



Stop-Drop-Read



Extensive reading promotes literacy. Nearly every study that has examined the relationship between free reading and literacy development has found a correlation. The results show that free reading leads to better reading comprehension, a more mature writing style, increased vocabulary, improvement in spelling, and a greater sense of language forms and conventions ([Krashen, 1993, p. 12](#))

Stop-Drop-Read/Silent Sustained Reading is a well-known program which allows students, teacher, principals, and all other adult staff to read silently in a book of their choice for a few minutes each day. The purpose of this program is to demonstrate to students that reading is not only an important skill, but an enjoyable recreational activity. Adults serve as models for the students.

Everyday, every student and staff member in the building stops what they're doing to READ. People may read whatever they like, novels, magazines, short stories, books on hobbies, sports or current events, biographies, or even newspapers

To be effective, the cooperation of everyone in the building is essential. This is a common reading time for all. This is not a time for students to catch up on homework, go to the library, meet with a teacher, etc. It is not a time for the teacher to work on lesson plans, get a cup of coffee, etc. It is an uninterrupted time when everyone in the building is reading for enjoyment. If students see that others do not use this reading time as it is intended, they can lose interest and try to work on other activities.

Guidelines for Teachers for

SSR

Stop-Drop-Read/SSR

Introduction to Silent Sustained Reading

Silent Sustained Reading is a program which allows students, teachers, and all adult staff to read silently in a book of their choice for an uninterrupted 15 minutes a day.

Silent Sustained Reading offers students the opportunity to independently explore and practice their reading skills in a regular, pleasurable, and stress-free manner. It also offers adults the opportunity to model reading as a valued activity, important to every discipline and content area.

Guidelines for Teachers

Teachers can use *SSR* to catch up on professional journals or personal interest books.

Teachers can also use *SSR* to read teen literature. Reading teen literature is a good opportunity to keep up with new teen literature and to discover books that can be used in the content area. Reading teen literature also increases student interest in the books "that the teacher's reading".

Although students should not feel pressured to prove that they are reading, several appropriate questions can be asked of students that emphasize the enjoyment of reading and purpose of *SSR*, such as:

- Did you have a good reading period today?
- Did you read well?
- Were you able to concentrate on your silent reading?
- Do you feel as if your reading ability is improving?

Several classroom activities may revolve around *SSR*, including book talks, student-centered book sharing bulletin boards, discussion groups, book review or recommendations, book art work, and voluntary book sharing with teachers.

Introducing *SSR* to your Student

Tell the students how *SSR* will be carried out and why they're doing it. Emphasize that *SSR* is supposed to be a pleasurable activity. Tell them that they won't be graded or asked comprehension questions over what they read.

***SSR* Rules for Students**

1. Everyone must read, including the teacher.
2. *SSR* should not be interrupted.
3. Students choose their own reading material.
4. Reading materials must be chosen outside of *SSR* time.
5. Textbooks are not allowed for *SSR*.