

Silent Sustained Reading

Balanced Component Definition

Each student chooses a book/s to read for three to fifteen minutes. Everyone, including the teacher, finds a comfortable place for reading without interruption. Students who can read choose books at their independent reading level.

Silent sustained reading is on students' independent level. They select and read text to themselves.

Main Points

- Provide students with a time to enjoy books they can read.
- Give students time to practice processing skills they have learned.



Kindergarten students reread a class book they helped to dictate.

Preschool and most kindergarten students pretend to read books. During silent sustained reading, they collect four or five titles that are interesting to them from the class library, class-made books or rewrites of literature, and their own individual teacher-made books. They choose a place where they feel comfortable and quietly enjoy their chosen books. Students are asked not to move around or share information about their books until the quiet time is over. After the silent sustained session, students may cluster in literature circles (see C.15) to share what they found interesting.

As students progress to early reading books, they also choose from a box or basket of simple patterned books that they have practiced in guided process reading. Students are asked to choose from specific baskets according to their developmental level.

The teacher should feel comfortable changing the silent sustained reading from no specific purpose to occasionally focusing on a specific objective (e.g., Did anyone find another fact about whales that we could add to the chart?).



A student enjoys books he has chosen.