Start-to-Finish® Core Content

Self-selected

Reading comprehension

Word Study

Literacy

DON JOHNSTON

Reference Guide

DON JOHNSTON

Start-to-Finish Core Content

Default Password: admin1

Start-to-Finish Core Content

Read in the Content Areas with Confidence All Day Long

Start-to-Finish Core Content combines the best considerate informational text with innovative considerate learning supports that help struggling readers actively think and process information to gain knowledge from nonfiction text. Older struggling readers typically shy away from reading informational text because of the overwhelming format of textbooks and reference materials, difficult vocabulary, lack of appropriate background knowledge and limited experience with this text-type to become proficient readers. With Start-to-Finish Core Content, struggling readers are drawn into the text, ready and willing for inquisitive thinking. Carefully chosen topics connect with the interests of older readers and with the demands of the curriculum—helping readers build the volume they need to become proficient with this genre.

Start-to-Finish Core Content offers struggling readers in middle school and high school with reading abilities between first grade and fifth grade opportunities to have a successful reading experience.

Choose **Start-to-Finish Gold Core Content** to help your struggling readers build background knowledge, vocabulary and motivation through highly engaging articles full of facts that even the teacher won't know!

- 2nd - 3rd grade readability, with supports for readers with lower abilities to read along
- Syntax, grammar and vocabulary of narrative and conversational English
- Sentence-by-sentence highlighting with auditory support for individual words

Choose S**tart-to-Finish Blue Core Content** to help struggling readers participate in the core curriculum areas and achieve comprehension of "need to know" topic areas. Text-to-self connections help readers internalize the text they are reading.

- 4th - 5th grade readability, with supports for readers with lower abilities to read along
- Syntax, grammar and vocabulary of expository textbook English
- Varied sentence structures
- Sentence-by-sentence highlighting with auditory support for individual words

Start-to-Finish Core Content

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Start-to-Finish Core Content

Using the Software

System Requirements

Before you install, make sure your computer meets or exceeds the minimum system requirements listed below.

NOTE: These system requirements apply only to the standalone version. If you are installing Start-to-Finish® Core Content Network client, refer to the **ReadMe** file on the client CD for the system requirements.

Windows Computer	*Macintosh Computer*
• Windows XP or Windows 2000	• OS 10.2 or higher
• 512 MB RAM	• 512 MB RAM
• Pentium III processor or higher	• G4 processor, Macintosh PowerPC or faster
• Sound card and speakers	• Sound card and speakers
• CD drive 8x	• CD drive 8x
• 200 MB disk space (with Speech)	• 200 MB disk space (with Speech)
• Additional 70 MB disk space (for additional Speech)	• Additional 70 MB disk space (for additional Speech)
Note: When you are ready to install Start-to-Finish Core Content, follow the procedure in Installing Start-to-Finish Core Content in the Windows section.	*Note: When you are ready to install Start-to-Finish Core Content, follow the procedure in Installing Start-to-Finish Core Content in the Macintosh section.*

Installing Start-to-Finish Core Content

NOTE: The installation instructions in this section apply only if you are installing the Start-to-Finish Core Content standalone version. If you are installing the Start-to-Finish Core Content Network version, ask your network administrator to follow the procedures in the **Network Central Reference Guide**.

During installation, choose the voices to use for speech. You can use American English (US) voices only or US and British English (UK) voices. If you choose to install both sets of voices, additional disk space on your hard drive is required.

Start-to-Finish Core Content

When you insert the Start-to-Finish Core Content CD in the CD drive, a window with two icons appears: one icon is for the American English version of Start-to-Finish Core Content and one icon is for the British English version of Start-to-Finish Core Content.

STF Core Content US   STF Core Content UK

If the window does not automatically open, double-click **My Computer** **o**n the Desktop or from the **Start** menu select **My Computer** and double-click .
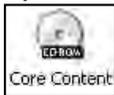
Core Content

Windows

1. Insert the Start-to-Finish Core Content CD into the CD drive.

2. If you are installing the American English version of Start-to-Finish Core Content, double-click

    STF Core Content US

3. If you are installing the British English version of Start-to-Finish Core Content, double-click

    STF Core Content UK

4. In the Welcome screen, click [Next >] .

5. Accept the license agreement by clicking the **I accept the terms of the license agreement** button.

6. Click [Next >] on the next three screens until the installation completes.

7. Complete the installation and restart your computer by clicking [Finish] .

8. When you are asked if you want to create a shortcut on your Desktop, click [Yes] . You have completed the installation.
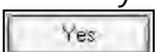
Macintosh

1. Insert the Start-to-Finish Core Content CD into the CD drive.

2. If you are installing the American English version of Start-to-Finish Core Content, double-click

    STF Core
    Content US

3. If you are installing the British English version of Start-to-Finish Core Content, double-click

    STF Core
    Content US

4. Enter your administrative password in the **Password** field and click OK.
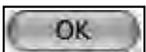
5. Start the installation by clicking Continue....

6. Accept the license agreement by clicking Accept.

7. Install files by clicking Install.

8. Install an alias on the Dock by clicking YES.

9. Click Quit.
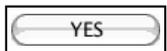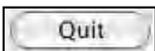
If you currently have Don Johnston's SOLO® (sold separately) installed on the computer on which you intend to read Start-to-Finish Core Content books, this installation will update your current SOLO installation to work seamlessly with Start-to-Finish Core Content. The installation places a PDF file in the **Start-to-Finish Core Content** folder for use in SOLO's text reader, Read:OutLoud.

NOTE: *The Start-to-Finish Core Content CD for the title you select for reading needs to be in the CD drive to access the professional narration. The text will not appear unless the CD is inserted.*

Student Central

Signing In as a New Reader

If a reader is using Start-to-Finish Core Content for the first time and the name is not in the list, a reader can sign in.

NOTE: The procedure in this section applies only to the Core Content standalone version. If you are using Start-to-Finish Core Content Network version, ask your network administrator to add new readers. See the **Network Central Reference Guide** for information on how to do this.

1. On the Desktop (Windows) or on the Dock (Macintosh) double-click .

   NOTE: *(Macintosh only) If you are using a Macintosh with OS version 10.0 through 10.3, double-click* *on the Dock to open Core Content. If you are using a Macintosh with OS version 10.4 or higher, double-click* *on the Desktop to open Core Content.*
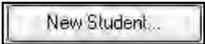
2. In the **Sign In** window, click . The **New Student** window appears.
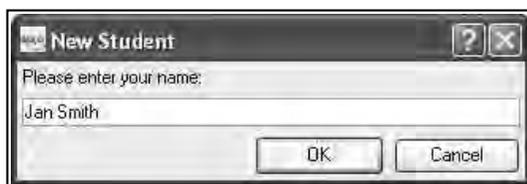
3. Type the reader's name.
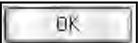
4. Click . The new reader appears in the list in alphabetical order.

5. Double-click the name of the reader you want to use.
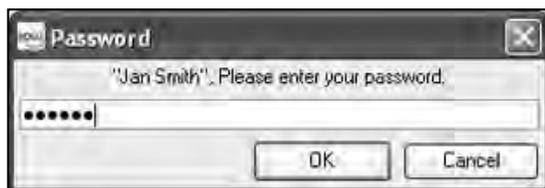
6. Type the default password **123456** and click .

If the Start-to-Finish Core Content CD is in the CD drive, the book automatically opens and you can skip to the **Start-to-Finish Core Content Toolbars** section in this guide. If there is no Start-to-Finish Core Content CD in the CD drive, **Student Central** opens.

> **NOTE**: *If the name is incorrect, click* *and select the correct name.*
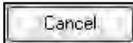
The Start-to-Finish Core Content folder in Student Central contains all the Start-to-Finish Core Content books
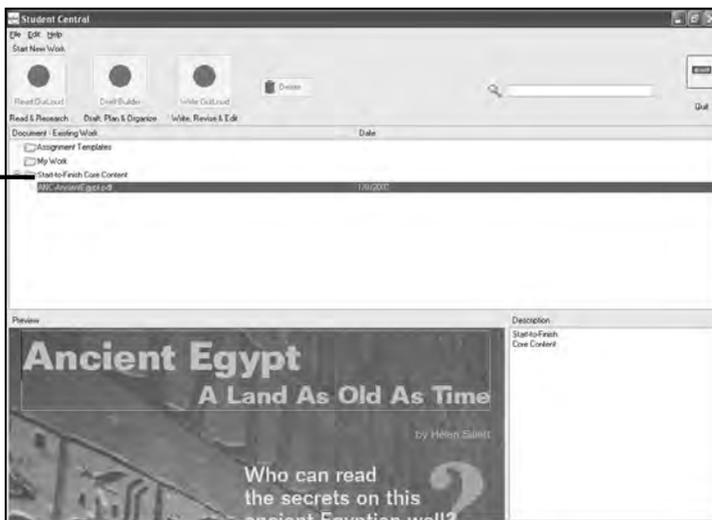
Signing In as an Existing Reader

The Start-to-Finish Core Content **Sign In** list contains the names of all of the readers who have previously used the program.

1. In the **Sign In** window, click a reader's name.

2. Click OK .
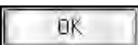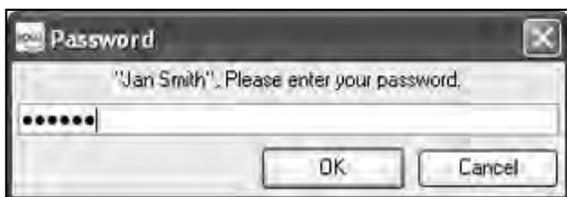
3. In the **Password** window, if the name is correct, type the default password **123456** and click OK .

If the Start-to-Finish Core Content CD is in the CD drive, the book automatically opens and you can skip to the **Start-to-Finish Core Content Toolbars** section in this guide. If there is no Start-to-Finish Core Content CD in the CD drive, **Student Central** opens.

> **NOTE**: *If the name is incorrect, click* Cancel *and select the correct name.*
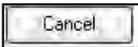
The Start-to-Finish Core Content folder in **Student Central** contains all the Start-to-Finish Core Content books

Opening a Start-to-Finish Core Content Book

1. In **Student Central**, insert the Start-to-Finish Core Content CD.

2. Display the Start-to-Finish Core Content books by clicking the ⊞ to the left of the **Start-to-Finish Core Content** folder.
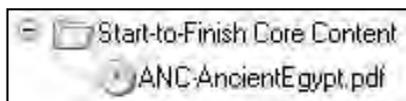
3. Highlight the Start-to-Finish Core Content book you have in the CD drive. A preview of the selected book appears at the bottom of the screen.

    NOTE: *The title of the book that is in the CD drive will have a CD icon ⊙ next to the book title.*

4. Double-click the book name to open the Start-to-Finish Core Content book. The selected book opens.

Start-to-Finish Core Content
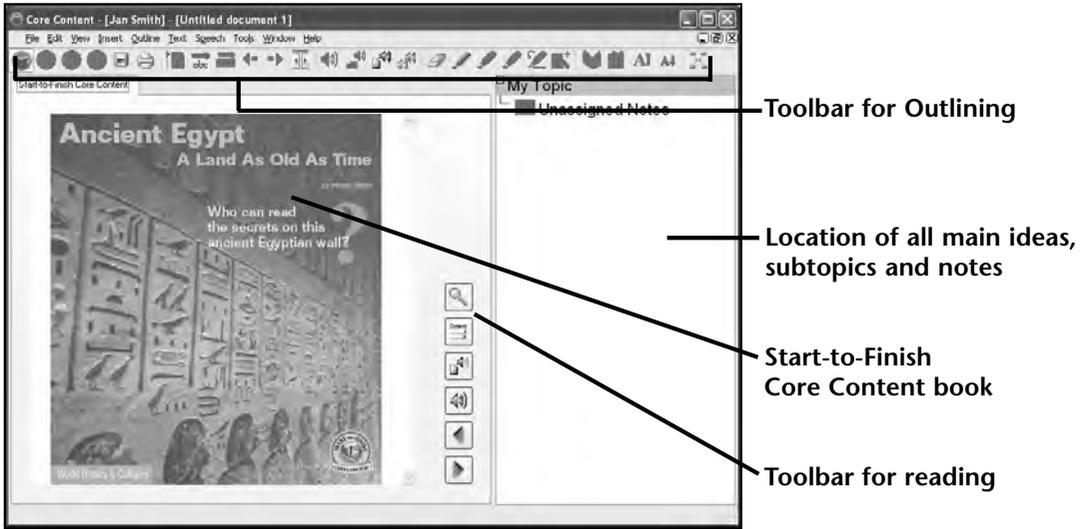
Toolbar for Outlining

Location of all main ideas, subtopics and notes

Start-to-Finish Core Content book

Toolbar for reading

NOTE: *For information on how to read the Start-to-Finish book and use an outline, see the Start-to-Finish Core Content Toolbars section and Helping Readers Be Active Thinkers section in this guide.*

Start-to-Finish Core Content Toolbars

Start-to-Finish Core Content contains two toolbars. The vertical toolbar to the right of your computer book allows you to turn pages, change the size of text and graphics and hear the book read aloud.

Increase or decrease page size

Go to the Table of Contents

Read continuously from the beginning of the sentence where your cursor is located to the end of the page

Read selected words, phrases and sentences

Go to the previous page

Go to the next page
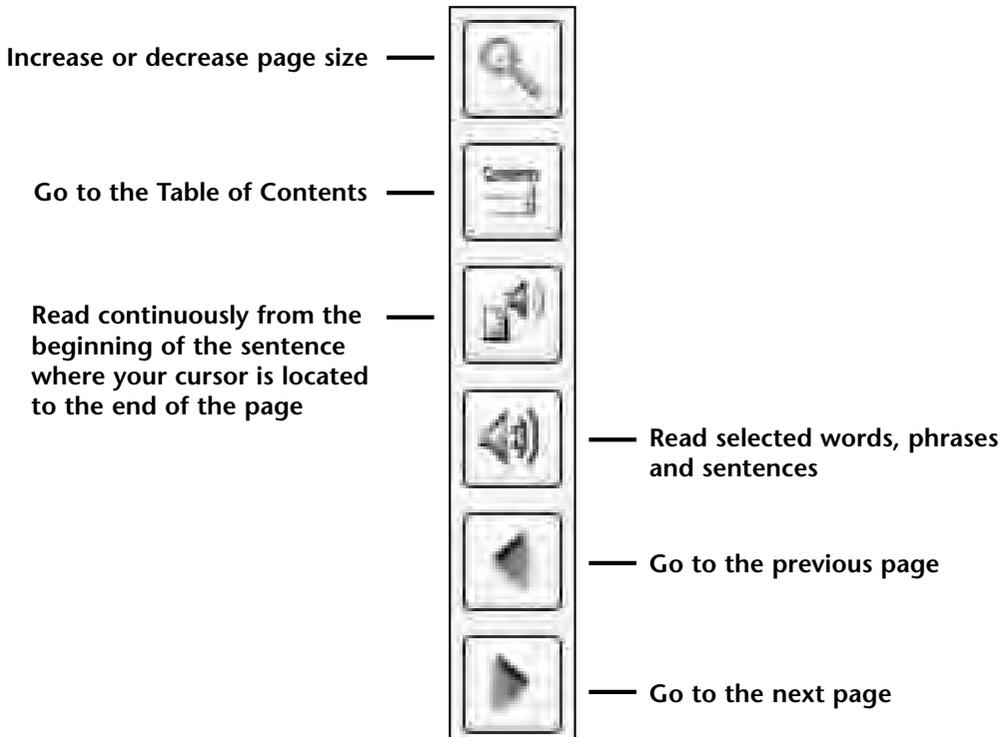
The horizontal toolbar is at the top of your screen. This toolbar allows you to use eHighlighters to create an outline, add notes, print and save your work.

Save   Print   Create a main idea and subtopics using eHighlighters   Create a note
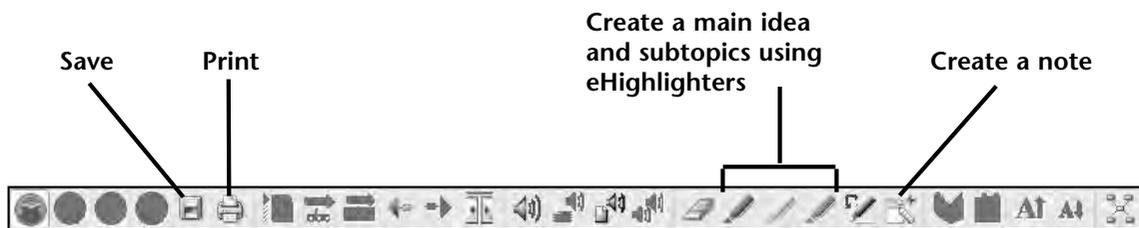
Using the Table of Contents

Open the Table of Contents to select a chapter in the Start-to-Finish Core Content book.

NOTE: *The first page that you see when you open a Start-to-Finish book is the cover page. When you are finished reading the cover page, go to the Table of Contents.*

There are two ways to get to the Table of Contents from the cover page:

- On the toolbar to the right of your computer book, click
  OR
- On the toolbar to the right of your computer book, click .

Once you are in the Table of Contents, you can do the following:
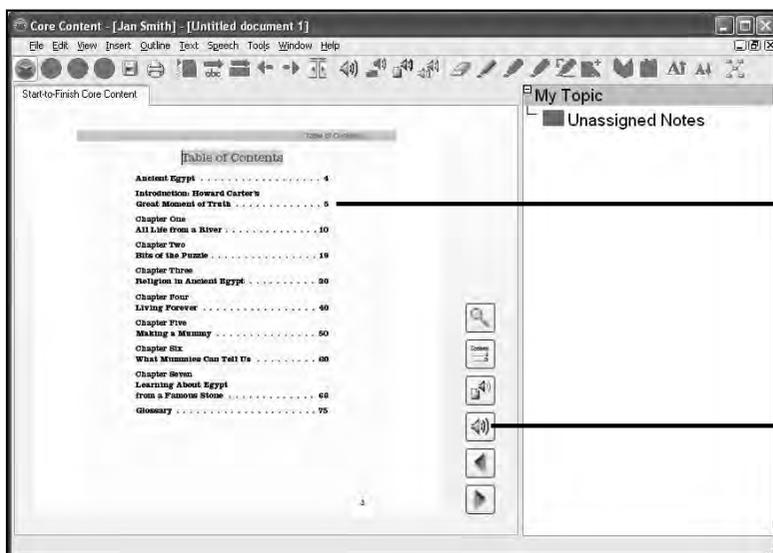
Click chapter name to go to the chapter

Start-to-Finish Core Content toolbar

- On the toolbar to the right of your computer book, click ⌕ to adjust the size of the page
  OR
- On the toolbar to the right of your computer book, click 🔊 to hear the entire Table of Contents read aloud
  OR
- On the Table of Contents, click the chapter name, dots or page number to go to any chapter in the book
  OR
- On the toolbar to the right of your computer book, click ▶ to go to the first page in the book.

Hearing a Chapter Read Aloud

You can read an entire page at a time, a single word, phrase, sentence or caption. If you choose to read the text by clicking 🔊 , you will hear the text read aloud by a professional narrator (recorded/digitized speech). If you choose to hear the text by clicking 🔊 , you will hear a computerized voice (synthesized speech).

Reading a Page

You can choose to read a page from beginning to end or you can select a sentence and begin reading anywhere on the page.

- On the toolbar to the right of your computer book, click 🔊 to read a page. Each sentence is highlighted as it is read aloud.
  OR
- To begin reading from a place on the page other than the first sentence, click anywhere in the first sentence you want to hear read. The sentence is highlighted to show it is selected. Then, on the toolbar to the right of your computer book click 🔊 to read from the selected sentence to the end of the page.

Reading a Single Word

There may be times when you may want to have individual words, such as new vocabulary, read aloud. With Start-to-Finish Core Content, you can select individual words and hear them read aloud.

1. Double-click a word to select it. The word is highlighted.

2. On the toolbar to the right of your computer book click 🔊 .

Reading a Phrase

Start-to-Finish Core Content reads sentence-by-sentence and highlights each sentence as it is read. When you want to have specific text within the sentence re-read, specific phrases may be selected and read aloud.

1. To read a phrase, click and drag over the words you want read. The phrase is highlighted to show it is selected.

2. On the toolbar to the right of your computer book click 🔊 .

Reading a Sentence

Start-to-Finish Core Content reads sentence-by-sentence and highlights each sentence as it is read. When you want to have a specific sentence re-read, a specific sentence may be selected and read aloud.

1. To read a specific sentence, click in the sentence you want read. The sentence is highlighted to show it is selected.

2. On the toolbar to the right of your computer book click 🔊 .

Reading a Caption

The captions are **not** read automatically when you read a page aloud. You can select only one sentence in the caption to have it read it aloud or you can have the entire caption read aloud. You can also select an individual word or phrase in the caption to have it read aloud.
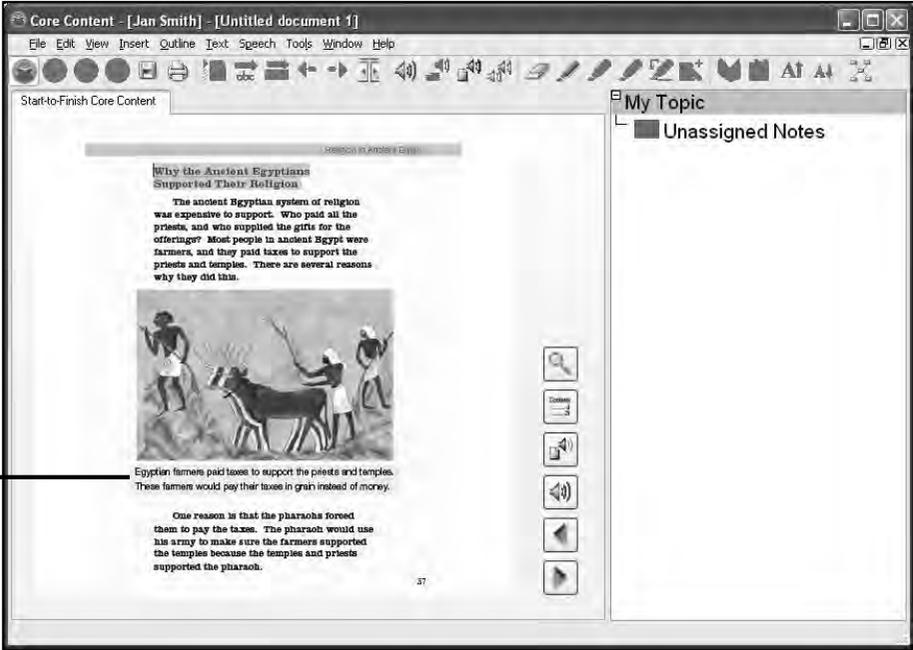
Caption

- To read a sentence in the caption, click anywhere in the sentence. The sentence is highlighted to show it is selected. Then, on the toolbar to the right of your computer book click 🔊

  OR

- To read the entire caption aloud, click in the first sentence in the caption and click 🔊

  OR

- To read a single word, double-click the word you want read. The word is highlighted to show it is selected. Then, on the toolbar to the right of your computer book click 🔊

  OR

- To read a phrase, click and drag over the words you want read. The phrase is highlighted to show it is selected. Then, on the toolbar to the right of your computer book click 🔊 .

Helping Readers Be Active Thinkers

Start-to-Finish Core Content provides two methods for readers to start actively thinking about the reading they are about to do.

One method is that readers can use an outline that is included with Start-to-Finish Core Content to help build reading strategies and comprehension. The other method is that readers can create their own outlines.

In both methods, readers can highlight information from the Start-to-Finish Core Content text and automatically move it into the outline panel. Readers can also respond to the text and make text-to-self connections by adding their own notes to the subtopics.

After readers have had the opportunity to use the outlines that are included with Core Content or create their own outlines, you can use their work as a great way to assess progress.

NOTE: *Unless SOLO or Draft:Builder is installed on your computer, if you are signed in as a teacher, you cannot create or modify an outline.*

Start-to-Finish Core Content Outline Overview

An outline helps readers organize information while reading. As they read and think about a topic, they need a place to write about and organize the information they find.

Your Start-to-Finish Core Content book contains four generic outlines that can be used by readers alongside Core Content text. These outlines are not content-specific; therefore, they can be used with any Core Content text to help readers extract meaningful information and deepen their comprehension of the text. These outlines are designed to help you differentiate your instruction.

There are two types of comprehension strategies outlines included.
- What I **K**now, What I **W**ant to Know, What I **L**earned (KWL)
- **F**acts **Q**uestions **R**esponses (FQR)

KWL

Each outline models sequential, scaffolded support that includes concrete, literal directions, opportunities for the reader to make connections to the text and questions to promote critical thinking. All include before, during and after reading supports and all use the KWL approach to guide reading.

These outlines are targeted at different levels of reader abilities. The file names of the outlines are purposely named so readers will not immediately identify a specific level of ability with an outline. Below are the names of the outlines along with a brief description to help you identify which outline is best for your reader's ability level.

The KWL outlines are based on KWL+ by Lachowicz, C. & Ogle, D. (2001). Reading comprehension: Strategies for independent learners. New York: The Guilford Press.

CoreContent KWL 1Question Outline

Intensive Start-to-Finish Core Content generic outline with before, during and after reading supports. Uses the KWL approach to guide reading by having readers share what they know, ask a question, highlight the answer and share what they learned.

CoreContent KWL 2Questions Outline

Transitional Start-to-Finish Core Content generic outline with before, during and after reading supports. Uses the KWL approach to guide reading by having readers write what they know, write two questions, highlight the answers and an additional piece of information and share what they learned.

Start-to-Finish Core Content

CoreContent KWL 3Questions Outline

Universal Start-to-Finish Core Content generic outline with before, during and after reading supports. Uses the KWL approach to guide reading by having readers make a prediction, write what they know, write three questions, add their own notes about what they learned and share the information.

FQR

The FQR outline is used before and during reading. Readers find interesting or important facts in the Core Content material and select them for the Facts section of their outline. In the Questions section, readers can highlight words or phrases that cause them to have questions, highlight them and then add a note that is the question. In the Responses section, readers should add notes to record their thoughts, answers or make connections.

Facts Questions Responses

Start-to-Finish Core Content generic outline with before, during and after reading and responding to text supports. Uses the FQR approach to increase learner engagement, comprehension, retention and mastery of subject-area content. FQR is a Research-based Text Response strategy that helps learners to access background knowledge, generate and answer questions, identify and document important facts and record personal responses, opinions and connections to content-area text.

The FQR outline is adapted from Facts/Questions Responses Sheet described by Harvey and Goudvis in *Strategies that Work* (2000).

NOTE: *For information on how to use an outline, see **Using eHighlighters in an Outline** and **Creating a Note in an Outline** in this guide.*

Opening an Outline

1. In the **Outline** menu, select **Add Outline**.
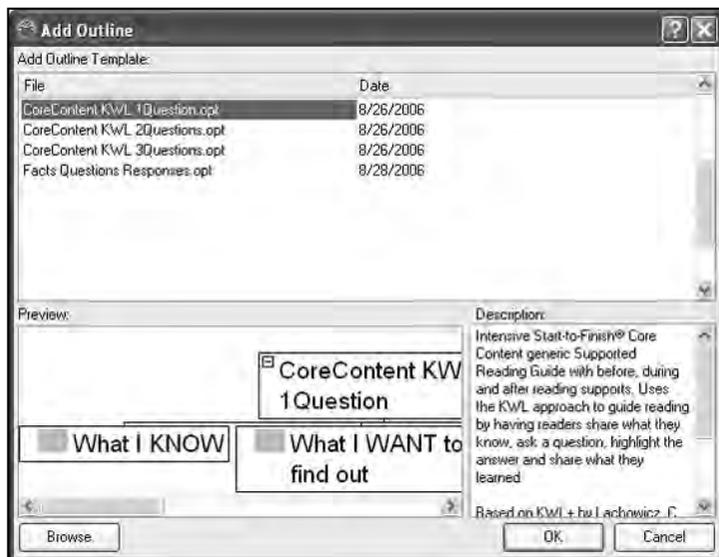
2. Highlight the outline you want to use with the Start-to-Finish Core Content book. A preview of the outline and a description appear at the bottom of the screen.

3. When the appropriate outline is selected, click [OK].

The following example is the outline you will see if you choose **CoreContent KWL 1Question.opt**.

Start-to-Finish Core Content
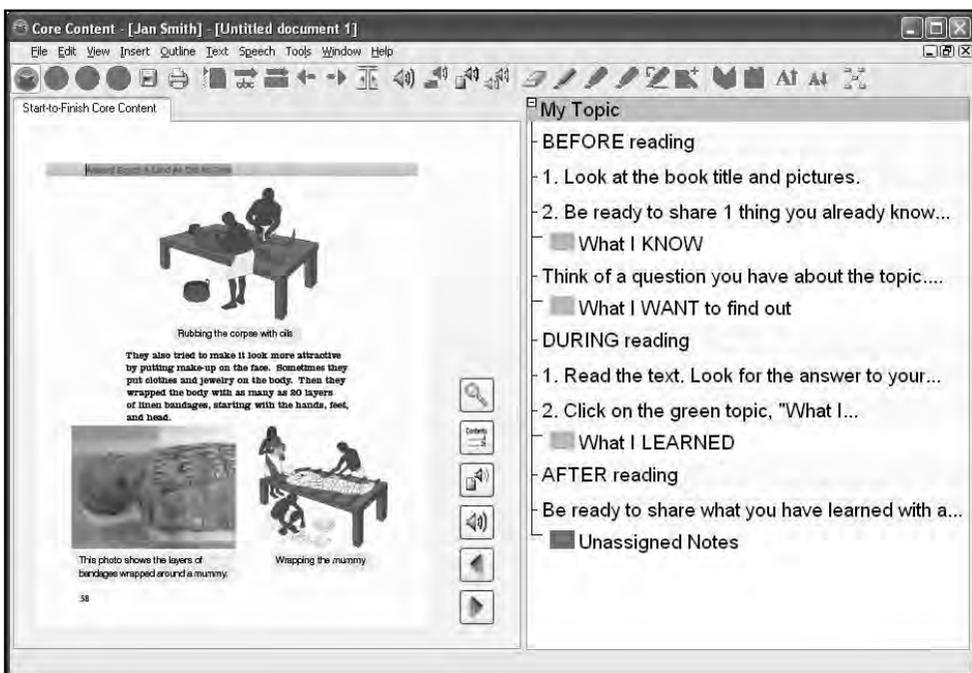
Reader-created Outline Overview

As readers think about a topic as they read, they need a place to write about and organize the information they find. Readers can identify main ideas and supporting details in their Core Content book and then gather and organize information in an outline.

Using eHighlighters in an Outline

Topics and Subtopics Overview

To help readers see how their ideas are organized, main ideas and supporting details are color-coded. Readers can tell the level of their topics and subtopics by looking at the colored box in front of the text.

There are three different levels in the Start-to-Finish Core Content Outline panel.

Level	What Type of Text is in the Level
Green	A green box is the highest level and shows that the level is a main idea. It is known as a topic.
Yellow	A yellow box is the second level and shows that it is an idea that supports a main idea. It is known as a subtopic.
Red	A red box is the third level and shows that the level contains detail that supports a yellow level. It is known as a subtopic.

Creating Topics

Readers can create topics and subtopics in the Outline panel using the eHighlighters on the toolbar at the top of the screen.

1. In the Start-to-Finish Core Content book on the left, highlight the text you want to use as the main idea.

2. On the toolbar at the top of your screen, click (green eHighlighter) [✐]. The highlighted text is placed in quotation marks in the Outline panel on the right.
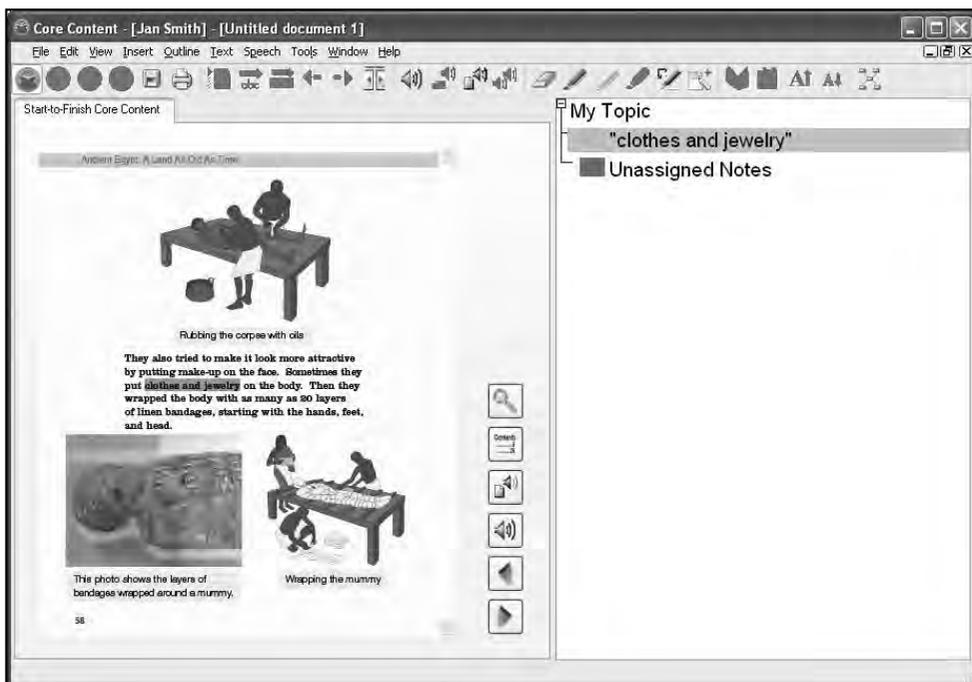
Adding Subtopics to Topics

After you have added one or more green topics with (green eHighlighter) , you can add subtopics below each main idea.

1. In the Outline panel, click the main idea topic to which you want to add a supporting detail.

2. In the Start-to-Finish Core Content book on the left, highlight the text you want to use as the supporting detail.

3. On the toolbar at the top of your screen, click (yellow eHighlighter) . The highlighted text is copied into a subtopic below the main idea. The text is placed in quotation marks to remind you that it is copied from the Start-to-Finish Core Content book.

Adding More Subtopics

You can add supporting details below a yellow subtopic.

1. In the Outline panel, click the yellow subtopic to which you want to add supporting detail.

2. In the Start-to-Finish Core Content book on the left, highlight the text you want to use as the supporting detail.

3. On the toolbar at the top of your screen, click (red eHighlighter) . The highlighted text is copied into a subtopic below the yellow subtopic. The text is placed in quotation marks to remind you that it is copied from the Start-to-Finish Core Content book.

Creating a Note in an Outline

As readers build their outline and gather information, they can add notes to their topics and subtopics.

1. In the Outline panel, select the topic or subtopic to which you would like to add a note.

2. On the toolbar at the top of your screen, click .

Paste text that was cut or copied

Make a copy of selected text

Hear sentence read aloud

Cut selected text

Create a new note
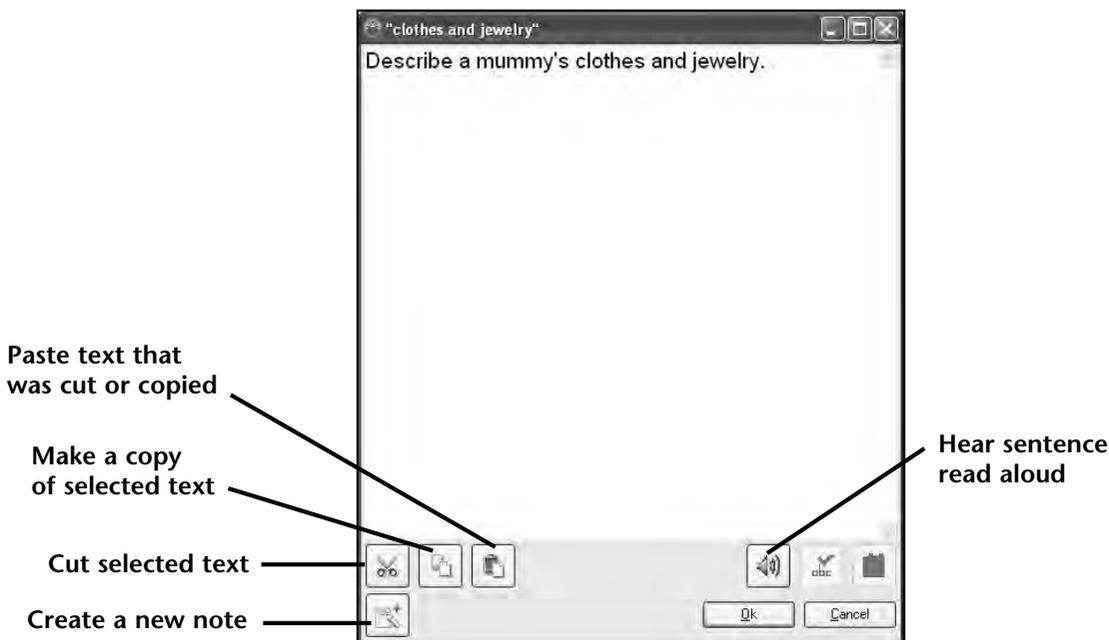
3. Type the note and click [OK]. The first few words of each note appear after a note icon under the subtopic to which the note is attached. Notes are shown in the order they were created.

> **Tip** *If you want to create a note but are not sure which subtopic to place it in, create an **Unassigned Note**. Later, when you decide where to place the note, you can move the **Unassigned Note** to attach it to a subtopic.*

Saving Your Work

1. On the toolbar at the top of your screen, click
   OR
   In the **File** menu, select **Save**.

2. Enter a file name in the field.
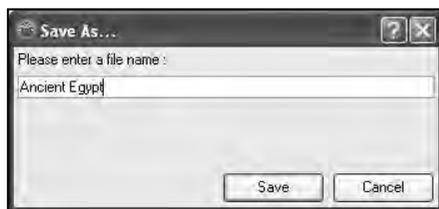
3. Click [Save]. Your work is saved in the **My Work** folder. All the e-Highlighting and outlines will be saved in the Start-to-Finish Core Content book.

Printing Your Work

When you follow this procedure, only the contents of the Outline panel will print; the computer book will not print. A paperback book is available if a print version is needed.

1. In **Student Central**, double-click the name of the document that contains the outline you want to print. The computer book and outline display on your screen.

   NOTE: *If you are using Start-to-Finish Core Content standalone version, make sure the CD for the book with the outline you want to print is in the CD drive. If you are using Start-to-Finish Core Content Network version, you do not need a CD.*

2. On the toolbar at the top of your screen, click .

Teacher Central

Signing In as a New Teacher

If you are a teacher using Start-to-Finish Core Content for the first time, create a teacher sign-in name and password.

NOTE: The procedures in this section (i.e., adding and deleting teachers, readers and classes) apply only to the Core Content standalone version. If you are using Start-to-Finish Core Content Network version, ask your network administrator to add and delete teachers, readers and classes. See the **Network Central Reference Guide** for information on how to do this.

1. Click .

2. Click New... .
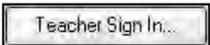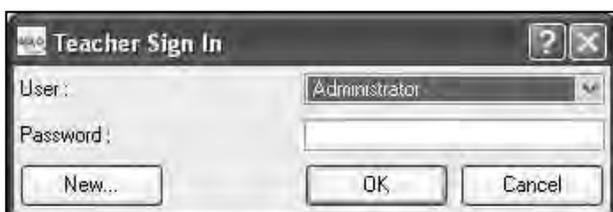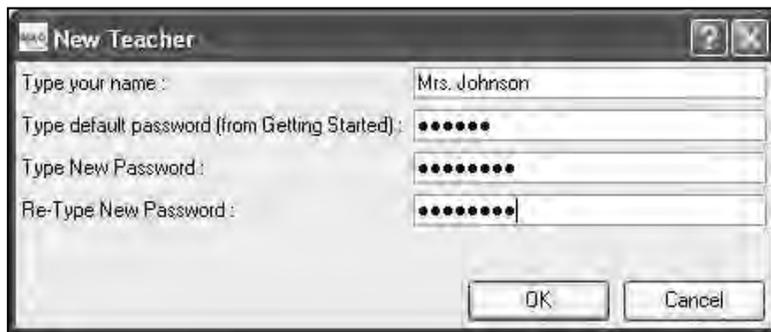
3. In the **Type your name** field, type your name.

4. In the **Type default password** field, type **admin1**.

5. In the **Type New Password** field, type a password that you will use with your name.

> **Tip** *Create a password that is easy to remember yet will not be obvious for others to figure out. For example, do not use your first or last name, children's or pet's names as a password. Using a combination of these names, however, is a good suggestion.*

NOTE: *Each character appears as a bullet point as you type it in the* Password *field. This ensures its privacy in case others can see your screen as you sign in.*

6. In the **Re-Type New Password** field, type the same password.

7. Click OK . Class Management appears.
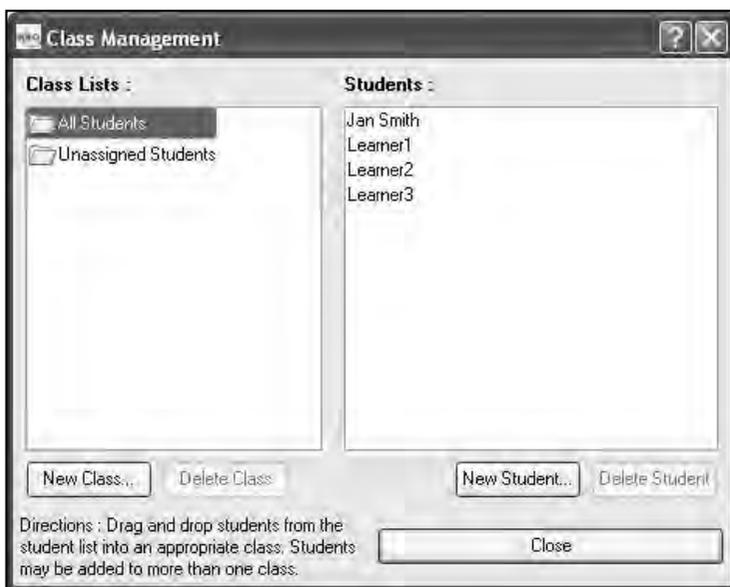
Start-to-Finish Core Content

Adding and Deleting a Class - New Teacher

If you are signing in as a new teacher, you can create new classes in the **Class Management** window.

1. In the **Class Management** window, click [New Class...] .
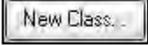
2. Type the name of the new class.

3. Click [OK] . The new class appears in Class Management **Class Lists**.
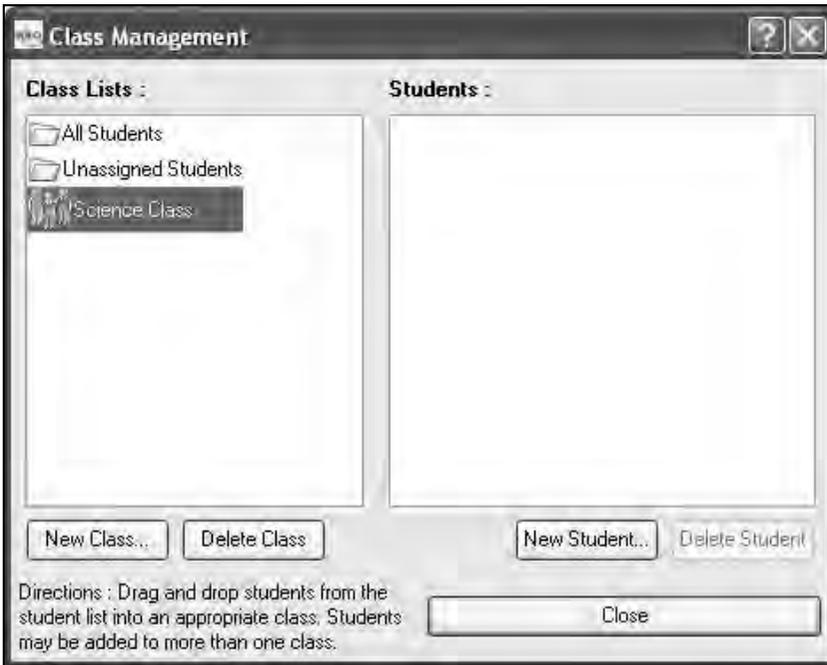
NOTE: *If you want to delete a class from the Class Management Class Lists, highlight the class name you want to delete and click* [Delete Class] .

Adding and Deleting a Reader - New Teacher

If you are signing in as a new teacher, you can create new readers in the **Class Management** window. If you are signing in as an existing teacher, see **Adding a Reader - Existing Teacher** and **Deleting a Reader - Existing Teacher** in the **Teacher Central** section in this guide.

1. In the **Class Management** window, click [New Student...].
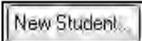
2. Type the new reader's name.
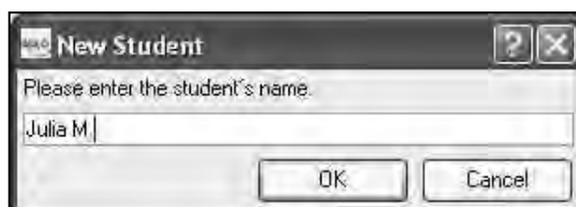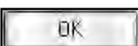
3. Click [OK]. The new reader appears in Class Management **Students** list.
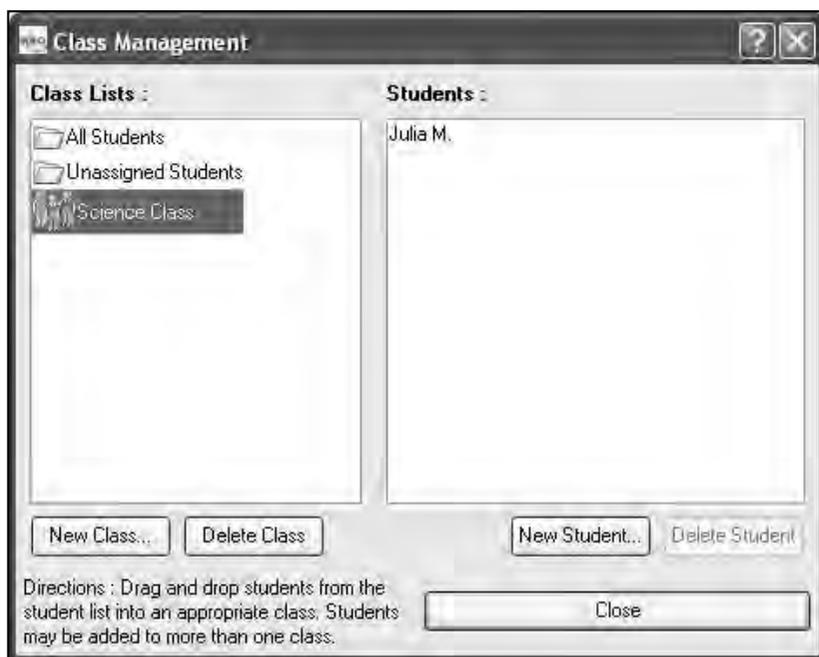
NOTE: *If you want to delete a reader from Class Management Students list, highlight the reader's name you want to delete and click* [Delete Student].
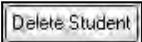
In the **Class Management** window, when you click [Close] **Teacher Central** opens. Once this is done, you cannot open the **Class Management** window again as an existing teacher.

Adding a Reader - Existing Teacher

If you are signing in as an existing teacher, you can create new readers in **Teacher Central**. If you are signing in as a new teacher, see **Adding and Deleting a Reader - New Teacher** section in this guide.

A reader can be added to the list of readers in two ways. Readers can either add their name upon sign-in, or a teacher can add a reader in **Teacher Central.**

NOTE: *For information on adding a reader upon sign-in, see the Signing In as a New Reader section in Student Central.*

1. If you are already signed-in as a teacher, in the upper-left corner of **Teacher Central**, click or . The list of readers appears in the left column.
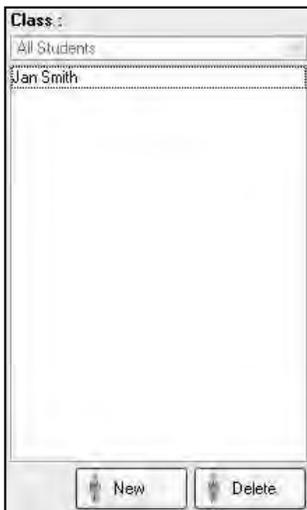
2. In the list of readers, click .
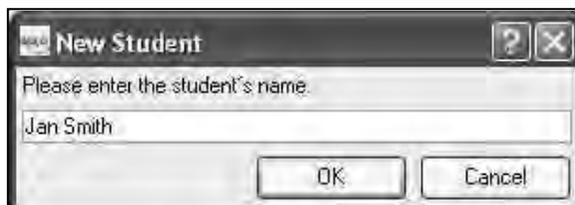
3. Type the reader's name.

4. Click [OK]. The new reader appears in the list of readers in alphabetical order.
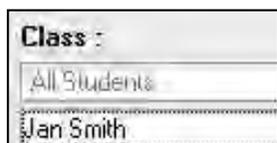
Deleting a Reader - Existing Teacher

1. If you are already signed-in as a teacher, in the upper-left corner of **Teacher Central**, click [icon] or [icon]. The list of readers appears in the left column.

2. In the list of readers, highlight the reader whom you want to delete.

3. Click [Delete].

   A message appears asking you to confirm the deletion.
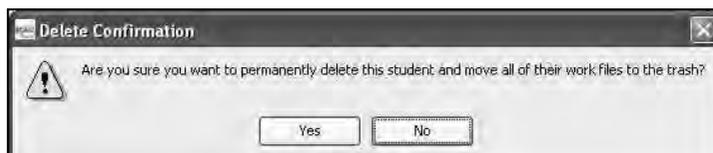
4. To continue with the deletion, click [Yes]. The reader is removed from the list of readers.
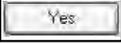
NOTE: *When you delete readers, all of their work is also deleted from the hard drive.*
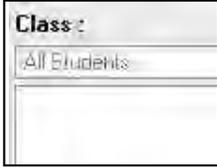
Opening a Start-to-Finish Core Content Book

1. In **Teacher Central** click .

2. In the upper left box, display the Start-to-Finish Core Content books by clicking **Start-to-Finish Core Content**.

3. In the list of books to the right, highlight the Start-to-Finish Core Content book you want to open. A preview of the selected book appears at the bottom of the screen.

4. Double-click the Start-to-Finish book title to open the book.
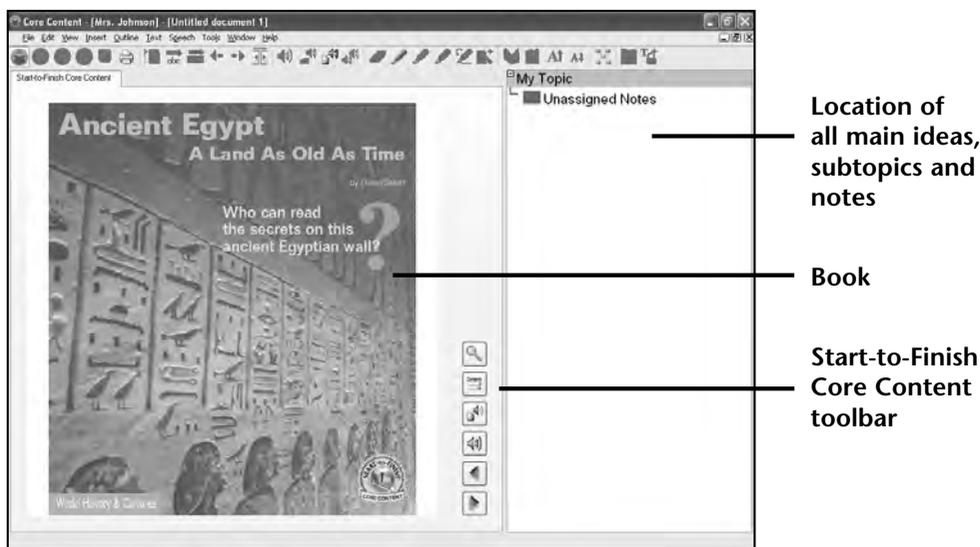
NOTE: *For information on how to read the Start-to-Finish book and use an outline, see the* **Start-to-Finish Core Content Toolbars** *section and* **Helping Readers Be Active Thinkers** *section in this guide.*

NOTE: *Opening a Start-to-Finish Core Content book is slightly different for a reader. See* **Opening a Start-to-Finish Core Content Book** *in the* **Student Central** *section in this guide for more information.*

NOTE: *From the* **File** *menu, select* **Open Teacher Central** *to return to the* **Teacher Central** *screen.*

Viewing Student Documents

1. In **Teacher Central**, click [icon].

2. In the list of readers on the left, highlight the name of the reader whose documents you want to view. The available documents appear in the **My Work** folder on the right.
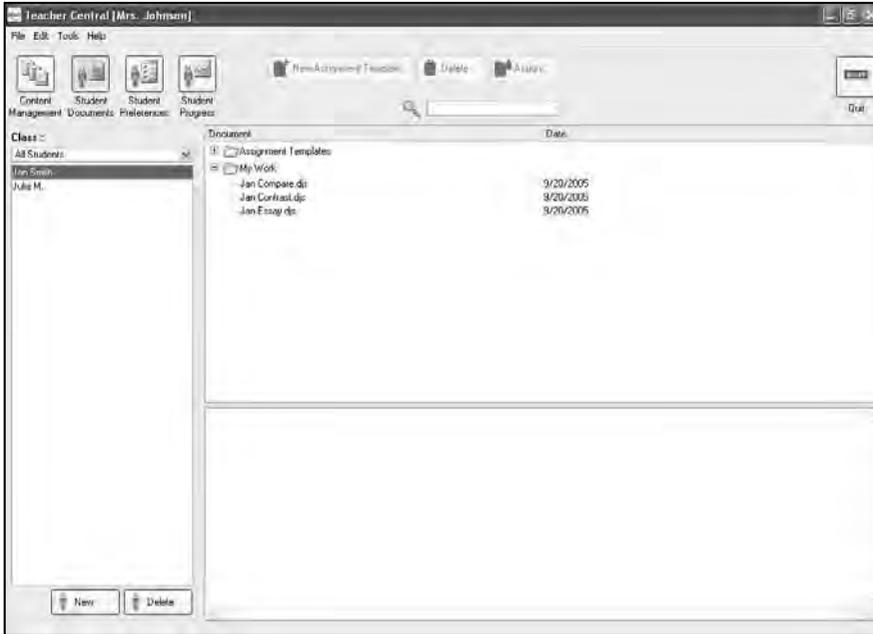
3. To open a document, double-click the document name in the **My Work** folder.

NOTE: *When viewing documents in My Work, you cannot make any changes to the document. To provide feedback to readers, print the document to create a paper copy on which you can write your comments. For information on printing, see Printing Your Work in this guide.*

Reader Preferences

Changing the Default Size of Book Pages on the Screen

You can choose from four different sizes in which to display the books for individual readers.

1. In **Teacher Central**, open **Student Preferences** by clicking in the upper-left corner.

2. In the reader list in the left column, select the reader you would like to assign a specific default page size.
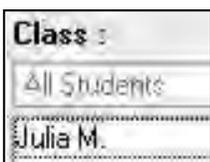
3. In the **Zoom for Core Content** drop-down list, select a size.

You can choose to display the pages smaller (**75%**) or larger (**150%**) than the actual size, or fit the entire page (**Fit Page**) on the screen. To return to the original content size, select **100%**.

NOTE: *You can see the different sizes by opening Start-to-Finish Core Content from Teacher Central and clicking* .

Tip *You might want to change the default size of the page to accommodate your readers. For example, for those readers with visual needs set the default size of the page to a larger text size based on their needs.*

The sizes in the drop-down list are the same sizes from which you can choose when you click . The difference is that when you select a size with , the size remains only for the current session. If you select a size from the **Zoom for Core Content** drop-down list for a selected reader, each time that reader signs in the book will appear in the selected size.

Quitting Teacher Central

Quit **Teacher Central** by clicking . You return to the **Sign In** window. Here, you can either quit Start-to-Finish Core Content entirely, sign in as a reader, or sign in as another teacher.

Keyboard Equivalents and Mouse Functions

Keyboard equivalents and mouse functions are available to use instead of some of the buttons and keys in Start-to-Finish Core Content. Click anywhere in the text before using a keyboard equivalent.

Key Name	Description
⬅ or ➡	Move the cursor one word to the right or to the left.
⬆ or ⬇	Move the cursor one line up or down to the nearest space in between words.
⬆ on the first line of a page	Move the cursor before the first word of the first sentence of the line.
⬇ on the last line of a page	Move the cursor to the beginning of the last word of the last sentence of the line.
Shift + ⬆ or Shift + ⬇	Select the words between the cursor's initial position and its end position The selection is highlighted.
Home	Move to the title page.
End	Move to the last page of the chapter.
2 or Pg Dn	Move to the next page.
3 or Pg Up	Move to the previous page.
Ctrl / Cmd + −	Select a caption.
Ctrl / Cmd + Shift + G	Go to the Table of Contents.
Ctrl / Cmd + Shift + T	Read All.
Ctrl / Cmd + T	Speak Sentence.
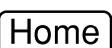
Mouse Function	Description
Click and drag	Clicking a word and dragging the mouse to the left, right, up or down selects all words between the one that was first clicked and the one where the mouse was released.
Click between words	Place the cursor on the space between the words.
Click on a word	Place the cursor on the space right before the current word.
Double-click a word	Select the entire word.
Click in the margins of the book	Place the cursor at the beginning or end of the closest line. No word is selected in this case. If the closest line is a caption then the cursor appears in the caption.
Scrolling	If the mouse reaches the end of the screen during a click and drag, the book scrolls if scrolling is required. If no scrolling is required, the mouse stays on the text.
▶ and ◀	When a new page displays, the cursor is located before the first character of the first sentence.

Suggestions for Media Use

Using the Computer Book

- Use the computer book as a high-tech solution for providing an authentic reading environment for readers to practice expository reading comprehension and reading fluency.

- Click on unfamiliar words for single word support to learn word pronunciations.

- Have readers select text or captions to be read aloud to improve their comprehension and build background knowledge.

Using the Paperback Book

- Use the paperback book for independent reading, either in the classroom or at home.

- Encourage readers to look at the front and back covers of their book, the chapter headings and pictures to get information about the book before reading.

- Use the paperback book as a study tool.

- Be sure to have enough paperback books for every reader.

Using the Audio Book

- Use the audio book and paperback book simultaneously as a solution to fostering reading comprehension.

- Encourage the reader who is using the audio book to follow along in the paperback book.

- Use the audio book when a computer is not available to allow readers to hear the text before they read it or as they read along. Readers can take the audio book home to use with their own player.

Reading Strategy Supports

- Have the reader focus on one chapter at a time when reading or using the outlines.

- When using the outline with the text, use the slide bar to hide the outline at first so readers can focus on the headings and pictures in the text.

- Preview the outlines to determine what level best matches a reader's ability. Consistently use the same outline with each text so the reader becomes familiar with the steps in the outline. As the reader's ability progresses, move the reader to the next outline level.

- Consistently use the before, during and after reading strategies in the outline as part of your everyday classroom reading strategies. Point out that the outlines not only prompt readers on "what to do" but also tell them "why to do it."

- Discuss the main ideas in the text.

Ideas for Content Area Reading

- Identify possible sources for gathering more information on the various topics, such as the Internet or other books.

- Search for maps related to the locations in the text.

- Search for timelines related to the time periods in the text.

- Encourage readers to apply the new information they have learned as they create an advertisement, news flash, poster, model or experiment based on the book.

- Use completed outlines as study guides for class discussions, tests or quizzes.

- Use the books to build background knowledge and vocabulary for unfamiliar topics.

Assessment and Evaluation

- Evaluate reading comprehension based on oral or written summaries.

- Have readers print their self-created outlines to use as they retell or write about what they learned.

- Print out the outline and have readers answer the questions listed under "What I Want to Know" either verbally or in writing.

- Encourage readers to add any additional notes to the outline so they personalize the information they are selecting and make text-to-self connections.

- Use the outline to assess the type of information readers are selecting to answer their question in the "What I Want to Know" section. Also look at the quality of the notes taken.

Start-to-Finish Core Content and the English Language Learner

Because of its careful attention to vocabulary, sentence and text structure, background knowledge and age-appropriateness, **Start-to-Finish Core Content** is particularly suitable for English Language Learners (ELL). Start-to-Finish Core Content can help facilitate English Language Learners' growth by eliminating the factors that hinder their performance, like linguistic complexity and certain factors that involve the reader and the text. By providing English Language Learners with this resource they will fully participate in content-area classes by reading and comprehending grade-level content and expressing their understanding through discussions with their peers.

Start-to-Finish Core Content addresses linguistic complexity and factors related to the reader in the following ways:

Vocabulary - Start-to-Finish Core Content editors focus on making sure the text is not too dense with new or long words or names. They also concentrate on restricting idioms and avoiding the less common meanings of words with multiple meanings where they believe confusion would result.

Sentence Structure - The types of complex sentences are limited in Start-to-Finish Core Content but they definitely are not avoided completely. Connecting ideas with transition words makes things easier, not harder, to understand. The sound of real language is a hallmark of Start-to-Finish. Care is taken to constrain the density of concepts.

Length of Text - Length can be a very intimidating barrier for beginning or middle-level English Language Learners and learners who do not read fluently (Grobe, 1970). In some cases, shorter texts—summaries or much-reduced versions of text—can actually produce better comprehension and memory than longer ones (Carroll, 1990; Reder, 1982). Start-to-Finish Core Content provides the best informational text in a considerate format that does not overwhelm the reader.

Coherence and Unity - With English Language Learners, it is particularly important that authors be explicit about how each piece of information fits with the other information in the text and about how each piece of information helps explain the event or idea the text presents (Fitzgerald & Graves, 2004). Start-to-Finish Core Content is heavily edited for coherence and the interrelationships between sentences and the inferences required of learners are carefully considered.

Text Structure - Start-to-Finish Core Content is written in an organized manner that enables learners to identify the main ideas in the passage and locate the important details and facts that support the main idea.

Background Knowledge - Reading text on a topic for which we have little knowledge is difficult for both native-English speakers and English Language Learners alike. The Start-to-Finish Core Content authors do not assume that readers have any background knowledge on the topic being presented, therefore they not only try to activate background knowledge, but they also build background knowledge in the context of the text. The auditory support provided with Start-to-Finish Core Content helps readers build background knowledge before they read the text themselves.

To complement the text, Start-to-Finish Core Content places considerate photographs where appropriate. Viewing these photographs helps English Language Learners build and activate background knowledge. For example, a photograph might clarify or help an English Language Learner understand unfamiliar words better. If they can visualize the word, the background knowledge starts to build.

Audience Appropriateness - Start-to-Finish Core Content presents material at an appropriate level of social maturity at the same time that it is simple. Start-to-Finish Core Content presents topics that tie to various curriculum themes, enabling educators to provide an integrated curriculum, in a format that draws readers into the text by sparking their curiosity.

Start-to-Finish Core Content

The development of Start-to-Finish Core Content is based on sound educational research around the needs of struggling readers and English Language Learners. It is designed to offer innovative considerate learning supports to assist English Language Learners with their reading comprehension and their command of the English language.

References:

Carroll, J. M. (1990). *The Nurnberg funnel: Designing minimalist instruction for practical computer skills.* Cambridge, MA: MIT Press.

Fitzgerald, J. & Graves, M. F. (2004). *Scaffolding Reading Experiences for English Language.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Grobe, J. A. (1970). Reading rate and study time demands on secondary learners. *Journal of Reading, 13*, 286-288, 316.

Reder, L. M. (1982). Elaborations: When do they help and when do they hurt? *Text, 2*, 211-224. Study indicating cases in which elaboration does facilitate learning.

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