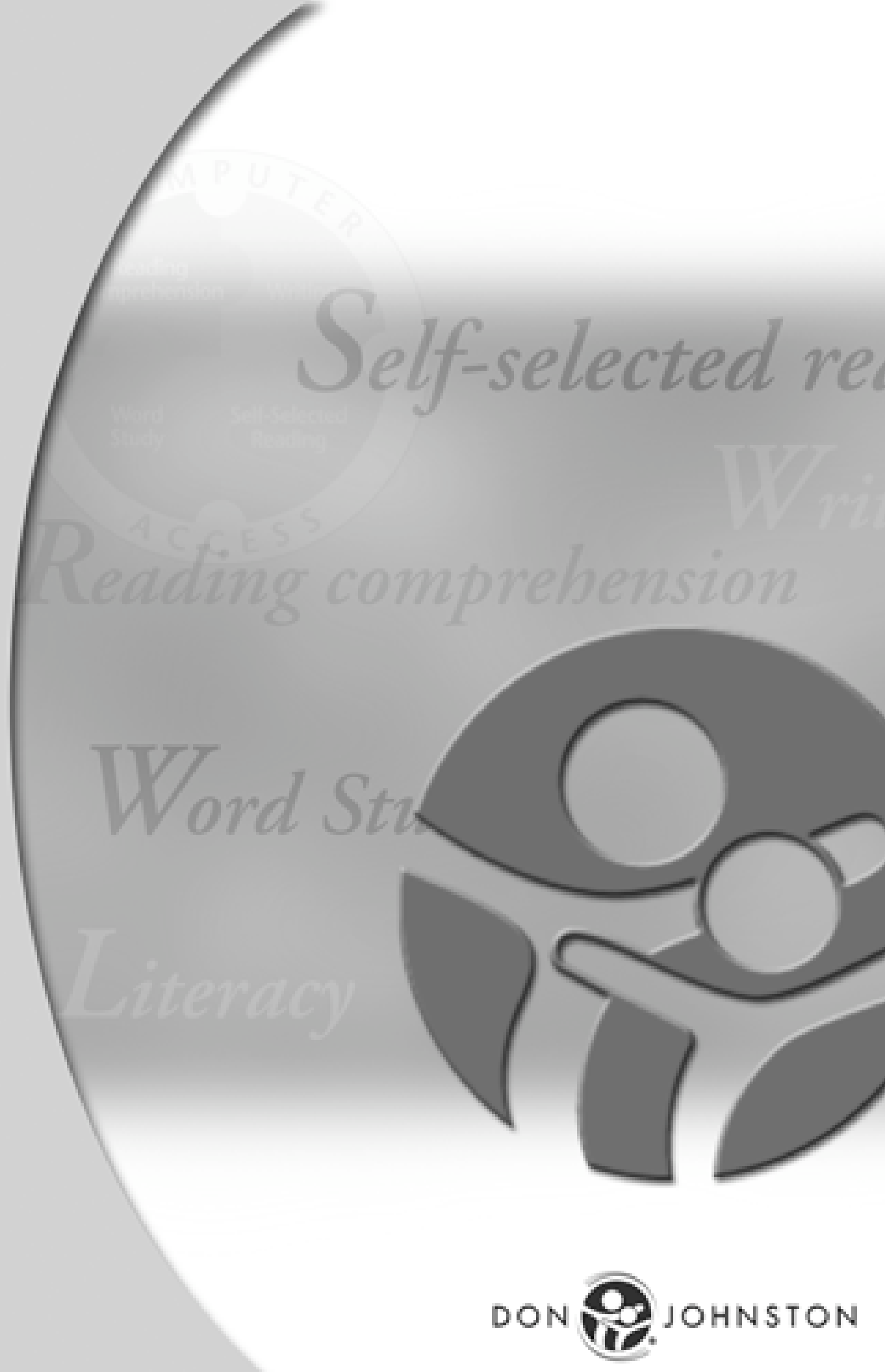


Start-to-Finish® Literacy Starters



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Start-to-Finish Literacy Starters Program Consultants:

Caroline Ramsey Musselwhite, Ed.D, CCC-SLP
Assistive Technology Consultant
Litchfield Park, Arizona

Karen Erickson, PhD
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill

Published by:
Don Johnston Incorporated
26799 West Commerce Drive
Volo, IL 60073
800.999.4660 (USA/CANADA)
847.740.0749
www.donjohnston.com

Technical Support:
support@donjohnston.com
800.889.5242 (USA/CANADA)

Printed in the United States of America



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Making the Leap—

Start-to-Finish Literacy Starters

About Start-to-Finish Literacy Starters

To read *independently*: that's the goal. But learning to read happens over time—for some readers, in a period of a few short years; for others, over an entire school career. But reading independently CAN happen for all readers. How it happens and the time it takes to happen will be different for each reader. For teachers of older readers with significant disabilities, patience and high expectations are essential.

With this in mind, Start-to-Finish Literacy Starters evolved over time as a collaborative effort between Don Johnston Incorporated and experts in the field of literacy and teaching readers with cognitive disabilities: Karen Erickson Ph.D., Caroline Ramsey Musselwhite, CCC-SLP, Ed.D. and Jerry Sternach CCC-SLP. It is a resource that will change the way you look at reading instruction for your older beginning readers. The first step was to look at the beginning literacy process to determine what beginning readers needed as they increased their word independence and language—born was Don Johnston's Beginning Literacy Framework™. The Beginning Literacy Framework identified literacy goals, inclusion issues, instructional insights, text features, graphic features and technology supports for readers as they progressed from the earliest stages of beginning reading to conventional literacy. This analysis resulted in the development of three text types—Enrichment, Transitional and Conventional—that support readers with significant disabilities in the development of the critical beginning literacy skills necessary to become early conventional readers. The next step was to look at how this theory could be put into practice with ready-to-use materials—born was Start-to-Finish Literacy Starters. By strategically combining and using the three types of text together, along with built-in Designed-for-Success™ supports, teachers provide beginning readers with meaningful reading experiences that will increase their motivation to read while, at the same time, building their skills.

Designed-for-Success support makes Start-to-Finish Literacy Starters unique. As a supplement to any reading program, these books will help your readers grow into early conventional readers. Each Start-to-Finish Literacy Starters set includes three different books linked to an age-appropriate topic. Using standards and research outlined by Don Johnston's Beginning Literacy Framework, each book is written and edited to meet the guidelines for one of the three Beginning Literacy Framework text types—Enrichment, Transitional or Conventional. This provides appropriately written text to focus instruction in the areas of *concepts about print, alphabetic principle, oral language and phonological awareness*. In addition, the text focuses instruction on conventional reading skills such as word identification, comprehension and fluency. Teacher materials, reader portfolio data and communication tools are ready out-of-the-box to enhance each book. Two reading formats—computer book and paperback book—guide learning, provide scaffolded support and offer accessibility. Carefully-chosen content has a variety of appeals—high-interest, curriculum or functional storylines—so older readers stay motivated *and* experience success.

Different Books for Different Needs

Don Johnston's Beginning Literacy Framework — Three Text Types

Start-to-Finish Literacy Starters offers beginning readers multiple scaffolds—from the authoring and editing of the three types to the two formats for reading.

Enrichment Text

- Intended to be read **to** beginning readers
- Read to beginning readers for enjoyment
- Includes some rhyme, rhythm, repetition and/or predictability to create engagement
- Used for developing oral language and background knowledge
- Uses vocabulary selected for enrichment rather than for decoding

Transitional Text

- Intended to be read **with** beginning readers
- Simpler looking than Enrichment text
- Favors more rhyming, rhythm and repetition
- Provides opportunities for beginning readers to be active participants in reading
- Mostly read to the beginning reader
- Focuses on text rather than oral language and graphics
- Supports simple word-reading strategies

Conventional Text

- Intended to be read **by** beginning readers
- Provides opportunity for new text to be read independently
- Simple pages with clear graphics and phonetically regular words

Two Formats

Computer Books

Organized for easy retrieval and independence, a set of three books (one Enrichment, one Transitional and one Conventional) are included on a single CD and offered in several reading versions—**Read to me**, **Read with me** and **Read by myself**.

Paperback Books

Printed in an easily-manageable 11" x 8-1/2" full color format, Start-to-Finish Literacy Starters paperback books range from 12 to 36 pages in length. Each set has three separate books—one for each text type described above.

Reading To, With and By

Beginning readers need a variety of scaffolded supports to effectively keep them moving forward. By adding a computer book version to printed text, teachers can focus instruction to get the outcomes they need to meet reading goals and objectives.

Read to me

This version of the book models the experience of having a fluent reader read a book aloud for others to enjoy. Beginning readers are supported with guided text highlighting, sound effects, animation and professional narration for a very motivating experience.

Read with me

Building on the features of the **Read to me** version, this version adds to the beginning readers' experience by providing them with opportunities to interact with the text and begin to see themselves as readers. These opportunities include pausing the narration to provide the beginning reader with a chance to read the repetitive portions of the text.

Read by myself

This version models the experience of reading a paperback book, whether it is just paging through to “read” the graphics or actually decoding and comprehending the words on the pages. Beginning readers see themselves as independent readers when using this version of the computer book or the paperback book.

Computer Book Selector Choices

Book Type and Version	Word Highlighting	Recorded Speech	Sound Effects	Animation
Enrichment— Read to me	By phrase			
Enrichment— Read by myself	None			
Transitional— Read to me	By word, then repeated by phrase (to model fluency)			
Transitional— Read with me	By word, then repeated by phrase (to model fluency)	Predictable words or phrases silently highlighted by word for student interaction		
Transitional— Read by myself	None			
Conventional— Read to me	By line			
Conventional— Read by myself	None			

System Recommendations

Book Set CD System Recommendations

Windows

- Pentium III PC or higher
- Windows 2000, XP
- 35 MB Hard Drive Space
- 256 MB RAM
- 15-inch monitor capable of thousands of colors (16-bit)
- Start-to-Finish Player (800 x 600 Resolution)
- Teacher Central (1024 x 768 Resolution)

Macintosh

- PowerPC G3, G4 or G5 Processor
- OSX
- 35 MB Hard Drive Space
- 256 MB RAM
- 15-inch monitor capable of thousands of colors (16-bit)
- Start-to-Finish Player (800 x 600 Resolution)
- Teacher Central (1024 x 768 Resolution)

Teacher Materials CD System Recommendations

Windows

- Pentium III Processor or higher
- Windows 2000, XP
- 100 MB of available Hard Drive space if downloading all of the Teacher Materials off the Teacher Materials CD, or 15 MB of available Hard Drive space if only installing files from the Supplemental Materials Installer
- 256 MB RAM
- 15-inch monitor capable of thousands of colors (16-bit)
- Sound Card if using text-to-speech for eText files
- 8x CD-ROM Drive

Macintosh

- Power PC G3, G4, or G5 Processor
- OS X - 10.2 +
- 100 MB of available Hard Drive space if downloading all of the Teacher Materials off the Teacher Materials CD, or 15 MB of available Hard Drive space if only installing files from the Supplemental Materials Installer
- 256 MB RAM
- 15-inch monitor capable of thousands of colors (16-bit)
- Sound Card if using text-to-speech for eText files
- 8x CD-ROM Drive

Installing the Start-to-Finish Player

To use a computer book from the Start-to-Finish Literacy Starters series, the Start-to-Finish Player needs to be installed. After a one-time installation, the Start-to-Finish Player allows you to use any computer book directly from the CD.


Note: Before you install, turn off any virus protection programs and close all programs.


Windows

1. Insert any Start-to-Finish Literacy Starters computer book in the CD drive.

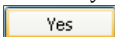


2. Double-click **My Computer**.

3. Double-click  next to the name of the computer book.

4. Double-click .

5. Accept the prompts on the screen.

6. The last screen in the installation process asks you if you want to install a shortcut on the Desktop. Click .

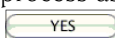
Macintosh

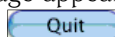
1. Insert any Start-to-Finish Literacy Starters computer book in the CD drive.

2. Double-click the icon with the name of the computer book.

3. Click .

4. Accept the prompts on the screen.

5. The last screen in the installation process asks you if you want to install an alias on the Dock. Click .

6. When the message appears telling you that the installation was successful, click .

Using the Computer Book

Launching a Computer Book

Once you have completed installation of the Start-to-Finish Player, you can read any Start-to-Finish Literacy Starters book.

1. Place a computer book in the CD drive.

2. On the Windows Desktop, double-click  Start-to-Finish


OR

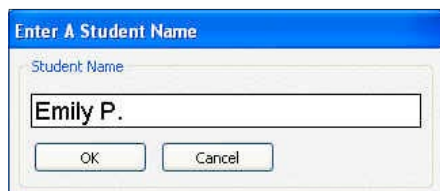
On the Macintosh Dock, double-click .

Adding Readers

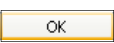
The first time that readers use the program, their name needs to be added to the list at the **Sign In** screen.



1. Click . **Enter a Student Name** appears.



2. Type the reader's name in the text field.

3. Click . You return to the **Sign In** screen.



4. Click on the reader's name to select it. **Verify Name** appears.



5. Click to verify the name and continue. The **Table of Contents** screen appears.

OR

Click to select a different name.

Note: To add multiple names at one time, you can also use **Teacher Central**. See **Creating and Managing Your List of Readers, Adding One or More Readers to the List of Readers** in the **Teacher Central** section of this guide for more information.

Selecting a Computer Book

After you create and/or select a reader's name, the **Table of Contents** screen appears.



Reading a Computer Book

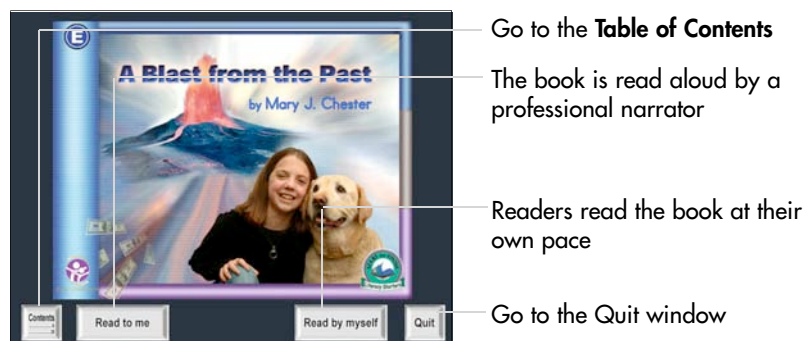
Each Start-to-Finish Literacy Starters set includes three different books, one for each type of text: Enrichment (E), Transitional (T) and Conventional (C). The books are linked to an age-appropriate topic so learners of all abilities can participate in beginning reading activities. Each book is presented as a **Read to me** and a **Read by myself** version. In addition, the transitional text has a **Read with me** version of the book.

Note: See the **Different Books for Different Needs** section of this guide for more information on the Three Text Types, and Reading To, With and By.

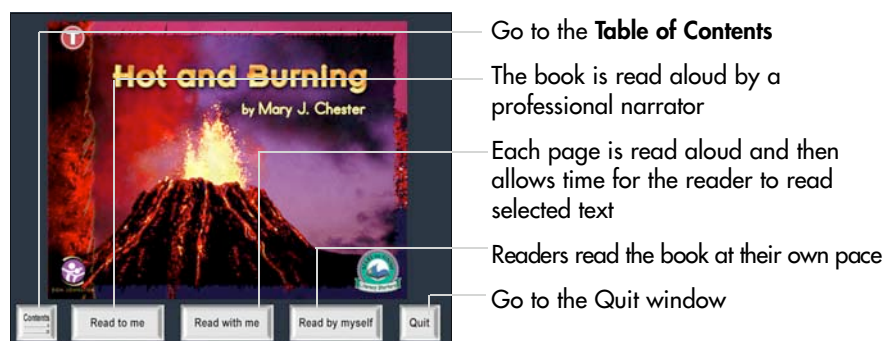
- Select one of the following text types:
 - Click **E** for Enrichment text
 - Click **T** for Transitional text
 - Click **C** for Conventional text

The opening screen displays buttons at the bottom of the screen to allow you to choose the reading version. There are also buttons that allow you to go back to the **Table of Contents** and quit the program entirely.

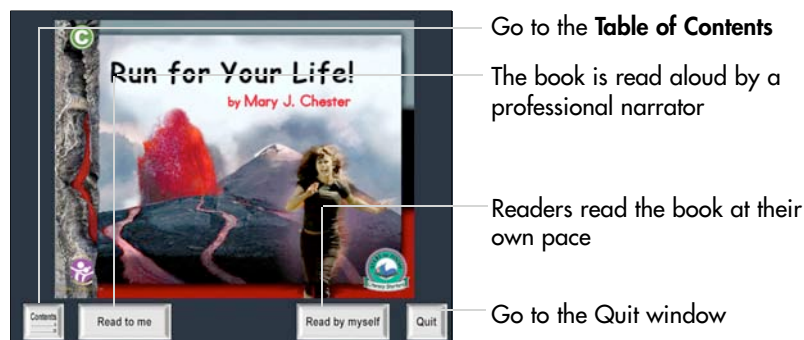
If you select the Enrichment text type, this appears:



If you select the Transitional text type, this appears:



If you select the Conventional text type, this appears:



Reading a Page



Go to the previous page

Page being read and number of pages in the chapter

Go to the next page

Click **Read All** to hear the page read aloud


Go to the Quit window

If you select the **Read to me** or **Read with me** version, the page automatically starts reading at the beginning of the page. When the narrator completes reading the page, the buttons at the bottom of the screen become active to re-read unfamiliar words, the entire page or continue to the next page.

Note: To stop the reading in the middle of the page, use the keyboard equivalent, **Ctrl** + **T** (Windows) or **Cmd** + **T** (Macintosh).

If you select the **Read by myself** version, readers have the opportunity to read the entire book on their own.

Re-Reading a Page

If readers have chosen **Read to me** or **Read with me**, they can have the page re-read by clicking  on the toolbar at the bottom of the screen.

Re-Reading a Word






If readers have chosen **Read to me**, **Read with me** or **Read by myself**, they can have an individual word read aloud by clicking the word. The word is highlighted and read aloud.

Teacher Central






Launching Teacher Central

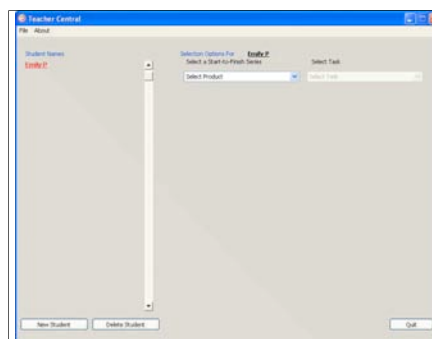
Teacher Central is the main location where you set reader preferences and view a report for a specific Start-to-Finish Literacy Starters book. You can also send this report to a printer.

Windows

1. On the Windows Desktop, double-click  **My Computer**.
2. Double-click  **Local Disk (C:)**.
3. Double-click  **Don Johnston**.
4. Double-click  **Teacher Central**.
5. Double-click  **Teacher Central** appears.

Macintosh

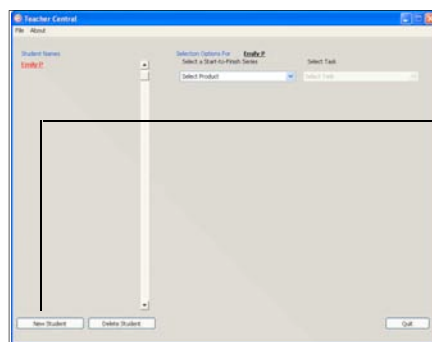
1. On the Macintosh Desktop, double-click  **Macintosh HD**.
2. Double-click  **Applications**.
3. Double-click  **Don Johnston**.
4. Double-click  **Teacher Central**.
5. Double-click  **Teacher Central** appears.



Creating and Managing Your List of Readers

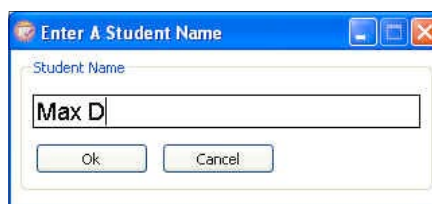
Adding One or More Readers to the List of Readers

1. At the bottom of the list of readers, click **New Student**. Enter a Student Name appears.

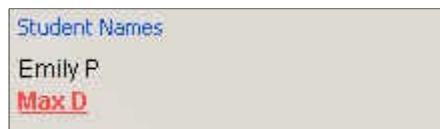


Add a new reader

2. Type a name in the text field.



3. Click **OK**. The name is added to your list of readers.



You can continue to add names until all readers are listed.

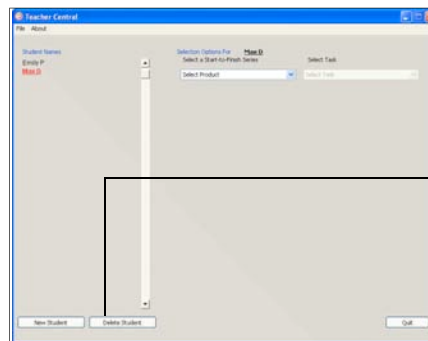
Deleting One or More Readers from the List of Readers

1. In the list of readers, click a name to select it.



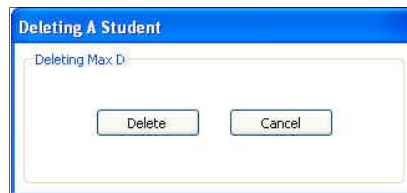
Selected reader's name displays

- 2.** At the bottom of the list of readers, click **Delete Student**.



Delete a reader

Note: When you delete a reader from **Teacher Central**, all of the reader's data is also deleted from your hard drive.



- 3.** Click **Delete**. The name is deleted from your list of readers.

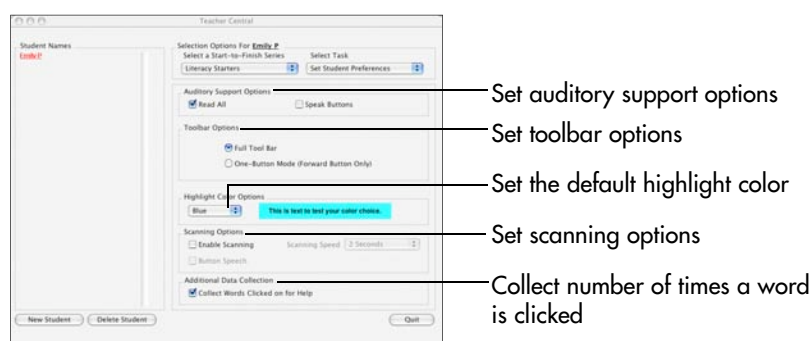
You can continue to delete names until your list of readers includes only the names you want.

Setting Reader Preferences

Teacher Central is the place for setting individual reader preferences, such as auditory supports, highlight color, scanning options and data collection.

- 1.** In the **Student Names** list, select the name of the reader whose preferences you want to set.
- 2.** In the **Select a Start-to-Finish Series** drop-down list, select **Literacy Starters**.

Note: The default selection in the **Select Task** drop-down list should be **Set Student Preferences**. When the default is chosen, the available preferences appear.



Setting Auditory Support Options

All the text is read aloud (**Read All** checkbox) when you select the **Read to me** or **Read with me** version. You can make these versions unavailable by changing the **Auditory Support Options** in **Teacher Central**. Here, you can change the auditory support options so that readers only have the **Read by myself** version available for any book they read.

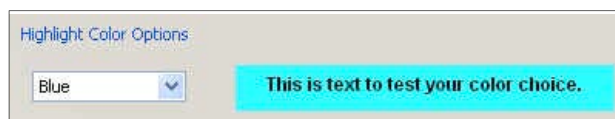


The Default settings are that **Read All** and **Speak Buttons** are turned on. If you want to turn off the **Read to me** and **Read with me** versions, remove the check mark from the **Read All** checkbox. If you do not want to have buttons read aloud when you mouse over them, remove the check from the **Speak Buttons** checkbox.

Choosing a Highlight Color

You can change the color that is used to highlight text as it is read. If **Scanning** is on, Start-to-Finish Literacy Starters uses the highlight color you select for scanning as well. The default color is blue.

- In the **Highlight Color Options** drop-down list, select the color you want the program to use to highlight text as it is read. A sample of the selected color appears to the right of the drop-down list.



Choosing Scanning Options

If the **Scanning** option is enabled in **Teacher Central**, a reader who uses a switch can operate the entire program from the **Table of Contents** screen through the **Quit** screen.

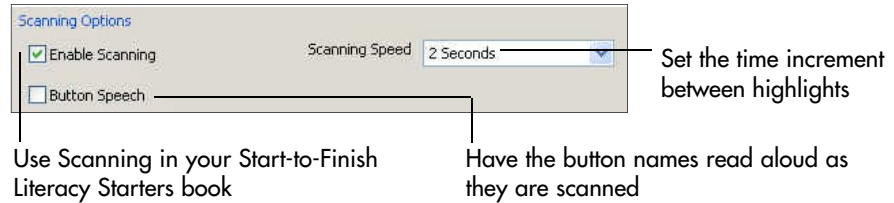
Scanning highlights available buttons one at a time. See the **Computer Book Selector Choices** section in this guide for information on word highlighting for each book type.

When the item or button you want is highlighted, press and release the switch or click the mouse to select the item.

Note: You can use either the keyboard or mouse to make a selection during scanning. Press 1 on your keyboard or click the mouse to select the highlighted item or button.

Note: The default for **Scanning** is off.

To use scanning, place a check in the **Enable Scanning** checkbox. The following scanning options become available.



Scanning Speed

You can choose a rate of speed measured in seconds for the scanning highlight (between 1 and 10 seconds) by selecting an option in the **Scanning Speed** drop-down list.

Button Speech

You can have Start-to-Finish Literacy Starters read the buttons aloud as they are scanned by placing a check in the **Button Speech** checkbox.

Stop Scanning

There are two ways to stop scanning and regain mouse/keyboard control of the computer book.

One way is to have the reader exit the Start-to-Finish Literacy Starters computer book. Then, the teacher opens **Teacher Central** and removes the checkmark from the **Enable Scanning** checkbox.

The other way is use keyboard equivalents. See the **Keyboard Equivalents and Mouse Functions** section in this guide for more information.

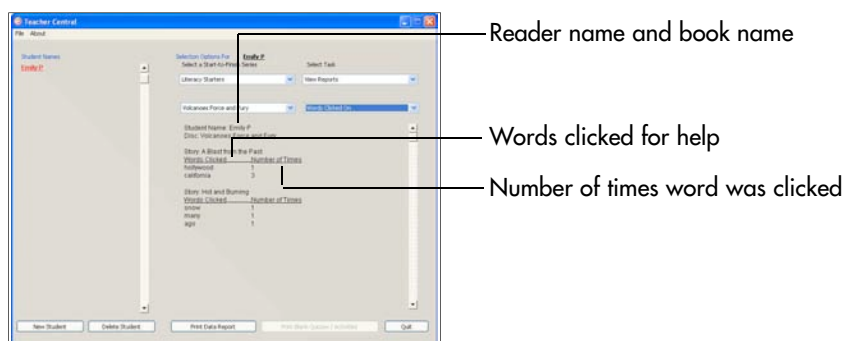
Additional Data Collection

When a reader clicks any word in the book being read, the program reads the word aloud. If **Collect Words Clicked on for Help** is selected, all the individual words selected by the reader are collected and tallied for the entire set in **Teacher Central**. Teachers can use this to assess further word study needs.



Viewing and Printing the Words Clicked On Report

Use the **Words Clicked On** report for evaluating readers' vocabulary needs and reading comprehension. The **Words Clicked On** report lists the words a reader clicked on for help and the number of times each word was clicked for all three books in the Literacy Starters set. Use this report to determine further word study practice (high frequency words, topic vocabulary, ect.).

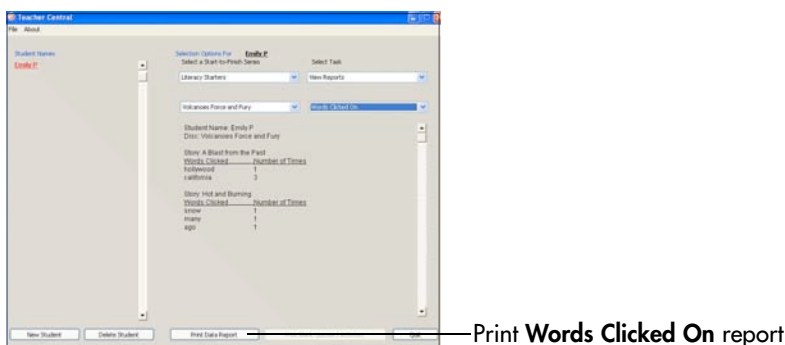


1. In the **Student Names** list, select the name of the reader whose report you want to see.
2. In the **Select a Start-to-Finish Series** drop-down list, select **Literacy Starters**.
3. In the **Select Task** drop-down list, select **View Reports**.
4. In the **Select Literacy Starters Disc** drop-down list, select the book for which you would like to view or print data.
5. In the **Select Data to View** drop-down list, select **Words Clicked On**. The report appears on your screen.


Note: If the entire report does not appear, use the scrollbar to the right to view all the data.



6. To print the report, click **Print Data Report**.



7. Choose your printing options.

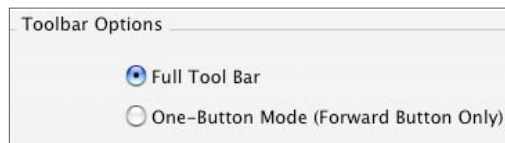
Click . The report is sent to the printer.


Accessibility Options

Using One-Button Mode

Readers who prefer to navigate through the Start-to-Finish Literacy Starters program using one button only can do so by choosing the **One-Button Mode (Forward Button Only)** checkbox in the **Toolbar Options** section in **Teacher Central**.

Note: The default setting is **Full Tool Bar**. Make sure your switch is connected properly before you run the program in one-button mode.



With the **One-Button Mode (Forward Button Only)** selection, readers have access only to . No other buttons or options appear at the bottom of the screen.

Note: When One-Button Mode is active, readers can quit the program by pressing **Ctrl** + **Q** (Windows) or **Cmd** + **Q** (Macintosh) or by pressing **Q**. For other functions, readers can use other keyboard equivalents. For more information, see **Keyboard Equivalents and Mouse Functions** in this guide.

Using Two-Switch Mode







































Two-Switch Mode allows a reader to use two switches to navigate Start-to-Finish Literacy Starters.

To use **Two-Switch Mode**, you need a switch interface plugged in with one switch connected to the **Tab** jack and another switch connected to the **Enter/Return** jack.

If you are in the **Table of Contents** and press **Tab**, each book type is highlighted from top down. If you are reading a page and press **Tab**, the next button to the right is highlighted.

When you want to make a selection in the **Table of Contents** or book, press **Enter** or **Return**.

Keyboard Equivalents and Mouse Functions

Key Name	Description
 (both platforms) (Windows)  +  (Macintosh)  + 	Quit Start-to-Finish Literacy Starters.
 (both platforms)  +  (Windows)  +  (Macintosh)	Quit Teacher Central .
 (Windows)  +  (Macintosh)  + 	Read the entire page.
	Go to the next page.
	Go to the previous page.
(Windows)  +  (Macintosh)  + 	Go to the Table of Contents.
 or 	Delete one character at a time to the left of the cursor. Use in Sign In and Teacher Central where you enter text.
 and 	Move the highlighter one word or sentence at a time to the left or right. This is available on every chapter page.
 +  and  + 	Highlight one character (in Teacher Central) or one word or sentence (in computer book) at a time to the left or right. When used in scrollable lists,  +  /  causes the list to repeat its highlighting pattern.
 and 	In Sign In , scroll up and down the list of reader names.
Numeric (both keypad & standard), Grammatical and Alphabetic keys	Accept all alphabetic keys and numeric keys (extended keyboard). Use in Sign In and Teacher Central .
	Move the selection box from one button to another.
 or 	Accept the selected option.
	Select Cancel in all windows.

Mouse Name	Description
Left-click	Activate buttons in the program (not the dialogs within the program).
Right-click	Activate the selection on which the cursor is located.
Left double-click	Works the same as left-click.
Rollover	Highlight the object under the mouse pointer, if it is accessible to you.

Start-to-Finish Literacy Starters

Teacher Materials

Introduction to Start-to-Finish Literacy Starters Teacher Materials

Tools for Use with Beginning Readers

These teacher materials have been created to provide you with ideas for using Start-to-Finish Literacy Starters with your beginning readers. We have included time-saving materials to go along with the Start-to-Finish Literacy Starters books. All of these materials have been provided in two formats to fit your needs:

1. Printed, reproducible pages
 - a. Blackline masters (included in this Teacher Guide on the following pages)
 - b. Print components included at the back of each paperback book
2. Printable files that you can open and print as needed right from your computer

Intervention Planning Tool

Description

The first step toward building emerging literacy skills is determining your beginning readers' reading profile (how they are currently responding to books and reading). The second step is formulating and implementing a learning plan that will help your beginning readers develop into motivated, early conventional readers.

Intervention Planning Tool

To determine your beginning readers' reading profile, focus reading interventions that will develop your beginning readers' emerging literacy skills, and track your student's progress over the school year, follow the directions below:

1. Look at the Reader Profile descriptions for each of the categories: Concepts About Print, Alphabetic Principles, Oral Language, and Phonological Awareness.
2. Put a check mark in the box of those descriptions that describe what your beginning reader is doing NOW.
3. Look at each reader profile from left to right. Circle the column immediately to the right of the one with AT LEAST TWO checkmarks. That description will show you the skills your student will need to work on next. That description will indicate the primary skill set that your beginning reader will be focusing on, in addition to the skills unchecked to the left.

EXAMPLE

Concepts About Print				Independent Reading			
Reader Profile <input type="checkbox"/> Recognize if a book is upside down or backwards. <input type="checkbox"/> Show excitement for a new (familiar or unfamiliar) text being read to or in response to a favorite part of a book. <input type="checkbox"/> Begin to demonstrate preferences for some books over others.				Reader Profile <input type="checkbox"/> Demonstrate knowledge of story reading process including page turning, commenting, pointing to pictures. <input type="checkbox"/> Demonstrate understanding that text flows from left to right, top to bottom as well as page to page in books. <input type="checkbox"/> Show knowledge of the one-to-one correspondence between spoken and written words.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Use the suggested intervention activities listed below the reader profile to help your beginning reader practice and achieve success within each skill area.

5. Review and update the Reader Profile once each quarter. Circle the quarter in which you make each observation. *Tip: Use a different color of pen to circle the student's reading profile each quarter for easy identification. OR, create a new, updated Reader Profile for each new quarter of the school year.*

Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

How to use it

Print or copy an Intervention Planning Tool for each beginning reader you teach. For each beginning reader, read across the descriptors provided in each category and check those that offer the closest description. Use the intervention ideas listed in the appropriate boxes to guide your instruction and planning.

Vocabulary Cards

Description

The vocabulary cards have been specifically designed to be used with the corresponding text type (Enrichment, Transitional and Conventional) as described in the following “How to use them” section.

Enrichment Text vocabulary cards



The vocabulary word in large type followed by a photo-quality color graphic



The vocabulary word in large type followed by a corresponding communication symbol

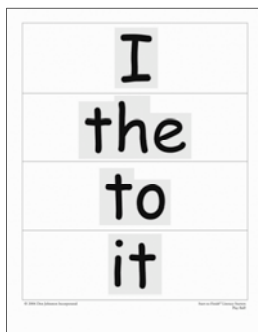
Transitional Text vocabulary cards



The vocabulary word in large type followed by a corresponding communication symbol



The vocabulary word in large type followed by a corresponding smaller communication symbol

Conventional Text vocabulary cards

The vocabulary word—a basic sight word—in large type with a color background to provide greater visual clarity



The vocabulary word—a basic sight word—in large type without color background

Where to find them

Print version—color vocabulary cards for each book are included as part of each Start-to-Finish Literacy Starters book set.

Electronic version—located on the Teacher Materials CD in individual story folders.

How to use them

These materials are for use in building oral language (when using with Enrichment and Transitional Text) and sight word vocabulary (when using with Conventional level text). Use the vocabulary cards with the activities provided in the Building Vocabulary section in this guide to achieve optimal learning.

Building Vocabulary

Description

Start-to-Finish Literacy Starters books and teacher materials are intended to facilitate vocabulary development, background knowledge, knowledge of text structures, word identification, decoding, fluency and text comprehension.

Start-to-Finish® Literacy Starters

Building Vocabulary

Four word cards are included with each of the books in the Start-to-Finish Literacy Starter series. At the Emergent and Transitional levels, these word cards are intended to build oral language—particularly vocabulary knowledge.

Emergent and Transitional Vocabulary

- The vocabulary words selected for the emergent stories represent core concepts and ideas that have a particular meaning in the story, but may have other meanings in other settings.
- The word cards are NEVER intended to be used in flash card drill and practice.
- Use the vocabulary cards to build a vocabulary wall in your room and encourage everyone who enters your room to find a word and relate it to something they know or have experienced.
- Categories, sort, and otherwise make connections between words.
- As you begin using new books, don't abandon old vocabulary—continue to build on and use existing vocabulary as new words are added.
- Create sets and graphic organizers that relate the new words to experiences and vocabulary the beginning reader already knows. Some beginning readers will generate these related words over time with minimal support—adding them to the organizer during the week that they are enjoying the story. Other beginning readers will require support from their parents, who can be asked to send in photos and other relevant items that might trigger associations for the beginning reader.

The word cards that are provided with the Conventional books serve a very different purpose than those that are provided with the Emergent and Transitional books. The conventional word cards, like the books themselves, are aimed at building word identification skills. The words are carefully selected from the words in the books to represent the most frequently occurring words. At least one of the words represents a common spelling pattern (word family) that beginning readers can use to read and write other words.

Conventional Vocabulary

- Notes that the vocabulary cards do not focus on meaning, but support beginning readers in developing fluency in word identification. Your goal here is to teach word reading and build required vocabulary and background knowledge to understand the book.
- Add these words to a classroom or personal word wall that continues to grow as beginning readers are introduced to and read more conventional books.
- When beginning readers encounter these high-frequency words when reading or need support in spelling them, refer them to the word wall for support.
- Engage beginning readers in word wall activities every day that require them to spell the words letter-by-letter. The lesson format is:
 - See the words
 - Say the words
 - Chant the words (shop, shop, shop, nod)
 - Write the words and check them together with the teacher

42 Teacher Materials © Don Johnston Incorporated

Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

How to use it

The activities presented in Building Vocabulary offer simple, research-based and effective strategies for building key concepts, vocabulary and background knowledge using each of the three text types—Enrichment, Transitional and Conventional.

Always Activities

Description

All reading, regardless of the level, should be purposeful. Teach this by explicitly setting a purpose for reading each time you read. Always remember though, to stress the fun and enjoyment that reading offers!

- Each time you read a book with your beginning readers, decide on ONE purpose for reading.
- Read each book several times, focusing on a different purpose for reading each time.
- Use the before, during and after reading activities for your chosen purpose for reading to motivate beginning readers to read and re-read, building their reading skills with each reading.

In this guide, you will find a variety of suggestions for Always Activities that will apply across a variety of text types. The Start-to-Finish Literacy Starters series includes both narrative and expository books. Some Always Activities will lend themselves to all types of texts, while others work best with only one type.

Start-to-Finish® Literacy Starters			
Always Activities			
<p>All reading, regardless of the level, should be purposeful. Teach this by explicitly setting a purpose for reading each time you read. Always remember though, to stress the fun and enjoyment that reading offers!</p> <ul style="list-style-type: none"> • Each time you read a book with your beginning readers, decide on ONE purpose for reading. • Read each book several times, focusing on a different purpose for reading each time. • Use the before, during and after reading activities for your chosen purpose for reading to motivate beginning readers to read and re-read, building their reading skills with each reading. 			
Purpose for Reading	Before Reading	During Reading	After Reading
<p>Selecting a Book Title</p>	<p>Always begin with something beginning readers know very well!</p> <ul style="list-style-type: none"> • Tell beginning readers: "Each time you like to help reader know what's most important in the book." • Ask readers to identify some of the titles of the favorite TV shows, movies, and books. • Have them sort the titles based on whether they describe the place, a person, or some other part of the show, movie, or book. • Tell beginning readers: "There are three possible titles for the book you'll read today. Which one you most like about which the you think is best?" Read or prepare titles, make them all plausible. 	<p>Remember that the reading or listening should take longer than the before and after activities.</p> <ul style="list-style-type: none"> • Remind beginning readers that they should be thinking about which title is best while they read. • Several times during reading, look at the three possible titles you prepared before reading and ask which title the beginning reader thinks is the story best of all. Why? They think a particular title fits the book (for example the book is about the person or the story happens in about places, etc.) 	<p>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</p> <ul style="list-style-type: none"> • Ask beginning readers to select or vote on the best title. Then, compare the reader's title with the real title. • Look back through the book with the beginning reader to find the words and pictures that might have led them to choose a title different from the one the author chose.

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43 Teacher Materials

Where to find them

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

How to use them

Use the before, during and after reading activities for your chosen purpose for reading to motivate beginning readers to read and re-read, building their skills each time they return to a story. Choose the purpose that works best for the goal you have set each time the reader reads the book. Six purposes for reading are included:

- Selecting a Book Title
- Predicting
- Describing Characters, Setting, Plot and other Elements
- Sequencing
- Summarizing
- Making Text-to-Self Connections and Activating Background Knowledge

“When Reading with Your Beginning Reader..”

Description

This is a list of simple strategies for teachers, parents and/or caregivers to use to build skills and increase motivation during reading. This will make each shared reading experience enjoyable. Strategies are specific to the text type of each book.

When reading this book with your beginning reader, use these simple strategies to build skills and motivation.

- Vary your voice for different characters when reading.
- Pause between pages to see if the beginning reader wants you to turn the page or read more. Wait long enough that a response is possible, but move on if no response is offered.
- Encourage the beginning reader to participate by filling in the repeated line or predictable words.
- Relate characters and events in the story to people and things the beginning reader knows or has experienced.
- When reading a page of the book with relatively few words, point to the words as you are reading to help demonstrate the left-to-right progression and one-to-one correspondence between spoken and written words.

Example from Enrichment-level text book

Where to find it

Print version—located on the inside back cover of each Start-to-Finish Literacy Starters book.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

How to use it

Simply use the strategies listed for each of the text types while reading with your beginning reader.

Reading Portfolio Tools

Reading Chart

Description

The Reading Chart lets you keep track of the books each reader is reading, how they are reading them (by themselves or with others, on the computer, in print or with audio) and their personal response to their reading.

BOOKS READ		HOW?	WHO?	PREFERENCE	PLANNING
I read (Book Title) Circle one: E T C		computer book book	by myself with someone else	I liked this book. I didn't like this book.	I will read this book again. I won't read this book again.
I read (Book Title) Circle one: E T C		computer book book	by myself with someone else	I liked this book. I didn't like this book.	I will read this book again. I won't read this book again.
I read (Book Title) Circle one: E T C		computer book book	by myself with someone else	I liked this book. I didn't like this book.	I will read this book again. I won't read this book again.
Total up the number of books read from each column. E T C					

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Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

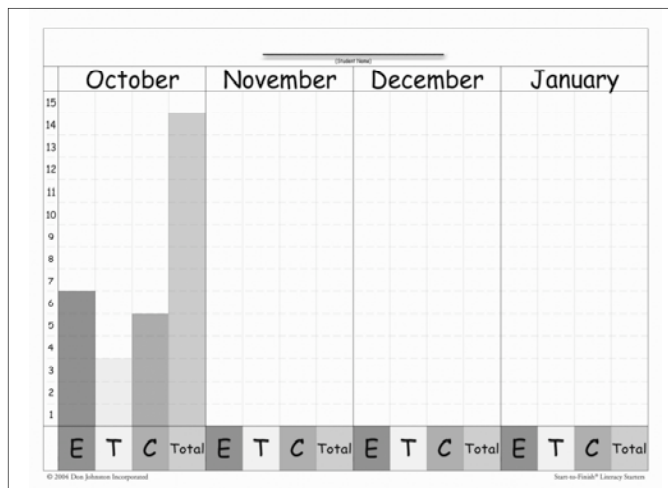
How to use it

Keep a record sheet at school with the Start-to-Finish Literacy Starters books and send one home with the beginning reader along with one or more Start-to-Finish Literacy Starters books. Involve parents, caregivers, peers, teachers and aides in developing early literacy skills and encouraging a love for reading.

Reading Volume Graph

Description

This graph lets you record the number of individual Enrichment, Transitional and Conventional books as well as the total number of books your beginning reader reads each month.



Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF and as a Microsoft® Excel spreadsheet template.

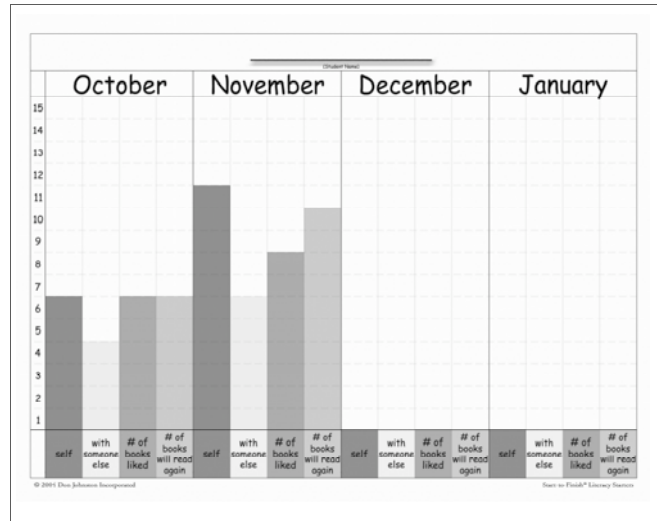
How to use it

Graph each beginning reader's reading volume each month using the paper or electronic version of this graph. Use this in conjunction with the Reading Chart to keep a record of the number of books your reader has read. This is great data to store in reader's portfolio and/or to send home to update parents or caregivers and get them excited about participating in their child's reading experience.

Reading Preferences Graph

Description

This graph lets you record reading preferences including: whether the reader was alone or with someone else, liked or disliked the book and if the reader plans to read the book again.



Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF and as a Microsoft® Excel spreadsheet template.

How to use it

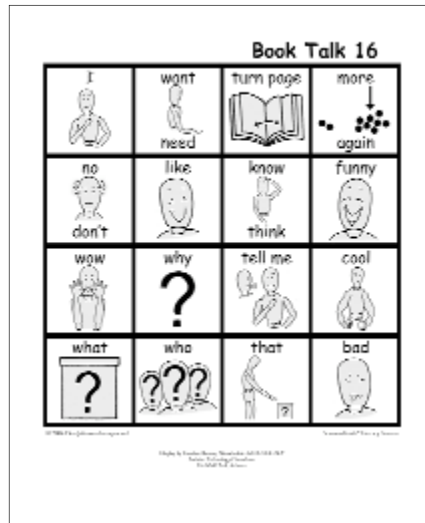
Graph each beginning reader's preferences monthly using the electronic version of this graph. Use this in conjunction with the Reading Chart to keep a record of reading preferences for portfolios and/or to send home to update parents or caregivers.

Alternative Communication

Book Talk (communication board)

Description

Book Talk is a communication display provided for readers who do not have access to sufficient vocabulary in order to talk or write about stories. This Book Talk communication display includes words and symbols that facilitate talking about books. Book Talk provides beginning readers without sufficient vocabulary an opportunity to be active reading participants before, during and after reading.



Where to find it

Print version (blackline master)—located in this Teacher Guide.

Electronic version—located in the **TeacherToolsLiteracyStarters** folder on the Teacher Materials CD as a PDF.

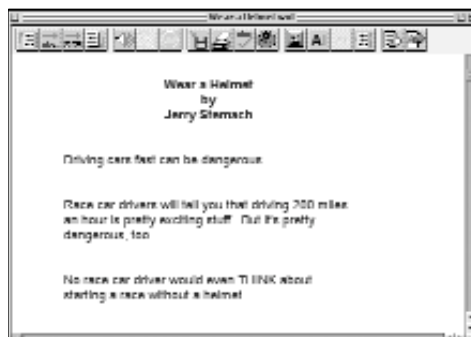
How to use it

- Use the Book Talk communication display with readers before, during and after reading a book. For example, after you have selected a purpose for reading a book, use Book Talk to engage readers in talking about the vocabulary and other background building activities. During reading, use Book Talk to encourage readers to actively participate by commenting and asking questions.
- After reading, use Book Talk to encourage readers to comment and generate their own questions while completing the after-reading activities designed to follow-up on the purpose for reading you set.

Using eText with Read:OutLoud

Description

Separate text files for use with Read:OutLoud contain all the text for each of the books in the Start-to-Finish Literacy Starters set. The registered owner of the Start-to-Finish Literacy Starters book set has permission to use, modify and make one copy of the text for the owner's personal use to accommodate the special requirements of readers whose disabilities may require or benefit from an alternative format.



Where to find them

On each Start-to-Finish Literacy Starters Teacher Materials CD, you will find a **Supplemental Materials Installer**. Instructions for using this installer are located in this Teacher Guide. If you have Don Johnston's Read:OutLoud SOLO Edition (sold separately) software installed on your computer, the text for each Start-to-Finish Literacy Starters book will automatically be installed in Read:OutLoud's eText folder on your hard drive. In addition, story-specific pictures will be installed in the Pictures folder inside of the Read:OutLoud folder to include picture support within your Read:OutLoud document, if you desire.

Electronic version – The optional **Supplemental Materials Installer** will install the eText files in the eText folder located within SOLO\Content folder on your hard drive. The files will be organized within the eText folder by story name.

Note: If you install Read:OutLoud at a later date, a custom installation from the optional installer on the Teacher Materials CD is available.

Using eText and Book Art for Reading and Writing Support

How to use them

Use the unique features of Read:OutLoud to assist beginning readers with visual challenges to focus on the text more effectively by isolating the text, changing font color and size and adjusting the background and text-highlighting color.

Use single-word highlighting and speech to have individual words read to the beginning reader as needed to build word recognition.

Book Art for Write:OutLoud and Read:OutLoud

Description

Motivate readers to re-tell and respond to Start-to-Finish Literacy Starters books through the use of book-specific art provided on the Teacher Materials CD. Art used in each story is provided in JPEG format for use in Write:OutLoud and Read:OutLoud.

Note: Some photographs from Start-to-Finish Literacy Starters books may not be available due to copyright restrictions.

Where to find it

On each Start-to-Finish Literacy Starters Teacher Materials CD, you will find a **Supplemental Materials Installer**. Instructions for using this installer are located in this Teacher Guide. If you have Don Johnston's Read:OutLoud, Write:OutLoud or SOLO software installed on your computer, the pictures for each Start-to-Finish Literacy Starters book will automatically be installed.

Book Art is installed in the Pictures folder within the Don Johnston folder on your hard drive.

How to use it

Book-specific photographs and illustrations can motivate beginning readers to:

- Make predictions before reading using on-screen or printed versions of the art
- Sequence pictures to remember and re-tell the story
- Write after reading using art as writing prompts within Write:OutLoud

Installing the Supplemental Materials

The **Supplemental Materials** installer on the Start-to-Finish Literacy Starters **Teacher Materials** CD installs book-specific eText and pictures into Read:OutLoud to support reading and writing connections.




Before You Install

- Turn off any virus protection programs.
- Exit out of all other running programs.
- Make sure you have Read:OutLoud installed if you own this product.



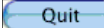
Important Note: Don Johnston Incorporated gives permission for Start-to-Finish Literacy Starters users to use the graphics installed through the Supplemental Materials Installer **ONLY**. All other sounds and graphics used in these computer books are copyrighted and unavailable for use outside of the Start-to-Finish Literacy Starters Story Set(s) you have purchased.

Installation

Windows

1. Insert your Start-to-Finish Literacy Starters Teacher Materials CD in the CD drive.
2. Double-click  .
3. Double-click  .
4. Double-click  SupplementalMaterialInstall.exe.
5. Accept the prompts on the screen.

Macintosh

1. Insert your Start-to-Finish Literacy Starters Teacher Materials CD in the CD drive.
2. Double-click  .
3. Double-click the Supplemental Material Install icon.
4. Click  .
5. Accept the prompts on the screen.
6. When the message appears telling you that the installation was successful, click  .

What is Installed

Windows

Don Johnston Folder:

Pictures Folder:

Enrichment Story Folder:

This folder contains photos in JPEG format.

Conventional Story Folder:

This folder contains photos in JPEG format.

Transitional Story Folder:

This folder contains photos in JPEG format.

SOLO Folder:

Content Folder:

eText Folder:

Enrichment Story Name.TXT

Conventional Story Name.TXT

Transitional Story Name.TXT

Macintosh

Don Johnston Folder:

Pictures Folder:

Enrichment Story Folder:

This folder contains photos in JPEG format.

Conventional Story Folder:

This folder contains photos in JPEG format.

Transitional Story Folder:

This folder contains photos in JPEG format.

SOLO Folder:

Content Folder:

eText Folder:

Enrichment Story Name.TXT

Conventional Story Name.TXT

Transitional Story Name.TXT

Reading Strategies and Tools for Beginning Readers

Intervention Planning Tool

The Interventional Planning Tool provides an overview of indicators of growth in reading. Use the Interventional Planning Tool to determine your beginning reader's profile, locate reading interventions and track progress across the school year. Follow the directions below.

1. Review the Reader Profile descriptions for each of the categories: Concepts About Print, Alphabetic Principle, Oral Language, and Phonological Awareness.
2. Put a check mark in every box that describes what your beginning reader is doing NOW.
3. Look at each reader profile from left to right. For each category, find the column farthest to the right that has two or more checks. Circle the appropriate quarter marker under that column.
4. Look at the interventions in the column you have selected and those in the column to the right to guide your intervention planning for this reader.

EXAMPLE

Concepts About Print					Independent Reading			
Reader Profile	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<input checked="" type="checkbox"/> Recognizes if a book is upside down or backwards. <input checked="" type="checkbox"/> Shows excitement or interest (laughs or vocalizes) when being read to or in response to a favorite part of a book. <input checked="" type="checkbox"/> Begins to demonstrate preferences for some books over others.								
Reader Profile	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<input checked="" type="checkbox"/> Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. <input checked="" type="checkbox"/> Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books. <input type="checkbox"/> Shows knowledge of the one-to-one correspondence between spoken and written words.								
Reader Profile	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<input type="checkbox"/> Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name. <input type="checkbox"/> Identifies individual words in text. <input type="checkbox"/> Independently chooses books by their covers/titles and communicates preferences.								

5. Use the suggested intervention activities listed below the reader profile to help your beginning reader practice and achieve success within each skill area.
6. Review and update the Reader Profile once each quarter. Circle the quarter in which you make each observation. *Tip: Use a different color of pen to circle the reader's reading profile each quarter for easy identification OR create a new, updated Reader Profile for each new quarter of the school year.*

Reader Name _____

Date of Initial Profile _____

Concepts About Print**Independent Reading****Reader Profile**

- ☐ Recognizes if a book is upside down or backwards.
- ☐ Shows excitement or interest when being read to or in response to a favorite part of a book (for example, *laughs* or *vocalizes*).
- ☐ Begins to demonstrate preferences for some books over others.

Q1 Q2 Q3 Q4

Interventions

- Read a lot of Enrichment books.
- Engage the reader in reading by communicating about the book.
- If needed, provide access to the repeated line and vocabulary with voice output devices as available.
- Provide access to the Book Talk communication board. Use voice output devices as available.
- Point out features of the text on the title page (such as the placement of the book title and author's name).
- Draw beginning readers' attention to the way sentences are highlighted by phrase as they are read in the computer book.
- Provide ongoing opportunities for beginning readers to choose from a variety of books.
- Point to the words as you are reading to help demonstrate the left-to-right progression and one-to-one correspondence between spoken and written words.
- Pause between pages to see if the beginning reader wants you to turn the page or read more. Wait long enough that a response is possible, but move on if no response is offered.

Reader Profile

- ☐ Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures.
- ☐ Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books.
- ☐ Shows knowledge of the one-to-one correspondence between spoken and written words.

Q1 Q2 Q3 Q4

Interventions

- Read Transitional texts with the beginning reader.
- Continue to engage the beginning reader by talking about the book and encouraging participation in reading about any repeated lines or vocabulary as available. Use a voice-output device if necessary.
- Continue to engage the beginning reader by communicating about the book, encouraging the verbalizing of or providing voice-output access to any repeated lines or vocabulary as available.
- Move toward shared reading of the text by having the beginning reader take on increasing responsibility for reading parts of familiar texts (such as repeated lines and/or rhyming words).
- Point out the word-by-word highlighting and model pointing to each word on the cover, title page and pages in the text.
- Provide opportunities for the beginning reader to take on increasing responsibility for directing the process of reading books (such as turning the pages and looking back at pages already read to check understanding).
- Continue to read Emergent text with the beginning reader to build concepts about print and build background knowledge.

Reader Profile

- ☐ Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name).
- ☐ Identifies individual words in text.
- ☐ Independently chooses books by their covers/titles and communicates preferences.

Q1 Q2 Q3 Q4

Interventions

- Provide the beginning reader with access to a wide variety of easy-to-read conventional texts.
- Emphasize fluency in word identification when reading connected (story) text.
- Encourage beginning readers to read a sentence multiple times until they can read the sentence(s) smoothly, without long pauses to identify words.
- Provide opportunities to write about what is being read with an emphasis on writing the high frequency words in the story. Support letter-by-letter spelling with Co:Writer word prediction.
- Provide daily opportunities to write about self-selected topics to promote use of words being used across a variety of topics and genres. Support letter-by-letter spelling with Co:Writer word prediction.
- Continue to read a variety of Enrichment and Transitional texts to build concepts about print and increase background knowledge.
- Talk with beginning readers about their favorite books, as well as when and why they enjoy reading.



Reader Name _____

Date of Initial Profile _____

Alphabetic Principle**Word Identification****Reader Profile**

- ☐ Understands that print has meaning (represents spoken words and concepts) and will scribble or type on the keyboard when asked to write.
- ☐ May recognize a few letters in controlled contexts.

Reader Profile

- ☐ Can point to and name some upper and lower case letters of the alphabet.
- ☐ Understands that letters are used to represent words and makes letter-like shapes or types letters on the keyboard when asked to write.
- ☐ Points out familiar letters in the environment across contexts.

Reader Profile

- ☐ Rapidly identifies most upper and lower case letters of the alphabet.
- ☐ Identifies an increasing number of high-frequency sight words.

Q1 Q2 Q3 Q4

Interventions

- Point out words and letters in the environment, highlighting those letters that are personally relevant for the beginning reader (for example, letters in the reader's name).
- Provide opportunities to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.).
- Using Enrichment texts, point out letters in the title, at the beginning of sentences, and in other important words in the books.

Q1 Q2 Q3 Q4

Interventions

- Provide opportunities for beginning readers to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.).
- Using Transitional texts, which have fewer words and portions that are designed for beginning readers to read independently (for example repeated or rhyming lines), point out letters in the title, at the beginning of sentences, and in other important words in the books.
- Point out letters in the title, at the beginning of sentences, and within other important words in the book.
- Have the beginning reader use a combination of first-letter and context strategies when decoding the words on the pages intended for the reader to read.

Q1 Q2 Q3 Q4

Interventions

- Provide access to a wide variety of easy-to-read Conventional texts. Encourage beginning readers to read these books independently and, once the reader is fluent, with other people.
- Continue to read Conventional text-level books—as well as books at the Enrichment and Transitional text levels—aloud with the beginning reader. Look for words that the reader knows and/or can read independently and encourage the reader to read those words aloud.
- Provide daily opportunities to write about self-selected topics to promote use of words being used across a variety of topics and genres. Support letter-by-letter spelling with Co:Writer word prediction.



Reader Name _____

Date of Initial Profile _____

Oral Language**Comprehension****Reader Profile**

- ☐ Has some indications of speech and object recognition when being read to.
- ☐ Communicates understanding of graphics and words read by others within a familiar book.
- ☐ Able to fill in the repeated line for familiar books using speech, symbols, and/or a simple voice-output device as appropriate.
- ☐ Able to use picture symbols, objects or speech to label and comment during interactions with familiar books.
- ☐ Demonstrates preferences for favorite books.

Reader Profile

- ☐ The beginning reader can orally (or with a simple voice output device) complete open-ended and fill-in-the blank sentences presented orally by a reader of a familiar book.
- ☐ Can successfully retell a familiar book with the book present (with the use of picture symbols and/or a voice-output device as needed).
- ☐ Can relate own experiences to the book in very simple ways (for example, "I have a helmet.").
- ☐ Communicates understanding of graphics and words read by others during interactions with new and unfamiliar books.
- ☐ Able to use picture symbols, objects or speech to make simple predictions (for example, "What do you think will happen now?") and respond to simple, open-ended questions (for example, "What would you do?") during interactions with familiar books.

Reader Profile

- ☐ Can successfully retell a story after a single reading of a new book.
- ☐ Relates both familiar and new books to their own experience and background knowledge.
- ☐ Communicates preferences for particular stories.
- ☐ Can successfully retell a story without the book present after one or two readings (with the use of picture symbols and/or a voice-output device as needed).

Q1**Q2****Q3****Q4****Interventions**

- Using Enrichment books, engage in Always Activities as described in this guide.
- Use the vocabulary cards provided with the Enrichment books to help beginning readers learn new vocabulary and relate it to other known vocabulary (see Building Vocabulary in this guide).
- Promote commenting and labeling of story elements through modeling. Provide verbal models of comments and labels, as well as modeling with the symbol-based vocabulary provided with each book.
- Vary your voice for different characters when reading.
- Relate characters and events in the book to people and things the reader knows or has experienced.

Q1**Q2****Q3****Q4****Interventions**

- Using Transitional books, engage in Always Activities as described in this guide.
- Use vocabulary cards provided with the Transitional books to help readers learn new vocabulary and relate it to other known vocabulary (see Building Vocabulary in this guide for more details).
- Use questions to guide beginning readers in making connections between their own experiences and the information provided in the book (for example, "Do you have a bike like that? Tell me about your bike.").
- Follow the beginning reader's lead and reread a Transitional book (over a period of days—not hours) as long as interest remains.
- Ask others to read the transitional book with beginning readers and encourage them to relate the book to things the competent reader knows as well as to things the beginning reader knows.

Q1**Q2****Q3****Q4****Interventions**

- Using Conventional books, engage in Always Activities as described in this guide.
- Encourage beginning readers to retell the story—in their own words—after they've read a book of any text type.
- Provide opportunities for self-selection of books from a variety of genres and text types.
- Encourage readers to retell stories they choose to read each time they read them. Use verbal cues like, "and then what happened?" and "tell me more about that" to support the beginning reader in providing increasingly more sophisticated retellings.



Reader Name _____

Date of Initial Profile _____

Phonological Awareness**Phonemic Awareness/Phonics****Reader Profile**

- ☐ Demonstrates awareness of rhyme and rhythms when listening to music, rhymes and poems (for example, *sways to rhythm, claps to a beat, etc.*).
- ☐ Identifies different sounds in the environment and associates particular sounds with stories, poems, and songs.

Reader Profile

- ☐ Recognizes rhyme and rhyming words in the context of a poem or song.
- ☐ Provides rhyming words in the context of a familiar poem or song.
- ☐ Demonstrates an awareness of the number of words in a spoken sentence (by clapping, counting, vocalizing, etc.).
- ☐ Spells or selects some initial and/or final consonants correctly when asked to spell unfamiliar words.

Reader Profile

- ☐ Demonstrates an understanding of the number of syllables (parts) in a spoken word (by clapping, counting, vocalizing).
- ☐ Spells or selects the correct initial and final consonants in most familiar and unfamiliar one- and two-syllable words when asked to spell them.
- ☐ Uses vowels in the correct location when spelling unfamiliar words, but doesn't consistently use the right vowel.
- ☐ Demonstrates understanding of the location of vowels in words, but is often unsuccessful in identifying the correct vowel.

Q1 Q2 Q3 Q4

Interventions

- Engage in repeated, shared reading of Enrichment books that are rich in rhyme, rhythm and repetition.
- Provide beginning readers with access to repeated lines and word play using simple voice output devices as needed.

Q1 Q2 Q3 Q4

Interventions

- Engage in repeated reading and shared reading of Transitional books that are rich in rhyme, rhythm and repetition.
- Encourage beginning readers to provide rhyming words by pausing to allow them to fill in rhyming words. Accept "non-words" that rhyme in the given context.
- Encourage beginning readers to use a first-letter plus story context strategy when decoding the words on pages intended for readers.
- Engage beginning readers in word play, identifying all rhyming words in a given text and generate additional words that share the rhyming pattern.
- Provide opportunities to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.)

Q1 Q2 Q3 Q4

Interventions

- Provide the reader with daily opportunities to write about self-selected topics to promote use of letter-by-letter spelling and Co:Writer word prediction.
- Encourage the use of decoding strategies beyond a first-letter plus story context strategy (for example, onset/rhyme, phonics, etc.) so that beginning readers attend to all of the letters and sounds in unfamiliar words.
- Encourage beginning readers to use the spelling patterns of words they know to figure out words that they don't know (for example, that share the same spelling pattern).
- Use the vocabulary cards provided with the Conventional books to help beginning readers learn a set of high frequency words, many of which have common spelling patterns that can be used to read many other words.



Building Vocabulary

Four word cards are included with each of the books in the Start-to-Finish Literacy Starters series. At the Enrichment and Transitional levels, these word cards are intended to build oral language—particularly vocabulary knowledge.

Enrichment and Transitional Vocabulary

- The vocabulary words selected for the enrichment stories represent core concepts and ideas that have a particular meaning in the story, but may have other meanings in other settings.
- The word cards are NEVER intended to be used in flash card drill and practice.
- Use the vocabulary cards to build a vocabulary wall in your room and encourage everyone who enters your room to find a word and relate it to something they know or have experienced.
- Categorize, sort, and complete activities that highlight connections among words.
- As you begin using new books, don't abandon old vocabulary – continue to build on and use existing vocabulary as new words are added.
- Create webs and graphic organizers that relate the new words to experiences and vocabulary the beginning readers already know. Some beginning readers will generate these related words over time with minimal support – adding them to the organizers. Other beginning readers will require support from their parents or caregivers, who can be asked to send in photos and other relevant items that might trigger associations for the beginning readers.

The word cards that are provided with the Conventional books serve a very different purpose from those that are provided with the Enrichment and Transitional books. The conventional word cards, like the books themselves, are aimed at building word identification skills. The words are carefully selected to ensure that the most frequently occurring words and words with the most common spelling patterns are represented across the entire Start-to-Finish Literacy Starters series.

Conventional Vocabulary

- Notice that the vocabulary cards do not focus on meaning, but support beginning readers in developing fluency in word identification.
- Add these words to a classroom or personal word wall that continues to grow as beginning readers are introduced to and read more conventional texts.
- When beginning readers encounter these high frequency words when reading or need support in spelling them, refer them to the word wall for support.
- Engage beginning readers in word wall activities every day that require them to spell the words letter-by-letter. The lesson format is:
 - See the words
 - Say the words
 - Chant the words (clap, stomp, rock)
 - Write the words and check them together with the teacher

Always Activities

All reading, regardless of the difficulty or type of text, should be purposeful. Each time you read with a beginning reader, you must set a clear purpose. State the purpose clearly by saying, “Read so that you can...”.

- Each time you read a book with your beginning reader(s), decide on ONE purpose for reading.
- Read each book several times, focusing on a different purpose for reading each time.
- Use the before, during and after reading activities for your chosen purpose for reading to motivate beginning readers to read and re-read, building their reading skills with each reading.
- Select from the examples provided or develop your own purpose to match the type of text your readers are reading.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Selecting a Book Title	<ul style="list-style-type: none"> • Tell beginning readers, “Authors use titles to help readers know what is most important in the book.” • Ask readers to identify some of the titles of their favorite television shows, movies and books. • Have them sort the titles based on whether they describe the place, a person or some other part of the show, movie or book. • Tell beginning readers, “Here are three possible titles for the book you’ll read today. While you read, think about which title you think is best.” <i>Hint: As you prepare titles, make them all plausible.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they should be thinking about which title is best while they read. • Several times during reading, look at the three possible titles you presented before reading and ask which title the beginning readers think fits the story best at that time. Be sure to talk about WHY they think a particular title fits the book <i>(for example: the book is about this person or the story teaches us about plants, etc.)</i>. 	<ul style="list-style-type: none"> • Ask beginning readers to select or vote on the best title. Then, compare the readers’ title with the real title. • Look back through the book with the beginning readers to find the words and pictures that might have lead them to choose a title different from the one the author chose.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Predicting	<ul style="list-style-type: none"> • Tell beginning readers, “Predicting means to make a guess about something that you think will happen.” • To help beginning readers visualize predicting, ask them to make predictions—or guesses—about what will happen if you: drop a raw egg, squeeze a balloon, tickle someone, or anything else with an outcome that is familiar to them. • Tell beginning readers, “I am going to show you the first few pictures in this book. Then you’re going to make a prediction, or guess what the story is about.” <i>Hint: When working with alternative communication tools, prepare some predictions from which beginning readers may choose.</i> 	<ul style="list-style-type: none"> • Stop one or two times (no more) in the middle of the book to ask beginning readers about their predictions: <ul style="list-style-type: none"> • “Do you think you guessed right about what this story is about? Why or why not?” • “What do you think will happen next? Is that the same thing you thought would happen before you read the story?” • “How do you think the story will end?” 	<ul style="list-style-type: none"> • Compare the predictions beginning readers made before they read the book and during the reading of the book with what really happened in the story. • With the beginning readers, look back through the book to find the information that shows whether they guessed correctly.
Describing Characters, Setting and other Elements	<ul style="list-style-type: none"> • Tell beginning readers, “We can use lots of different words to describe people. Words like tall, short, young, old, mean and nice all work to describe people.” • To practice thinking about describing words, ask beginning readers to identify words you’ve provided or readers have generated that describe someone very familiar to them (<i>for example, a television character, the principal</i>). • Tell beginning readers, “While we read today, think about which of these words best describe the character(s), setting(s) or theme in the story.” <i>Hint: To control the difficulty level of this activity, provide familiar words for your beginning readers (including picture symbols as needed).</i> 	<ul style="list-style-type: none"> • Model thinking aloud for beginning readers when you encounter information that would guide you to select a particular describing word. 	<ul style="list-style-type: none"> • Work with beginning readers to find the words that best describe the character(s), setting(s) or theme of the story. • After beginning readers have completed their selections, look back through the book together to find the information that led to their choices of describing words.

















Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Sequencing	<ul style="list-style-type: none"> • Tell the beginning readers, "Sequencing means putting things in the order they happened." • Ask beginning readers to help you put events that are very familiar to them in order: meals they eat, days of the week, their school schedules, etc. Provide pictures and/or word cards that can be mixed up and then rearranged into the correct sequence. • Make photocopies of several pages from the book. Tell beginning readers, "Here are some things that happen in the story. While you read, think about these things and the order they happen." <i>Hint: You can use as few as two events and as many as happen in the story. The descriptions of the events can be in written form and/or picture form.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they should be looking for the things you told them would happen in the story. • Model a think-aloud such as, "Hey, that was one of the things we knew would happen. It is the first one we've found, so it must come first." 	<ul style="list-style-type: none"> • Work with beginning readers to put the events you talked about before reading into the order that they occurred in the story. • After beginning readers have placed the events in order, re-read the book to check their sequencing.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Summarizing	<ul style="list-style-type: none"> • Tell beginning readers, "When you summarize, you retell the most important parts of the story using just a few words." • Model this concept by summarizing (in just a few words) something your beginning reader did earlier in the day. Then, ask beginning readers to help you use just a few words to summarize an experience you have shared (<i>for example, a PE class, field trip, etc.</i>). • Tell beginning readers, "Here are three summaries I have written about the story we are going to read. As we read the story together, think about which summary does the best job of telling about the whole story." Limit your summaries to 8-10 words and make sure the choices are not too similar. <i>Hint: Make one of your summaries humorous to add fun to this activity.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they have to remember the important parts of the story in order to decide which summary does the best job of telling about the whole story. • Model thinking aloud as you read parts of the story that are included in your summary by saying things like, "Hmm. I remember that one of our summaries mentioned this! Let's check them to see which one it was." 	<ul style="list-style-type: none"> • Work with beginning readers to choose the best summary. Talk about which parts of each summary are true and which are not. <i>Hint: Make the activity harder by offering two summaries that contain true information, but where one focuses on lesser details and the other on important parts of the story.</i> • After choosing a summary, go back through the book to make sure the selection includes the most important information from the book.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Making Text-to-Self Connections and Activating Background Knowledge	<ul style="list-style-type: none"> • Show beginning readers the book and make a connection to knowledge they have (<i>for example, if reading "Wear a Helmet," ask beginning readers if they know anyone who wears a helmet</i>). • Provide concrete experiences (where appropriate) with something related to the book content (<i>for example, if reading "Wear a Helmet," bring helmets to class for readers to look at and talk about</i>). 	<ul style="list-style-type: none"> • Model making explicit connections between the book and the hands-on experience you did together before reading (<i>for example, if reading "Wear a Helmet," point to a helmet in the book. Then, pick up a helmet you have in class and say something like, "The helmet this person is wearing is the same as the helmet we have right here!"</i>). • Ask questions to help beginning readers make a connection between the hands-on activity, their own experiences (background knowledge) and the book (<i>for example, if reading "Wear a Helmet," use prompts such as, "Some helmets in the book have fancy designs. Do any of the helmets at school have fancy designs?"</i>). • While reading a new book, ask beginning readers to talk about the things they know about the topic. If they were able to touch a hard helmet in class, ask something like, "Are helmets hard or soft?" Make a list of responses on the board or chart paper. 	<ul style="list-style-type: none"> • Go back through the book with the beginning reader and look for information that is related to the list of what they already knew. Use a prompt like, "We said some helmets have fancy designs. Here is a picture of a helmet with a fancy design." • Talk about what beginning readers learned from the book and add that to the list. • Ask beginning readers to look for things related to the book in their classroom, at home or in the community (Text-to-Self), in other books or magazines (Text-to-Text), on television or on a field trip (Text-to-World).

Alternative Communication

Book Talk 16

I 	want  need	turn page 	more  again
no  don't	like 	know  think	funny 
wow 	why 	tell me 	cool 
what 	who 	that 	bad 

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Start-to-Finish® Literacy Starters






























Display by Caroline Ramsey Musselwhite, Ed.D., CCC-SLP
 Assistive Technology Consultant
 Litchfield Park, Arizona



Reading Portfolio Tools

Week of _____

(Reader Name)

BOOKS READ	HOW?	WHO?	PREFERENCE	PLANNING
I read	 computer book	 by myself	 I liked this book.	 I will read this book again.
(Book Title)	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
Circle one: E T C				
I read	 computer book	 by myself	 I liked this book.	 I will read this book again.
(Book Title)	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
Circle one: E T C				
I read	 computer book	 by myself	 I liked this book.	 I will read this book again.
(Book Title)	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
Circle one: E T C				
Total up the number of books read from each column.				
— E — T — C				

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Start-to-Finish® Literacy Starters



(Student Name)		October	November	December	January
	15				
	14				
	13				
	12				
	11				
	10				
	9				
	8				
	7				
	6				
	5				
	4				
	3				
	2				
	1				
		E T C Total	E T C Total	E T C Total	E T C Total

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(Border Name)

	February	March	April	May
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	E T C Total	E T C Total	E T C Total	E T C Total

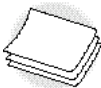


(Pencil Name)

	October	November	December	January	
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	self someone else	self someone else	self someone else	self someone else	# of books liked
	# of books will read again	# of books will read again	# of books will read again	# of books will read again	# of books will read again

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Start-to-Finish® Literacy Starters



Start-to-FinishTM Literacy Starters

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Technical Support

800.889.5242

847.740.0749

support@donjohnston.com

Sales and Customer Service

800.999.4660

847.740.0749

info@donjohnston.com