
2.6 Find Your Level

Students read sample passages from library books, marking unfamiliar words and passages, to find at what library levels they should start reading.

Level: Any

Aims: To help students determine what reading level they feel comfortable starting at and to get a first taste of several interesting books.

Preparation: For each of the reading levels in your library (six in mine), find a book that starts in a clear and interesting fashion, with language fairly representative of that level. Copy the first page from each selected book and tape or paste all these first pages on one large sheet of paper, with reading levels clearly marked (Box 2.6). Make a copy of this Find Your Level sheet for each student.

Procedure:

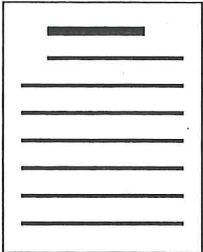
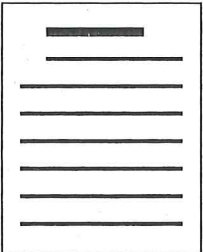
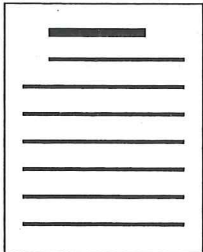
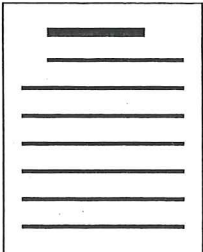
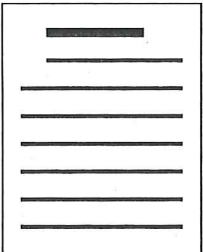
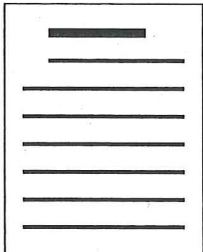
1. After introducing the reading program and explaining its rationale and procedures, tell students that the following activity will help them make a quick, rough estimate of a comfortable level at which to begin reading.
2. Distribute the Find Your Level sheets. Instruct students to read each passage, circling or underlining any words, phrases, or sections they cannot understand or follow clearly.
3. After students finish, point out that they will want to start at a level with no more than two difficulties per page. They should certainly start on a level at which they feel confident they can clearly understand the reading as a whole. They should be able to read comfortably, with enjoyment.

Tip: Make sure the title, author, and publisher of each extract appear on the Find Your Level sheet, so that students can borrow the book itself if they wish.

Contributed by: Ken Schmidt, Tohoku Bunka Gakuen University, Japan
Ken writes: “This is a quick and rough placement method, but because, a couple of weeks into the program, students are making their own independent choices about reading level anyway, it makes sense for my program. It also gives learners a chance to sample several interesting books and, I hope, whets their appetites a bit.

“Two caveats: In the past, when I’ve used the *EPER (Edinburgh Project on Extensive Reading) Placement/Progress Tests*, students have often tested at a level lower than they self-placed themselves. These students may have been better off reading at this lower level for a time before moving up. Another advantage of tests like EPER’s is that they can be used as pre- and post-tests to give an idea of the progress students have made.”

BOX 2.6 Format for Find Your Level (six reading passages)

| | | |
|--|---|--|
| LEVEL 1  | LEVEL 2  | LEVEL 3  |
| LEVEL 4  | LEVEL 5  | LEVEL 6  |

Excerpted from:



***Extensive Reading Activities
For Teaching Language***

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