

# Shhh! Shut up and Read (for a while): Using SSR in the ELA Classroom

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# THE QUESTION

Will SSR increase comprehension and improve student perceptions about reading?

Remember Dr. Carson and his experiences....

# What the research says...

- Can improve stamina, fluency, and engagement (Burke)
- Requires specified time and commitment (Burke)
- Sharing reading with peers leads to increased connection making and exposure to more books. Sharing can be via discussion (small group or whole class), journal writing, logs, wall charts, teacher conferences. (Burke)
- It communicates with students the importance of reading. (Greenleaf)
- It has the effect of reengaging those students who had stopped independently reading as they moved into middle school. (Greenleaf)

# The research says more...

- It is a way to provide students with multiple texts and extensive reading opportunities. (Greenleaf)
- It helps to develop students' sense of what they like to read and to build up their stamina and fluency. (Greenleaf)
- 1994 study of 9-17 yr. old students who read for fun at least once a week scored higher on proficiency tests than those who did not. (Hopkins)
- It is imperative for teachers to participate as model readers. (Hopkins)
- 8 Factors for Success: access to books, book appeal, conducive environment, encouragement, non-accountability, time, staff training, follow-up. (Pilgreen)

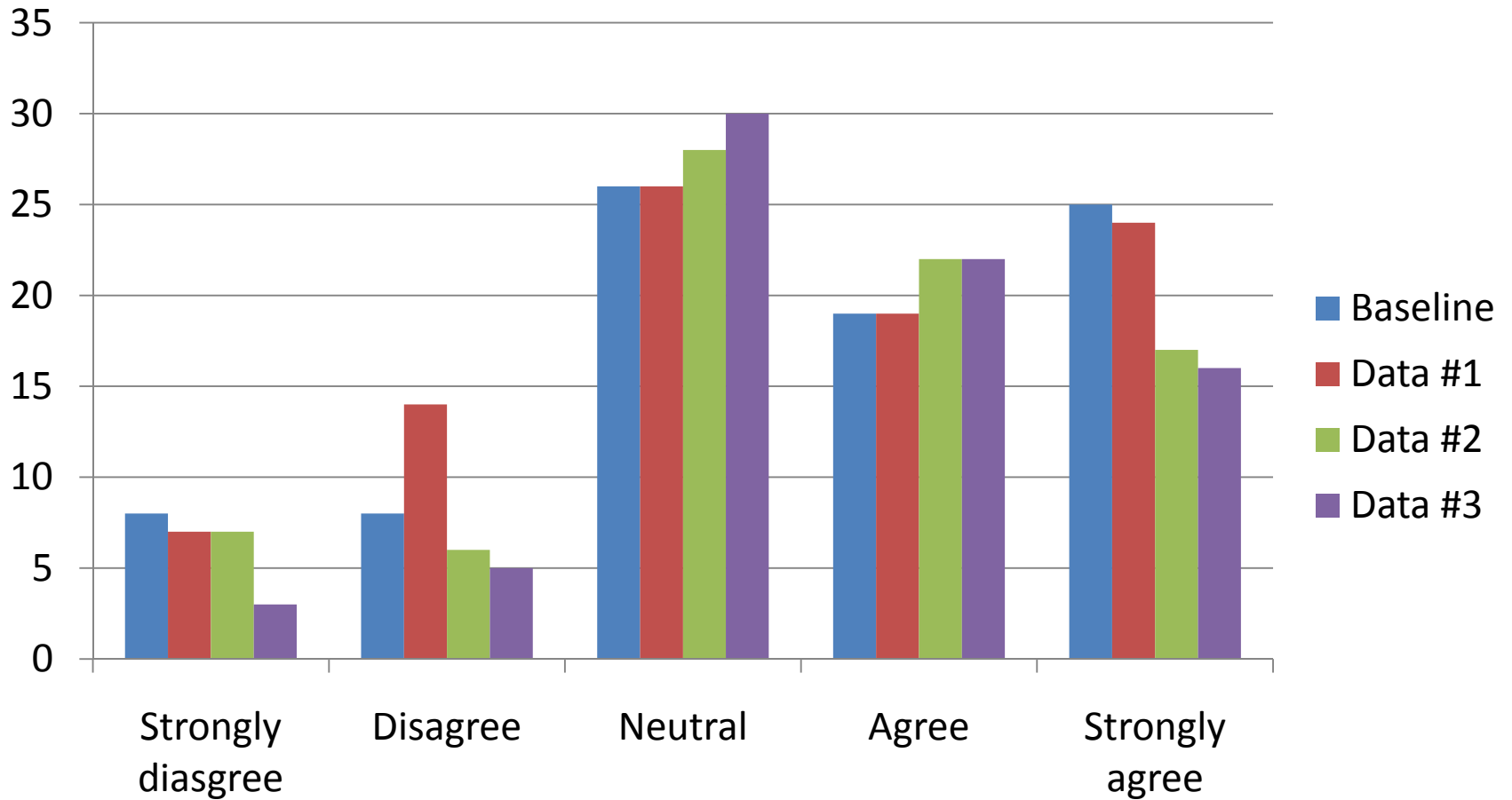
# Bibliography

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- Hopkins, Gary. "Sustained Silent Reading Helps Develop Independent Readers (and Writers)." *Education World*. Nov. 19, 1997.
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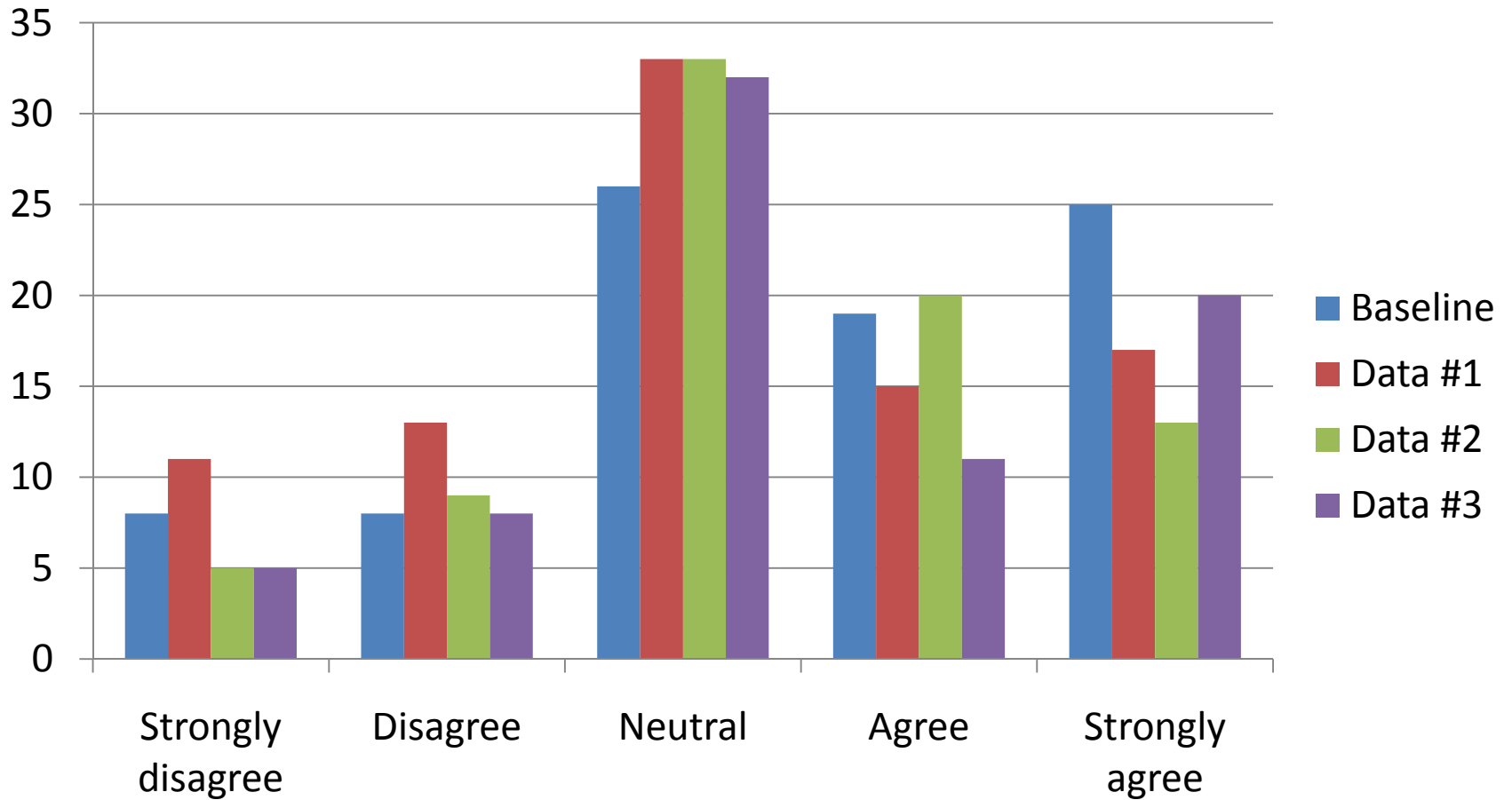
# Intervention Strategies

- Implement SSR 20 minutes every Tuesday and Thursday.
- Sharing (bi-weekly)
- Second semester assign SSR homework:
  - Min. 40 min. week
  - Parent/adult signs for the week.

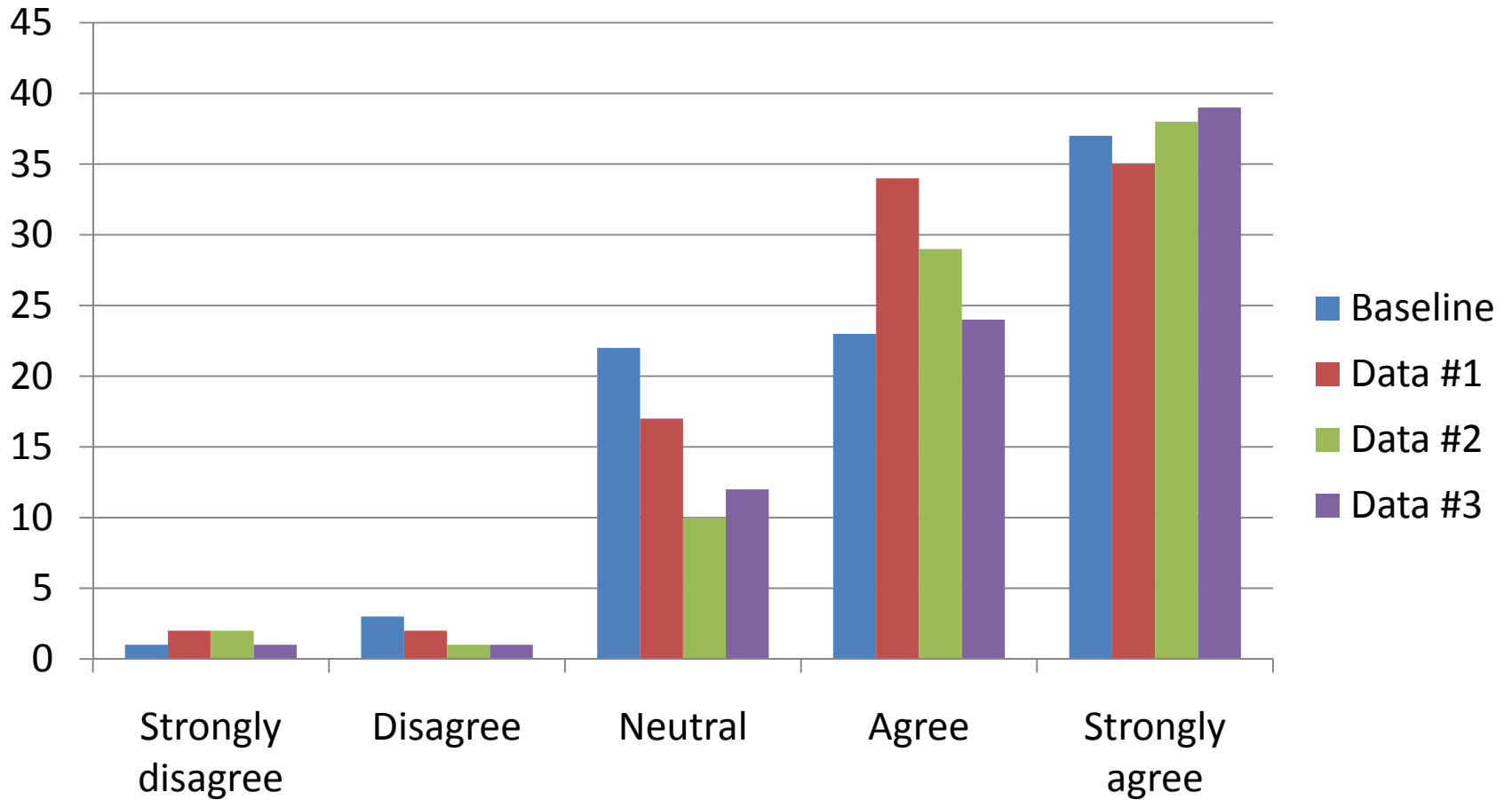
# I like to read.



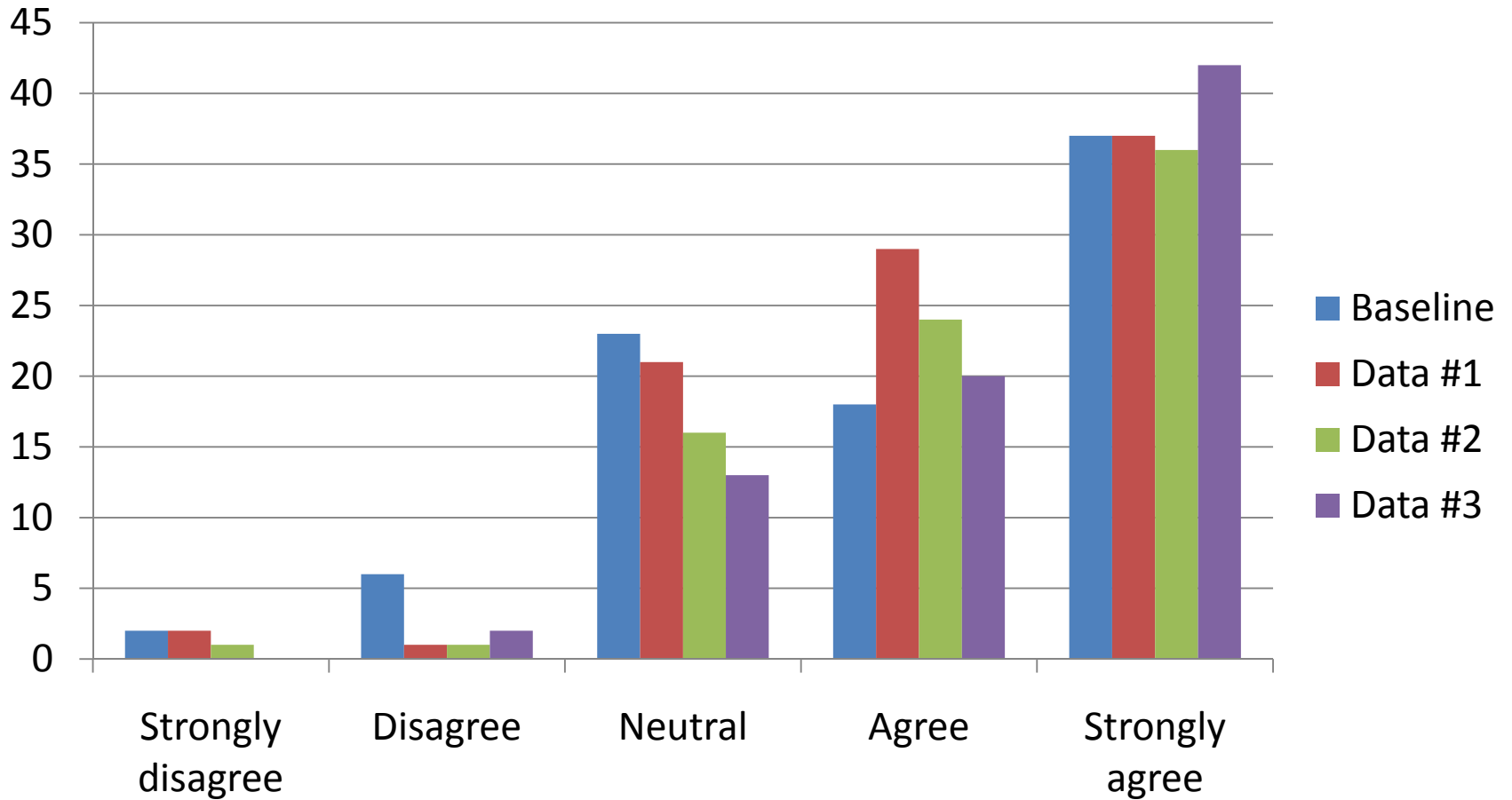
# I read outside of school.



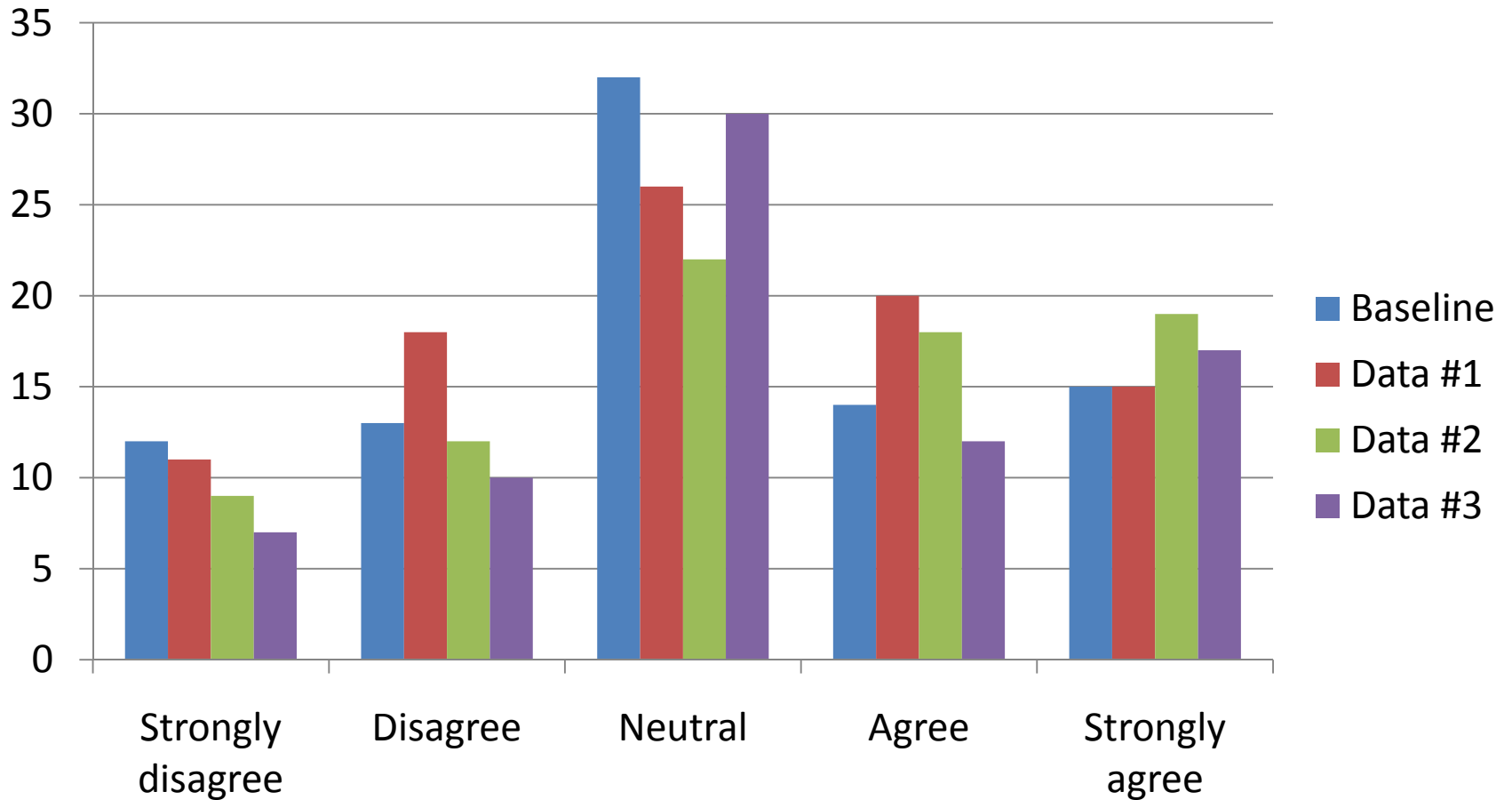
# I am a good reader.



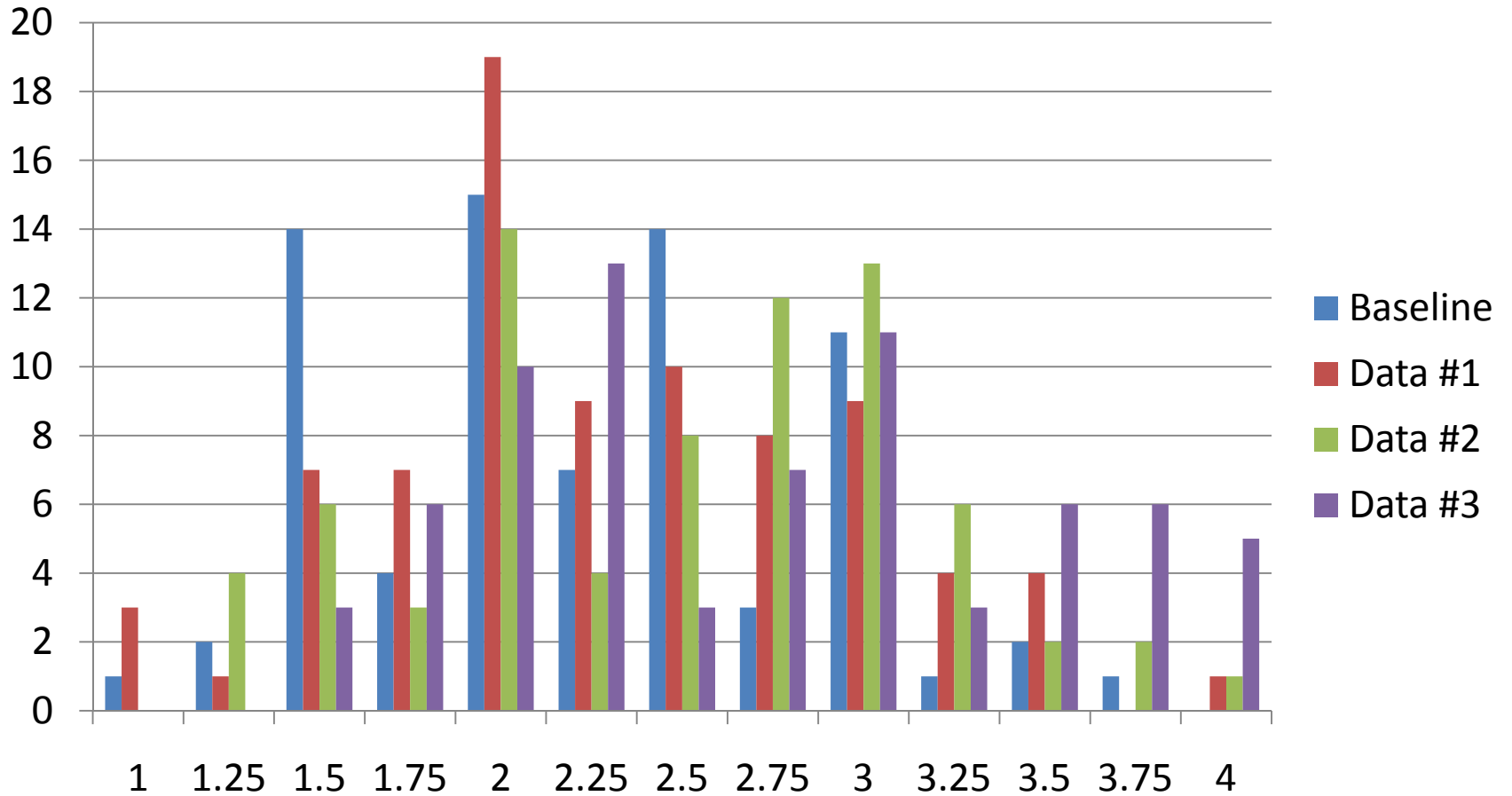
# I believe reading is important.



# I can connect my school work to what I read on my own.



# Written Retellings



# What we learned:

- Kids think they are good readers and say they understand its importance.
- Despite that belief they don't read much at home, and what they read they don't always know how to connect to school.
- With practice, students score higher on retellings (despite more difficult readings, and tougher scoring).

# Next Steps

- Do we continue? Possible school wide program...
- Create classroom libraries (can't get into the library regularly)
- Focus on connections and abstractions for written retellings (despite emphasizing each part, these areas are often neglected).