# 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

*Teachers are granted permission to photocopy any or all of this publication for teaching purposes.*

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# Computer Lab and Classroom Implementation

Start-to-Finish Player
Installed on each Computer
(one time installation)

Start-to-Finish CD Book
for each Computer

Microphones and Headphones
at each Computer

Technology

Small Group

Independant
Reading

**Computer Lab Environment**
• Read daily or 3 times a week in
Computer Lab (whole class)

**Classroom Environment**
• Read daily, rotating small
groups among stations
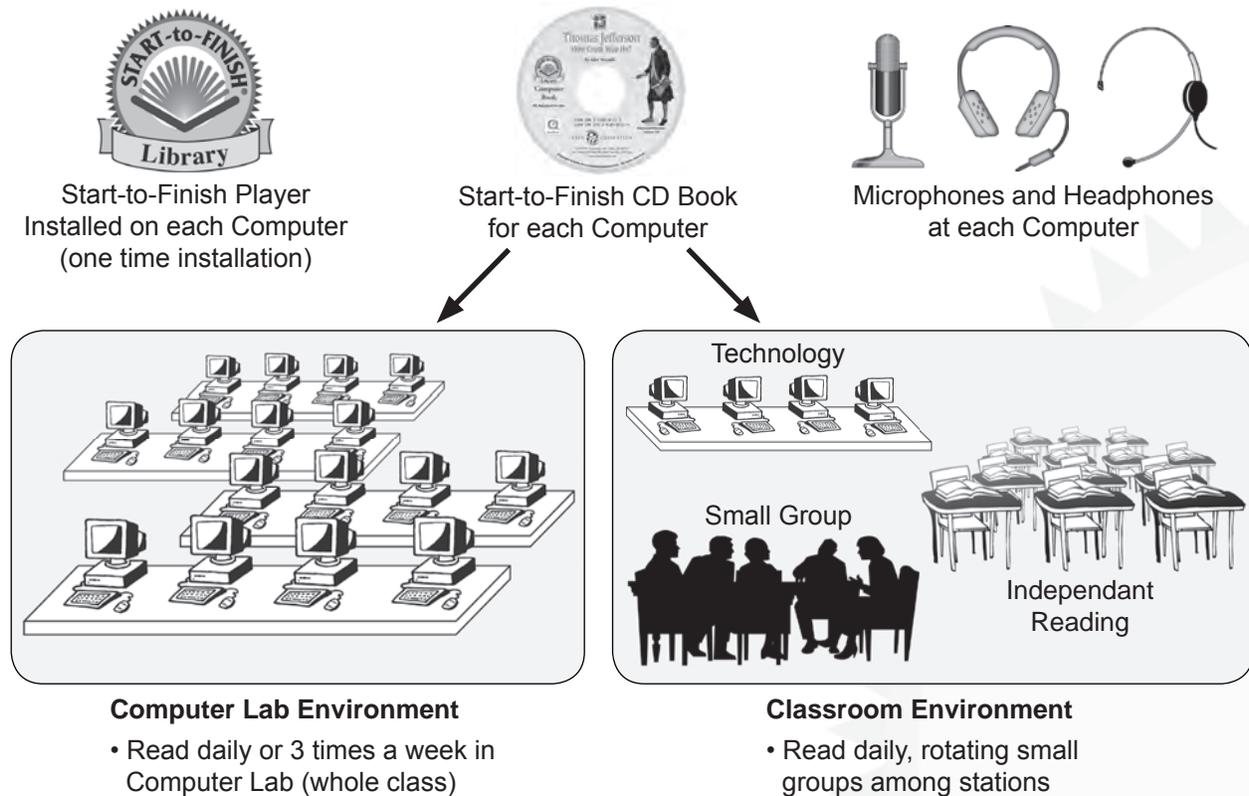
A typical chapter takes approximately 10 minutes to read and perform the assessment exercises.
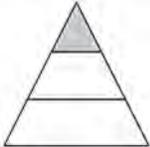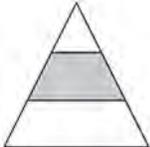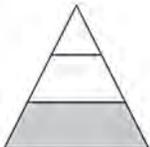
## ☑ Computer Checklist

☐ 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: ☐ Gold 2nd-3rd grade ☐ Blue 4th-5th grade |
|---|---|---|
| Teacher: | | Reading Goal: ☐ High Interest ☐ Tied to Curriculum ☐ By Genre |
| Date: | | |

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

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

# Reading Routines/Strategies

**BEFORE Reading:**

Teach Reading Strategy → Distribute Computer Books → Give Learners Instructions
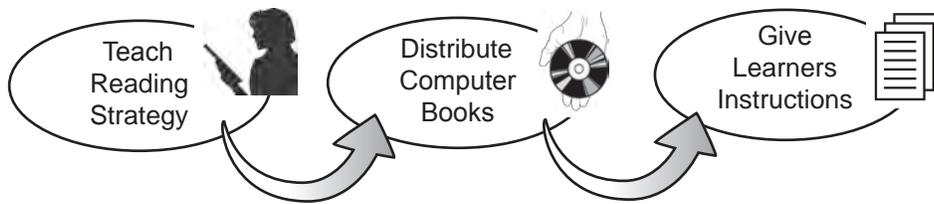
**Fluency Building Strategies:**

- 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 Quizzes → Give Fluency Probes → Use Data to Alter Instruction
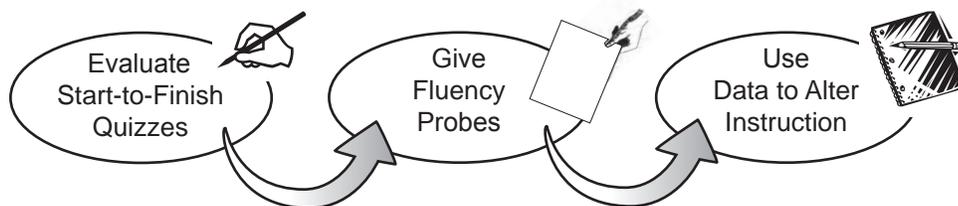
# Evaluate Start-to-Finish Reading Data

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
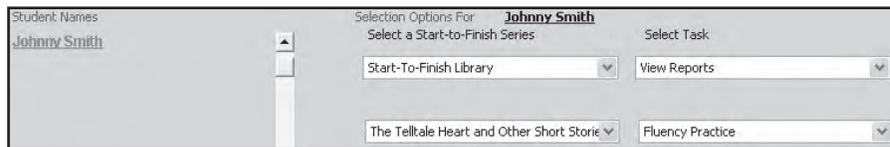
## To open Start-to-Finish Teacher Central:

(In Windows) select **Start**, **My Computer**. Then double-click the following:
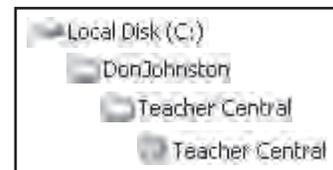
(On a Macintosh) Double-click **Macintosh HD**, **Applications**, **Don Johnston**, **Teacher Central**, **Teacher Central.**



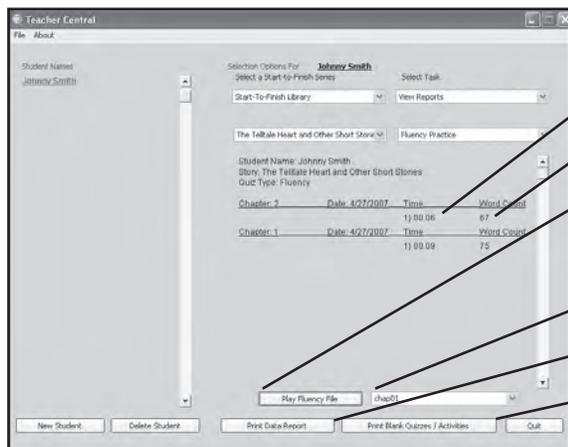## To use Start-to-Finish Teacher Central,

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.

**Tip** You can create your own fluency probes using programs on the web. For example: http://interventioncentral.org/htmdocs/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.
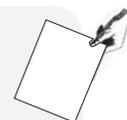
**After the Fluency Probe:**
- Mark on your copy of the Fluency Probe where the learner stopped.
- Calculate the words correct per minute by counting the words read correctly during the probe.

**Tip**

WCPM below 90 → START-to-FINISH Library — Gold

WCPM above 90 → START-to-FINISH Library — Blue

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

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

# 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**
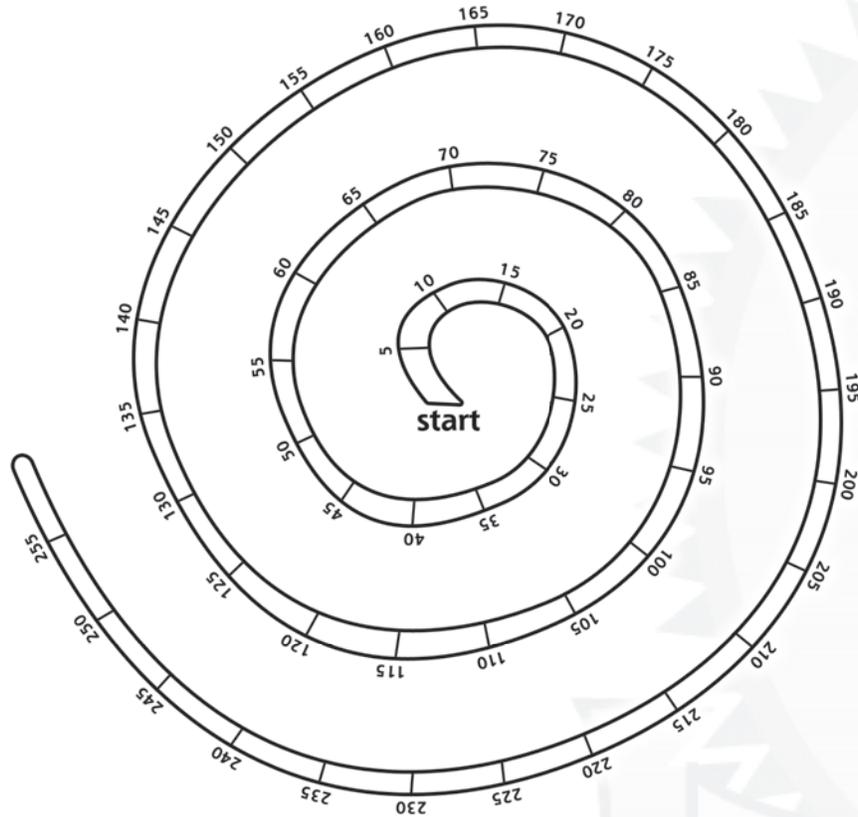


### Books I read this month:

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____