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December 19, 2015 Pat Hadler is a classy practice that has been around for decades and goes under many names: SSR, DIRT (daily independent reading) or DEAR (drop all and read). In fact, it is a time block, such as ten to twenty minutes, taken daily or weekly, in which students can choose books themselves and quietly read. The SSR efficiency study is a mixed bag. A report by the National Reading Group in 2000 argued that there was not enough research to draw any scientific conclusions that the SSR benefits students. However, the team has made it clear that SSR can have a positive impact regarding fluency, vocabulary development and understanding of reading. Many teachers have seen positive effects in their classrooms and SSR's work in the curriculum, from elementary to high school. The benefits of SSR Often with SSR, reading becomes enjoyable for students who follow their specific interests in choosing books rather than reading assigned books. Understanding reading with SSR often improves. Readers should not pay so much attention to the pronunciation of each word when they read silently, so they can focus on reading for understanding, writes Karen LoBello, in The Benefits of Sustainable Silent Reading. Often students can find out unfamiliar dictionary words when viewing in context and remember them now having a reference system. And by reading different styles of writing, their own writing skills are intuitively dependent and improving. Strategies for Success Make A Commitment to SSR and Stick to It. You won't see any results if you're incompatible with time planning. Students, in turn, will develop more endurance by developing their reading muscles, says one Central Ohio teacher. They will also start looking for additional titles that interest them because they know SSR is given. Allow your students to make their own choices with helpful guidance from you. Younger students may need to be trained on how to choose the right book for them at or slightly above their reading level, while older students may need to be focused on more appropriate material. Books can come from your own classroom library, school library, or home. Make sure you have a few titles on hand for students who have forgotten to bring in their book. You can easily incorporate writing activities with SSR. Students can log on to their reading experiences, create a journal of books they have read, or write a book review to let their classmates know if they should pick up that book. If you have enough space, create an area for SSR that improves performance. Bean bag chairs, large area pillows and rugs encourage kids to get comfortable and get lost in their books. that you set clear rules of SSR behavior. Cheating from some students can distract the entire class. Class. students are good behavior reading and reading their own book. SSR time is not the time for teachers to correct papers or schedule next-day lessons, advises EducationWorld.com. Teachers should be right there on the floor (or in another convenient place) - modeling a lifetime love of reading. Recommended reading of the SSR Handbook: How to organize and manage a sustainable silent reading program. Janice L. Pilgreen (2000) Building Student Literacy Through Sustained Silent Reading. Steve Gardner (2005) Revisiting Silent Reading: A New Direction for Teachers and Researchers. Elfrieda H. Hiebert (2010) Tags: encourage reading, silent reading of children in Lao elementary school on the first day of the Sustainable Silent Reading Program (SSR). This village, in the Kasi district of Laos, was the site of the first SSR program in Laos. It was created by Big Brother Mouse, which publishes and distributes books to promote reading and literacy, with a focus on light and fun books that children want to read. Sustainable Silent Reading (SSR) is a form of school recreational reading, or free voluntary reading, where students read silently at a designated time period every day at school. The fundamental assumption of SSR is that students learn to read by reading constantly. Successful SSR models typically allow students to choose their own books and require neither insight testing nor book reports. Schools have introduced SSR under various names such as Drop Everything and Read (DEAR), Free Continuous Reading (FUR) or Continuous Continuous Silent Reading (USSR). The importance of sustained silent reading Advocates' point of view according to advocates such as educational researcher Stephen Krashenin, SSR has been shown to lead to advances in several areas of literacy. Krashenin looked at a large number of studies to see what conclusions were supported by empirical evidence. He found that in terms of understanding reading, SSR is successful; 51 of the 54 studies showed that students in the SSR program scored as well, or better than other students in this regard. It is most successful when used for longer periods of time. It has also been shown that SSR creates a habit of reading. A few years after participating in the program, students reported more reading. One study found that a single SSR session was enough to change the attitude towards reading. The long-term effects of SSR include better dictionaries, better writing skills, better spelling, and more knowledge of literature, science and practical knowledge. Several studies have noted that children in poor areas have less access to books at home and in libraries, and often the books available to them were not the books they wanted to read. Books, conquering were often not particularly popular with children. Comics, on the other hand, are often not available in libraries, but with many boys, and reading comics was found to increase reading other books. Three studies have shown that giving reading rewards does not improve reading development. Krashenin believes that this is due to the fact that the presence of remuneration shows that activity is a job, and makes it less attractive. In two studies, teachers noted fewer discipline problems when SSR was used. The lawyers also note that SSR students have a more positive attitude to reading than students who do not participate in SSR programs. The National Reading Group analyzed the sustainable studies of silent reading by the National Reading Group (NRP) in the United States meta-analyzes all quasi-experimental and experimental SSR studies and disputed the assertion that SSR has positive effects. The panel stated that the literature contained insufficient quasi-experimental or experimental studies on the SSR to confirm its use as sufficient educational practice. The Panel also noted that the lack of quantitative evidence was not evidence against the practice itself. They recommended further study of the SSR. Jim Trelease, educator and author of the Read-Aloud Handbook, is one of many readers who disputes the impartiality of these findings. He points out that NPR included only 14 research tests from 54 studies that he identified that could be used in its summary. In 10 studies used by npr, SSR students did the same thing as other students, and in 4 studies SSR students did better. However, some argue that the NRP is not impartial at all. In fact, NPR only included studies that were verifiable and with scientifically credible projects. THE NRA has strict guidelines for research that it will include. For example, NRP does not include research without control groups. The fact that npr analyzed only 14 SSR studies shows that other studies were not scientifically reliable. In a full group of 54 studies, SSR students showed better results at 25, worse in 3, and the same in 24. SSR students scored the worst money only in short-term studies in less than 7 months. In studies that lasted one year or longer, SSR students were better at 8 out of 10, and there was no difference in the other two. NRP found that most SSR studies were not valid or verifiable. Many studies were simply correlational. Thus, only 14 studies actually followed guidelines that could make them statistically significant. From these studies, SSR has been found to be ineffective. Where did these negative SSR feelings come from? Treliz asks. It's possible wonderful people who make all these workbooks, tutorials, and score sheets that won't be bought and used in class while students lounging around reading books, magazines and newspapers and getting so good at reading they might need even fewer of these sheets next year. There is some support support It's a charge: a blog called Why Sustainable Silent Reading (SSR) does not work hosted by the publisher of four labor books that sell for \$89.99 each. However, SSR was deemed ineffective by NRP, not publishing companies. Sustained silent reading practices have been associated with SSR, and some proponents suggest that teacher patterns of reading behavior (i.e. teachers reading while students read), long-term commitment to SSR, availability of multiple levels, high text percentages, and a sense of community reading are particularly relevant. Free Voluntary Reading (FVR) Free Voluntary Reading (FVR) or Reading Recreation, related to the understanding hypothesis, is an educational theory that says that many student reading successes can be encouraged by giving them time to read what they want without too many evaluation measures. Sustainable silent reading is a method of implementing recreational and FVR theory. In popular culture, DEAR and SSR play the role of cameos in Ramona Kwimbi's Beverly Cleary's children's book series Ramona Kwimbi, 8, in which a young Ramona uses her assignment as an excuse not to talk to an annoying younger child. See also Extensive reading links - Krashenin, Stephen. False claims about phonemic awareness, acoustics, skills vs. all language, and recreational reading. There's no child left. Received on June 16, 2011. Krashenin, S. 2007. Extensive reading in English as a foreign language by teenagers and young adults: meta-analysis. 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