesson
- Word Recognition activity for each lesson
- Reinforcement Activities for each lesson that include spelling practice
- Reading Comprehension Quiz
- Snapshot, Detailed & Diagnostic progress monitoring reports
- Directions, pronunciations provided in English & Spanish



### Every FFR Lesson Incorporates these Instructional Techniques:

- Meta-cognition
- Scaffolding
- Cognitive Chunking
- Repeated Reading
- Modeling Oral English Reading
- Questioning Techniques

### Why Text Matters!

During each multi-sensory lesson, students learn a story passage controlled in three essential ways:

1. Sufficient Repetition
2. Comprehensible Sentence Structure
3. Relatable Content: No prior knowledge is assumed and all story content is age and/or developmentally appropriate, and culturally neutral.

# Elementary Solution

For students in grades 1-6 who have not responded to remedial instruction

RtI Tier II/III solution perfect for:  
At-Risk, ELL/ESL, Cognitively Challenged, Mildly and Moderately Autistic, "Treatment Resisters," Learning Disabled, Hearing Impaired/Deaf

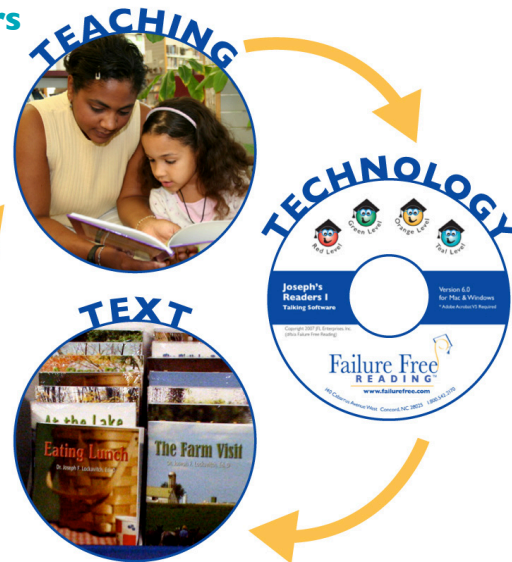


## Multi-sensory language development for non-readers

Failure Free Reading's original core program explicitly teaches word recognition, comprehension and fluency in the context of age-appropriate stories controlled for repetition, syntax and semantics. Following placement using a software-based Diagnostic/Prescriptive assessment, small group or individual pullout instruction follows a consistent 3 Step Methodology (p. 3-4) designed to build confidence, independence, and maximal time on task!

## The Elementary Solution Teaches:

- 2,605 Unique Academic English Words in Grades 1-5
- 5,304 English Sentences
- 6,000 Academic English Practice Activities



Levels	# Stories	#Lessons	Lexiles	Reading Level	Content
Red	7	59	260-490	1st	1st grade Dolch Sight words
Green	6	61	400-530	2nd	1st-2nd Master Dolch Words
Orange	7	73	420-890	3rd	Transferable vocabulary
Teal	7	78	940-1160	4th+	Age-appropriate



## The Elementary Solution:

The Elementary Solution includes the non-consumable curriculum library (with all print components) shown above @ \$3,000, plus Joseph's Readers talking software in online (\$100 per 12 month seat)\* or standalone/network CD-ROM (3 year site license @ \$300 per seat) format.

\* Price of online if bought with curriculum library package.  
\*\* See Sales Representative for training prices.

## Print Components:

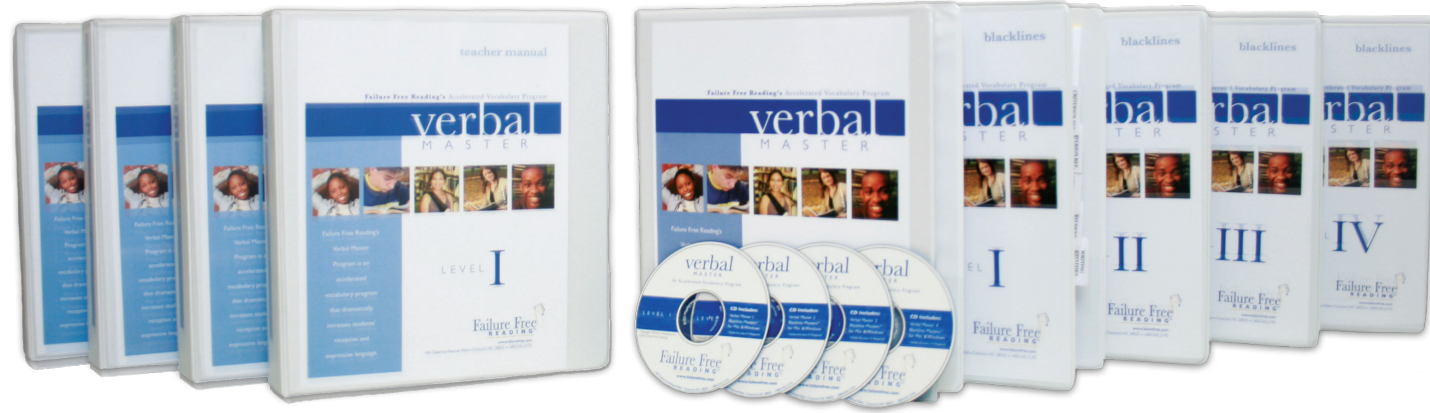
- Scripted Teacher Manual – one copy/level
- Instructional Readers – six copies/level
- Blackline Master – 3 ring binder and Win/Mac CD-ROM:
  - Eight different Independent Activities per lesson
  - One Parent Communication Packet per level (English & Spanish)
  - One Certificate of Excellence per story
  - Flashcards for each word in the program
  - Student Criterion Reference Test – one per level
  - Teacher Criterion Reference Test includes Student Record Sheets – one per level
- Illustrated Readers (six copies of each story)



# Verbal Master

Accelerated vocabulary, comprehension and writing for students in grades 6-12+

Each VM Lesson Explicitly Teaches: pronunciations and definitions, synonyms, spelling, comprehension, and writing

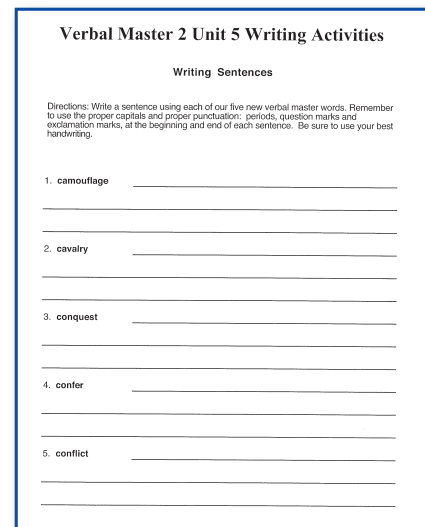
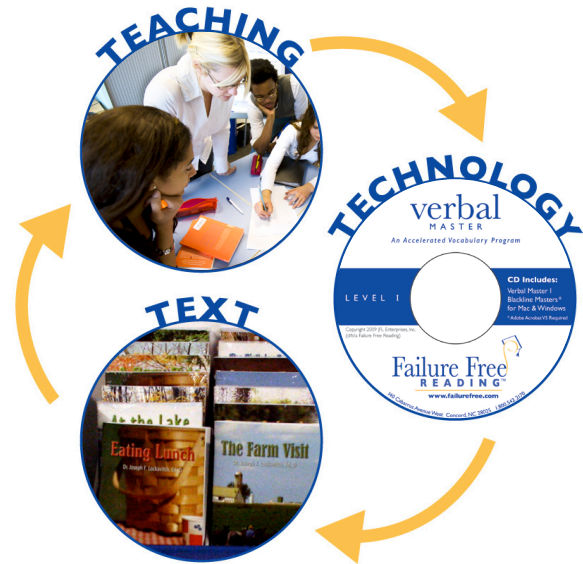


**Increase reading volume, time on task, vocabulary fluency, comprehension, and background knowledge!**

Verbal Master is a supplemental language arts curriculum that integrates word recognition activities, explicit/multi-sensory comprehension instruction, and writing. Now even the most severely delayed readers can rapidly improve vocabulary, fluency, critical thinking, productive time on task, background knowledge, and confidence!

## Writing Activities

Verbal Master includes a 4th step to Failure Free Reading's 3 Step Methodology (p. 3-4). Each lesson's writing activities build critical thinking skills by teaching students to independently develop topics, subtopics and sentences using the words they've learned!



- Write complete sentences, unscramble sentences, sentence order exercises
- 3 step creative writing activity that expands initial topic sentences

## Verbal Master Intervention Edition

### Curriculum Library and Online or CD Software

Non-consumable Curriculum Collection @ \$1,500 includes:

Scripted Teacher Manual – one copy/level  
Blackline Masters – 3 ring binder and Win/Mac CD-ROM:

- One Student Workbook per level
- One Writing Activities (workbook) per level
- One Parent Communication Packet per level
- One Word List per level
- Flashcard for every word (5/printable page)
- Student Criterion Reference Test – one per level
- Teacher Criterion Reference Test w/ Student Record Sheets – one per level

Online Software is \$100 per 12 month seat (with the purchase of a Verbal Master curriculum library) or 3 year standalone/network Software License @ \$300 per seat

## Verbal Master Supplemental Edition

### Curriculum Library (print) Only

Differentiate vocabulary and writing instruction for every student, regardless of prior ability. Verbal Master print materials are easy to use, and integrate with any English curriculum.

Price: non-consumable Curriculum Collection: \$1,500

## Vocabulary Impacts Comprehension

Students can't possibly read for meaning in middle or high school when they have an elementary level vocabulary! Verbal Master teaches **EDL Core Vocabulary** words in multiple, age-appropriate and culturally neutral contexts.

**Level 1 Vocabulary**  
6th Grade Reading Level  
spectacle  
abandoned  
correspondent  
180 total words

**Level 2 Vocabulary**  
8th Grade Reading Level  
obligation  
ambassador  
diminutive  
180 total words

**Level 3 Vocabulary**  
10th Grade Reading Level  
compensation  
incandescent  
propulsion  
180 total words

**Level 4 Vocabulary**  
12th+ Reading Level  
apprehensive  
fastidious  
inevitable  
180 total words



# Secondary Solution

The Proven Method for Jump Starting Non-Readers in grades 6-12

**Perfect for fast tracking your Spanish speaking students.** In the Orange & Teal levels, students have the option of receiving directions and definitions in Spanish while learning to read and understand English.



## Finally, there is hope for your older non-readers!

Secondary students who are new to English, in Special Education, or simply reading at or below the 3rd grade reading level need a different approach. From the very first lesson, even complete non-readers rapidly build vocabulary, comprehension, fluency, and writing skills!

- Dramatic gains in confidence, engagement and time on task
- Age-appropriate content and graphics that won't insult older students
- Easy to implement: all materials included and no teacher prep time
- Fast track the acquisition of English (for ELL/ESL)

FFR LEVEL	# OF LESSONS	ACTIVITIES	READING LEVEL	CONTENT
> ORANGE	75	616	3rd	Transferable Vocab
> TEAL	78	616	4th—8th	Age-Appropriate

VERBAL MASTER	LESSONS	ACTIVITIES	GRADE LEVEL	CONTENT
> VM 1	900	180	4th — 6th	7th Grade Vocab
> VM 2	900	180	7th — 8th	8th Grade Vocab
> VM 3	900	180	9th — 10th	10th Grade Vocab
> VM 4	900	180	11+	SAT Prep

The Secondary Solution consists of the Orange & Teal levels of the Elementary Solution (pages 5 & 6) with Verbal Master levels I-IV (page 7 & 8)

\*The ELL Secondary Plus edition library (\$4,500) also includes Red & Green levels.

### The Secondary Solution:

The Secondary Solution consists of the non-consumable curriculum collection shown on opposite page (\$3,000), plus Joseph's Readers talking software either online (\$100 per 12 month seat)\* or standalone/network CD-ROM (3 year license @ \$300 per seat).\*\*

\* Price of online if bought with curriculum library package

\*\* Please contact sales representative for training prices

### Non-Consumable Print Components:

#### Orange & Teal Levels

Scripted Teacher Manual – one copy/level

Instructional Readers – six copies/level

Blackline Masters: 3 ring binder and Win/Mac CD-ROM:

- Eight different Independent Activities per lesson
- One Parent Communication Packet per level
- One Certificate of Excellence per story
- Flashcards for each word in the program
- Student Criterion Reference Test – one per level
- Teacher Criterion Reference Test includes Student Record Sheets – one per level
- Illustrated Readers (six copies of each story)

#### Verbal Master Levels I-IV

Scripted Teacher Manual – one copy/level

Blackline Masters: 3 ring binder and Win/Mac CD-ROM:

- One Student Workbook per level
- One Writing Activities (workbook) per level
- One Parent Communication Packet per level
- One Word List per level
- Flashcard for every word (five/printable page)
- Student Criterion Reference Test – one per level
- Teacher Criterion Reference Test w/ Student Record Sheets – one per level

### Software Components:

#### Orange/Teal Talking Software

- Diagnostic/Prescriptive assessment (placement & exit)
- Pre/post tests for each story
- Pre-teaching lesson for each lesson
- Talking book instruction each lesson
- Word Recognition activity each lesson
- Reinforcement Activities each lesson include spelling practice
- Reading Comprehension Quiz
- Snapshot, detailed & diagnostic progress monitoring reports

#### Verbal Master Talking Software

Pronunciation, definition, context & questions for each word

- Unit reviews: synonyms, definitions, passages, fill in the blank, comprehension
- Cluster pre/post tests: synonym, definition, fill in the blank, comprehension
- Snapshot, detailed & diagnostic progress monitoring reports
- 24/7 access from school or home
- Student, class, school and district-level reporting

\*See Verbal Master and Elementary Solution pages for product details



# Life Skills

Beginning reading instruction for secondary and adult students



**The only complete life skills curriculum that teaches beginning reading!**

Life Skills is a special edition of Failure Free Reading that teaches cognitively challenged secondary-adult students to read age & developmentally appropriate content. Perfect for self-contained, resource or community-based instruction classes, Life Skills can be used with the basic English or social skills curriculum.

- Actively and independently engages students in learning
- Scripted lessons and software eliminate prep time
- Students master material previously not thought possible
- Scaffold learning in ways that would be impractical to provide otherwise

Now, even your hardest-to-reach learners, those reading **as low as 0.0**, can develop effective communication skills, work habits, job interview skills, and self-confidence — all while learning to read!



## Each Life Skills Level Includes:

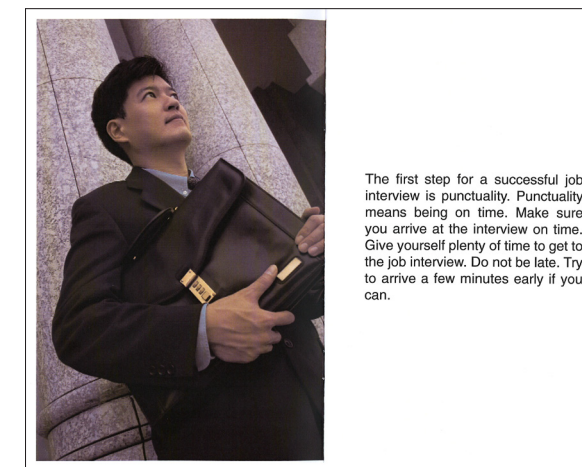
- Scripted Teacher Manuals
- Illustrated Booklets
- Instructional Readers
- Criterion Reference Test
- Talking Software
- Flash Cards
- Parent Communication Packet \*
- Independent Activities

\* Yellow Level Only

## Life Skills Solution:

Life Skills consists of the non-consumable curriculum collection shown opposite (\$3,000), plus Life Skills Talking Software online (\$100 per 12 month seat), or standalone/network CD-ROM (3 year license @ \$300 per student seat). \*\*

\*\* Please contact sales representative for training costs



Sample Text taken from *Employment*, "Job Interview Skills"

## Independent Living

1st and 2nd grade reading level material for adult/adolescent and/or cognitively challenged readers.

### Stories:

- Getting an Apartment
- Rooms in the Apartment
- The Breakfast Story
- Time for Lunch
- Dinner with a Friend

## Driver's License

1st and 2nd grade reading level material for middle school to adult and/or cognitively challenged readers.

### Stories:

- Things to Watch for on the Road
- Road Emergencies
- Bad Weather
- Car Accidents
- Night Driving

## Drug Prevention

3rd grade reading level material for middle school to adult and/or cognitively challenged readers.

### Stories:

- Drug Abuse
- Saying No to Drugs
- Alcohol
- Cocaine
- Marijuana and Other Drug Addictions

## Employment

4th and 5th grade reading level material for older high school and adult readers.

### Stories:

- Setting Career Goals
- Achieving Career Goals
- Job Interview Skills
- Good Work Habits
- Making Communication Work
- Self-Confidence

**Students love Life Skills because they immediately experience success with age and developmentally appropriate content!**



# Evidence-Based, Reliable and Replicable

Well-grounded in theory, Failure Free Reading is also one of the most thoroughly researched programs in education. In scores of studies, the program consistently produces significant, sustained gains in word recognition/attack, comprehension, and spelling for the lowest literacy students – without the need for expensive tutoring or coaching. In study after study, student improvements are evident on standardized test scores, attitudes, behaviors, and self-confidence.

“Many of our middle school students were able to, for the first time, read age and grade level appropriate materials... (and) move on to more involved, higher order thinking skill material.”

Martin Haberl, Instructional Coordinator, Cecil County Public Schools

## At Risk

In an experimental design study (Florida Reading Quarterly), 58 failing 3rd and 4th grade at-risk students were randomly assigned to treatment and control. The treatment group scored higher on post-tests of word recognition and comprehension. Teacher attitudes also improved.

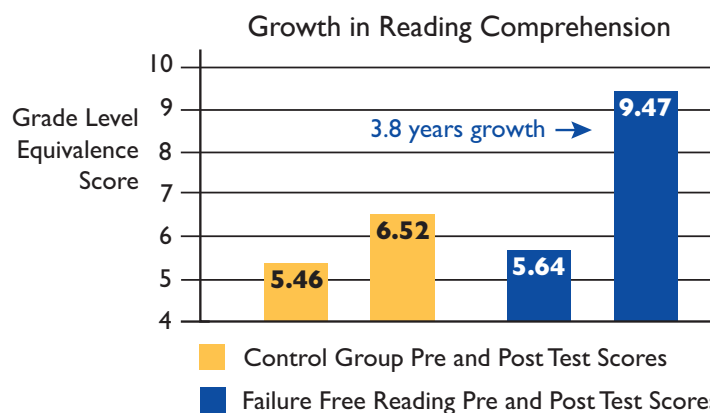
Group	Word Rec.	Silent R.
Failure Free	25.54	9.04
Control	15.24	5.71

## Reduced IQ/Achievement Discrepancies

In independent evaluations in Klein, TX, 3rd and 5th grade special education students testing below the 30th percentile gained significantly on Woodcock Johnson Word Attack and Reading Comprehension subtests after using Failure Free Reading. Plus, 29 of the 67 students completely eliminated the discrepancy between their IQ (WISC-R) and achievement scores!

## English Language Learners

In a one year independent evaluation performed at Coronado, TX High School, the treatment group out-paced the control by 2.77 years (Stanford Achievement Test) and showed 3.8 years reading comprehension growth overall.



**Published Peer Reviewed Studies:**  
 Journal of Learning Disabilities  
 Special Services in the Schools Proven Practices  
 The Journal of At-Risk Issues  
 The Florida Reading Quarterly  
 The Australian Journal of Learning Disabilities  
 Multiple Voices

## Tier 3 Response to Intervention Solution

Anne Arundel County, MD evaluated 53 students (grades 1-5) that they considered their hardest to reach. After 27.9 mean hours of Failure Free Reading instruction, significant gains ( $p < 0.05$ ) were found on W-J Letter/Word Recognition, Word Attack and Passage Comprehension. For students testing below the 10th and 20th percentile, growth was even greater, with effect sizes of 0.84 and 0.71 respectively.

## After-school Success

Chicago Public Schools (2005) found Failure Free Reading SES students showed an average gain of 1.25 years in reading comprehension (Iowa Test of Basic Skills) after only 40 hours of instruction.

The following are some of the instruments that have been used to assess student reading growth through Failure Free Reading: Stanford Achievement, Ohio Proficiency, Woodcock Johnson, MAT7, NC EOG, MS EOG, ITBS, TN EOG, WISC-R, STAR Reading, FCAT, Likert Surveys, MEAP, LEAP, and Curriculum Based.

The data have been collected and the studies have been conducted by university researchers, district evaluators, school personnel, independent evaluators, and internally. Throughout all evaluations, Failure Free Reading has demonstrated success in accelerating the learning curve of the lowest reading students.

# of Studies	Total "n"	Special Ed	At-Risk	ESL	Title I	Rural	Suburb	Urban	Inner City	Elem.	Middle	High
76	6050	16	58	2	31	30	17	6	23	67	7	3

The table above provides a summary of various studies that have been conducted.



CODIE Award Finalist two consecutive years for **Best Education Software**



Mentioned on PBS NewsHour with Jim Lehrer



Selected as one of four programs for the Power4Kids initiative



Approved by FSU as a Reading First Intensive Intervention



Reviewed by What Works Clearinghouse and ranked as one of the **top ten programs** in the Improvement Index for Beginning Reading Comprehension



Mentioned on the Tom Joyner Morning Show



# Call Us

**When nothing else  
has worked.**

**1.800.542.2170**

*“The success stories are almost too remarkable to believe unless you see it first hand. Teachers love the program because it’s easy and it works. Students love it because it’s engaging. Parents love it because often, for the first time, their children experience success. The bottom line is that tough-to-teach students learn to read, and suddenly their whole world changes for the better.”*

*Dr. William Schipper,  
Former Executive Director, NASDSE*

*“I had third grade students who could not read a complete sentence. Now they are reading whole stories. All my students were eager to read and their self-esteem grew by leaps and bounds.”*

*Clara Powell, Bienville, L.A.*

*“The past two years my students all passed the ELA exams. (At first) they were all level ones, now they’re all level twos and this year I even have some level three students, which is... better than the general population of the school.”*

*Darrel McKnight, Special Education Teacher, Bronx, NY*



**Failure Free**  
**READING™**

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**Failure Free Reading**  
140 Cabarrus Avenue West  
Concord, North Carolina 28025

**[info@failurefree.com](mailto:info@failurefree.com)**

**[www.failurefree.com](http://www.failurefree.com)**