

How to Use Start-to-Finish® Library to Build Fluency





Using Start-to-Finish Library for Fluency Practice

Start-to-Finish Library furnishes educators with the tools to help struggling readers build fluency skills. It allows struggling learners to practice reading and decoding skills at their own pace. Learners achieve fluency, understand what they read and ask to read more. This practice provides administrators and teachers with reports on quiz results that they can use to make data-driven decisions. These decisions help improve learner achievement across the curriculum.

Matching Students to Text

Learners who are still struggling with reading when they reach the upper elementary, middle and high school grades can benefit from Start-to-Finish Library Fluency Practice. Start-to-Finish Library is designed for learners with reading levels of 2nd through 5th grade.

Use Start-to-Finish Library When Learner Data Shows		
Reading 1 or more grades behind grade level	Reading at Lexile levels between 300L - 850L	Struggling based on existing measures

Select Blue or Gold Text		
Reading Level	Lexile Range	Start-to-Finish
2nd-3rd grade	300L - 650L	Gold 
4th-5th grade	600L - 850L	Blue 

How to Choose Start-to-Finish Library Titles

Set your purpose for reading:

High Interest	Tied to Curriculum	By Genre
Mysteries Biographies	Classic Literature History	Classic Literature Mysteries Biographies



A complete list of titles is available on www.donjohnston.com

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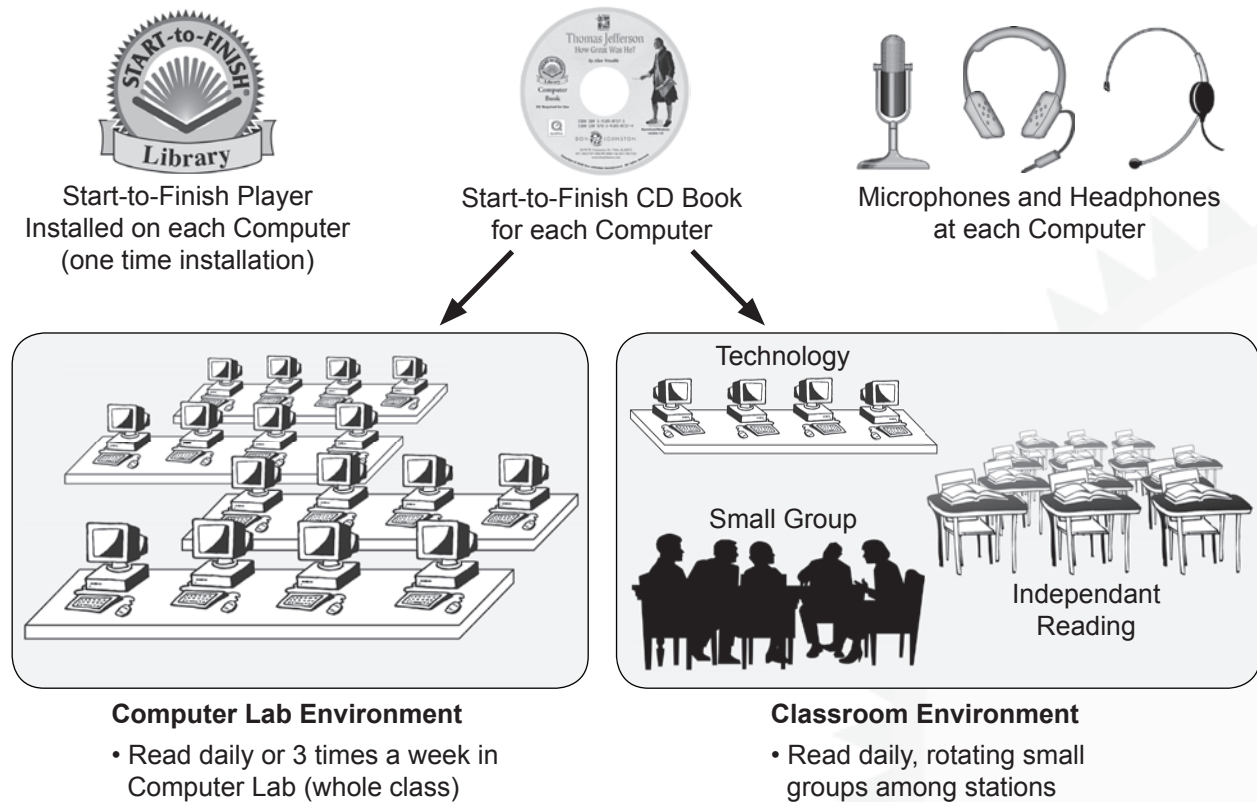
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Computer Lab and Classroom Implementation



A typical chapter takes approximately 10 minutes to read and perform the assessment exercises.

Computer Checklist


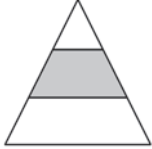

- Did I make pre-arrangements to have computers for my program?
- Is the Start-to-Finish Library Player installed on each computer being used in the program?
(one time installation)
- Do I have enough computers, microphones and headphones?
- Did I ensure that learners will work on the same computer each day, so that their data is all in one place?



Individual Learning Plan

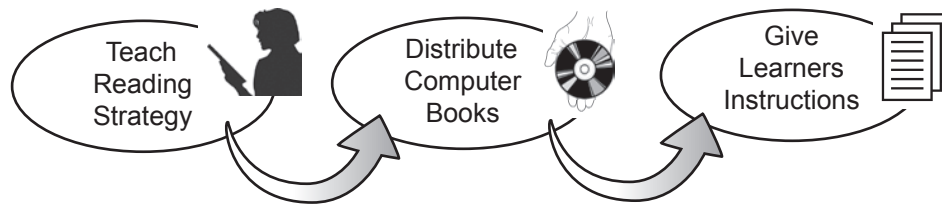
Learner Name:	Start-to-Finish Text: <input type="checkbox"/> Gold 2nd-3rd grade <input type="checkbox"/> Blue 4th-5th grade
Teacher:	Reading Goal: <input type="checkbox"/> High Interest <input type="checkbox"/> Tied to Curriculum <input type="checkbox"/> By Genre
Date:	

Circle or check the intervention type, frequency/location, and duration for the individual learner

Intervention Type	Frequency and Location				Duration		
	<i>Lab</i>	<i>Classroom</i>	<i>Resource Room</i>	<i>Learning Center</i>	1 Chapters	2 Chapters	3 Chapters
Intensive  Tier 3	Daily	Daily Small-Group Instruction Time Computer Time	Daily Resource Time	Daily	10 min.	20 min.	30 min.
Moderate  Tier 2	2-4 Times a Week	2-4 Times a Week Small-Group Instruction Time Computer Time Independent Reading	2-4 Times a Week Resource Time	Independent Reading Learning Center Time	10 min.	20 min.	30 min.
Classroom  Tier 1	2-3 Times a Week	Independent Reading Small-Group Instruction Time	Resource Time	Independent Reading Learning Center Time	10 min.	20 min.	30 min.

Reading Routines/Strategies

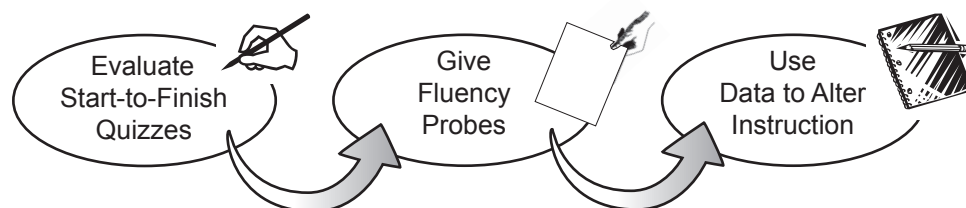
BEFORE Reading:



Fluency Building Strategies:

- Subvocalizing (i.e., quietly reading along with the computer book).
- Reading aloud to the teacher one-on-one as she circulates.
- Repeated Reading (i.e., read a page 2 times, 3 times, etc., determined by the teacher).
- Paired reading with the computer. (Listening while reading)
- Hear it, Read it (i.e., listen to the passage as it is read aloud by the computer and then read the passage on your own).

AFTER Reading:



Evaluate Start-to-Finish Reading Data

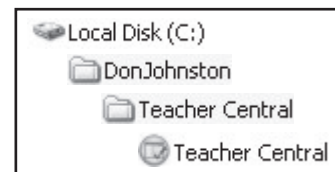
Depending on the Start-to-Finish Library book, the computer book asks the learner to complete one or more quizzes at the end of each chapter. This is excellent for evaluating Fluency and comprehension. Use Start-to-Finish Library **Teacher Central** (automatically installed) to review automatically generated reports for the data and scores collected from the quizzes. Over time, analysis of this data can provide insight into the successes and challenges each learner is experiencing.

You can get the following reports:

- **Fluency Practice** report
- **Cloze Quiz** report (Gold Level only)
- **Questions** report (Blue Level only)
- **Word Meanings** report (Blue Level only)
- **Words Clicked On** report

To open Start-to-Finish Teacher Central:

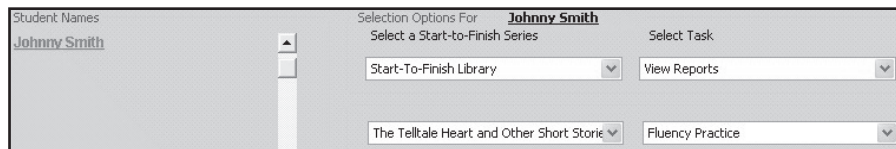
(In Windows) select **Start, My Computer**. Then double-click the following:



(On a Macintosh) Double-click **Macintosh HD, Applications, Don Johnston, Teacher Central, Teacher Central**.

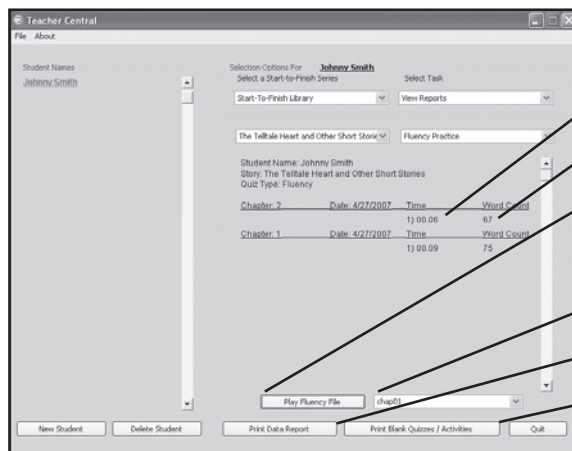
To use Start-to-Finish Teacher Central,

select the learner name and the data you want to evaluate from the drop-down lists.



The Fluency Practice Report

Learners can record a fluency passage as many times as they want until they are satisfied with their reading. The data that is captured is from the *first* and *last* recordings and appears in the following report.



Amount of time spent reading

Number of words read in the passage

Play the first or last recording that corresponds to the data that appear in the report to monitor progress and calculate words per minute

Select chapter to hear

Print the Fluency Practice report

Print Fluency Practice passages for any computer book that has been used on that computer for off-computer practice

Create and Use a Fluency Probe

A *Fluency Probe* is a tool for measuring your learners' rate of reading fluency.

The Fluency Probe should contain a passage that the reader has not seen before. You can either provide your own text for the fluency passage, or use a Start-to-Finish fluency passage that the learner has not read yet.



You can create your own fluency probes using programs on the web. For example: <http://interventioncentral.org/htmldocs/tools/okapi/okapi.php>

This is how you use a Fluency Probe:

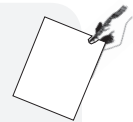


Before you start:

- Make two copies of the Fluency Probe – one for you and one for the learner.
- Have a stopwatch or timer to time the learners as they read for one minute.

Administering the Fluency Probe:

- Tell the learner you will time the reading for one minute.
- During the timed reading, if the learner stops reading, tell the learner the word after three seconds. This is counted as an error.
- When one minute has passed, stop your timer to indicate to the learner that the probe is complete.
- Note any errors on your copy of the fluency passage. Errors include: mispronunciations, substitutions, skipped words and learner being told the word. Self-corrections and re-readings are not errors.



After the Fluency Probe:

- Mark on your copy of the Fluency Probe where the learner stopped.
- Calculate the words correct per minute by counting the words read correctly during the probe.



If you notice that a learner who is reading a Blue Level book is struggling, change to a Gold Level book. If you notice that a learner who is reading a Gold Level book is mastering it, change to a Blue Level book.



Use Data-Driven Instruction

Fluency and Comprehension Key

+ improvement - decline Ø no change

Weekly/Bi-Weekly Data Review

Learner Name:	Date:	+ - Ø	Teacher Name: Recommendation
Fluency			
Rate (use fluency probe) Accuracy			
Intonation Prosody			
Comprehension			
Comments			
Actions			

Learner Data Shows	Instructional Decisions
Fluency rate is not increasing	<p>Try different Fluency Building strategies.</p> <p>Have learners listen to smaller chunks, then read.</p> <p>Preview text with learner and look for words the learner might struggle with.</p> <p>Look for text with lower readability.</p>
<p>Fluency is increasing but the learners are not comprehending the text</p> <p>Learner is re-taking quizzes or scoring low on quizzes</p>	<p>Dialog with learners prior to reading to activate and build background knowledge.</p> <p>Talk to learner about what is happening.</p> <p>Explicitly teach key comprehension strategies.</p>
Prosody is not improving	<p>Discuss how the narrator uses prosody. Point out how narrator uses punctuation. Then have the learner repeat read these samples.</p> <p>Model how to read with prosody, then have the learner read the text.</p> <p>Have learners find passages where the narrator had good examples of prosody. Then practice them and share with teacher or peer.</p>

How much have I read?

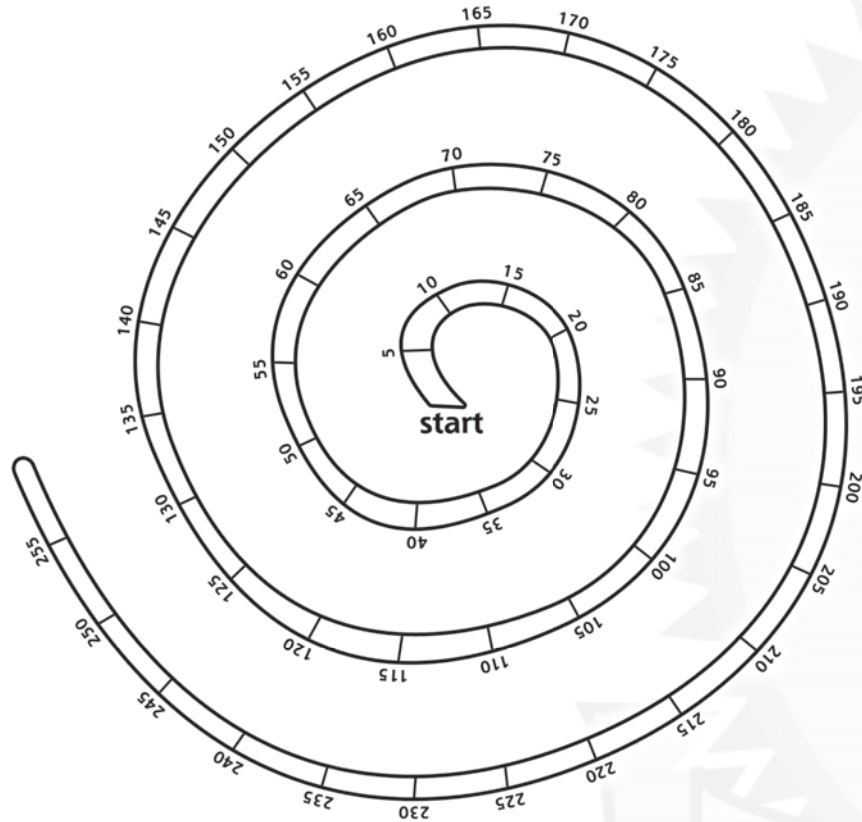
Name: _____

Month: _____

Reading Goal: _____ words per month. Your teacher will help you set your reading goal.

Color in 1 segment if you have read
1 Gold book = 5,000 words

Color in 2 segments if you have read
1 Blue book = 10,000 words



Books I read this month:

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____