

How to Use Start-to-Finish® Online Accessible Library to Build Fluency





Using Start-to-Finish Online Accessible Library for Fluency Practice

Start-to-Finish Publishing 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 Online Accessible Library Fluency 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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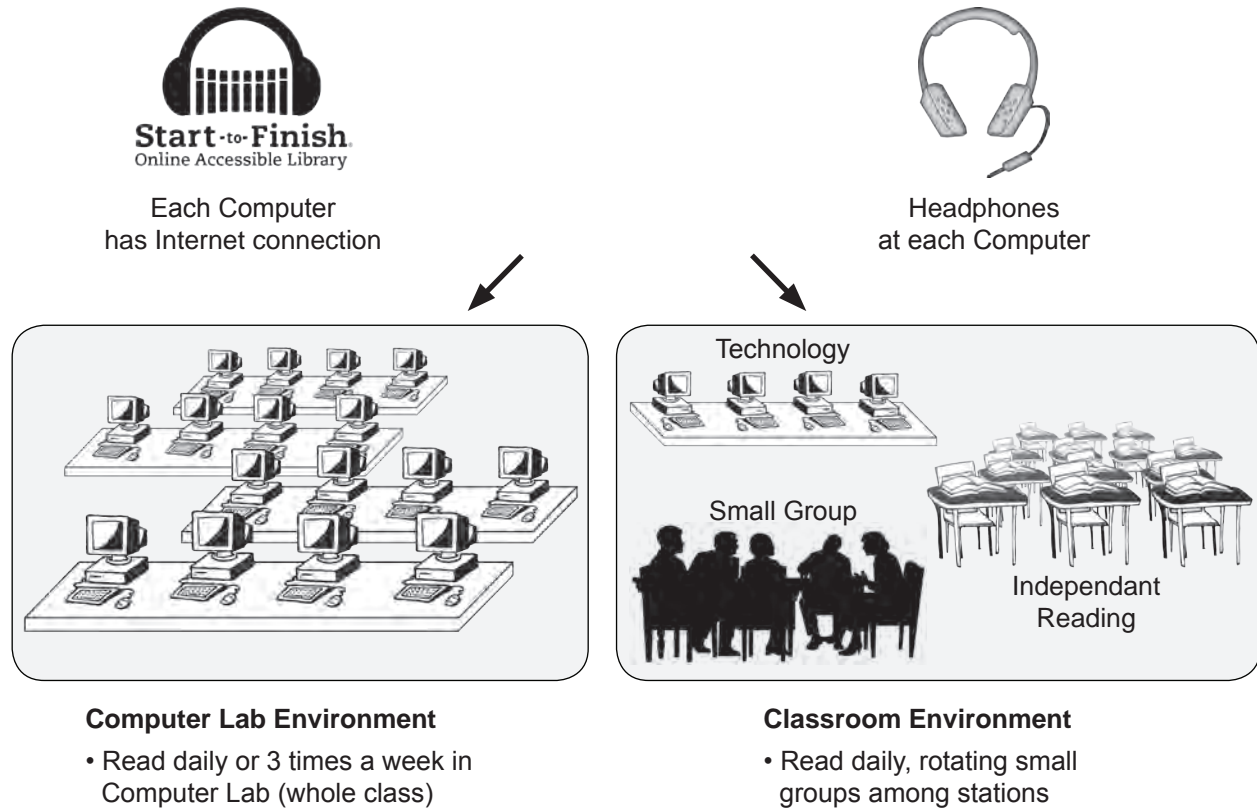
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Computer Lab and Classroom Implementation



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 on each computer being used in the program?
- Do I have enough computers and headphones?



Individual Learning Plan

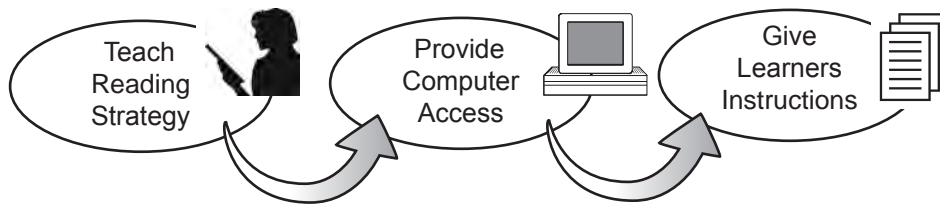
| | |
|----------------------|--|
| Learner Name: | Start-to-Finish Text: <input type="checkbox"/> Gold 2nd-3rd grade <input type="checkbox"/> Blue 4th-5th grade |
| Teacher: | Reading Goal: <input type="checkbox"/> High Interest <input type="checkbox"/> Tied to Curriculum <input type="checkbox"/> By Genre |
| Date: | |

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. |

Reading Routines/Strategies

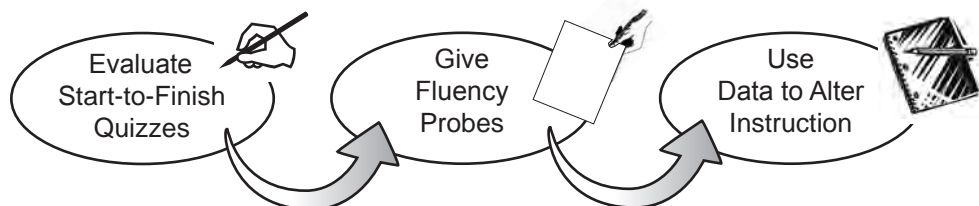
BEFORE Reading:



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:



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 passage from Start-to-Finish that the learner has not read yet.



You can create your own fluency probes using programs on the web. For example: <http://interventioncentral.org/htmldocs/tools/okapi/okapi.php>

This is how you use a Fluency Probe:

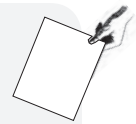
Before you start:

- 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.



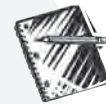
Administering the Fluency Probe:

- 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.



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

Fluency and Comprehension Key

+ improvement - decline Ø no change

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

How much have I read?

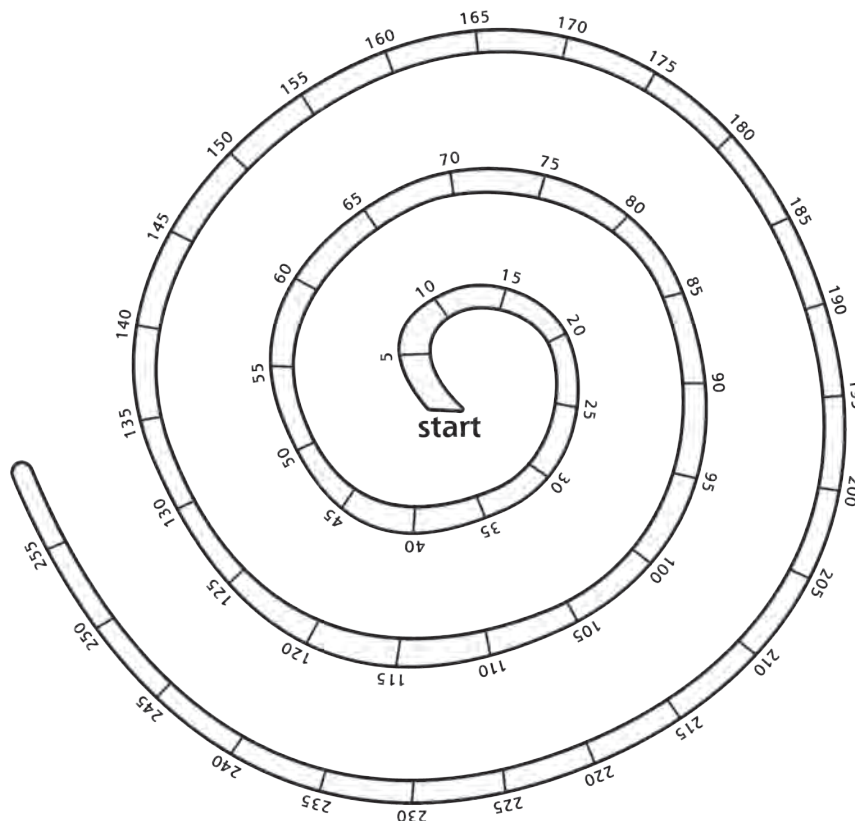
Name: _____

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: _____