



# Start-to-Finish® Library Supports ELL Standards

		<b>Beginning Level</b> Using the Gold Library, students will:	<b>Intermediate Level</b> Using the Blue Library, students will:	<b>Advanced Level</b> Using the Gold and Blue Libraries, students will:
<b>READING</b>	<b>Word Identification</b>	<ul style="list-style-type: none"> <li>practice primer through 3rd grade vocabulary and the large percentage of high-frequency words.</li> <li>experience simple suffix usage: <i>-ing, -ly, -ed, -s, -er, -est</i>.</li> <li>read words selected on the basis of phonetic regularity, frequency of use, and meaning.</li> <li>confirm word pronunciation with auditory support.</li> </ul>	<ul style="list-style-type: none"> <li>practice core vocabulary through 5th grade, while still maintaining a high level of high-frequency words.</li> <li>practice higher-level suffix usage: <i>-ment, -less, -ness, -ful</i>.</li> <li>confirm word pronunciation by using the audio book.</li> </ul>	<ul style="list-style-type: none"> <li>use context clues to identify new words.</li> <li>independently read the paperback books with minimal or no auditory support from the audio book.</li> </ul>
	<b>Vocabulary Development</b>	<ul style="list-style-type: none"> <li>build background knowledge by listening to the audio books.</li> <li>experience some idiomatic language, similes and metaphors that are carefully introduced and usually explained.</li> <li>learn new vocabulary that is unique to the story content.</li> </ul>	<ul style="list-style-type: none"> <li>build background knowledge with the audio book, then read the print book.</li> <li>experience more idiomatic language, similes and metaphors with less direct explanation.</li> <li>learn new vocabulary that is unique to the story content.</li> </ul>	<ul style="list-style-type: none"> <li>use new vocabulary from the books to converse about a story's plot, characters and setting.</li> </ul>
	<b>Fluency</b>	<ul style="list-style-type: none"> <li>identify fluent-reading characteristics by listening to the narrator.</li> <li>gain automaticity by independently reading books that include simple word choices.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate proper intonation and phrasing of a fluent reader by imitating the professional narrator.</li> <li>increase reading rate with the Gold Library and begin to transition into the Blue Library.</li> <li>demonstrate accuracy, reading rate and intonation by reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>read a variety of independent and instructional texts to support curriculum content and self-selected reading.</li> <li>comfortably read silently and for longer periods of time.</li> </ul>
	<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>draw simple conclusions about people and events.</li> <li>locate specific facts from a passage (names, dates).</li> <li>recognize cause/effect relationships explicitly described in text.</li> </ul>	<ul style="list-style-type: none"> <li>identify main idea in a passage.</li> <li>locate important details in a passage.</li> <li>identify subtly stated cause/effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>summarize main idea and details in a passage.</li> <li>locate and interpret details and facts that support main idea.</li> <li>use predicting and inferencing to determine cause/effect relationships.</li> </ul>
	<b>Variety of Texts</b>	<ul style="list-style-type: none"> <li>read required and suggested reading selections, such as classic literature that is retold to remove typical stumbling blocks and confusing language, but still maintains the original author's intent.</li> <li>experience topics that tie to various curriculum themes, enabling educators to provide an integrated curriculum.</li> <li>self-select titles that meet their interests and abilities from over 70 titles in the Start-to-Finish Library.</li> </ul>		
<b>LISTENING</b>		<ul style="list-style-type: none"> <li>understand the relationship between the printed and spoken word by using the audio books.</li> <li>enjoy literature outside the classroom by using audio books as a take-home component.</li> </ul>	<ul style="list-style-type: none"> <li>improve comprehension and oral language skills by listening to the professional narration on the audio books.</li> </ul>	<ul style="list-style-type: none"> <li>absorb the different dialects, emotions and intonation modeled by the variety of professional narrators on the audio books.</li> </ul>
	<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>read with inflection, as they transfer what they have learned from listening to the audio book.</li> </ul>	<ul style="list-style-type: none"> <li>express themselves using proper intonation and inflection when they communicate with peers.</li> </ul>	<ul style="list-style-type: none"> <li>express ideas, feelings and opinions about the Start-to-Finish books they have successfully read.</li> </ul>



# Get Your Students Reading on the Right Track

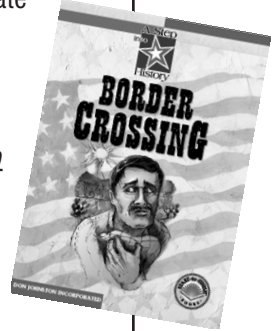
## Word Identification

Students use a variety of strategies to identify phonetically-regular and high-frequency words. Beginning level students experience primer through 3rd grade core vocabularies in the Gold Library and intermediate and advanced level students experience primer through 5th grade core vocabularies.

- \* *"Rico's team went wild. Rico smiled. The game was almost over. Rico went on the attack again. Then the ball got loose. It flew up in the air. A player on Mike's team hit the ball with his head. Mike was running down the field, and the ball went right to him. He got around two of Rico's men. Mike raced toward the goal. He shot."*

Excerpt from *Border Crossing* (Start-to-Finish Gold Library)

\*Note: **Bold** words are from the primer-3rd grade word list, underlined words are high-frequency words.



## Vocabulary Development

Students acquire new vocabulary through reading. Start-to-Finish text introduces new or unfamiliar vocabulary by carefully defining the word in context. The authors and editors assume that students have little or no background knowledge.

*"For the ancient Egyptians, the flood was a gift. The flood spread water over their land. It brought a rich black mud called silt. Every year new life would grow in the silt along the Nile River."*

Excerpt from *Kings of the Nile* (Start-to-Finish Gold Library)



## Comprehension

Students use a variety of strategies to make meaning of connected text. Start-to-Finish text provides students with manageable text structures and a word order that matches the order of events.

*"So on a Sunday morning, Wilma decided to perform a miracle at the church. She waited outside until everyone was inside and she could hear them singing. Then she took off her brace, walked into the church and down the main aisle to the front pew. She could see people turning their heads to look at her and she could hear people talking."*

Excerpt from *The Race Inside Me: The Story of Wilma Rudolph* (Start-to-Finish Blue Library)

