1. The reading material is easy.
   Easy books build speed. → Speed builds fluency. → Fluency builds understanding

2. There’s a wide variety of material on a wide variety of topics.
   We read different thing, in different ways, for different reasons.

3. Learners choose what they want to read.
   Interest leads to understanding. And to more reading.

4. Learners read as much as possible.
   Probably in class. Definitely outside of class.

5. The purpose is usually pleasure, information and general understanding. Just like reading in everyday life.

6. Reading is its own reward.
   We are teaching the “joy of reading.” It shouldn’t always be a test.

7. Reading speed is fast. The need for speed = fluency.

8. Reading is individual and silent.
   Most reading, in and out of class, is on one’s own and silent.

9. Teachers guide their students.
   Extensive Reading is different from what many learners have experienced before. We need to show them how and why.

10. The teacher is a role model.
    “Reading is caught, not taught.”

Based on “Top 10 Principles for Teaching Extensive Reading”.
Reading in a Foreign Language, 10/2002. www.ERFoundation.org