The Urgent Need to Apply A Sustained Silent Reading Remedial Program to Improve School Achievement

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Achievement

A thesis submitted in partial fulfillment of the requirements for the

Master's Degree of International Education at the American

International College of Massachusetts, USA

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Summer Semester 2010

The American International College

Acknowledgement

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Abstract

The purposes of this study are to investigate the overall effect of Sustained Silent Reading (SSR) on school achievement, especially in the Middle East area. In addition to this, the aim of this research is to identify the variables of SSR. As a research method for this study, an analytical approach is applied. The reason behind opting for this approach is to suggest that providing a fixed period of time for students to read materials of their own choice; either for pleasure or for information, may not sufficiently facilitate their reading skills. Fostering a student's reading skills through the SSR activities and training, therefore, should be combined with a variety of literacy activities and reading disability remedies; such as discussion, role modeling, reinforcement and talking that increase participation and interaction with peers and teachers. Furthermore, this study supports the recommendation of earlier intervention of SSR skills programs in improving students' school achievement.

CHAPTER ONE - INTRODUCTION

Introduction

Reading is an interactive and constructive process in which readers comprehend, interpret, and respond to text in accordance with what they already know. Effective readers "have personal expectations about what they will get from a selection, and they bring those expectations to bear as they read by predicting and testing their predictions. They actively create meanings through constructing or generating relationships, between what is within the text and what they already know (Hennings, 1994, p. 456). Reading is considered one of the most distinguished language in man's life, as it is an important method of communication. It is the window through which one can get acquainted with the various types of knowledge and cultures; a very important factor of character development; and one of the ways of sophistication in social and scientific growth. Through reading, people can satisfy their needs and develop their thought process and emotions; as it enriches their experience with different notions, opinions and experiments.

In today's world we receive so much information via radio, television and multimedia experiences; yet none of these avenues has the ability to educate as the fundamental skill of reading. Literacy rate is often included in each of the aspects, while determining how well a nation is doing, and how likely its economic situation is improving. However, the figure does not only reflect education levels, but also has a strong impact on the economic power, corruption, government administration and health. When the figure of literacy rate is low, the country is more likely to be an economic backwater. Also, the government is likely to be poor, be under dictatorship, with widespread of corruption, along with the lack of universities, doctors and other experts. Considering the situation of countries in African continent, literacy rate can be regarded as an appropriate reflection of the lifestyle quality of

its citizens. Countries that have recently experienced improving economic fortunes have increased the education level of its population. The easiest way to educate any population is to teach them the skill of reading.

Reading is one of the pillars of learning and education. The aspects of school life indicate reading as main factor for its success. In fact, most of the school subjects are presented in a written form; hence, the ability to read quickly and effectively is one of the most important tools that assist student school achievement. Sustained silent reading SSR is considered one of the most important types of reading, which students are required to master by the end of the elementary stage. Sustained Silent Reading (SSR), also known as Uninterrupted Sustained Silent reading (USSR) and High Intensity Practice (HIP), is defined as a specific amount of time that is set aside for reading. Everyone is encouraged self-selected materials without having to answer questions, make a report, or read a certain number of pages. In the context of a classroom, the teacher and all the other school staff members reads, posing as role models for everyone else. The reading period generally lasts 10 to 20 minutes. In accordance with students' attention spans, the teacher may gradually increases the reading time from five minutes up to one-half hour (McCracken 1971).

Since the importance of linguistic mechanism in the field of learning and education is high; SSR has gained the interest of curricula makers and those who work on scientific research. It helps in developing the programs and strategies that aim to help students acquire the skills of Sustained Silent Reading represented in comprehension and speed. It is one of the most essential aspect of learning, especially in the age of technology and knowledge revolution, where the information and scientific product is top priority. Hence, SSR can be regarded as one of the special targets for teaching foreign languages through the different stages and systems of education in Middle East.

Studies and researches in the field of SSR has been conducted through various different methods, in order to investigate its features, importance and the effects that call for training the children. It helps the students in being accustomed to its effectiveness and skill-learning at a very early age. In addition to this, the findings of the research have put an end to the controversy between the promoters of Silent Reading and those of Read Aloud. There has been no doubt in the necessity of applying SSR programs in elementary schools, since the time it has been highlighted in second decade of the 20th century.

There are numerous studies that have considered SSR or Sustained Silent Reading as a practice that accumulates reading process. It is one process that is required to be completed or accomplished over a given time period. On one hand, the process of reading is most often highlighted as one of the significant aid or requirement for individuals in regards with independent living. Numerous of studies and researches have claimed that the acquisition of knowledge can be improved in various different aspects of life, in order to compensate with the deficiencies that can arise from reading the content out aloud.

On the other hand, the position of this concept in this theory has explained that such comprehensions, by nature are linear. There have been many interventions conducted in this regard which evaluated the impact of reading out loud and compared it with the silent reading. The targets of these studies were adolescents who sought education in schools. In addition to this, its impact on the individuals or adolescents with reading disability, emotional behavioral disorder, and developmental disabilities of moderate to severe cases.

One of the most important studies on SSR is the one undertaken by Boswell in 1947, on 1699 elementary students in Chicago. It showed that the students who learned by SSR skills exceeded the school achievement level than those who learned through the Read Aloud technique. In his research, Building Background Knowledge for Academic Achievement, Robert J. Marzano showed how a carefully structured combination of two approaches:

sustained silent reading and subject-specific vocabulary instructional terms can help overcome the deficiencies in background knowledge that may hamper the achievement of many children. There are eight factors identified by Pilgreen (2000) that represents a successful SSR program:

1. Access: convenient access to a wide variety of reading materials

2. Appeal: students free and encouraged to read information that they find highly interesting

3. Conducive Environment: relaxed, comfortable, free from noise and interruption

4. Encouragement: teachers demonstrate interest, provide encouragement, model excitement about reading

5. Staff Training: provides information about SSR to all staff in the school

6. Non accountability: no testing

7. Follow-up activities: activities that allow and encourage students to interact about what they have read.

8. Distributed time to read: systematically and frequently providing students with SSR time.

Marzano concluded that the duration of SSR should be provided at least twice a week, for approximately 20 to 30 minute period to the students of 10th grade. A 5-Step Process for implementing SSR, which is recommended by Marzano, is based on these 8 principals:

Step 1: Students identify topics of interest to them.

Step 2: Students identify reading material.

Step 3: Students are provided with uninterrupted time to read.

Step 4: Students write about or represent information in notebooks.

Step 5: Students interact with the information.

The study conducted by Taylor (1989) on 40 students of sixth grade also resulted that students' reasoning after applying a Sustained Silent Reading program became better as compared to the same activity done after reading aloud. The study along with many other researches, have proved that there is a great connection between SSR and the student's ability to achieve high level of comprehension in all school subjects. In a research by Lee and Allen (1963) on students of 4th, 5th and 6th grade, it has been concluded that SSR is necessary to reach an accepted level of achievement. The study of Mabel Aranha (1985), researched on a sample of 4th grade students in Bombay, which aimed to measure the effectiveness of Sustained Silent Reading skills on students' achievement and their tendency to read. The study concluded that the suggested SSR program had a clear and positive impact on the students' achievement.

The outcomes of the study conducted by Sandra Holt and Frances O'Tuel (1989) on two different samples of 201 students, belonging to seventh and eighth grade, studying at a south eastern school in the United States; resulted that the program of SSR had a strong effect on improving the students' school achievement. The study conducted by Geraldine Saunders (1992) on a sample of 350 high school students in Nebraska, aimed to evaluate the effect of an SSR program on the attitude of students towards reading. Also, it examined the program's impact on their achievement in Biology. Findings of the research clearly indicated a strong and positive impact on the students' achievement in Biology.

Yorkey (1982) explained the role of reading in school achievement in his research, indicating that students with weak reading abilities cannot choose proper reading activity to gain important information; hence, cannot organize items of information, nor can they employ the information. In addition to this, such students fail to understand the context of

their readings as well. These weak students suffer from two extremely important matters: incomprehension and the long period of time taken for reading (Yorkey, 1982).

Studies in the field of SSR, among which is the study of Meyer (1980) and Moore (1981), have also revealed that there is a problem in most of the educational institutions all over the world, represented in the students' weakness in some of SSR skills required to attain information, i.e. the skill of understanding the main ideas, understanding detailed ideas, deduction and summarizing. These studies also highlighted student's ability to comprehend that what they read does not exceed the lexical or superficial level of comprehension.

It is noteworthy that in order to raise the level of school achievement, we must provide students with training on SSR skills which they need to search for knowledge from appropriate sources. Hence, they can benefit from background knowledge of subjects to facilitate learning processes. It is due to the association that exists in success or failure in learning mostly to be subjected or strongly affected by students' information of the way how to learn and the extent of their abilities to use the reading Walter (1981).

There are a lot of studies that proves the possibility to develop the SSR skills, as reading skills have nothing to do with genetics, and are not innate. They are acquired skills that can be taught and developed through organized educational and training programs. Among these studies that proved the possibility of developing the SSR skills are that of Kenneth Higgins (1982) and Lucy Green Parker (1978), which concluded to the fact that the programs of developing SSR skills have a significant effect on the students who participated in the research.

The Study Concern

Although the weakness in silent reading is one of the most complicated problems that many students suffer from, especially in elementary stage. Despite of all the negative effects emanating from this problem, the concern is mainly represented in the low level of school

achievement of students. Nevertheless, taking this concern into consideration in the Middle East area in comparison with Egypt is still not promising.

Due to the functional importance of SSR, and due to the theoretical and practical importance of the studies concerned with developing the SSR skills, the Middle East area generally and Egypt specially; there is an urgent need to design an experimental program to develop SSR skills of elementary students. The aim of this program would be related to the conclusions on which we build educational applications to raise the students' level of Sustained Silent Reading and, henceforth, raise the level of their school achievement. The aim of this research is to bridge the gap that is found in the said field.

Accordingly, the main concern of this study is represented in evaluation of the following:

"What is the effect of going in the footsteps of an applicable program for developing Sustained Silent Reading skills on improving the level of school achievement?"

In order to reach the answer of this question, the researcher formed the following subsidiary questions:

1. Is there a statistical difference between the scores of the sample students in the before and the after measurements of Silent Reading comprehension test?

2. Is there a statistical difference between the scores of the sample students in the before and the after measurements of Silent Reading speed test?

3. Is there a statistical difference between the scores of the sample students in the before and the after measurements of Silent Reading deduction test?

4. Is there a statistical difference between the scores of the sample students in the before and the after measurements of Silent Reading school achievement?

The Study Importance

Sustained Silent Reading has been ranked higher amongst the different other types of reading methods, as it allows more concentration on comprehension while reading. Moreover, it saves time and effort of the reader in addition to its applicability to the various situations of life. Therefore, the importance of this study can be represented in the following two aspects:

A) The theoretical importance:

1.   To enrich the educational heritage of the Middle East area generally and Egypt's especially with more information about Sustained Silent Reading.

2.   Due to the rarity of studies in this field in the Middle East area, this research aims to provide the information necessary for other studies.

B) The practical importance:

1.   To design a program of Sustained Silent Reading, following the footsteps of other successful schools in the field is essential for preparedness in performing implementation in Egyptian schools; in order to improve their students' skills of Sustained Silent Reading.

2.   The possibility of implementing the results of this particular research on the educational institutes as much as possible.

3.   To help educators choose the best methods and techniques which support the development of comprehension and speed skills of students' Sustained Silent Reading

The Study Objectives

The study aims to examine the efficiency of an experimental and remedial program, in

order to develop the skills of Sustained Silent Reading; and examining its applicability on elementary students of Egyptian schools. The study would also research the outcomes in addition to measuring the connection between the improvement of SSR skills and the level of school achievement.

The Study Keywords

Following are the definition of keywords used in the context of this research:

1. Silent Reading

Silent reading is the process through which one can recognize words and understand them without voicing, whispering or even moving the lips.

2. Skill

It is the acquired ability to practice types of sophisticated and well-organized behavior easily and perfectly. This ability can be developed through planned and sustained training and regular practice.

3. Reading Comprehension

Reading comprehension is the effective mental activity, presented in the reader's recognition in the context of the reading material, either lexical or technical, in the light of the reader's background information. The procedural definition of Reading Comprehension is the score of right responses that student gets in Silent Reading Test.

4. Reading Speed

The number of words that the student reads per-second compared with the comprehension rate through the reading text. The procedural definition of Reading Speed is the score of student in Silent Reading Test.

5. School Achievement:

School achievement is the level of learner through school learning, which is measured by school achievement tests. The procedural definition of School Achievement is the score of

the student in all school subjects by the end of the school term

CHAPTER TWO - LITERATURE REVIEW

The Concept of Reading and Its Historical Development

Academic references indicate that the concept of reading has undergone several stages. Research and studies about reading in all stages agree with its definite concept. At the beginning of the 20th century, the concept of reading was the ability to recognize letters and words and to utter them. That concept was limited to the visual recognition and utterances of the written symbols. At the time, research is focusing more on dealing with reading through the automatic dimension rather than on the mental and interaction processes of reading. Moreover, research and studies carried out about reading within the first decade of the 20th century focused only on the physiological aspects such as eye movement and speech organs.

In the second decade of the 20th century, reading has clearly gained an escalating importance, as many studies were dedicated to it, especially that of Edward Lee Thorndike. Thorndike put his testing expertise to work for the United States Army during World War I. He created both the Alpha and Beta tests, which are classified as ancestors to today's ASVAB, a multiple choice test, administered by the United States Military Entrance Processing Command. It has been used to determine qualification for enlistment in the United States armed forces. For classification purposes, soldiers were administered for such Alpha tests. With the realization that some soldiers could not read well enough to complete the Alpha test; the Beta test, which consisted of pictures and diagrams, was administered. Such contributions anchored the field of psychology; and were later encouraged for the development of educational psychology. Thorndike's 1917 article "What reading is" concluded that reading is not just a mechanical process of recognizing and uttering letters, but is a very complicated process the same as the processes a man does when working out math's questions. It requires various activities to be involved such as reasoning, building relations,

and deduction.

As a result of the great amount of research on SSR, especially that of Charles H. Judd and Guy T. Boswell, which assured that reading varies in accordance with the purpose of the reader and with the reading subject matter; experts have been calling for the necessity of training students on the various types of reading. There was also more interest in reading speed so that everyone can benefit from everyday publications.

As interest in criticism also has expanded; the concept of reading has become so comprehensive that it included the critical interaction of the reader with the reading material; and taking it as a means of gaining experience and benefit of life. This is due to the need to man's participation in society building through opinion taking, and due to the necessity of training students not to absolutely give in to all what they read without critical and analytical study to know the positive and negative aspects of what they read.

In the third decade of the 20th century, the concept of reading has developed so much that it referred to the use of reading to face intense problems and benefit from this in real life. This is because life has become more complicated and teemed with social, economic and political challenges. Thus, analytical reading has expanded and become a method of perception activity in solving problems.

However, reading remained limited to the automatic side as well as to the reasoning side which contains various mental processes till the end of the 20th century when the concept of reading extended to include the whole linguistic experiences the reader possesses. This development requires linguistic knowledge as a significant contributor in regards with the aspect of condition to learn-reading. Not only this, the interaction side was ensured to formulate three main dimensions that affect reading:

The Sensory Dimension

The sensory dimension depends on the reader's background and the sources of his senses: for example, if there is a problem with the eye, then all the viewing things will be affected.

The Interaction Dimension

The interaction dimension includes the reader's feelings and interaction while reading, as the way we interact while reading influences our interpreting of what we read.

The Knowledge Dimension

The knowledge dimension includes perception and skills of comprehension. It involves the reader who suffers from hardships of thinking almost faces hardships of reading and comprehension.

Types of Reading

Following can be identified as types of reading through four angles:

1. Through the mental readiness of the reader

   The mental readiness of the reader can further be divided into two sections:

   a) Reading for study: it is connected to the requirements of the career and other sorts of life activities. The purpose of this type is practically related to gaining information and preserving some general facts; that is why the mind pays due readiness as the reader is more awake, more careful and more interested. In addition to this, his reading takes more time, his eyes stops by lines more frequently and for longer time to achieve the target of study; thus, memorizing and building relations.

   b) Reading for pleasure: this kind of reading is connected to the desire for spending exciting leisure time, removing all features of study. The motivator of this kind of reading is either love of knowledge. In such a case the reading

material will be non-fiction, or the desire for escaping reality with all its burdens,

seeking entertainment: in such a case the reading material is almost fictional.

2. Through the reader's intentions, reading can be divided as follows:

a) Reading to form a general idea about a comprehensive topic, like reading

reports or a new book. Such a type is considered one of the most highly elevated

types of reading. This is due to the plethora of subjects that a man has to read in

the modern age in which the cognitive production has increasingly progressed.

Such a type of reading is characterized by making certain pauses at some points to

grasp facts, and by speed with comprehension at other points.

b) Reading for achievement means reading for study and collecting data, which

requires patience and taking time to understand the questions in detail; and be able

to hold comparisons of the similar points and the different points of information,

thus helping stabilize facts in mind.

c) Reading for collecting information requires reader to resort to several sources

from which he or she collects certain information, such as the researcher who

prepares a study. This type requires the reader to have the skills of quick browsing

as well as note briefing. We can train the students to apply the type of reading by

asking them to prepare some lessons after providing them with the necessary

references.

d) Critical & analytical reading includes criticizing a book or any mental

production to hold a comparison between it and others. This type requires more

patience, scrutinizing and closer examination; that's why this type cannot be

practiced except by the one who has great fortune of culture, maturity, knowledge,

achievement and comprehension.

3. Division on the basis of speed:

Yoakum identified four types of reading skills used in every language:

a) Skimming: It is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming. Examples of Skimming include:

- The Newspaper (quickly to get the general news of the day)

- Magazines (quickly to discover which articles you would like to read in more detail)

- Business and Travel Brochures (quickly to get informed)

b) Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. Examples of Scanning

- The "What's on TV" section of your newspaper

- A train / airplane schedule

- A conference guide

c) Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

- Examples of Extensive Reading

- The latest marketing strategy book

- A novel you read before going to bed

- Magazine articles that interest you

d) Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading

- A bookkeeping report

- An insurance claim

- A contract

4. Division by performance:

The general form of reading through performance can be divided into two types: reading aloud (oral reading) and silent reading. This division is agreed upon by experts of reading and the international associations that teach reading skills.

a) Reading Aloud or Oral Reading:

Researchers identify oral reading as the type of reading through which the reader receives the reading material using the eyes, moving the tongue and employing the ears; the basis of this is reading in a loud voice that both the reader and others can hear. It is also known as the process through which the written symbols are interpreted and transmitted into meaningful utterances and heard voices with various significances, depending on the ability of the eye to see the symbol, the cognitive ability to recognize the symbol and on using the appropriate utterance that expresses the meaning of the symbol.

The important role that oral reading plays socially can be seen through setting a common basis for debate and viewpoint exchange, helping students improve their conversation skills and enabling them to entertain joining literary subjects and scientific discussions. Finally, it helps teachers diagnose the weakening points in the required reading skills.

b) Silent Reading:

Sustained Silent Reading has been identified as a program where students are encouraged to engage in silent reading of novels of their own choice because, "the less time people spend with books and print, the less growth they exhibit on vocabulary and measure of reading achievement" (Brozo, 2003, p. 39). SSR creates room for students to develop a lifelong love of reading while also acquiring new vocabulary and gains in reading comprehension (Krashen, 2005, p. 440).

Educators define SSR in myriad of ways yet essentially the basic ideas are identical; students "should read silently every day, choose their own books, have uninterrupted time to read, be able to choose not to finish a book, observe the teacher modeling good reading habits, and not be required to take tests or write book reports on what they read" (Gardiner, 2001, p. 32) It is a program that allows students to choose their own literature which "will engage even the most reluctant reader" (Gutchewsky, 2001, p. 84).

The advantages of Sustained Silent Reading

Sustained Silent Reading has great advantages; that is why it was highly considered in the field of modern education. Among these advantages are the following:

1. SSR Leads To Improved Vocabulary, Grammar, Mechanics, Fluency and

Cognitive Development:

Studies demonstrate that learners who take pleasure in reading also read more books and increase in their reading comprehension, spelling, and vocabulary skills (Gardiner, 2001, p. 34). In a standard sustained silent reading program, "most middle school students can read about 1 million words and learn about 1,000 new words each year without any direct instruction in vocabulary" (Gardiner, 2001, p. 34). Research shows that students who achieve higher on vocabulary tests do more reading than students who do not perform as well (Krashen, 1989, p. 455). When students are in an environment that allows time for SSR, as a supplement to the regular Language Arts program, it results in advanced vocabulary development and students who read more have a greater familiarity with the language and therefore will "perform better on vocabulary and spelling tests" (Krashen, 1989, p. 455).

Silent reading programs can improve fluency as well. In a six-week study of 76 students, "students read for 15 minutes three times a week during class and for 15 minutes twice a week outside of class. Students maintained approximately the same level of comprehension, but their mean reading rate increased from 210 to 348 words per minute" (Gardiner, 2001, p. 33)

2. SSR Creates A Space For Students To Read And Develop As Readers:

In a report of a school in Georgia that utilized POWER as an essential part of its English program, "64 percent of the program's teachers reported that students' interest in reading had increased, and 53 percent reported that the students' reading skills improved as a result of the program" (Weller &Weller, 1999).

Gardiner writes, "We don't need to spend a lot of money or design complicated programs to help students learn to enjoy reading; we just need to give them time to learn that reading can be enjoyable which develops the attributes of what I call good adult readers"

(Gardiner, 2005, p. 67). Gutchewsky makes an interesting observation when she writes,

"Where else [but in our classrooms] will our students ever pursue their own reading

interests?" (Gutchewsky, 2001, p. 83)

The Skills of Sustained Silent Reading:

Many researchers were interested in studying and identifying the skills of SSR. Duffy

was a pioneer in the field. According to him, SSR skills are represented in the following:

1. Guessing unknown words through the context

2. Tracing the system of the reading text

3. Understanding the main idea of the text

4. Understanding the implicit as well as the explicit message of the text

5. Deducing from the text

6. Identifying the written symbols

7. Identifying the main purpose of the author

Francoise (1978, 405) implies the SSR skills in the following:

1. Extracting the general meaning from the text

2. Understanding the implied meaning

3. Understanding the lexical meaning

4. Understanding the connections among sentences

5. Recognizing the significance of the text

6. Extracting the main idea

7. Extracting the details

8. Deduction

9. Summarizing the reading text

10. Reading with speed and comprehension

Simmons identifies the SSR skills as:

1. Recognizing the whole meaning of the text

2. Summarizing a paragraph

3. Recognizing and understanding the detailed ideas

4. Identifying the main idea

5. Suggesting a topic to a paragraph

6. Deciding the general rules

7. Reading to follow up instructions

8. Deducing the findings

9. Distinguishing between facts and viewpoints

10. Evaluating the author's ability

Anderson identifies the SSR skills in:

1. Identifying and summarizing the main ideas

2. Distinguish between the major ideas and support ideas

3. Understanding the direct sentences

4. Criticizing the reading text

5. The ability to apply what is read

6. Identifying the author's viewpoint and purpose

Through the previous overview of SSR skills, we find that there are some skills repeatedly mentioned more than others; for instance, understanding the main idea, understanding the details, deduction and word recognition. On the other hand, there are some skills ignored despite their importance such as: concentration, increasing the eye reading span and organizing the eye movement. These skills must be applied when training the students on the SSR skills as they are support skills of the SSR speed skill. Hence, the researcher can identify the skills that he finds necessary to emphasize when preparing an SSR program in

view of some considerations the most important of which are: how common these skills are,

how important, and how fruitful for the study; these skills are

1. Concentration

2. Quick recognition of words

3. Increasing the eye reading span

4. Organizing the eye movement

5. Understanding the main idea

6. Understanding the detailed ideas

7. Deduction

CHAPTER THREE - THE SUGGESTED PROGRAM OUTLINES

The Effect of Developing SSR Programs

As indicated in many studies, such as Reutzel, Petscher and Spichtig (2015); SSR or sustained silent reading is considered to be a practice that include the readers in a process of reading, which is required to be completed over a given time period. In most pedagogical aspect, one of the basic assumptions of SSR revolves around the achievement that concerns readers and readings. According to researches, the emphasis of any given program of reading is required to be set on its competent development in regards with the silent reading done independently (Sanden, 2014). In support of this concept, there is another study that proposes SSR to be related with the notions of common sense that are extracted through the process of reading (Hiebert, 2014). This notion suggests that daily practice of sustained silent reading is likely to enhance the independent reading skills. However, on the other hand, there are certain studies and researches (Hiebert, 2014) that tend to perceive the determined effect of SSR to be either in regards with the attitude of reading, or to be in regards with the achievement that have been extracted from reading. In addition to this, there are other studies that have contributed in exploring the advanced effects of sustained silent reading on an individual or reader. The study of (Snyder, 2016) have contributed in examining the effect or impact of reading freely in the achievements that are related to enhanced vocabulary. The study vocabulary levels of involved average along with the eighth graders who were above average. It included the reading of different subjects, involving narrative passages or the ones that were expository in nature. The process was later followed by the introducing various measures to evaluate the vocabulary of each student. The results indicated that substantial portion of enhanced vocabulary and its growth have been associated with different accounts of contexts that come from incidental learning.

However, apart from the gains in terms of vocabulary of different subjects through the process of sustainable silent reading; it has been proved through various researches that vocabulary tends to enhance in process that involves natural reading. In addition to this, SSR also accumulates a significant amount of traits that are extracted from the nature of natural reading, which can be regarded as the core reason of escalating growth of vocabulary. According to the study that involves supplementary programs that prevails among the student of elementary grades, who also tend to include the recreational reading style; have proposed positive impact in various aspects (Rasinski, Rupley, Pagie and Nichol, 2016). These aspects are written language, sight vocabulary, and interest of individual in reading. However, the results were mostly based on the students of second and first grade, who were supposed to spend almost 40 minutes each day, dedicatedly for the program that involved reading (Sanden, 2014). The program did not only contribute towards the effect of SSR but have also shed light on the involvement of different planned activities. Also, it has been proved that common sense along with numerous researches indicate that the effect of SSR on the achievement related to reading have been positive.

I. The Failure to achieve the Skills of Sustained Silent Reading

The problem of failing to achieve SSR skills is one of the most important problems that students suffer from, especially those of elementary stages; therefore, the researcher will try in this part to expose the problem of failing to achieve SSR skills: 1) The aspects, 2) The reasons, 3) The ways of assessing these skills and 4) The methodology used to develop SSR skills to overcome this problem.

1. The aspects of SSR skills failure

These aspects vary, so it is better to classify them in the following points:

a) The aspects of failing to comprehend the reading material: this problem emerges through some indicators, the most important of which are:

1- Failing to understand the vocabulary meanings

2- Failing to use the context inference (i.e. keywords, triggering words) to help decode

   unknown vocabulary

3- Failing to understand the meaning of the sentence and maybe of the whole paragraph

4- Failing to recognize the structure used in building the paragraph

5- Failing to extract the facts and ideas implied in the reading text

6- Failing to get the right conclusions both the clear and the implied ones (Bond and others,

   1984, 254)

b) The aspects of failing to read with appropriate speed: this problem emerges through some

    indicators, the most important of which are:

     1- Failing to visually analyze the vocabulary

     2- Too much vocabulary analysis by reading the words letter by letter

     3- Failing to distinguish between words that have similar forms (homonyms) 4-

     Uttering the word while reading

     5- Using a finger to trace the words while reading 6- Moving the head while reading

     7- The difficulty of turning from line to line

     8- The eye regression to what is read before

     2. The reasons for failing to achieve SSR skills

     The reasons for failing in SSR skills are so various that they cannot be included in or

confined to one factor, but this failure is the result of many intermingled and overlapping

factors.

The First Axis - Reasons Attributed to the Student

     1) The Physical factors:

     a. Optical deficiency:

It is the fact that the optical system acts well is considered one of the basic requirements for reading, so any deficiency in sight leads to deficiency in reading. There are some behavioral symptoms the teacher can notice in the students who have optical deficiency: inability to distinguish between words with similar forms (homonyms), continual tendency to weep the eye, blepharitis, continual eye tearing, high sensitivity towards light, face frowning, head leaning forwards and backwards, holding the book close to the eye, or feeling headache and dizzy (Carrillo, 1976, 81-82).

a. Auditory deficiency:

It is weak auditory sense is a principal reason for reading failure, especially if this weakness is sharp; the first stages of learning how to read are basically built on the language heard. There are some behavioral symptoms the teacher can notice in the students who have auditory deficiency: paying no attention to the activities that require listening, misapplying the oral instructions asked to perform, leaning forward with the ear towards sounds or speakers, looking fixedly to the eyes of the speaker, sticking to only one pitch of tone while speaking, repeatedly having flu symptoms, ear secretions, or difficulty breathing (Bond, 1984, 136).

2) The General Health of Students

Reading is a difficult task for students. It requires student to be attentive and active while learning how to read. In addition to this, any physical disorder will reduce the student's liveliness and prevent him from concentrating while learning.

3) Tendency to read:

It is a relatively fixed emotional aspect that makes the individual pay attention to and

consideration of a certain issue; participate in mental activities; and feel satisfied with practicing these activities. Smith differentiates between the concept of tendency to read and the concept of reading tendencies, as tendency to read is the person's interest in and desire to read as a general activity whereas reading tendencies are the person's tendencies to read in certain fields like religion, literature, and history.

Such tendencies vary according to the natural environment in which the individual lives and interacts. They are also affected by religion, customs and traditions, the social and economic standard and by a person's feelings of deprivation in one of these aspects. Schools play a significant role in developing reading tendencies of students by providing appropriate curricula, teaching methodologies, and interesting reading material, so any books, stories or comics that attract students and encourage them to read must be accessible at school.

4) Reading Motivation

One of the major concerns of educators and parents is motivating students so that they work at the best of their abilities (Guthrie, Solomon, 1997). If a student does not want to do something, no one can make them. The key is to motivate them in such a way that they want to do the task that we are assigning. This is absolutely critical when it comes to literacy and reading (Baker, Wigfield, 1999).

There are four characteristics of a motivated student:

(1) He or she wants to learn;

(2) He or she has a desire to accomplish the task;

(3) He or she has a positive attitude toward the task;

(4) He or she exhibits effort to accomplish the task (Ngeow, 1998). Although reading motivation is regarded as very important, there has been little research on it (Metsala, McCann, Dacey, 1997). According to a survey given to classroom teachers, reading teachers

and reading specialists, motivational research should "receive the highest priority during the next decade" (Miller, Meece, 1997). As educators, we need to understand the different types of motivation, in order to better employ motivation techniques and strategies in our classrooms.

5) Social and emotional growth

The significance of social and emotional development is seen in every area of a child's life. A child will have a strong foundation for later development if he or she can manage personal feelings, understand others' feelings and needs, and interact positively with others. Differences in social and emotional development result from a child's inborn temperament, cultural influences, disabilities, behaviors modeled by adults, the level of security felt in a child's relationships with adults, and the opportunities provided for social interaction. Studies by Robinson, Gates, Bird and Martin indicate the rise of emotional problems among students who suffer from deficiency in reading ability. Moreover, Harris and Saibai demonstrate different types of emotional problems that lead to failure in SSR skills: plain refusal to learn reading, aggressiveness, depending on others, quick feeling of hopelessness, and excessive lack of concentration, excessive tension, and being overwhelmed by daydreaming.

6) Mental disability

Students differ in their mental abilities as they go up and down according to the general growth of their brains. Most researchers agree that there is a positive relation between students' scores in IQ tests and their scores in reading tests, but they argue in the extent of this relation. Researchers also agree that more than six years of age can successfully achieve reading learning. However, deficiency in reading is not an aspect of mental retardation. Such deficiency exists at all levels of intelligence. Furthermore, we cannot depend only on the degree of mental growth in measuring student's reading skills, neither is it easy to measure

the level of intelligence because both of them are influenced by many other factors that make

their measurement extremely difficult. The findings of some studies warn against any attempt

to limit to what extent the child can learn on the basis of the relation between intelligence and

reading skills. This is because such relation shows efficiency when we want to identify the

student who cannot achieve reading progress which parallels his or her abilities.

The Second Axis - The Reasons Attributed to the School Environment

Schools have a very important role in bringing students up and providing them with

various skills that assist them in their future, including SSR skills, by the integrated work of

the different educational pillars: educational administration, teaching efficiency, modern

syllabi, and practical methodology. Any deficiency in any of these elements leads to students'

learning difficulty and their repeated errors. There are certain reasons that lie behind the

failure to achieve SSR skills.

1. Weak academic & vocational preparation for teachers:

The weak academic and vocational preparation for teachers, especially language

teachers, is one of the major factors that lead to the deficiency of students in SSR skills.

There is no doubt that teachers of reading or any other teachers who stumble in understanding

what they read, are unable to pronounce words accurately, or are generally bad at reading,

such teachers can never make their students good readers. Research suggests that there is a

close relationship between the well-reading teacher and his students' tendency to read,

emphasizing the role of academic preparation of teachers. In addition, the weak vocational

preparation for teachers negatively affects their teaching methodology, thereby making them

unable to diagnose the students' deficiency in SSR skills along with the inability to find the

proper treatment. Accordingly, teachers become careless about preparing the appropriate

atmosphere for acquiring experience as they do not recognize its importance and careless

about achieving conformity and congruity between the reading material assigned for the student to read and the student's readiness, abilities and tendencies because teachers do not know the way to that.

2. The failure of reading books to achieve the target of them

It is has been observed that giving due care to the school reading book has a great impact on improving the students' levels, both by suiting the reading material with the student's level and by producing perfect reading attractions such as the kind and size of letters, bold topics, colors, and clear and organized ideas. It is also known that inserting new vocabulary has limits and standards that must be applied to help the student learn and use these new words powerfully.

3. Neglecting the role of the school library

Young people need a sense of their own identity and a sense of belonging, to know and appreciate who they are and where they come from in order to chart their future. One way of fulfilling this need is to provide children from the earliest ages with literature that positively reflects their culture heritage. The school library is one of the most logical places for fostering a strong sense of self and to socialize the child with regards to his ethnic heritage through the provision resources, programs and activities based on the use of indigenous literature.

Secondly, children need to learn to appreciate cultural diversity and to develop tolerance and respect for those who are different. Again literature programs can help to bridge this gap and establish bridges of understanding between different groups. This is badly needed in our world today. Thirdly, the school library should promote reading for personal enjoyment and development. This is extremely important in developing countries where many homes are devoid of reading materials, parents cannot afford books and a reading traditional is almost non-existent. The school library looms large here as the major or the only

consistent provider of literature experiences for many of our children.

Literature stirs their imagination, stimulates creativity, sharpens their aesthetic responses and gives children insights into their own lives and that of others. Young people, especially those living in the face of poverty, violence and neglect, should not miss the humanizing power of literature that can counter some of the stark realities of their lives and give them hope and a new vision of the possibilities. A well-equipped and functioning school library can add this vital dimension to their lives.

In order to accomplish all this, there is the need for policy guidelines to be formulated jointly between educators and librarians with the assurance that the policymakers will implement these to ensure that developing countries will be in a position to develop each child to his or her fullest potential and that every citizen will be able to contribute to the development of the nation.

4. Poor conditions of classrooms

Classroom environment is considered one of the major factors that lead to reading retardation if lacking the proper conditions such as the adequate size and number of students. The studies done by Fonce 1971, Hawkins 1961, Martin 1960, and Forno 1967 indicate that students in small number classrooms (25 or fewer) showed better development than the classrooms stuffed with students. It has been proven also that classrooms that lack all the tools and requirements for reading can stop the reading growth of students whose skills can thrive in a more exciting environment; hence, classrooms must have appropriate size as well as all the equipment that help students to learn and acquire the reading skills.

The Third Axis - The Reasons Attributed To Home Environment

In most research about the relationship between parents and their children's reading attitudes, the parental factors include the reading materials at home, parental reading behavior, the frequency of reading to the child, and parental beliefs. All these factors

contribute to their children's more positive reading attitudes (Greaney & Hegarty, 1987).

Baker and Scher (2002) examined the children's motivation for reading in relation to parental

beliefs and home literacy experiences in a sample of 56 children who were 6 years old. The

results revealed that the beginning readers in general had positive views about reading, and

parental identification of pleasure as a reason for reading predicted children's motivation for

reading. Moreover, parents' beliefs about reading are also associated with differences in

children's home reading activities, motivation, and achievement (Baker, Serpell, &

Sonnenschein, 1995).

Among all family background, the parents' education is a determined factor to

children's reading abilities. The education level of parents would have a strong effect on

student achievement (Baker et al., 1995; Lee & Barro, 1998). Baker et al. (1995) thought

parents with higher schooling placed greater value on education and thus provided more

materials and school-related activities for their children. Wiesel, Martin, and Bennett (2006)

further found that maternal education level significantly predicted literacy belief, and

facilitative mothers were more likely to have higher education levels. Nevertheless,

Psacharopoulos and Woodhull (1985) argued one of the factors reflected family background

was parents' education level, particularly the educational level of father.

There seems no conclusive contribution of either father's or mother's education to

child's reading. In addition, although the relationship between parental factors and children's

reading ability is well documented, the influence of parents' education on children's reading

attitudes is not yet well explored. Furthermore, research reveals that reading attitudes are

associated with many variables, including reading achievement, reading behaviors, and

gender. Successful readers normally possess more positive reading attitudes than poor readers

(Wigfield & Asher, 1984). Kush et al. (2005) found the relationship between the reading

attitudes and achievement became more closely linked over time.

There is also a significant positive relationship between reading behaviors and attitudes (Ley, Schaer, & Dismukes, 1994). Gender plays a role in reading too. A number of studies find that girls possess more positive attitudes toward reading than boys (Rea, Romine, McKenna, & Griffin, 1997; Abdulrahim, 1997; Diamond & Onwuegbuzie, 2001; Kazelskis, Thames, & Reeves, 2004). Yet, regardless of age, gender, and family socioeconomic status (SES), reading activity at home has significant positive influences on students' reading achievement, attitudes toward reading, and attentiveness in the classroom (Rowe, 1991).

The Ways of Assessing SSR Skills

Assessment of SSR skills depends on using various ways, the most prominent of which are the following:

a. Observation:

Observation is one of the most important ways that help researchers identify the student SSR skills. It enables the teacher to watch the student while reading inside the classroom and the school library to define his reading behavior i.e. how much he enjoys reading, in what way he moves his body or his eyes while reading, whether he uses his finger to trace the words and letters or he just goes reading by the eye.

b. Oral discussion:

It is the second tool used to measure the SSR skills. It is used to evaluate the student's level and to approximately determine his deficiencies. This is by holding a discussion with students on the content of what they read: vocabulary and sentence meaning; general and specific ideas; deducing ideas and building generalizations; and setting oral sum ups that demonstrate the basic skills of students. However, such a way of measuring SSR skills is always affected by the level of the student's ability to express him as well as affected by the personality of the examiner.

c. The case study:

This way is one of the most accurate and comprehensive ways of examining each student on one's own. It includes all the previous ways in addition to the medical, psychological and social examination, thereby helping identify the possible reasons for reading problems and hence finding the suitable treatment. Despite being more distinguished than the other ways of identifying the SSR skills deficiencies, this way is the least used one due to the extensive time, effort and cost it requires.

d. Standardized SSR Assessment Tests

These official tests are one of the most important ways to subjectively measure SSR. Through such tests the teacher can compare between the students' abilities in reading and whether these students have higher or lower levels than students with medium level in each stage. One of the advantages of these tests is that they are easy to correct; the teacher can correct a big number of these tests in a short time. These tests also can obviously show the different capacities of students in SSR; they show whether the student's ability to understand is high or low, whether the student is slow or fast reader, how accurate and the extent to which a student can reach in language learning.

Dechant divides the reading tests into three sections as follows:

1.   Scanned reading tests

2.   Diagnostic tests

3.   Definite skills tests

A scanning test is the one concerned with measuring the language wealth, understanding sentences and paragraphs, measuring comprehension rate and ends by forming a general diagram for the points of strength and weakness in the students. They might also show the reading stage level, thereby revealing the levels of reading difficulty. There is a big number of official reading tests to measure the different aspects of reading such as

comprehension, speed, accuracy and language acquisition. The following are some of the most famous of such tests:

1. Iowa silent reading tests

These tests were designed by Greene and Kelly and were first published in 1929. The most important function of these tests is that they provide the teacher with the objective information about the level of the student's growth in certain sides of SSR skills. They also show a student's points of strength and weakness as well as classify students and divide them into groups with educational purposes. Iowa silent reading tests are designed to cover a wide range of skills indispensable to the effective reading of the work-study type. They measure four major aspects of SSR ability; namely, (1) Comprehension, (2) Organization, (3) Ability to locate information, and (4) Rate and Speed of reading. These fields are covered by six different types of tests.

2. The Gates Primary Reading Tests

The Gates-MacGinitie Reading Tests have grown out of a long tradition of reading assessment. These tests, developed by Arthur Gates, were first published in 1926. They were among the first nationally used standardized reading tests. The Gates-MacGinitie Reading Test is a multiple-choice test. The timed tests for younger readers last between 75 and 100 minutes, while those in third grade and beyond only get 55 minutes. The text examines five language and reading abilities, including literary concepts, oral language concepts, and word recognition through pictures and letter-sound relationships. He divided for each skill a part of the test to measure; for example, the test of word recognition contains instructions that ask the student to tick a word out of four which describes the accompanied picture. As for the sentence recognition test, it contains six pictures and three sentences, one of which represents one picture and the student has to choose the appropriate picture whereas the paragraph

reading test requires the student follow certain instructions, which means that understanding the meaning of the paragraph is measured by the student's ability to understand the instructions accompanied.

The GMRT allows students to join appropriate instructional groups working at their reading level, whether in separate classrooms or within their class. Test scores measure student progress throughout the school year and from grade to grade. Parents receive progress reports on their students, while schools and district-wide programs gain a common standard to evaluate their reading initiatives.

3. Traxler Silent Reading Test

Arthur E Traxler designed that test in 1937 with the purpose of: a) Measuring the ability of SSR, and b) Recognizing the students who need special care. The test measures four sides: vocabulary-comprehension, story-comprehension, comprehension strength, and reading speed. The timing of the test is between 46 and 53 minutes. It was applied to the grades 7 to 10 students throughout Michigan in the US in 1937 and 1938. Traxler extracted the test standards from 25000 students and showed that the test parameter was high as it reached % 82. The most important note about Traxler's test is that it cared a lot for the element of speed as it gave this element about %49 from the total score.

This test answers four questions:

1)   To what do extent the students understand vocabulary?

2)   To what extent can the students understand the main ideas of some subjects?

3)   To what extent can the students understand the reading subjects that regularly increase difficulty?

Traxler also resorted to measuring the reading speed rate by asking the student to read a passage, for example a certain story, so quickly that he can answer the questions

assigned to the story later. The student is also asked to show the point at which he stopped in the text for twice, the first at the beginning, and the second after 200 seconds. He also set numbers by the right margin next to each line. These numbers turn the amount of reading into speed rate of reading.

The measurement of vocabulary-comprehension is the second part of the test. In this part, Traxler inserted a word into five short sentences followed by five words. The student has to choose the nearest word or phrase in meaning to the underlined word. As for paragraph-comprehension, the test is designed to measure the ability to read a subject with different levels of difficulty. The test is composed of six paragraphs followed by 20 multiple-choice questions and the student is required to read each paragraph and demonstrate his opinion by selecting the answer he thinks correct.

4. The Diagnostic Examination of Silent Reading Abilities

It was developed by M. J. Van Wagenen and August Dvorak for the students from grade 4 to grade 6, those from grade 7 to grade 9, and those from grade 10 to grade 11. It is one of the fewest examinations used for diagnosis as well as for scanning purposes in reading. This test is applied to 10 abilities of silent reading, a great number of abilities never represented by any other examination. Each section of this test consists of three parts: the first is comprehension speed test; the second is for vocabulary and divided into 2 types (word relation & general knowledge); the third part is for diagnosing the ability to understand the main idea of the passage, the ability to notice the details, the ability to explain the content of the passage, the ability to understand a multiple-sentence idea, the ability to extract deductions from a certain passage. It can be said that the third part of this examination resembles Gates test in the sides it diagnoses as both of them aims at measuring:

a)   The ability to recognize the general meaning

b) The ability to recognize the partial details of the text

c) The ability to deduce the ideas

5. California Reading Test:

This test was developed by Willis W. Clark and Ernest W. Tiegs in 1957. It needs 50 minutes to be applied. It was then revised and reviewed by John Fasma. This test contains 5 levels, the fourth of which is designed for grades 6 through 9 and the fifth level is designed for grades 10 through 12. The test with the 4th and 5th levels consists of 2 sections: the 1st is for vocabulary and includes 40 items to be answered within 10 minutes; the 2nd is for measuring comprehension and includes 45 paragraphs to be dealt with in 40 minutes. The standards of this test were taken through applying to a sample of 200,000 students from 397 governmental and private schools all over the country.

The Methodology Used To Develop SSR Skills

Extensive research on SSR has shown the critical role fluency plays in successful reading. Fluency alone, however, does not guarantee successful reading. Cognitive and meta-cognitive reading strategies and schemes that readers utilize also play important roles in constructing meaning from text. Most research, however, indicates that good reading ability is virtually impossible in the absence of fast and accurate word recognition skills and reading fluency. Hence, more and more efforts have been exerted to make remedial programs that care for developing SSR skills, especially those made to identify the nature of the reading process and measure its basic and subordinate skills as well as the factors that control it; therefore, the researcher is tackling the following issues:

a. The philosophy of developing the SSR skills

b. The training methods used to develop SSR skills

c. The training methods used in the current program

The philosophy of developing the SSR skills

This philosophy includes these elements:

1.   The axioms of developing SSR skills

2.   The strategies of developing SSR skills

3.   The objectives of developing SSR skills

4.   The rules organizing the program sessions

1. The axioms of developing SSR skills

- Developing SSR skills requires well schemed training and organized practice through various contents in nature and in difficulty.

- SSR skills are liable to be developed.

- Training on one skill may lead to developing another one never being trained on.

- The more motivated is the trainee, the more benefitted from the program and thereby the higher reading performance is done.

- Developing SSR skills participates in raising the level of school achievement of the participants.

2.   The strategies of developing SSR skills:

The strategies refer to the general plans that the researcher follows to manage the training session, and there are some strategies used to increase the reading ability including:

The researcher's demonstration of the skill: this is by giving a simple definition for the skill wanted to be developed, its importance, and the way through which this skill can be developed.

- The researcher's representation of the skill: to help the trainees how to apply the skill according to certain steps, with reference to the rules of and the reasons for each step of them.

- The trainees' performance of the skill: this is through the trainees' applying of an exercise as an example to make sure of their competence in performing the targeted skill.

- Providing a summative assessment for the performance: this is through the debate with the students around their reactions the previous exercise, aiming to provide the trainees with feedback to make them correct their mistakes and their behavioral self-control and by turn enhance their performance.

- Duties: by assigning the trainees with some homework that resembles the exercises they got training for during the session, with the purpose of knowing to what extent the program training succeeded in achieving its target.

3. The objectives of developing SSR skills:

Campbell argues that what the teacher does during and after the reading time is crucial. Teachers have the opportunity to demonstrate their interest in and enjoyment of reading by providing a role model of silent reading (179). In order for SSR to be a success, the teacher has to read and modeling does not finish at the end of the silent reading period. Campbell suggests that teachers should comment upon and should talk about books they read. Students in class will become eager to do the same. When Valeri-Gold implemented SSR, she brought in several books that she had read over the summer and the latest book she was reading, she told the students why she had selected these books and why she loved to read. She believes that it will help motivate students to select books to read, promote a love for reading and assess who she is as a reader. From that we can deduce that implementing an SSR program can:

- Get the trainee well aware of the term SSR with its subordinate skills and provide him with an amount of experience that helps him in different

situations, in addition to the benefits that he will gain from raising the level of his reading skill in business life.

- Enhance the trainee's self-confidence and positive self-esteem. It can also release the suppressed emotions and satisfy them, fostering the mind for the love of knowledge and deep thinking, raising the level of understanding the social problems, and making the trainee able to respond to the different viewpoints by acceptance or refusal.

- Increase the trainee's language gains as silent reading allows the reader to look inside the phrases and structures more deeply and hold comparisons between them.

- Cause the personal and social adjustment of the trainee as he finds in silent reading the utmost benefit of others' experiences and guidance that help him solve all his problems, thus participating in his mental, personal, and social growth.

4. The rules organizing the program sessions:

- Abiding by secrecy

- Achieving the principle of equal opportunity for everyone to express their opinions.

- Avoiding harsh destructive criticism

- Focusing on social interaction and group work

- Using varieties of the program exercises and activities

- Using the power of reward with the trainees

- Abiding by the timing and instructions

- Doing the assignments required

- Organized management of the researcher during the session

- Real participation by the researcher with the trainees

The training methodology used to develop SSR skills:

There is a number of ways used in the training program, the most important of which are the following:

1) Discussion

Discussion is based on dialogue in which the teacher (the researcher) depends on the students' knowledge and previous experiences. He directs their activities in order to understand the new case, using variety of questions to stir their love of knowledge and to provide them with the experience that enables them to discover the facts of life on their own. This generative form of discussion was called the Socratic Method through which the teacher raises a certain problem before the students; the problem acts as an axis around which the different questions revolve; thus, awakening in the students the knowledge previously gained and stored and stirring their life observations and experiences. Hence, the students can parallel between the facts they discovered till they become so aware of these facts that they can deduce the rules and laws and generalize the findings that help them reveal the related points and their reasons, thus finding the answers to the raised questions by logical reasoning.

2) Elocution

The teacher (the researcher) is the dynamic power of this process, as he transfers the information previously prepared and organized to the students. This way is very fruitful when the researcher wants to pave the way for a certain topic through using some information and facts that help clarify this topic.

3) Reinforcement

The main philosophy of the reinforcement theory goes back to Edward Lee

Thorndike who assumed that responses to stimuli that produce a satisfying or pleasant state of affairs in a particular situation are more likely to occur again in the situation. Conversely, responses that produce a discomforting, annoying, or unpleasant effect are less likely to occur again in the situation.

The law of effect or influences of reinforcement require active recognition by the subject. Since the effects presumably feedback to strengthen an associative bond between a response and a stimulus, some mechanism or principle of realization is needed for the subject to recognize whether the reinforcement was satisfying or not. This problem, which still plagues reinforcement theory, revolves around the need for the mediation of response-produced effects. Is some postulation of consciousness needed to adequately deal with the judgmental realization in order to act on reinforcement effects? Thorndike suggested that perhaps centers of satisfiers and annoyers may exist at a physiological level. While this explanation is not supported, Thorndike's principles of repetition and reinforcement, in accounting for learning, are accepted (Herrnstein, 1970).

4) Feedback

Earlier studies have been related to the assumption of knowing the findings with the help of Thorndike's Law of Effect. Thorndike, after carrying out many experiments, has found that training itself cannot enhance the performance unless it is connected to the Law of Effect. This means that repetition cannot enhance the performance unless the teacher provides the learner with reinforcement and feedback during the training. Learning improves and increases when the learner is told whether his response is correct and why. And if not, which direction he should take to correct himself. This feedback provides the learner with more self-control in behavior and hence leads to better performance.

There is a number of education quality training methods specialized for developing

each of SSR skills as follows:

1. Concentration: it can be developed by the following ways:

   o Finding the odd word out (Tierney & Dishner, 1995)

   o Finding the words with certain classification: this is by finding words with the same category such as prepositions, pronouns, nouns, etc. that exist in the same passage. (Weaver, 1994)

   o Searching for numbers and letters: the trainee is asked to look for certain numbers or letters in the text and underline them. (Duffy & Roehler, 1978)

   o Sentence tracing: the trainee searches for the words, among many other words, that form a sentence he was previously shown. (Crawley & Merritt, 2000, 79)

2. Vocabulary recognition: it can be developed through the following methods:

   o Fast vocabulary recognition: this is by matching the word with the same ones among many other similar words. (Milier, 1980,29)

   o Sentence completion: this is by selecting the appropriate word from among many choices as fast as possible without pausing or going back to the beginning of the sentence (Crawley & Merritt, 2000, 77)

3. Extending the eye reading span: it can be developed by the following methods:

   o Sight expansion card: the trainee uses a strong paper card with a certain dimensioned opening and draws it upside down and when the word or phrase appears through the opening, the trainee can read it with one look. (Johnson, 1976, 16 ; Bergquist, 1984)

   o Selecting the right answer: this is through choosing the right answer from many choices very fast with one look.

4. Organizing the eye movement: it can be developed through the following methods:

- o The Z methodology: through this way the student is trained to reduce the eye pauses while reading and move correctly from line to line, avoiding the problem of reading regression. (Barguest, 1984 ; Johnson, 1976, 21 ; Harris & Sipay, 1980, 571)

- o The card methodology: a fast reading way based on getting rid of reading regression by using a card with certain dimensions (3x5 inches). The reader puts the card at the top of the page and, while reading, moves the card gradually downside the page to cover what is previously read. (McConkie, 1997 ; Rayners, 1981; Dudley,1993, 64)

5. Understanding the main idea: it can be developed through the following:

- o Character description: the trainee is asked to read a certain story and then choose from many choices the words that describe the main character of the story. (Crawley & Merritt, 2000, 56)

- o Summarization: the trainee is asked to read a certain passage and then write summary of that passage. (Spiegel, 1990)

- o Directed questions: the students are trained to raise the questions that help them reach the main idea of the reading material and hence choose the appropriate topic that expresses it. (Ernest, 1977; Carriedo & Alonso, 1996)

6. Understanding the detailed ideas: The skill can be developed by:

- o Paragraph building: the students are asked to build up a paragraph about a certain topic based on information and details given to them. (Tierney & Dishner, 1995)

- o Classification and sorting: this is through giving the trainees a certain topic then asking them to form a list of the most important facts and detailed ideas related to this topic and which are gained through raising some definite

questions. (Crawley & Merritt, 2000, 57; Spiegel, 1990)

- o Sentence identification and rearrangement: this is through showing the

  trainees a certain topic and providing them with a list of some sentences. The

  trainees are asked to identify the sentences related to the topic and eliminate

  the irrelative ones; then they have to rearrange the relative sentence according

  to their chronological order.

7. Deduction: it can be developed though the following ways:

- o Directed questions: this is by getting the students trained to raise the questions

  that help them reach the correct conclusions, benefitting from the information

  and the foreparts of the text and linking them with one another (Beishuizen

  and others, 1999; Weaver, 1994).

- o Drawing conclusions: this is by making the trainees read an incomplete story

  or an incomplete paragraph that has a mysterious ending that stirs their

  curiosity to know what is going to happen later; then students are asked to

  draw their own conclusions that they expect for the story. (Crawley & Merritt,

  2000, 58)

The training methodology used in the current suggested program:

1. Elocution

2. Discussion

3. Reinforcement

4. Feedback

5. Assignment

6. Find the odd word out

7. Vocabulary identification

8. Fast vocabulary recognition

9.   Sentence completion

10.   Sight expansion card

11.   Selecting the right answer

12.   Z methodology

13.   Card methodology

14.   Directed questions

15.   Classification & Sorting

16.   Sentence identification and rearrangement

II.   The Effect of Developing SSR Programs

Through reviewing the educational heritage and the previous studies that tackled the development of SSR skills, we find that most conclusions of these studies have all agreed that SSR skills must be developed. Although most of the programs produced had great influence on developing SSR skills of the participants, they differed in the ways they used to know the effect of applying such programs on other variables. In other words, although some studies were limited to revealing the effect of the programs produced on the SSR variables only, other studies sought also to reveal the effect of these programs on some other variables as clarified in the following:

The first axis – The studies that cared for the diagnosis and treatment of silent reading disability:

These studied have focused more on the diagnosis and treatment of the students with reading disability through some remedial programs that include objectives and appropriate training methodology with the aim of assessing the wrong methodology that hindered, or might hinder, the student learning of reading. The most important of these studies are:

1) Bohac Study, 1981:

This study aimed to know the effect of using an extra new method, as a remedy for reading deficiency, on student achievement in reading and on student attitude towards reading. To achieve this, the researcher tested the zero hypothesis which she set and which states that there are no statistically significant differences in the score averages of both grade 3 and 5 students with low reading levels who participated in the extra reading program compared with the students who did not join the program as low level readers, this is according to the comparison held between the two groups in the competence level pretest and posttest. The extra program was implemented by assigning an extra 45 minute session for the experimental group whereas the grade 5 students, after being trained on teaching methodology for one week, had to teach grade 3 students. This remedial program has continued for 11 weeks.

The most important finding of this study was that the new way benefitted the young teachers (grade 5) more than it did with the learned group (grade 3). The study has also shown that there are statistically significant differences between the score averages of the experimental group and the control group of grade 5 groups in favor of the experimental group, while there were no such differences in grade 3 groups. In addition, the instructors (grade 5 students) have raised their level of vocabulary recognition and developed their attitudes towards reading. The findings of this study indicated grade 3 students did not show any improvement due to the lack of grade 5 students (the teachers) of enough teaching methodology for the short period of training.

2) Blackburn Study (1981):

This study aimed to determine the remedial effect of a reading program on the reading competence level of students. To achieve this, the researcher prepared a remedial

program to handle some aspects of disability in reading skills represented in vocabulary recognition and in general understanding of the reading materials. Within the study, opinions of both parents and teachers were taken about the extent of the students' competence in reading. The study sample consisted of 60 upper elementary students taken from a certain region in Oklahoma. The researcher made a second assessment of the level of those students a long time after the implementation of the program. The findings of this study indicated that school books did not raise the level of the students with reading disability to the expected level. They also showed that 70 % of the students sample achieved positive progress a year or more later after implementing the remedial program.

Although this study showed that the school books did not raise the students to the hopeful level, it did not provide the reasons. However, this study was distinguished by its second assessment of the effect this program a long time after implementation, an element which the researcher of the current suggested program will be keen on achieving.

3) Alexander Study (1981):

This study aimed to know the effect of a remedial reading program on the students' readiness for reading, their attitudes towards reading and the measurement of their reading competence. The researcher prepared a program to remedy some aspects of reading disability such as: vocabulary comprehension and paragraph comprehension. The study sample consisted of 46 students of grades 4 and 5 whose reading levels of competence were less than expected. The researcher has also used some instruments in this study such as: school achievement test, child self- concept measurement, and Stanford Achievement Test of reading. The findings of this study indicated that there is improvement in the achievement level of reading, the attitude toward reading, and self-concept measurement of the students who participated in the remedial program.

Despite using standardized tests in that study and depending on applying the pretest and posttest measurements to add more credibility to the findings, this study is criticized for the use of experimental design of the single group (the experimental group only); it neglected the role of the control group, an error that may have affected the findings.

4) Stanton Study (1998):

This study aimed to know the relation between the students' personal characteristics and the extent of their progress in remedial reading. The sample included 66 students who were given remedial activities to treat the points of failure in reading skills such as vocabulary recognition, word distinguishing, and sentence comprehension. It was anticipated that the weak students whose reading problems were easily treated have personal characteristics different from those of the weak students whose reading disabilities were difficult to treat. The findings of that study indicated that the personal characteristics did not discriminate between the reading groups whose reading problems were easily treated and those groups whose reading problems were difficult to treat. In addition; this personal characteristic technique had a weak, or perhaps no, role in the level of reading progress.

That study was distinguished for its interest in the relation between some variables such as the personal characteristics and reading disability. However, that study was criticized for the small sample of study as the number of students was too small for such a bond study, which can negatively affect the findings accuracy.

The second Axis - the studies that cared for developing the SSR skills:

1) Higgins Study (1982)

That study aimed to know the effect of a program used to develop SSR skills on developing the skills of speed and comprehension. The study sample consisted of 382 grade 5 students randomly chosen from 7 schools in Salt Lake City, Utah County, USA. The sample

members were divided into two groups: experimental, and control. The researcher prepared an SSR program that aimed to develop vocabulary comprehension, general comprehension and word recognition. That program was distinguished for the various methodology and activities used, in addition to the researcher's use of Stanford Achievement Test as well as Gates Test in measuring the accuracy and speed of reading. The findings of that study showed that the members of the experimental group exceeded those of the control group in SSR skills of comprehension and speed. The study was also distinguished for using variety of training instruments both the traditional and the mechanical such as the Tachistoscope.

2) Parker Study (1987)

That study aimed to make sure of the findings of using an SSR program as well as the efficiency of that entry. This is through comparing between the reading scores of the experimental group members who participated in the program and those of the control group members who did not participate in that program. In that study, the researcher relied on student score record while preparing an SSR program with the aim of developing the students' skills in general comprehension and vocabulary recognition. The study sample consisted of a group of grade 7 students chosen from one of the poor districts. The sample was divided into three groups: an experimental group on which the SSR program was implemented for a whole school year, and 2 other control groups: the first from grade 7 students of the preceding school year, and the other from grade 7 students of the year after. The findings of the study showed that the students who participated in the SSR program for vocabulary comprehension and general comprehension exceeded other students in these skills. That study was criticized for the fact that it did not rely on standardized tests as measurement instruments despite the availability of such tests as the researcher used the student score record only.

3) Dually Study (1989)

The study aimed to know the effect of an SSR program on students' school achievement and their attitudes towards reading. The researcher prepared a program that aimed to develop SSR comprehension skills such as vocabulary comprehension, sentence comprehension, and word distinguishing in the participating students. The study sample consisted of 19 grade 5 students who suffered from weakness in SSR skills. The sample members were divided into 2 groups: experimental and control. That program continued for a full school year and divided into four - 15 minute sessions per week. The researcher held a pretest and a posttest for each of the two groups. The findings demonstrated that there were statistically significant differences between the members of the two groups in comprehension, school achievement, and the attitude towards reading in favor of the members of the experimental group. The study was distinguished for its reliance on an appropriate experimental design as well as its concern for the effect on some variables such as school achievement and the attitude towards reading.

4) Pilgreen Study (1994)

That study aimed to assess the efficacy of an SSR development program and its effect on students' reading comprehension and their attitudes towards reading. The study sample consisted of 248 medium level students who needed help, chosen from 2 American high schools in Los Angeles. The sample members were divided into an experimental group and a control group. The researcher implemented the SSR program which included book usage and provided the good atmosphere that fosters reading. The findings of that study indicated that there were statistically significant differences between the two groups in favor of the experimental group in: the amount of understanding, developing positive attitudes towards reading, the increasing rate of out-of-school reading for pleasure, and fostering students for using broader sources of reading. Moreover, that program was interesting and

suitable for the students as it gave them the opportunity to join the reading community.

The only point for which that study was criticized is that it neglected the role of the pretest, which can negatively affect the accuracy of the findings.

The Study Hypotheses:

According to the theoretical framework of the current study, and in view of the studies mentioned above, the researcher can build the hypotheses of his study on the following:

- o There are statistically significant differences between the score averages of the members of the experimental group and those of the control group in the SSR comprehension posttest in favor of the experimental group.

- o There are statistically significant differences between the score averages of the members of the experimental group and those of the control group in the SSR speed posttest in favor of the experimental group.

- o There are statistically significant differences between the score averages of the members of the experimental group and those of the control group in the school achievement posttest in favor of the experimental group.

- o There are statistically significant differences between the score averages of the members of the experimental group and those of the control group in the SSR comprehension test 2 months after the program implementation in favor of the experimental group.

- o There are statistically significant differences between the score averages of the members of the experimental group and those of the control group in the SSR speed test 2 months after the program implementation in favor of the experimental group.

- o There are statistically significant differences in the score averages of the

experimental group members between the SSR comprehension pretest and

posttest in favor of the posttest.

o There are statistically significant differences in the score averages of the

experimental group members between the SSR speed pretest and posttest in

favor of the posttest.

o There are statistically significant differences in the score averages of the

experimental group members between the SSR school achievement pretest

and posttest in favor of the posttest.

CHAPTER FOUR- SUMMARY, REFLECTIONS AND RECCOMENDATIONS

Summary

Sustained Silent Reading is a great way to expose students to a deeper love and awareness of reading. It provides them the chance to grow and develop as readers, and to fashion their own tastes in accordance with their favorite genres. There is also evidence to assure that SSR is fruitful in the development of vocabulary, spelling and reading comprehension skills. SSR provides students with a powerful support making them feel as if their own education is controllable. It is a fact that whenever an individual succeed in doing something, he tend to continue with it. SSR grants students the feeling of success in their learning tasks by giving them the control they originally lack. The students begin to recognize that their educational desires and needs are met in the classroom, instead of the classroom being a place where they are spoon fed information and told to memorize it, while reflecting it back on a test. Students can see that education is not merely within the classroom walls, but also within their minds; which can be done by broadening their horizons and seeking out new information on their own. Reading is no longer attached with a homework assignment bulk of questions to answer.

SSR provide students with confirmation of their intellectual quests, while keeping intact their personal value. In addition to this, whatever the reading materials they choose at the beginning of SSR program seem lower leveled or do not seem to speak of this intellectual vision, it does not impose that they are not learning or that they are improperly taught. It has been proven that students who start with, "large quantities of light, low risk reading in which they have no fear of affecting their grade, result in language competence" (Krashen, 2005, p. 455). Even if they are reading a lower level book, the struggling readers will still be given the opportunity to feel successful in their task and therefore have the spark of self-confidence to

engage in a new book. A child can still connect to a lower-level book; they can still make predictions and draw conclusions from the material. They may not be dealing with allegory, symbolism and deep themes that resonate throughout life; yet they are being trained as to how to sit with a novel, read and enjoy. There are plenty of school days that will take care of literary terms and standards. Let them have some time to realize that they can love reading a book of their own choosing. It will be a greater reward then when the assignment or project is forced on them.

SSR develops readers who look forward to reading even when they do not have to, are more likely to do so for a project or an assignment. It gives students the opportunity to identify themselves as readers. Is this not the goal of so many educators, that our students be learners inside the classroom and out in the world as well? Instead teachers teach in accordance with many tests that the students have to pass, hence, the school simply becomes one huge test preparation instead of a beacon of learning and discovery. One of the biggest questions is, how much will those questions that they answer on the myriad state exams truly help them in their life after middle, junior or high school? It would be better if we focus a fraction of our time on installing the love of learning and establishing a culture of literacy in the classroom. It is empowering to know that one can continue to learn about any passion they have, any idea they want to explore, on their own. This confidence will allow them to feel at home in any literary situation. As the teacher models for the students, they see an example of an adult who is a reader, an example of an adult who practices what they preach, an adult who is not only telling their students to read for their own benefit, but who is speaking from the heart as one who is a lifelong learner as well as an educator.

Conclusions

Sustained Silent Reading seems very likely to be an excellent program to instill in classrooms. The program proves a motivating factor for students as it allows them to have

control over what they read. It allows for a culture of literacy to be established as reading is given actual time in the classroom. It seems to improve not only the connection of readers and their books but it seems to help with vocabulary, spelling and cognitive development of students. SSR allows for teachers to be seen and understood by their students as readers as well and this lends it more weight in the hierarchy of importance in schools. Yet there are many questions, apart from these, that still remain unanswered. When I began this research I was sure I would find evidence that absolutely prove SSR to be implemented in every classroom across the country. However, there have been certain times when I read through pieces that raised legitimate questions. One such piece by Michael Shaw (2006) stated, the research shows that the issue for increasing motivation to read and raising student achievement is not sustained silent reading versus reading instruction. What is most effective is creating instruction that purposefully uses independent reading to reinforce the skills and strategies, which have been explicitly taught by providing texts that connect to students' lives; and are written at a level that enables reading success.

I suppose the requirement that needs to be catered is for more studies to be carried out and published. I question the kinds of books that students should read during SSR. Does the time length play a role? Should there be some writing response afterwards? How many books should a child must be reading in one month? Should the reading level of the books increase each time? There seems to be many interchangeable parts to Sustained Silent Reading and I would like to know, through research and published studies, which ones work the best for the students. I am very curious as to how this debate continues to play out.

Recommendations

As with any program that will be instilled to become a part of a school wide curriculum, steps must be taken in order to ensure the success of the program. As always, when something is enforced at the top and reinforced throughout the school wide community,

it is likely to be successful. Administrators must support this endeavor and not perceive

Sustained Silent Reading as a waste of time. There is a limited amount of time in which

students have each day to actually sit and read. The classroom should host an atmosphere

where learning goes on through the teaching of the teacher and through the reading of the

students. There must also be follow ups, where the administration is actively making sure that

SSR is taking place at the designated times. It is simple to set up, yet there must be ownership

of that system and a commitment to ensuring that it is being carried out for the best interest of

the students. Teachers must not grudgingly give those fifteen or twenty minutes away.

Students follow what teachers do and so to trying to implement SSR while mocking it will do

more harm than good. How many teachers complain that they are so busy they do not know

when they last sat down with a great book and simply read for pleasure? This can be

considered as their opportunity. They must allow their students to see you enjoying literature.

Allow them to ask what you are laughing at in your book, or what has moved you to become

teary eyed. Allow them the chance to see an adult reader who is reading, not for an

assignment or project, but for the love of reading, for the stimulation of ideas or evocation of

emotions. Read them an excerpt and get them excited about your book as well, ask them to

do the same for you.

Students must be intrigued and captivated to start this new SSR in their classrooms.

Most adolescents love having a choice over things in their lives. This tends to be a major

complaint among students, the fact that they do not have many choices over what they study.

SSR can be seen as an independent learning, allowing the students to have control over what

they read. The benefits of SSR have much to do with academic gains and test score data. It

also has to do with bolstering the students' confidence. A student may falter and fail when

tested on what is considered "Canon" by school standards. Yet what about the compelling

essay they can write on a book of their choosing? On a book that speaks to their interests,

desires and tastes? Along with educating young people are we not called to help them feel that they can negotiate texts? Perhaps that has to start at a place where they can get their footing, not at a place that we designate for them. The foundation of a child's education is always the home. Some students have the luxury of seeing their parents engage with text. Some parents read newspapers religiously; others read the bestselling novels or other print media. Yet many students do not see their parents interact with text. How then can literacy truly become a part of their world? Parents should not only encourage their child to take a moment just to read, they should also try to do the same. Imagine the conversation parents and children would have if they read for fifteen minutes and then shared what they read and how they felt about it. Imagine the critical thinking skills that would be enhanced from this simple act, not to mention the relationship between parent and child deepening as they discuss topics and issues that may have never come up for them before.

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Appendices

1.1 Silent Reading Rubric

Proficient	Capable	Incomplete

• Has book ready to read
 	
• Uses time wisely
 	
• Is neat and legible
 	
• Selects books on his/her level (can retell main events)
 	
• Chooses to read a variety of genres
 	
• Reading log is always:
 	
  o Is dated correctly
 	
  o Lists book title and genre, gives last page read, indicates if book was completed
 	
  o Is neat and legible
	• Generally has book ready to read
	
	• Usually uses reading time wisely
	
	• Usually selects books on his/her level
	
	• Chooses some variety of genre
	
	• Reading log generally:
	
	  o Is dated correctly
	
	  o Lists book title and genre, gives last page read, indicates if book was completed
	
	  o Is neat and legible
		• Seldom has book ready to read
		
		• Uses reading time inappropriately
		
		• Has difficulty choosing books at
		
		• his/her level
		
		• Reads very little variety of genre
		
		• Reading Log:
		
		  o Inconsistently shows dates, book
		
		  o titles, pages read, and completions
		
		  o Is illegible and/or disorganized

1.2 Reading Response Questions

1. Before you started reading this book/story, what hints did the title give you as to what this book was going to be about?

2. Before reading this book/story today, what were your predictions about the characters or the plot?

3. What kinds of things should someone know about before trying to read your book, so that he/she will understand it better?

4. While you were reading today, what did you picture in your mind about the story?

5. Which character can you connect with the most in your book?

6. Which part of your book are you having the most difficulty understanding or connecting with?

7. What have you done that is similar to what the characters experience in your book?

8. What ideas do you have about the problem in your book?

9. What issue in your book has caused you to think the most?

10. What kind of message does the author want the reader to get from this book/story?

11. What issue in your book is the most interesting? Upsetting? Familiar? Ridiculous? Confusing?

12. How does the setting of your book contribute to the mood of the story?

13. What are the problems the main character faces and how are they solved?

14. How do two of the characters in your book differ from each other?

15. Which part of the story caused the most intense feelings in you?

16. How do the minor characters affect the main character?

17. What is the conflict the characters in your book experience and what are you learning about them through this conflict?

18. How has this story changed your thinking?

19. How has this story supported your thinking? While you were reading today, who did the characters remind you of and why?

20. What events and people cause the main character to change?

21. What motivates the main character's decisions?

22. How realistic is the plot of your book?

23. How does the title relate to the story?

24. What historical event is mentioned in your book and why?

25. How did the author make the characters believable?

26. Which character would you like to have as a friend and why?

27. Why do you think the author wrote this book/story?

28. How do the details that the author uses affect you, as the reader?

29. How does the part that you read today fit together with the parts that you read earlier?

30. What decision has a character made in your book that you totally disagree with?

31. What keeps going through your head about this book?

32. What do you think will happen in the next section you read?

33. Which character in your book are you the least similar to and why?

34. What have you learned in your book that will be helpful to you in another class or at another time?

35. How would you solve the problem that the main character has?

36. How does this book compare to another by the same author?

37. Which character has gone through the biggest change in your book and why?

38. If you could "jump" into your book right now, what would you do in the story and why?

39. Which part of your book would you like to go back to and re-read? Why?

40. What has been the most difficult part of this book and why do you think that is so?

41. Who would have the most difficulty understanding this book and why?

42. How has the author's style or language appealed to you?

43. What ideas have you gotten from this book for a story of your own?

44. What kind of people should read this book and why?

45. What information or knowledge did you already have that helped you to understand this book better?

46. Which part of what you read today were you able to visualize the best and why?

47. What personal event in your life does this book remind you of and why?

48. What strategy did you use while you were reading today to help clear up any confusion you were having?

49. What other events, people, or situations has this book caused you to think about and why?

50. What strategy did you use while you were reading today to help clear up any confusion you were having?

1.3 Independent Reading Rubric

A	o Always has a book o Begins reading quickly o Reads for the entire time o Is respectful of others who are reading o Always records reading on reading log o Treats books with respect o Checks out books at the appropriate time
B	o Usually has a book o Begins reading quickly o Reads for the entire time o Is respectful of others who are reading o Always records reading on reading log o Treats books with respect o Checks out books at the appropriate time
C	o Sometimes has a book, but forgets from time to time o Eventually begins reading o Reads for most of the time o Is sometimes disrespectful of others who are reading o Usually records reading on reading log o Does not treat books with respect o Takes too long to choose a book during class time
D	o Rarely has a book o Has to be reminded often to begin reading o Reads for only a short time

	o Is often disrespectful of others who are reading
	o Does not often record books on reading log
	o Does not treat books with respect
	o Must be assigned something to read

1.4 Inference Rubric

To use when inferring from text:

1	• No evidence of inference (making a prediction, interpreting information or drawing a conclusion) about the text • Conveys a minimum amount of information about the text • May include information that is off topic
2	• Attempts to make a prediction or draw a conclusion about the text • Includes some inaccuracies such as details, conclusions, or predictions that are inaccurate or unsubstantiated based on text information
3	• Makes a prediction or draws a conclusion about the text • May include details that are not explicitly stated • May include details, predictions, or conclusions that are inaccurate or unsubstantiated based on text information
4	• Makes a prediction and/or draws a conclusion about the text • Includes details that are not explicitly stated • Includes a connection between the text or the reader's background knowledge (schema)
5	• May develop predictions, interpretations, and/or conclusions about the text • May identify meanings, clues, and/or details that are not explicitly stated (inferred) • Includes connections between the text and the reader's background knowledge (schema) or ideas and beliefs

6	• Develops thoughtful predictions, interpretations, and/or conclusions about the text with depth and understanding • Identifies meanings, clues, and details that are not explicitly stated (inferred) • Includes connections between the text and the reader's background knowledge (schema) or ideas and beliefs

1.5 Fiction Retelling Rubric

To use when retelling narrative text:

1	• Relates a limited amount of information, conveying little or no understanding of the story. May copy extensively from text. Limited use of flow map. • May include some inaccuracies, omissions or confusions. • May include information that is off topic
2	• Retells the plot information minimally to convey the beginning, middle, and end of the story, but doesn't demonstrate how the pieces fit together. May copy some material from text • Uses flow map. • May include story elements other than plot (characters, setting, problem, resolution) • May give some details, but some essential information is missing. May include some inaccuracies
3 - Proficient	• Retells plot information in own words to convey the beginning, middle, and end of the story. • Uses flow map appropriately. • Includes story elements other than plot (characters, setting, problem,

	resolution) and some essential details. (May be implied) • Attempts to draw inference/conclusions into a key theme, and supports them with textual evidence and prior knowledge (schema)
4	• Accurately retells the beginning, middle, and end of the story in own words. • Uses flow map creatively. • Gives essential details of all other story elements (characters, setting, problem, resolution) as to how they support the theme (May be implied) • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions

1.6 Non-fiction Retelling Rubric

To use when retelling expository text

1	• Relates a limited amount of information, conveying little or no understanding of the text. May copy extensively from text. • Limited use of flow map. • May include some inaccuracies, omissions or confusions. • May include information that is off topic
2	• Demonstrates a partial understanding of the text, randomly restating facts/concepts, or relying heavily on the author's words. May copy some material from text • Uses flow map. • Organization is less defines; text structure is weak.

	• May utilize some key vocabulary. • May include inaccuracies or omissions.
3	• Explains the main ideas and supporting details from the text in own words. • Uses flow map appropriately. • Organizes the information using appropriate text structure (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes some key vocabulary. • Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge (schema)
4	• Accurately retells important concepts from the text in own words. • Uses flow map creatively. • Organizes the information using appropriate text structure(s) throughout the retelling (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes key vocabulary appropriately. • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions

1.7 Retelling Rubric for Informational Text

1	• Relates a limited amount of information, conveying little or no understanding of the text. • May copy extensively from text. • May include some inaccuracies, omissions or confusions. • May include information that is off topic • May be very short.
2	• Demonstrates a partial understanding of the text, randomly restating facts/concepts,

	or relying heavily on the author's words. • May copy some material from text. • Organization is less defined; text structure is weak. • May use some text features (maps, charts, diagrams, photographs, etc.) • May utilize some key vocabulary. • May include inaccuracies or omissions • May be short.
3	• Explains the main ideas and supporting details from the text in own words. • Organizes the information using appropriate text structure (e.g. sequence, question/answer, cause/effect, compare/contrast, problem/solution, description) • Makes use of text features (maps, charts, diagrams, photographs, etc.) • Utilizes some key vocabulary. • Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge (schema)
4	• Accurately retells important concepts from the text in own words. • Organizes the information using appropriate text structure(s) throughout the retelling (e.g. sequence, question/answer, cause/effect, compare/contrast, problem/solution, description) • Makes use of text features (maps, charts, diagrams, photographs, etc.) • Utilizes key vocabulary appropriately. • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions.

Sequencing Rubric

1	• Conveys a minimal amount of information about the chronological order of events/steps • May include information that is off topic
2	• Does not adequately convey the chronological order of events/steps • May be out of sequence • Includes some inaccuracies (details, etc.)
3	• Minimally conveys the chronological order of events/steps; some essential information is missing • Gives some details • May include some inaccuracies
4	• Adequately conveys the chronological order of most events/steps • Gives some essential details • May include minor inaccuracies
5	• Accurately conveys the chronological order of all events/steps • Gives essential details • Synthesizes key themes, if appropriate • Explores the impact or effect of events/steps if they are not in chronological order
6	• Accurately conveys the chronological order of all events/steps • Elaborates essential details • Infers a major outcome, moral stance or lesson • Synthesizes key themes, if appropriate • Explores the impact or effect of events/steps if they are not in chronological order

Summarizing Rubric

To use when evaluating an understanding of Main Idea

1	• Retells giving a minimal amount of information • May include information that is off topic
2	• Retells the text with some inaccuracy • May be out of sequence • Includes some inaccuracies (details, etc.)
3	• Retells the text and alludes to the main idea • Uses vocabulary • Has a sense of order • May include some inaccuracies
4	• Summarizes the main idea concisely • May give some details • Uses key vocabulary • May include minor inaccuracies
5	• Summarizes the main idea and some details succinctly • Uses text elements, ideas and key vocabulary • May include author's purpose • May reflect on a moral, lesson or "something I learned..."
6	• Summarizes the main idea and details succinctly • Uses text elements, ideas and key vocabulary in a concise, thoughtful manner • Includes the author's purpose • Reflects on a moral, lesson or "something I learned..."