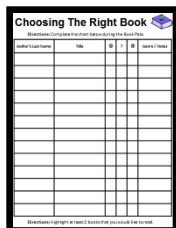# Sustained Silent Reading

Providing students with time to read books they enjoy allows them to practice their reading skills in a pleasurable way.

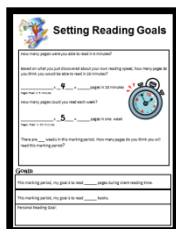- Help students choose a book that's right for them during "The Book Pass"
  - Teacher selects thirty different books from the library and places them throughout the room.
  - Students preview the title and record their thoughts on the "Choosing The Right Book" chart provided.
- Setting realistic, measurable goals is essential.
  - Using a book of their choice, students are asked to read as much as they can in 5 minutes. The teacher will time students.
  - Students will use this information to complete the "Setting Reading Goals" sheet
- Graphing the number of pages read daily on the "Daily Reading Line-Graph" will allow the student and teacher to quickly assess reading progress.
- Independent reading provides students with the opportunity to practice reading strategies.
  - Introduce and model a specific reading strategy.
  - Provide students with a log sheet focusing on one specific strategy.
  - Remind students daily which strategy they will be focusing on during silent reading.
  - Once the silent reading time is up, students should complete the log sheet using the focus strategy.
  - As more and more strategies are introduced, the teacher may choose to provide students with a log that allows the students to focus on a different strategy each day.
- In order to assess student progress, it is recommended that the students complete and keep a Personal Reading Log. This will make it easier for the teacher and student to reflect on the student's ability to read silently.
- Additionally, keeping a reading log encourages student accountability.
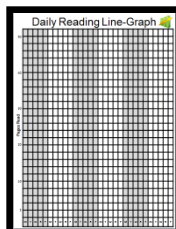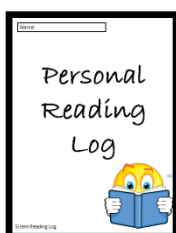
Wagner

Name:

Personal Reading Log

Silent Reading Log

Choosing The Right Book

Directions: Complete the chart below during the Book Pass.

Author's Last Name	Title	☺	?	☹	Genre / Notes

Directions: Highlight at least 2 books that you would like to read.

Setting Reading Goals

How many pages were you able to read in 5 minutes?

Based on what you just discovered about your own reading speed, how many pages do you think you would be able to read in 20 minutes?

_____ x __4____ = _____ pages in 20 minutes

Pages Read in 5 minutes

How many pages could you read each week?

_____ x __5____ = _____ pages in one week

Pages Read in 20 Minutes

There are ___ weeks in this marking period. How many pages do you think you will read this marking period?

Goals:

This marking period, my goal is to read _____ pages during silent reading time.

This marking period, my goal is to read _____ books.

Personal Reading Goal:

Daily Reading Line-Graph 📈

Pages Read

| | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 |
| 30 |
| 20 |
| 10 |
| 2 |

| M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F |

Daily Reading Line-Graph 📈

Pages Read

| | 50 | | | 40 | | | 30 | | | 20 | | | 10 | | | 2 | |

| M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F |

MONDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Connections:

TUESDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Visualize (Create Images):

WEDNESDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Questioning (List 3 questions you have):

THURSDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Determining Importance:
The main idea was:
3 Supporting Details Were:

FRIDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Summary:

MONDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Connections:

TUESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:
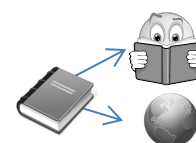
Connections:

WEDNESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Connections:

THURSDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Connections:

FRIDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Connections:

MONDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Visualize (Create Images):

TUESDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Visualize (Create Images):

WEDNESDAY

Title:		Genre:
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Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

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FRIDAY

Title:		Genre:
Starting Page:	Ending Page:	Total Pages Read:

Visualize (Create Images):

MONDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Questioning (List 3 questions you have):

TUESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Questioning (List 3 questions you have):

WEDNESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

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THURSDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Questioning (List 3 questions you have):

FRIDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Questioning (List 3 questions you have):

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	Starting Page:	Ending Page:	Total Pages Read:

Determining Importance:
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MONDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Summary:

TUESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Summary:

WEDNESDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Summary:

THURSDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Summary:

FRIDAY	Title:		Genre:
	Starting Page:	Ending Page:	Total Pages Read:

Summary:

Book Completion List

Books I've Completed	☺	☹	Reason why I would / would not recommend this book

Book Rejection List

| Books I Gave Up On	I stopped On Page:	Reason why I gave up on this book.

Metacognitive Reading Log

Having the students keep track of their reading using the metacognitive reading log allows the teacher to see exactly what students think is important, what they have trouble with, and what they are curious about. Keeping this information in a log allows the teacher to see progress over time and can be used to drive instruction.

- This is a sample cover page for the metacognitive reading log.
- The same log should be used for multiple subject areas.
- This is not something students should be forced to complete during SSR
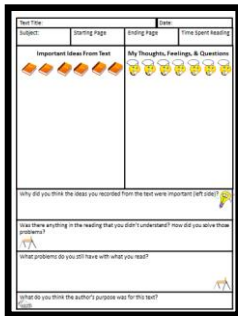
- Make multiple copies of this sheet and bind together.
- It is important to keep the copies together in order to monitor reading progress.
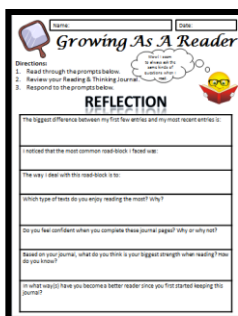
- Having students reflect on their own reading progress is an excellent way to encourage further growth & encourage students to set realistic goals.

Name

Reading
&
Thinking

Text Title:			Date:	
Subject:	Starting Page	Ending Page		Time Spent Reading

Important Ideas From Text	**My Thoughts, Feelings, & Questions**

Why did you think the ideas you recorded from the text were important (left side)?

Was there anything in the reading that you didn't understand? How did you solve those problems?

What problems do you still have with what you read?

What do you think the author's purpose was for this text?

Growing As A Reader

Wow! I seem to always ask the same kinds of questions when I read.

Directions:

1. Read through the prompts below.
2. Review your Reading & Thinking Journal .
3. Respond to the prompts below.

REFLECTION

The biggest difference between my first few entries and my most recent entries is:

I noticed that the most common road-block I faced was:

The way I deal with this road-block is to:

Which type of texts do you enjoy reading the most? Why?

Do you feel confident when you complete these journal pages? Why or why not?

Based on your journal, what do you think is your biggest strength when reading? How do you know?

In what way(s) have you become a better reader since you first started keeping this journal?