Start-to-Finish® Library
At-a-Glance

	Start-to-Finish Gold Library	Start-to-Finish Blue Library
Three Formats	Computer Book, Paperback Book, Audio Book	
Considerate Text	Sophisticated subject matter to match the interests and issues of the older reader	
Data Collection	Collected after the completion of every chapter	
Book Length	5,000 – 7,000 words	10,000 – 12,000 words
Computer Book Format	• Single page viewable on screen • 100 – 150 words per page • Font size: 18 pt.	• Two pages viewable on screen • 150 – 200 words per page • Font size: 14 pt.
Auditory Support	• Digitized, recorded speech • Mouse click provides auditory support for every word	• Digitized, recorded speech • Mouse click provides auditory support for *unfamiliar words only* (EDL 4-5-6 core vocabulary)
Visual Support	• Word-by-word highlighting • Choice of 4 text highlighting colors in Teacher Central	• Sentence-by-sentence highlighting • Choice of 4 text highlighting colors in Teacher Central
Bookmarking	• Students begin on the first page of a chapter when returning to a book	• Students begin on the last page read when returning to a book

Assessment	• Cloze passage computer quiz (supported by digitized speech, if selected) follows each chapter to measure comprehension (literal)
	• Fluency practice allows for repeated reading experience and recording to assess quality of rate, intonation and accuracy
	• One central location stores data for every book read by each student to show progress
		• Two multiple choice quizzes (supported by digitized speech, if selected), to measure:
		   - Comprehension (inferential)
		   - Meanings of vocabulary and idioms
		• Fluency practice allows for repeated reading experience and recording to assess quality of rate, intonation and accuracy
		• One central location stores data for every book read by each student to show progress

Syntax & Vocabulary	Limited to the grammar and syntax of conversational speech including complex sentences that appear first in the oral language of native speakers of English. Example: • *Rachel opened the front door and walked out of the house.* • *When Florence came out on the track for the 100-meter event, she was wearing bright green tights that had only one leg.* • *Sir John loves England and he wanted to warn us that our national treasures are in danger.* • *The next afternoon, I returned to Baker Street to see how Holmes was coming along with the case.* • *Romeo was starting to say that he still loved Rosaline, but he never finished the sentence, because there, across the room, was the most beautiful girl that he had ever seen.*	Includes more formal, written English. Examples: • *for he was afraid* • *I will fight for you no longer.* • *And so the battle raged, leaving Greeks and Trojans alike clawing the dust, soaking the ground.* • *Then one night, three characters bubbled up from my reading like friendly ghosts.* • *His eyes looked tired, and the wrinkled skin of his heavy cheeks hung loosely.*

General Features (left margin label for upper section)

Examples of Text Features (left margin label for lower section)

Examples of Text Features

	Start-to-Finish Gold Library	Start-to-Finish Blue Library
Suffix Usage	Simple vocabulary and suffix usage: *–ing, -ly, -ed, -s, -er, -est,* Examples: • *Excite + ing = exciting* • *Slow + ly = slowly* • *pat + ed = patted*	More complex and abstract vocabulary, higher-level suffix usage: *–ment, -less, -ness, -ful.* Examples: • *Excitement* • *windowless* • *loneliness*

Word Selection	• 95% of the words used in a text come from *EDL Core Vocabularies* Primer - 3rd grade word lists
	  - 330 high frequency sight words account for 70% of a book's total word count. These words are a subset of the Primer – 3rd grade *EDL Core Vocabularies* lists
	• 5% of the words in a text is vocabulary unique to the story content—new or less familiar vocabulary is defined within the text.
	"A bearing rein is a dreadful thing!" she said. "It's a strap that is tied from behind your head to the middle of your back. The strap is short. It pulls your head back so that you have to keep your head high all of the time."
	• Words are selected on the basis of phonetic regularity, frequency of use, and meaning
		• 95% of the words used in a text come from *EDL Core Vocabularies* Primer – 5th grade word lists
		  - 330 high frequency sight words account for 70% of a book's total word count. These words are a subset of the Primer – 3rd grade *EDL Core Vocabularies* lists
		• 5% of the words in a text is vocabulary unique to the story content—new meanings of familiar vocabulary and less familiar vocabulary are defined within the text.
		• Assumes greater ability to use context clues to comprehend idioms and new vocabulary.
		• Assumes familiarity with Primer – 3rd grade *EDL Core Vocabularies* lists
		General Howe awoke the next morning to find Americans perched on the hills above him, ready to rain cannonballs down on the redcoats and their ships.

Word Meanings	Limited to the most common usage: *John was so bored that he fell asleep. Bored: tired*	Includes less common usage: *John bored a hole in the side of the ship.* *Bored: drilled*

Sentence Structure	• Limited number of ideas presented in a single sentence.
	In Canada there is an island called Prince Edward Island. On this island there is a small town called Avonlea.
	• Limited types of complex sentences such as:
	  - Adverbial clauses with *when, while, after,* and *because*
	  - Coordinated sentences with and, so, but
	• Word order matches order of events
	• Subject not usually separated from verb
	The most famous book about World War II was written by a teenage girl. She had not planned to publish this book. She was only thirteen years old when she started this diary and she died before the war was over.
		• More ideas embedded into longer sentences.
		Her name was Helen, and she was the wife of Menelaos, the king of the Greek city of Sparta.
		• More varied types of sentence structure and word order.
		Sleepy and dizzy from wine, the Trojans were helpless. One after another, the men were slaughtered, while the women were taken as slaves. Beautiful Helen, the cause of all the long years of fighting, was captured and returned to her husband, King Menelaos.

Idioms and Expressions	• Idiomatic language, similes and metaphors are limited, but carefully introduced and usually explained. *The training was hard and many of them "washed out." To "wash out" means to fail a part of the training. A person could wash out for not following orders, or for having a bad attitude or for failing a test.*	• Idiomatic language, similes and metaphors are used more often and with less direct explanation. *When Penelope entered the great hall of the palace, the men fell silent, marveling at her beauty.*
Appositives	• Limited use of simple appositives: *The first lady, Eleanor Roosevelt, visited Tuskegee Institute today.*	• Use of longer, more complex appositives: *Cerberus, the fierce, three-headed dog of the underworld, stopped barking to listen.*