REEP ESL Curriculum for Adults

READING DEVELOPMENT

The REEP Curriculum is organized into 10 instructional levels (Levels 100-550). The levels overlap with regard to reading skill level and represent 6 reading levels as depicted in the chart below.

REEP Instructional Level	Reading Language Level
100	1
150	2
200	2
250	3
300	3
350	4
400	4
450	5
500	5
550	6

READING SKILL DEVELOPMENT

Integral to instruction at REEP is the development of reading skills. While some of the lifeskills objectives focus on reading skills, e.g. interpret want ads, a complementary Reading Skills Development Chart was created to provide guidance on how to integrate explicit and systematic literacy skill instruction throughout the curriculum. The chart is organized by the four essential components of reading as identified by The National Research Council:

- Alphabetics   • Vocabulary   • Fluency   • Comprehension

Under each component is a list of skills that can be developed in the classroom. Clickable links lead to lists of recommended activities and resources that can be used to help students develop the skills. Each skill is categorized as a skill to teach (T), a skill to review (R), or a skill to maintain (M). These categories give teachers a benchmark for what to expect of students in each level, help teachers plan instruction, and assist teachers in promotion/retention decisions at the end of the cycle.

Teach (T): These are the skills that need to be taught from scratch. No prior knowledge on the part of the student should be assumed.

Review (R): These are the skills that students have been introduced to and have practiced at lower levels or through prior English study. Students are not expected to have already mastered these skills. The teacher's task is to reintroduce the skill and provide additional practice. The extent of review needed will depend on the particular class.

Maintain (M): These represent skills that students should have mastered. That is, these should not require much explicit instruction or review. However, the necessity of instruction and/or review will depend on the particular class.

Resources:
🖹 **Reading Development Chart**, 🖹 **Alphabetics 1**, 🖹 **Alphabetics 2**