

Summary of Grabe's *The Reading Curriculum and Instruction*

Curriculum Principles	Student Reading Development Goals	Explanation
1. Skills instruction and plenty of time to practice.	Word recognition skills	Matching letters with sounds and word spellings with pronunciations. Probably not so necessary in our case.
2. Lots of interesting books and other reading texts.	Build vocabulary	Selection of words (NGSL). Develop methods of learning and reviewing. Recycling vocabulary in later readings
3. Some student choice of texts.	Grammar and text comprehension	Eliciting from students explanation of where and how text creates its meaning. Build awareness of cohesion and coherence.
4. Skills are taught and practiced with course's primary texts.	Awareness of discourse structure	Highlighting keywords and using graphic organizers, etc to promote understanding of discourse structure. Awareness of different genres.
5. Various pre-reading, mid-reading and post-reading activities.	Strategic reading	Students acquire various reading strategies and understanding of their appropriate use. Takes consistent effort over time.
6. Material that is not too difficult for students.	Reading fluency	Increase reading speed through various activities, chiefly re-reading of short (70-200 words) and easy texts that students have already read/studied
7. Students read in every lesson.	Extensive reading	Students should be encouraged to read easy texts at length, including reading in class. Need a large range of appealing texts. Student choice.
8. Instruction that supports the reading development goals (see chart at right).	Motivation to read	Interesting topics for students; increased expectation of success; group work; stimulating supplementary activities
	Learning content	Grabe claims this is the optimal way to achieve above goals.