



How to Use



Start-to-Finish
Online Accessible Library



to Build Comprehension



Using Start-to-Finish® Online Accessible Library for Comprehension Practice

Start-to-Finish Publishing furnishes educators with the tools to help struggling readers build comprehension skills. It allows struggling learners to practice building background knowledge, vocabulary and decoding skills to foster reading comprehension by reading at their own pace. Learners achieve comprehension, making it easier to pick up the next book and finish it.

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 Online Accessible Library Comprehension Practice. Start-to-Finish Online Accessible Library is designed for learners with reading levels of 2nd through 5th grade.

Use Start-to-Finish Online Accessible 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 Online Accessible 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 and www.starttofinishbooks.com

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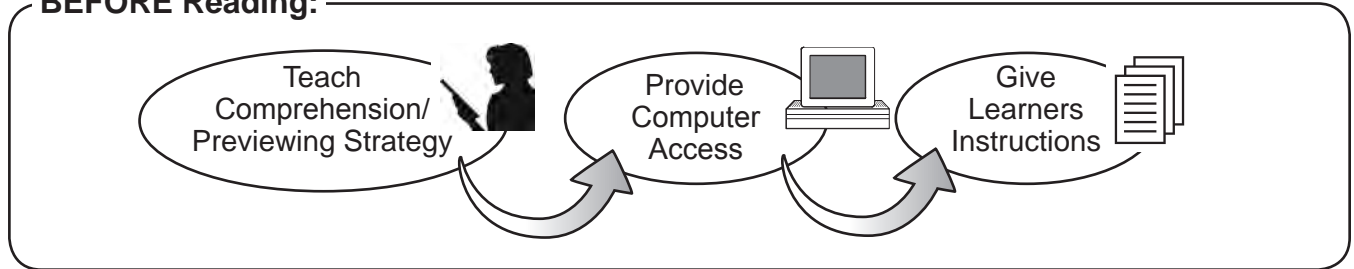
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Reading Routines/Strategies

BEFORE Reading:

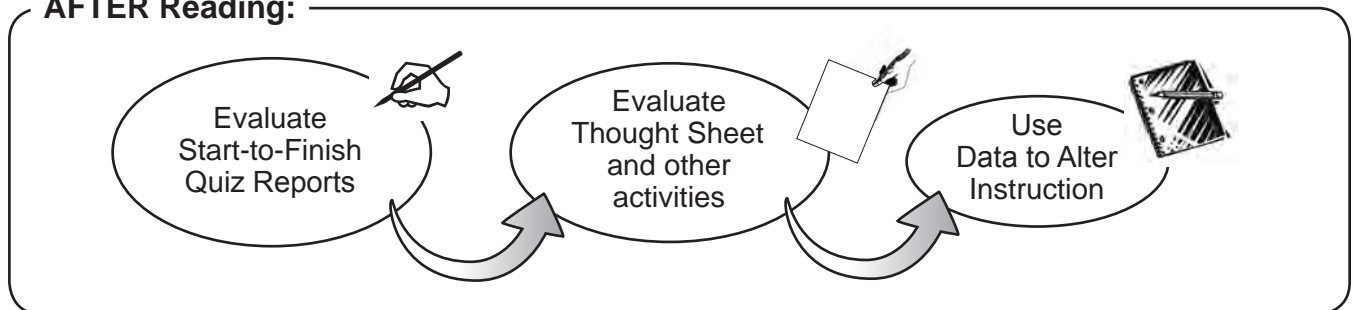


Comprehension Building Strategies:

Have Learners:

- Preview their book using the **How to Preview a Book** sheet at the back of this guide.
- Preview their chapter using the **Predict and Check** sheet at the back of this guide.
- Listen to the passage as it is read aloud by the computer and then read the passage on their own. (Hear it, Read it)
- Read independently at or below their independent reading level to promote confidence in comprehension. (Independent Reading)
- Write in response to thinking using the **Computer Book Thought Sheet** at the back of this guide. (Individual or Group)
- Reflect on how their thinking has changed after discussion using the **Predict and Check Chapter** sheet at the back of this guide.
- Self-monitor their progress with Start-to-Finish quizzes at the end of each chapter. They should evaluate their score to decide if they should re-read the chapter.
- Write down or draw pictures to represent their thinking while reading or listening to text read aloud using the **My Character and Me** sheet at the back of this guide.

AFTER Reading:



Start-to-Finish Reading Data

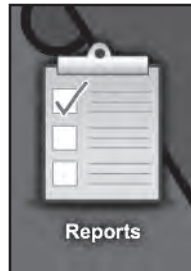
Depending on the settings, the computer book asks the learner to complete one or more quizzes at the end of each chapter. This is excellent for evaluating comprehension and fluency. Use Start-to-Finish Online Accessible Library reports to review automatically generated reports for the data and scores 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:

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

To View Start-to-Finish Reading Data:

Log in as staff. Click on **Reports**.



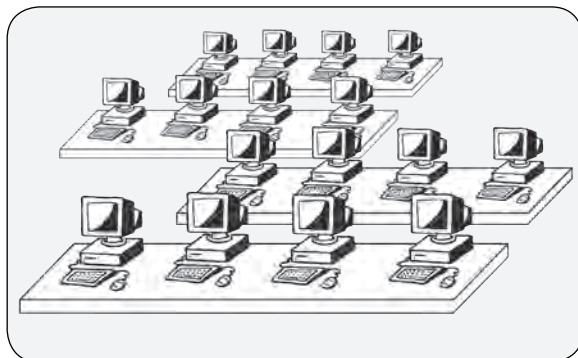
Computer Lab and Classroom Implementation



Each Computer
has Internet connection

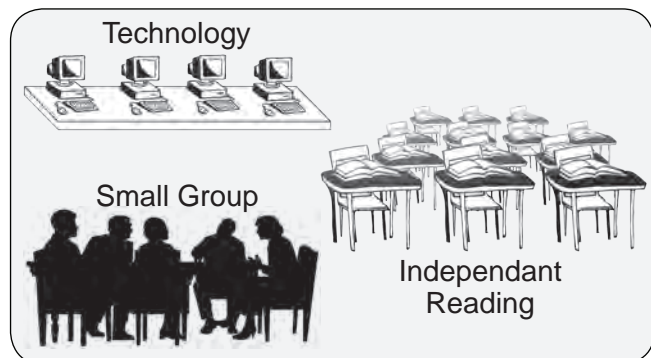


Headphones
at each Computer



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 there an Internet connection installed on each computer being used in the program?
- Do I have enough computers and headphones?
- Did I select a Reading Purpose?
 - Independent Reading (learners read silently with only single-word support)
 - Listening (learners listen to the narrator read each chapter, then complete the quizzes with speech support)
 - Word Building (learners listen to the narrator read each chapter, then complete quizzes **without** speech support.)



Individual Learning Plan

Learner Name:

Teacher:

Date:




Start-to-Finish Text:

- Gold 2nd-3rd grade
- Blue 4th-5th grade

Reading Goal:

- High Interest
- Tied to Curriculum
- By Genre

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.



Use Data-driven Instruction

Comprehension Key

+ improvement - decline ∅ no change

Weekly/Bi-Weekly Data Review

Learner Name:	Date:	+ - ∅	Teacher Name: Recommendation
Comprehension			
Cloze Quiz			
Questions Quiz			
Word Meanings Quiz			
Comprehension			
Comments			
Actions			

Learner Data Shows	Instructional Decisions
<p>Comprehension is not increasing</p>	<ul style="list-style-type: none"> Try different Comprehension Building Strategies. Have learners listen to smaller chunks of text; then discuss meaning. Before reading a chapter, preview chapter title (where applicable), illustrations and captions to activate background knowledge and encourage predicting and visualization. Have learners read Cloze Quiz (Gold only) aloud to check their answers in context before clicking Done. Encourage learners to refer back to the computer book (Blue only) before clicking Done to check and correct their answers. Check Words Clicked On report to determine readability. If a learner is clicking on an average of 5 words or more per page, look for text with lower readability.
<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>	<ul style="list-style-type: none"> Dialog with learners prior to reading to activate and build background knowledge. Pre-teach key vocabulary word meanings. Use a graphic organizer to guide learners through identification of key actions and ideas in each chapter. Talk to learners about what is happening. Explicitly teach key comprehension strategies.

How to Preview a Book

Name: _____ Date: _____

Learning Objective or Standard: _____

Book Title: _____ Topic: _____

To make sure you do a complete preview of your book before reading it, place a check in the check box as you do each item in the list.



1. **Read the title.** Ask yourself:

- Do I know what this book might be about?
- Does this topic sound interesting?

2. **Read the cover text.** Ask yourself:

- Does the cover give me any clues about the setting, characters or conflict of the book?
- Is there anything about the setting that is familiar to me?
- Do I have anything in common with the characters?
- Is the book about a conflict I have experienced in my OWN life?

3. **Look at the cover picture.** Ask yourself:

- What do I recognize in the picture?
- Does the picture make me think of anything from my OWN life?

4. **Read the Table of Contents.** Ask yourself:

- What do I think each chapter is about?

5. **Look at the pictures, captions and introduction (if there is one).** Ask yourself:

- What do these tell me about this story?
- Does any of this remind me of something I already know? What?

Computer Book Thought Sheet

Name: _____ Date: _____

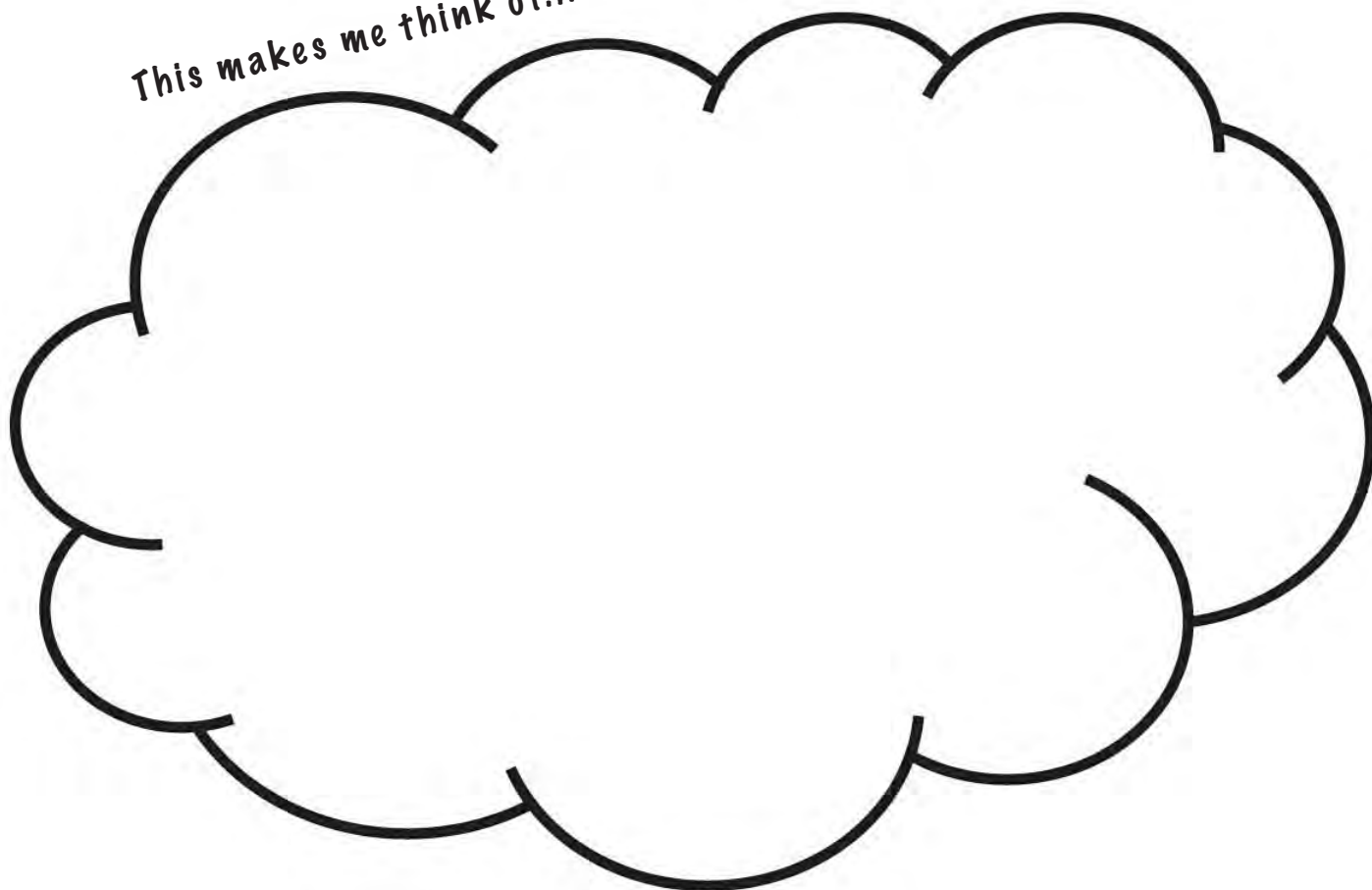
Learning Objective or Standard: _____

Book Title: _____ Topic: _____

I made a connection with...



This makes me think of...



My Character and Me!

Name: _____ Date: _____

Learning Objective or Standard: _____

Book Title: _____ My Character's Name: _____

Character

Character

Both

Me

Me



Predict and Check Chapter

Name: _____ Date: _____

Learning Objective or Standard: _____

Book Title: _____ Chapter: _____

	Before Reading: Predict	After Reading: Check Your Prediction	Page/Chapter
Characters: Who? Using: <input type="checkbox"/> Front cover <input type="checkbox"/> Back cover <input type="checkbox"/> Book title	Who are the characters in this chapter?	<input type="checkbox"/> Same <input type="checkbox"/> Different	
Setting: Where? Using: <input type="checkbox"/> Front cover <input type="checkbox"/> Back cover <input type="checkbox"/> Book title	Where does this chapter take place?	<input type="checkbox"/> Same <input type="checkbox"/> Different	
Setting: When? Using: <input type="checkbox"/> Front cover <input type="checkbox"/> Back cover <input type="checkbox"/> Book title	When do you think this chapter takes place?	<input type="checkbox"/> Same <input type="checkbox"/> Different	
Conflict/Plot: What? Using: <input type="checkbox"/> Front cover <input type="checkbox"/> Back cover <input type="checkbox"/> Book title	What do you think might happen in this chapter?	<input type="checkbox"/> Same <input type="checkbox"/> Different	
Mood: How? Using: <input type="checkbox"/> Front cover <input type="checkbox"/> Back cover <input type="checkbox"/> Book title	How do you think this chapter will make you feel? <input type="checkbox"/> Scared <input type="checkbox"/> Happy <input type="checkbox"/> Sad <input type="checkbox"/> _____	<input type="checkbox"/> Same <input type="checkbox"/> Different	



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