

**Sustained Silent Reading (SSR) Period 0 Gavit MS/HS
Program Expectations 2007**

Rationale: If it is implemented correctly, SSR improves readers' stamina, fluency, and engagement. SSR is considered to be one of the most effective means of improving students' reading capacity at any grade level (Pilgreen 2000). The outcome of a good SSR program is that students learn to make connections (through writing and talking about their books) and gain exposure to other books through hearing about them through their peers.

Goal Area: Reading

ALL students will improve their skills in order to read with comprehension in ALL classes for a variety of purposes.

Program monitoring: Administrators will make daily walks through classrooms to observe the program. Students will keep logs of the books they have read. Logs are to be turned in each term to the assistant principal. Weekly Friday assignments that involve reflection via writing and discussion will be collected once a term as samples. Students engage in the SRI per trimester to monitor reading levels.

Period 0: All students and their teachers at Gavit School engage in our SSR program daily from 7:50-8:10. All students who arrive late to school will not be permitted to enter their SSR classroom. These students will be returned to class at 8:10 and are to be marked "Tardy".

- **Students read a book of their choice**
 1. Teachers approve all books
 2. Students are to read the same book daily
 3. Books should be chapter books: fiction/non-fiction
 4. Students in grades 6-9 are NOT to read books that are 100 points or more below their Lexile levels.
 5. Teachers may want to have students leave their book in the classroom daily
 6. Teachers are encouraged to create classroom libraries and an inviting environment for reading
 7. Teachers should be prepared with alternative readings for students not prepared for class.

Note: Homework, class assignments and textbook readings are not permitted in SSR.

- **Teachers model reading**
 1. All teachers are expected to model reading during SSR
 2. Modeling reading is key to the program's success

- **Student Logs**
 1. Students are to maintain a log of the books they have read
 2. Logs should reflect: student, book title, total pages, (optional: comments about book)
 3. Teachers should submit logs per trimester to the assistant principal

- **Weekly Reflection**
 1. Teachers are to create assignments that ask students to write and discuss the books they are reading. Sample for these reflections are provided
 2. Reflections are to take place on Fridays
 3. Writing about what we read and sharing that writing are essential to a quality SSR program

Example reflection formats:

- Small group discussion
- Journal reflections
- Whole class discussion
- Formal writing

Additional Suggestions:

- Create word walls: As students encounter new words, have them post and define on classroom walls/boards
- Visually display books read via posters, wall charts, book briefs, etc.
- Create a shared library
- Invite guest readers to do read alouds as a special activity
- Invite parents to read with students during this time
- Post student comments about books that promote reading
- Encourage students to read the same book and have a Friday book talk
- Create a comfortable reading environment
- Encourage outside reading
- Have students focus on using weekly or monthly reading strategies (STRP)
- Share ideas with colleagues on how to implement an effective SSR program
- Make sure substitutes know your SSR expectations (place in folder)
- Walk around your room while reading to monitor students
- Sleeping, completing homework, working on classroom assignments, or engaging in any activity other than SSR during the prescribed time is unacceptable.
- Please let the administration know how we can assist you in making your SSR program a successJ