

依程度閱讀分級英文讀本 Reading by leveling

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國立臺灣師範大學



圖書資訊學研究所
Graduate Institute Library &
Information Studies

影響閱讀的因素

Reading Level

Attention

Memory

Motivation

Interests

Self-efficacy

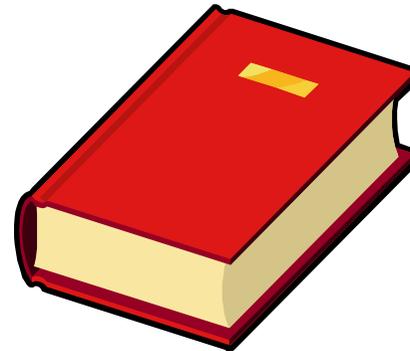
First Language

Prior Knowledge

purposes



閱讀者 (reader)



文本 (Text)

- **Word Difficulty**
- **Sentence Difficulty**
- **Length of book**
- **Ideas & Concepts**
- **Topic**
- **Genre**
- **Organization**
- **Font**
- **Layout**
- **Spacing**

閱讀適配性(一)



Source: Sales Presentation Training - Scholastic Inc

適讀範圍(Targeted Reading Range)



Source: Sales Presentation Training - Scholastic Inc

Targeted Reading develops literacy skills



More than 75%
comprehension
:
Too easy!



Targeted range of
75% comprehension:
Just right!

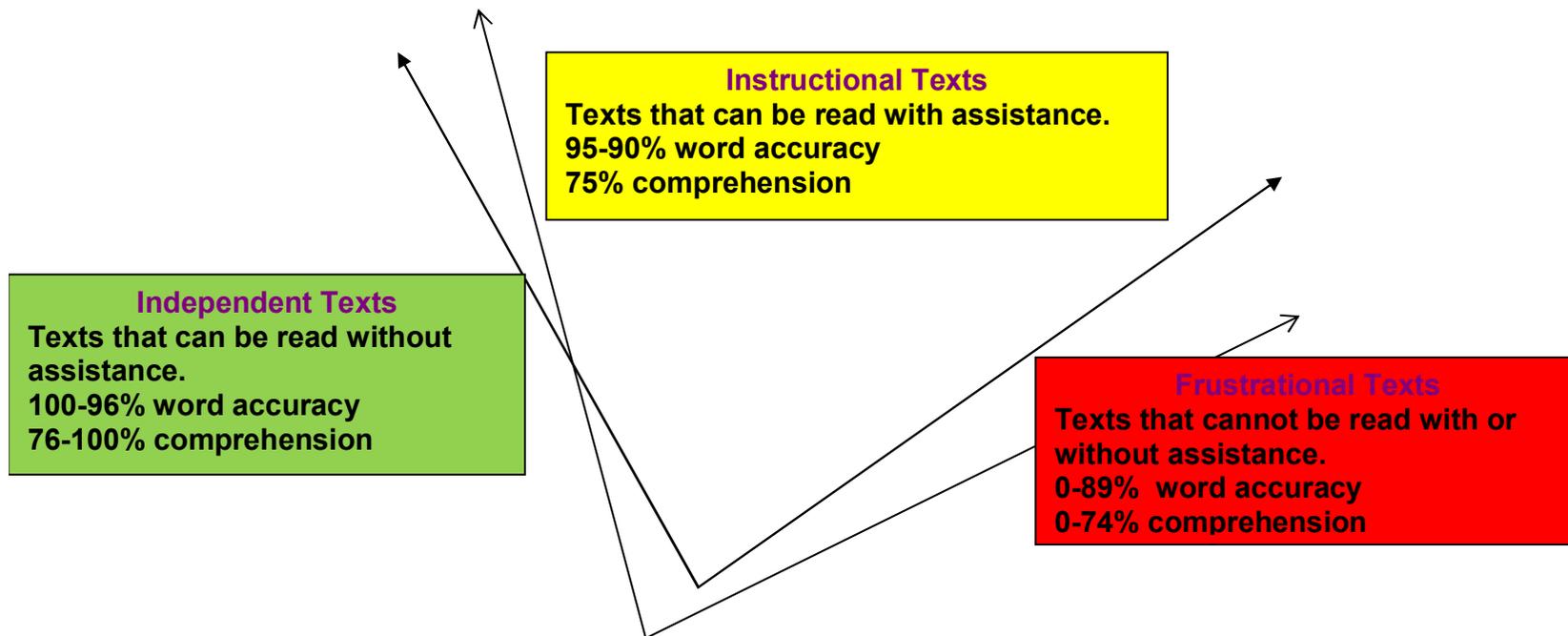


Less than 75%
comprehension
:
Too hard!

Source: Sales Presentation Training - Scholastic Inc

近側發展區理論

Zone of Proximal Development

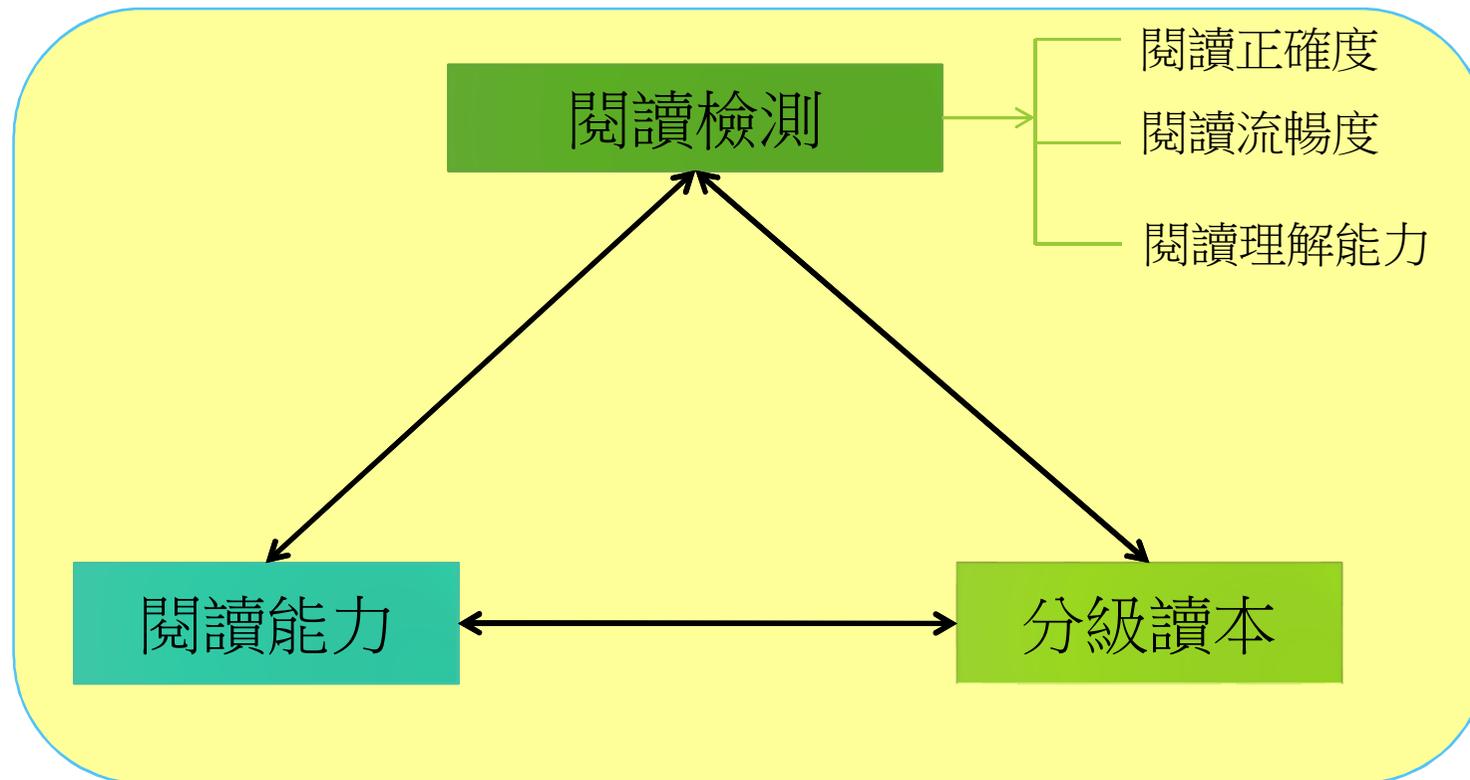


選擇合適的讀本可以協助兒童轉換區域

Heidi Anne Mesmer (2008), Matching Kids with Books:
From Lexiles to Leveling (PPT)

閱讀檢測、閱讀能力與分級讀本

如果我們了解學生的閱讀能力及讀本的難度，就可以預測學生閱讀一本書時，其理解的程度，並推薦他適合的讀本



圖書分級的重要

適當的讀物，能幫助兒童建立閱讀的自信與習慣。

閱讀有階段性，將圖書分級有助於在關鍵的銜接點提供幫助。

程度好的學生可以挑戰更高級別的讀本。

閱讀能力不足的兒童，選擇合適的讀本，可克服困難。

國外兒童圖書分級系統

Lexile

DRA

PM Benchmark

美國的 Lexile 分級

Lexile Framework是由美國國家兒童健康和人類發育研究院花了超過二十年的時間，並請美國閱讀學會、北卡羅萊納大學、杜克大學及其他多所兒童語言發展研究方面傑出的教授群，為訂定學生閱讀能力及理解力而特別制定的機制。

上萬名學生及老師參與的研究實驗計畫是美國最具公信力的閱讀分級系統。

Lexile 的測量基準

句型長度

- 較長的句子裡常包含許多複雜的子句，會增加閱讀上的障礙。
- 較陌生且出現頻率較少的單字會影響閱讀時對全文的理解。

單字出現頻率

- 傳統型閱讀分級系統單純以書籍字數決定書本分級。
- 在研究這套分析系統過程中，專家學者發現僅以字數來決定書籍的難易度是不夠客觀的。

Source: Sales Presentation Training - Scholastic Inc

Grade	Reader Measures (Interquartile Range, Mid-Year) 25th-75th percentile	Text Measures (from the Lexile Map) 25th-75th percentile
1	Up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1100L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11 and 12	940L to 1210L	1100L to 1300L



美國年級與學生LEXILE之對應

Typical Reader Measure, by Grade

Typical Reader Measure, by Grade		
	Q1	Q3
Grade 1	0	300
Grade 2	140	500
Grade 3	330	700
Grade 4	445	810
Grade 5	565	910
Grade 6	665	1000
Grade 7	735	1065
Grade 8	805	1100
Grade 9	855	1165
Grade 10	905	1195
Grade 11 and 12	940	1210



美國年級與文本LEXILE之對應

Typical Text Measure, by Grade

Typical Text Measures, by Grade		
	Q1	Q3
Grade 1	190	530
Grade 2	420	650
Grade 3	520	820
Grade 4	740	940
Grade 5	830	1010
Grade 6	925	1070
Grade 7	970	1120
Grade 8	1010	1185
Grade 9	1050	1260
Grade 10	1080	1335
Grade 11 and 12	1185	1385

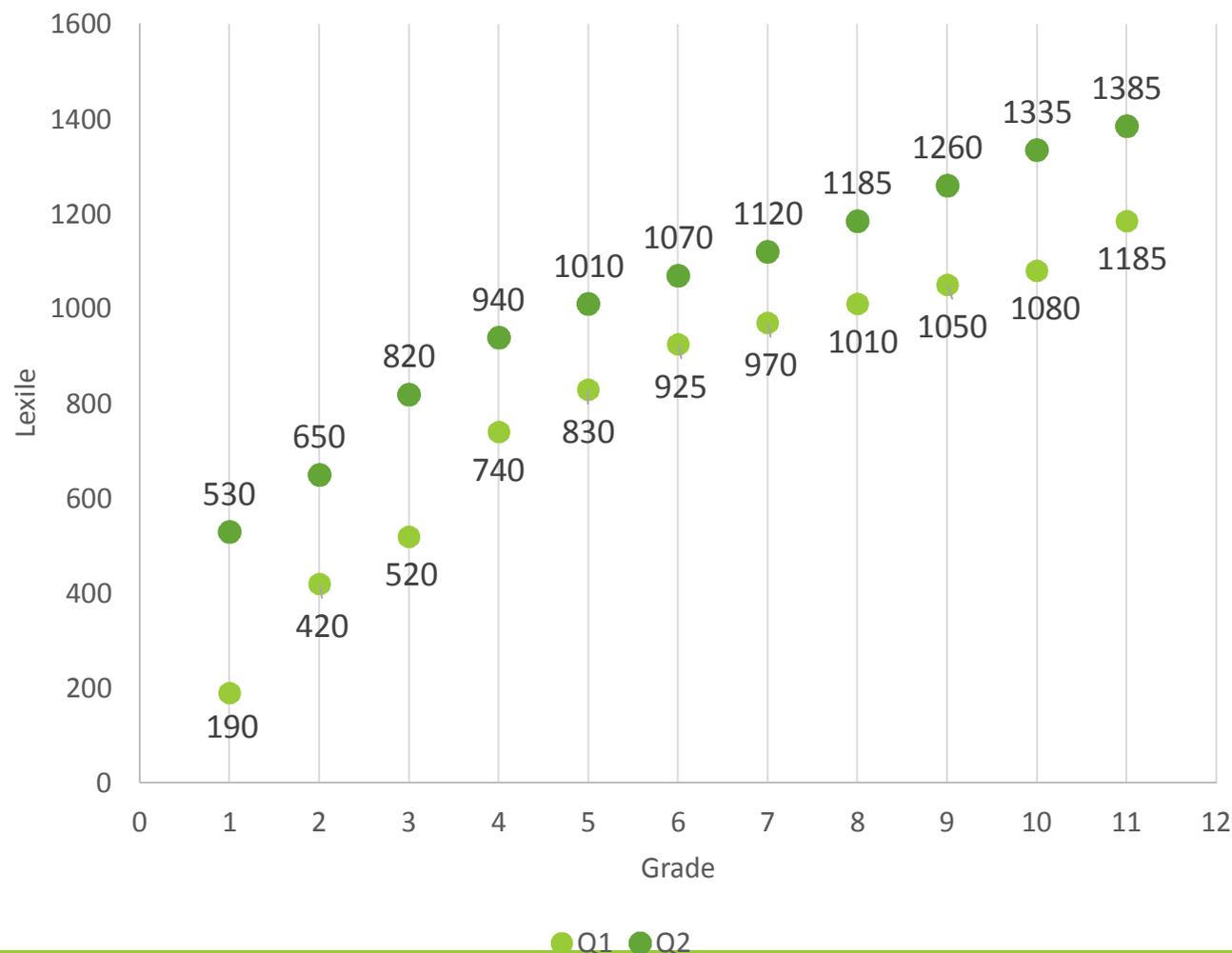


Figure 1

Reading Ability Limits Employment

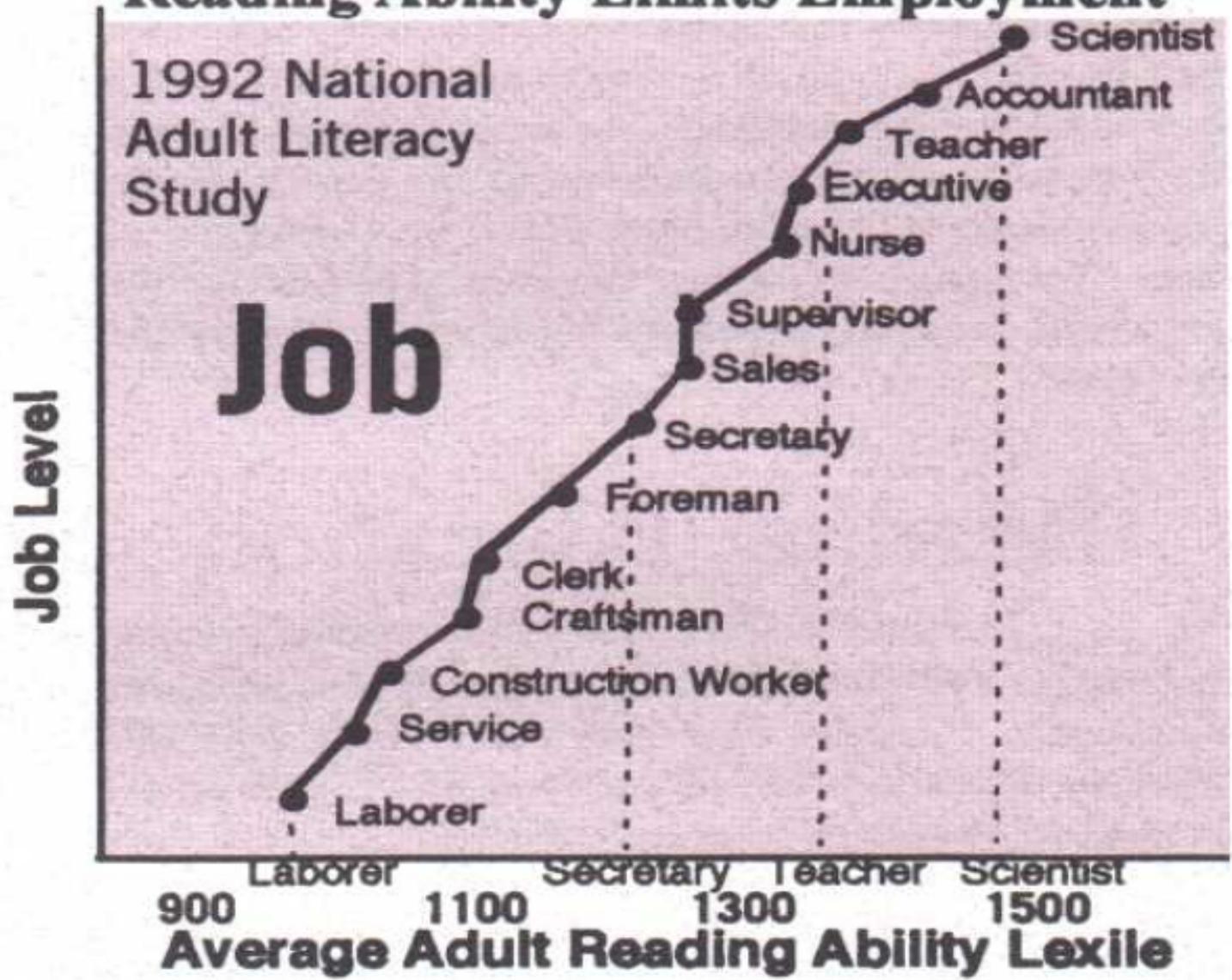


Figure 2

Leaving School Limits Reading Ability

1992 National
Adult Literacy
Study

Last Grade Completed

Grade

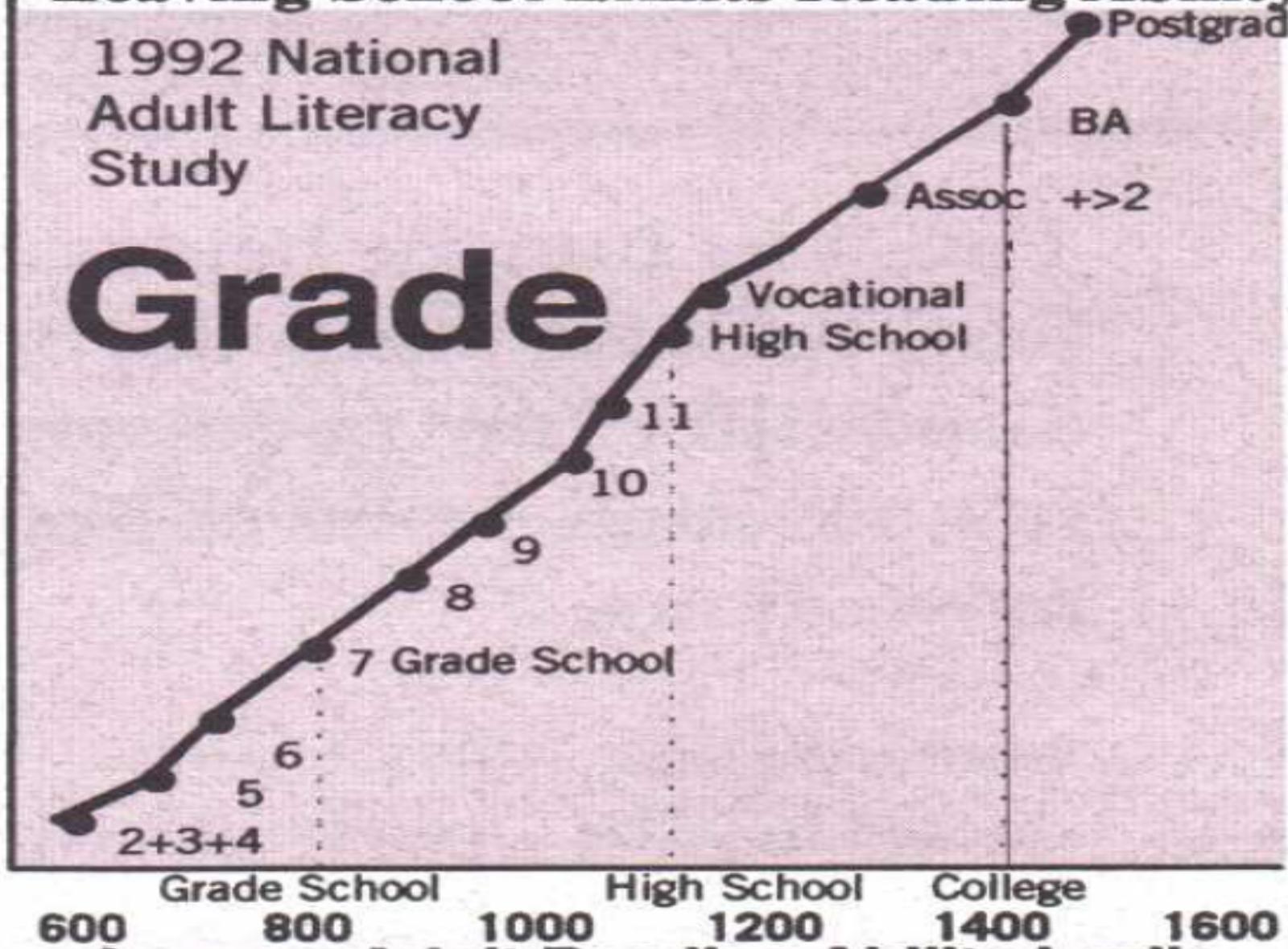
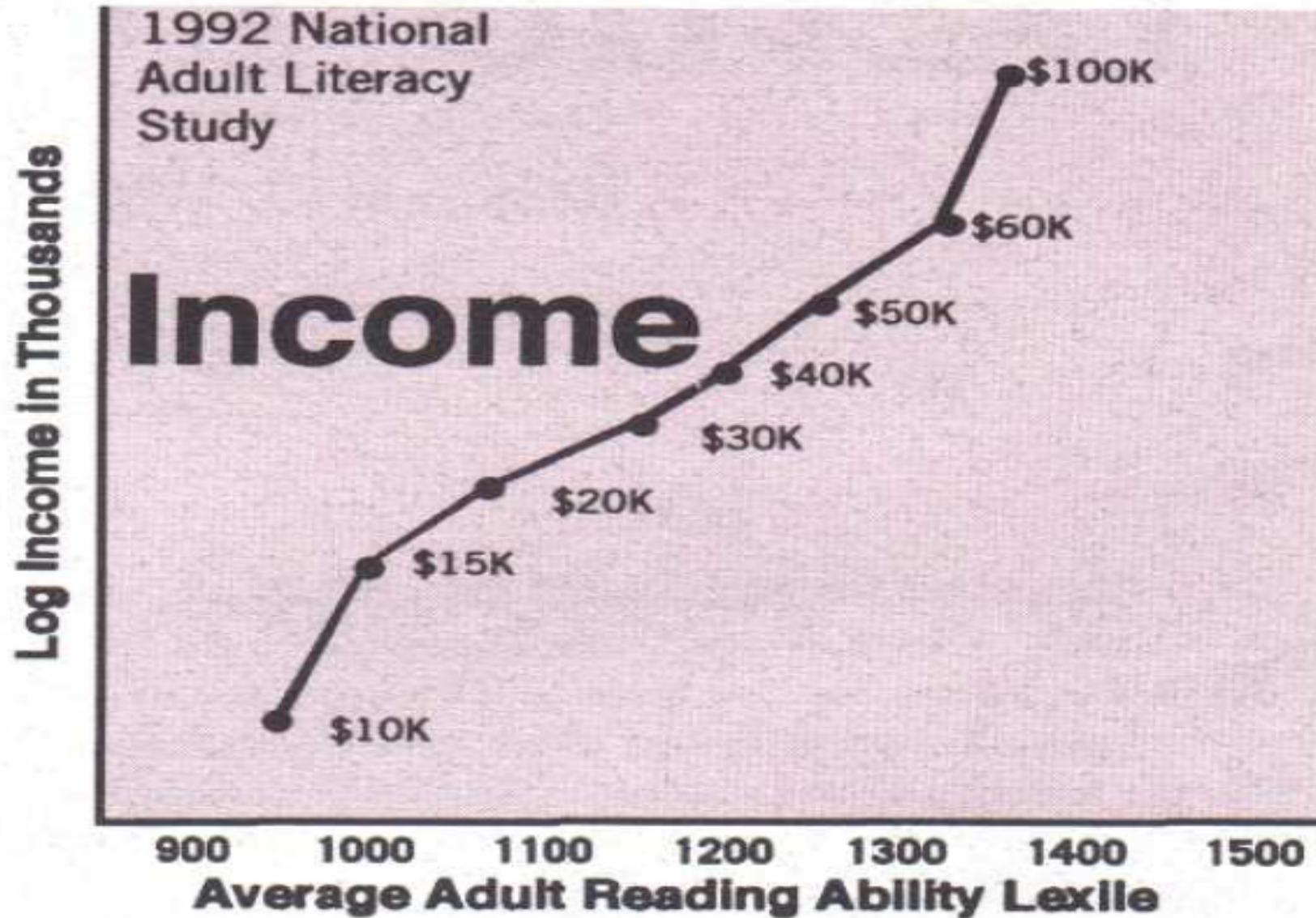


Figure 3
Reading Ability Limits Income

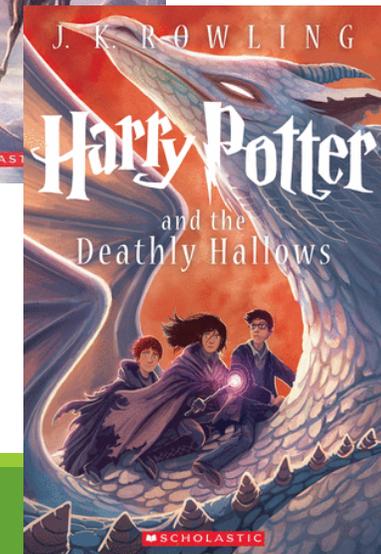
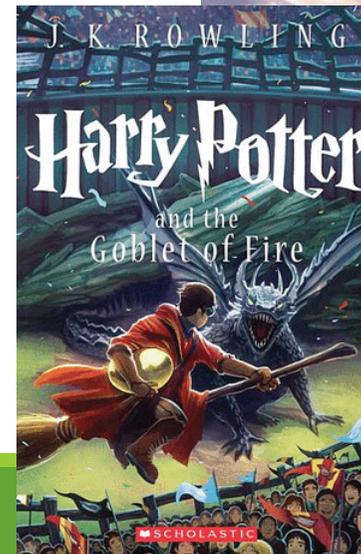
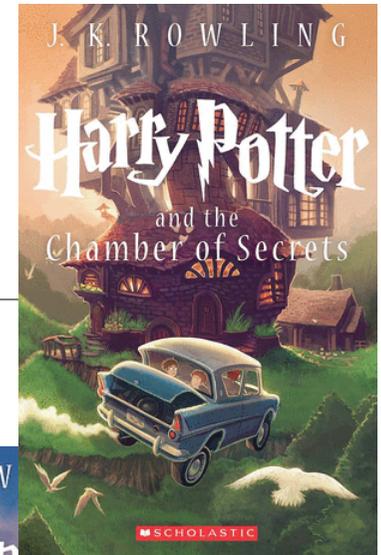
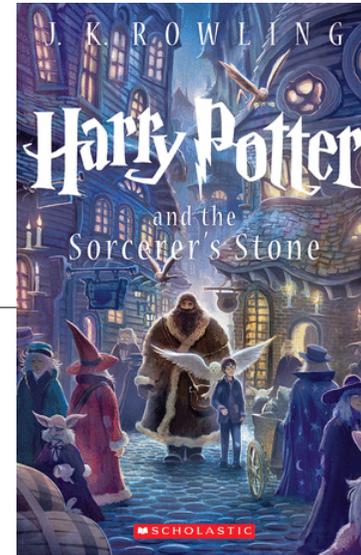


Harry Potter

Harry Potter & Sorcerer's Stone	880L
Harry Potter & Chamber of Secrets	940L
Harry Potter & Prisoner of Azkaban	880L
Harry Potter & Goblet of Fire	880L
Harry Potter & Order of the Phoenix	950L
Harry Potter & Half-Blood Prince	1030L
Harry Potter & Deathly Hallows	980L

Titles in the same series can vary greatly in text difficulty.

Trade fiction are written as an expression of ideas.



Lexile of Personal Use

Item	Lexile Level
Aetna Health Care Discount Form	1360
Medical Insurance Benefit Package	1280
Application for Student Loan	1270
Federal Tax Form W-4	1260
Installing Your Child Safety Seat	1170
Microsoft Windows User Manual	1150
G.M. Protection Plan	1150
CD DVD Player Instructions	1080



Lexile of Newspaper

Item	Lexile Level
Reuters	1440
NY Times	1380
Washington Post	1350
Wall Street Journal	1320
Chicago Tribune	1310
Associated Press	1310
USA Today	1200



Reading Proficiency: Lexiles and Lifelong Reading

Item	Lexile Level
Business Partnership Agreement	1780L
<i>The New York Times</i>	1380L
Installing Your Child's Safety Seat	1170L
Microsoft Windows Users Manual	1150L
Children's Encyclopedia	850L
Toy Assembly Instructions	750L
Children's Comic Strip	350L

Developmental Reading Assessment (DRA)

- DRA：一套評量個別學生閱讀能力的方法，讓教師可掌握個別學生閱讀能力成長的情況
 - 閱讀流暢度(WPM)
 - 閱讀正確性 (至少達到 94% - 97% 之間的正确性)
 - 閱讀理解
- DRA分級:將幼稚園到8年級學生的閱讀能力分為A~80級

DRA - Developmental Reading Assessment Level Correlation Chart

GRADE LEVEL	Kindergarten	1 st Grade Levels								2 nd Grade Levels			
Basal Level	Kindergarten	Beginning 1 st			Middle				End	Beg 2 nd	Mid	End	
DRA Level	1 2 3	3 & 4 16	5 & 6	8	10	12	14		18	20	24	28	
*Guided Reading Level	A B C	C	D	E	F	G	H	I	J	K	L	M	

**Guided Reading Levels – a broader range of difficulty in each level for first grade*

GRADE LEVEL	3 rd Grade Levels			4 th Grade Levels	5 th Grade Level	6 th Grade Level	7 th Grade Level	8 th Grade Level
Basal Level	Beg	Mid 3 rd	End	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
DRA Level	30	34	38	40	50	60	70	80
Guided Reading Level	N	O	P	Q R S	T U V	W X Y	Y Z	Z





康橋雙語小學

英文分級讀本



PM Benchmark Reading Assessment Resources

分級讀本 (Levelled Texts)

教師手冊 (Teacher Resource Book)

學生閱讀紀錄 (Student Records)

程序卡 (Procedure Cards)



參考資料：

http://prezi.com/6deonai9bei/pm-benchmark-assessment-resource/#_=_



132cm

131cm

130cm

129cm

128cm

127cm

126cm

125cm

124cm

123cm

122cm

121cm

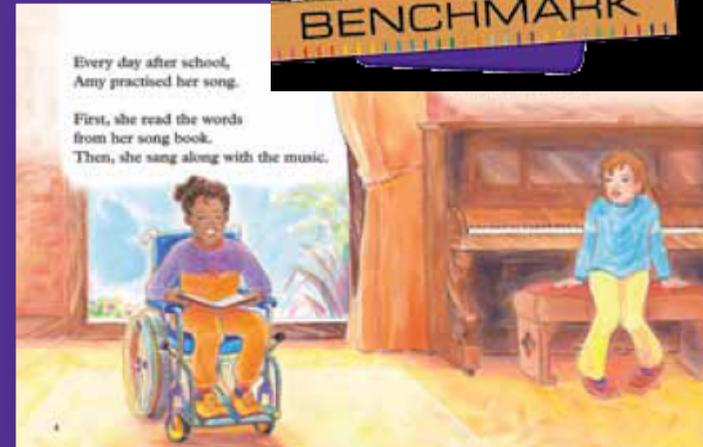
120cm

119cm

The *PM Benchmark Reading Assessment Resource* has been designed to assess students' instructional and independent reading levels using unseen, meaningful texts.

It includes 46 accurately levelled fiction and nonfiction texts:

- 1 new fiction text at every level from Levels 1–14
- 1 new fiction and 1 new nonfiction text from Levels 15–30
- 4 familiar and iconic texts from the previous *PM Benchmark* kits



Every day after school,
Amy practised her song.

First, she read the words
from her song book.
Then, she sang along with the music.

LEVEL 20 FICTION



16 extra texts – *PM Benchmark Reading Assessment Resource Kit* now includes 46 carefully levelled texts



1 nonfiction text at every level from Level 15 to 30



Text types are clearly identified and introduced at appropriate levels

Frogs have long back legs that are very strong.
They can leap long distances and swim very fast.

Most frogs have webs of skin between their toes.

The webs of skin help them push against the water, and hop over muddy ground.



LEVEL 19 NONFICTION

PM BENCHMARK
 READING ASSESSMENT RESOURCE
 TITLES AND TEXT TYPES

LEVELS 1–14

ONE FICTION TEXT FOR EVERY LEVEL



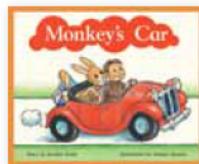
NAME and DATE



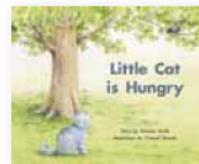
THE DOG
 LEVEL: 1 FICTION
 REPETITIVE



LOOK AT US
 LEVEL: 2 FICTION
 REPETITIVE



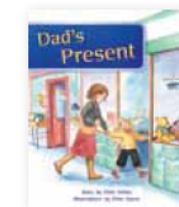
MONKEY'S CAR
 LEVEL: 3 FICTION
 NARRATIVE



LITTLE CAT IS HUNGRY
 LEVEL: 4 FICTION
 NARRATIVE



SAM AND LITTLE BEAR
 LEVEL: 5 FICTION
 NARRATIVE



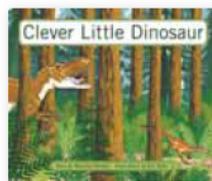
DAD'S PRESENT
 LEVEL: 6 FICTION
 NARRATIVE



THE BIG BIKE
 LEVEL: 7 FICTION
 NARRATIVE



PLAYING IN THE RAIN
 LEVEL: 8 FICTION
 NARRATIVE



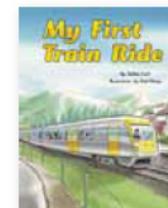
CLEVER LITTLE DINOSAUR
 LEVEL: 9 FICTION
 NARRATIVE



THE BEST TUNNEL
 LEVEL: 10 FICTION
 NARRATIVE



MY BEACH HOLIDAY
 LEVEL: 11 FICTION
 NARRATIVE



MY FIRST TRAIN RIDE
 LEVEL: 12 FICTION
 RECOUNT (FICTIONAL)

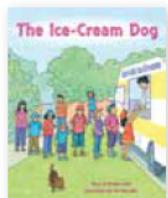


LEVELS 15–30

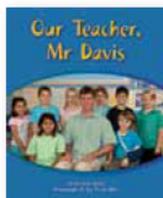
ONE FICTION AND ONE NONFICTION TEXT FOR EVERY LEVEL



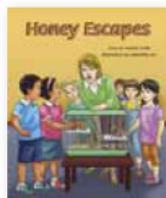
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121cm
120cm
119cm
118cm
117cm



THE ICE-CREAM DOG
LEVEL: 15 FICTION
NARRATIVE



OUR TEACHER, MR DAVIS
LEVEL: 15 NONFICTION
INFORMATION REPORT



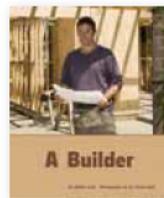
HONEY ESCAPES
LEVEL: 16 FICTION
NARRATIVE



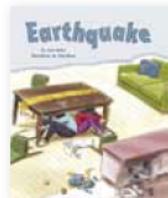
THE TREASURE-HUNT PUZZLE
LEVEL: 16 NONFICTION
RECOUNT (PROCEDURAL)



THE SWIMMING RACE
LEVEL: 17 FICTION
NARRATIVE



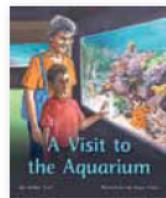
A BUILDER
LEVEL: 17 NONFICTION
DESCRIPTION



EARTHQUAKE
LEVEL: 18 FICTION
RECOUNT (FICTIONAL)



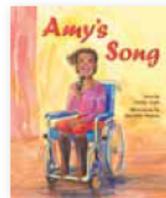
BMX BIKES
LEVEL: 18 NONFICTION
INFORMATION REPORT



A VISIT TO THE AQUARIUM
LEVEL: 19 FICTION
NARRATIVE



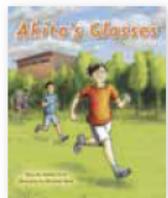
FROGS
LEVEL: 19 NONFICTION
DESCRIPTION



AMY'S SONG
LEVEL: 20 FICTION
NARRATIVE



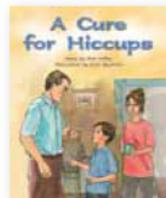
MY NEW AQUARIUM
LEVEL: 20 NONFICTION
RECOUNT (PROCEDURAL)



AKITO'S GLASSES
LEVEL: 21 FICTION
NARRATIVE



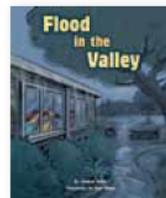
PLASTIC IN OUR WORLD
LEVEL: 21 NONFICTION
DESCRIPTION



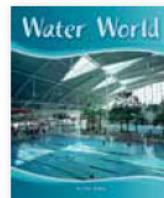
A CURE FOR HICCUPS
LEVEL: 22 FICTION
RECOUNT (FICTIONAL)



FOREST FIRES
LEVEL: 22 NONFICTION
EXPOSITION



FLOOD IN THE VALLEY
LEVEL: 23 FICTION
NARRATIVE



WATER WORLD
LEVEL: 23 NONFICTION
EXPLANATION

STUDENT RECORDS



Each Student Record is a comprehensive four-page pro forma clearly outlining a student's current achievement in reading.



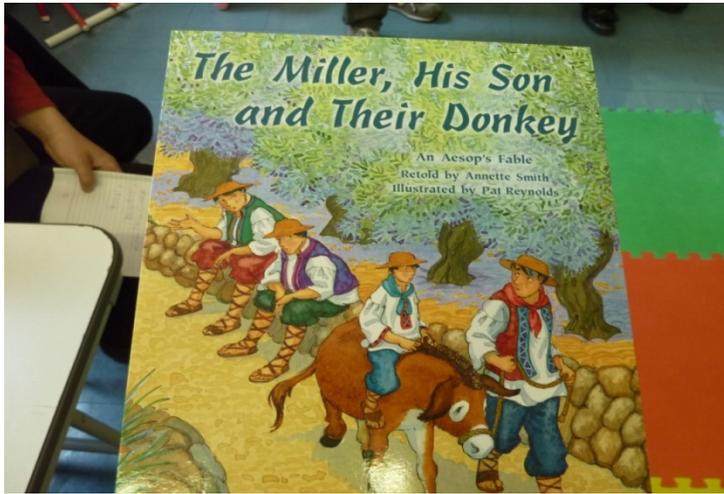
Improved Student Records –
The student records now include sections to record fluency, knowledge and skills, strategies, and a scored retell.

The composite image shows four pages of the PM Benchmark Reading Assessment Student Record. Page 1 (left) is a summary page with fields for Name, DOB, Sex, School, Class, and Date of assessment. It includes sections for Reading Record - Summary, Reading Behaviours Observed - Summary, Reading Indicators - Summary, and Comprehension - Summary. Page 2 (top middle) is the Reading Record section, featuring a table for recording page numbers and a text area for observations. Page 3 (right) is the Reading Behaviours Observed section, containing a table for recording behaviours and a section for Reading Behaviours Observed During the Reading Record. Page 4 (bottom right) is the Retelling Indicators and Comprehension Questions section, featuring a table for recording indicators and a list of comprehension questions.

Page 1: A summary page with recommendations for future development.

Pages 2 and 3: Specific details of the reading record and behaviours observed.

Page 4: Retelling indicators and comprehension questions.



Level 23

PM
Benchmark

Reading Record

Name: _____ Age: _____ Date: _____
 Text: The Miller, His Son and Their Donkey Level: 23 R.W: 209
 Accuracy: _____ S.C. Rate: _____

	E	S.C.	Errors MSV	Self corrections MSV
<p>A miller and his son were taking their donkey to town to sell at a fair. After a while, they passed some women. One of the women said aloud, "Fancy walking, when you could be riding your donkey!"</p> <p>The miller told his son to ride the donkey. As they continued along the road, they came upon two men, deep in conversation. One of the men looked up and spoke loudly to the other. "That lazy boy has no respect for his father. The old man should be riding the donkey." When the miller heard this, he made his son dismount. Then he climbed onto the donkey instead. They hadn't gone far when they met another group of people. "You selfish old man!" cried a woman, pointing to the tired boy. At once, the miller pulled his son up beside him. The donkey trudged along with its heavy load. Soon they met a traveller. "Your donkey is exhausted," he frowned. "You'll have to carry it." The miller was so anxious to please the traveller that he tied the donkey's legs together. The miller and his son carried it on a pole between</p>				

Level 23: *The Miller, His Son and Their Donkey*

PM
Benchmark

Assessment Record

Analysis of retelling (*meaning, main ideas, coherence, vocabulary, reference to text*)

Questions to check for understanding (*tick if understanding acceptable*)

- Why was the miller taking his donkey to town?
Response: _____
- Why did one of the men say that the boy was lazy?
Response: _____
- When did the donkey become exhausted?
Response: _____
- What do you think was the silliest thing that the miller did?
Response: _____
- The miller tried to please everyone he met. Explain why this didn't work.
Response: _____

Reading level

Accuracy level: _____ = 1: _____ = %
 Self-correction rate: _____ = _____ = 1:
 Reading level (*with understanding*): Easy / Instructional / Hard

Analysis of reading behaviours (*print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression*)

READING TEXT LEVEL CORRELATION CHART

Level	Reading Recovery	Fountas & Pinnell (BAS)	Acc. Reader	DRA	Basal Equivalent	Lexile Levels				
Kdg early emergent	A,B	A	to 1.0	A	Readiness	BR-200				
	1			1						
	2	B		2						
	3	C		3						
4	4									
Grade 1 upper emergent	5	D	1.3	6	Pre-Primer2					
	6			8	Pre-Primer3					
	7	E	1.4	10	Primer					
	8									
	9									
	10									
	11	F	1.6	12						
	12									
	13									
	14									
	Grade 2 transitional	15	G	1.8-1.9	14	Grade 1	200-299			
		16						I	2.0	
18		J, K	2.2							20
20		L, M	2.3					28	400-499	
Grade 3 transitional	22	N	3.0	30	Grade 3	500-599				
				34						
	24	O		3.2		38	600-699			
		P		3.5						
Grade 4 fluent	26	Q	4.1	40	Grade 4	700-799				
		R	4.3							
		S	4.5							
		T	4.7							
Grade 5 fluent	28	U	5.0	44-50	Grade 5	800-899				
		V	5.2							
		W	5.5							
Grade 6 fluent	30	X	6.0	60	Grade 6	900-999				
		Y	6.7							
		Z								
Grade 7	32	Z			Grade 7	1000-1100				
Grade 8	34	Z			Grade 8					

臺灣英語閱讀推廣現況

我國自小學三年級開始實施英文教育，但學生並無(大量)閱讀英文讀本的能力與習慣。國中小圖書館不知如何有效的推動英文閱讀。

香港的英文閱讀推廣

香港小學

各年級老師為學生推薦書目

主題專題研究書目

英文分級書

- 購買PM Benchmark 圖書
- PM Benchmark檢測手冊

香港北角衛理小學



North Point Methodist Primary School
2010-2011 PLPR Home Reading Record 2nd Term

Class: 3C Teacher: LET: Miss Choi

No.	English Name	中文姓名	Name	09-10	10-11	11/2	24/2
2	Chan Chun Lam	陳俊霖		12	38	P1-12	P1-30
11	Chow Wing Yu	周詠瑜		12	23	P2-05	P2-08
13	Chung Hin Yeung	鍾煥洋		11	36	P2-25	P2-26
17	Hung Ka Hei	洪嘉希		17	21	P2-25	P2-31
18	Kwok Hui Lok Hoi	郭詠嫻		22	24	P2-10	P2-31
19	Lam Chi Yin Gene	林智恩		21	23	P2-10	P2-11
21	Loi Anson Yat Lung	羅子朗		26	28	P2-18	P2-18
26	Sze Tom Julian	謝正一		24	27	P2-28	P2-29
29	Wong Ka Him Godfrey	王家謙		11	15	P2-31	P2-32

No.	English Name	中文姓名	Name	7/2 <th>14/2 <th>17/2 <th>24/2</th> </th></th>	14/2 <th>17/2 <th>24/2</th> </th>	17/2 <th>24/2</th>	24/2
2	Chan Chun Lam	陳俊霖		P1-13	P2-01	P2-38	P2-17
11	Chow Wing Yu	周詠瑜		P2-21	P2-11	P2-20	P2-07
13	Chung Hin Yeung	鍾煥洋		P2-18	P2-13	P2-28	P2-27
17	Hung Ka Hei	洪嘉希		P2-22	P2-47	P2-38	P2-27
18	Kwok Hui Lok Hoi	郭詠嫻		P2-04	P2-44	P2-45	P2-17
19	Lam Chi Yin Gene	林智恩		P2-28	P2-14	P2-02	
21	Loi Anson Yat Lung	羅子朗		P2-38	P2-23	P2-01	P2-15
26	Sze Tom Julian	謝正一		P2-38	P2-20		P2-10
29	Wong Ka Him Godfrey	王家謙		P2-12	P2-47	P2-65	P2-86

No.	English Name	中文姓名	Name	24/2
2	Chan Chun Lam	陳俊霖		P2-10
11	Chow Wing Yu	周詠瑜		P2-28
13	Chung Hin Yeung	鍾煥洋		P2-18
17	Hung Ka Hei	洪嘉希		P2-16

圖書館的英文書依難度分級

每一位學生有一張由老師為他規劃的分級閱讀紀錄單

香港聖三一堂中學的英語閱讀

➤ 每一本書都有**閱讀級別 (Reading Level)**



香港聖三一堂中學

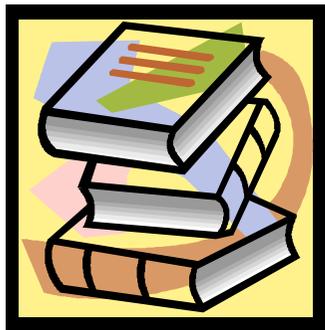
➤ 也有**主題 (Theme)**



香港聖三一堂中學的英語閱讀

➤ 閱讀報告 (Book Report)

- 於學校圖書館**選書**
- 再配合完成**閱讀報告**



- 閱讀報告專為**教學**而設

SKH HOLY TRINITY CHURCH SECONDARY SCHOOL
Long Book Report <Fiction>
Children's Classic (兒童經典小說)

2L7_F

S _____ () Date : _____ Name : _____
Title: _____ Author: _____
Publisher: _____ Reading Level: _____
Bar Code: _____ Reading Scheme (C) Score : _____

Answer the following questions in your own words:

1. What kind of the stories are they?

Fairy Tales (神話) Fables (寓言)
 Educational (教育性) Others : _____

2. What is the most interesting part of this book? (40 words)

香港聖三一堂中學的英語閱讀

第三階段：圖書館支援學科「學與教」

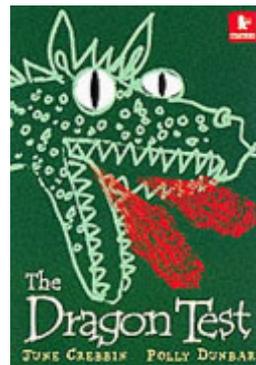
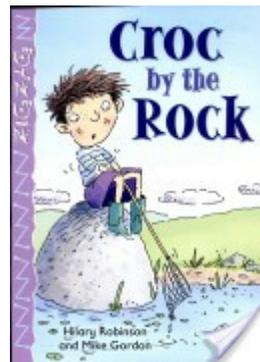
- READING + LEARNING (興趣 + 學習)
- 於初中 (中一至中三) 推行英語閱讀套裝圖書
(套裝圖書理念來自中文科套裝書)
- 圖書館選出F1 – F3套裝圖書，英文科將圖書
細分5級

香港聖三一堂中學的英語閱讀

班上學生程度分為F1 – F3，英文圖書分為5級

Level	Reading Level	Theme	Series
Lv.1	F1	Picture books (Fiction)	Mercer Mayer's little Critter
Lv.1	F1	Picture books (Fiction)	Zig zag
Lv.1	F1	Junior Teens' Reader (Fiction)	Oxford Storyland Readers
	F1	Junior Teens' Reader (Fiction)	Starters
Lv.1	F1	Picture books (Fiction)	Dr. Seuss

Level 1



香港聖三一堂中學的英語閱讀

班上學生程度分為F1 – F3，英文圖書分為5級

Level	Reading Level	Theme	Series
Lv.2	F1	Children's Classic (Fiction)	Disney mini storybook
Lv.2	F1	Junior Teens' Reader (Fiction)	little animal ark
Lv.2	F2	Picture books (Fiction)	The berenstain bears
Lv.2	F2	Junior Teens' Reader (Fiction)	Go girl
Lv.2	F2	Adventure (Fiction)	Geronimo Stilton
Lv.2	F1	Children's Classic (Fiction)	classic tales
	F1	Children's Classic (Fiction)	classic tales

Level 2

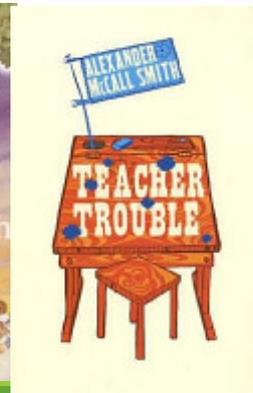
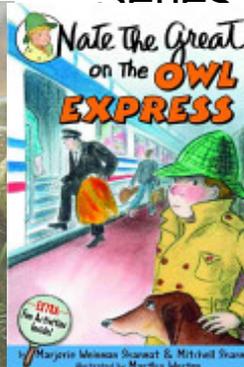
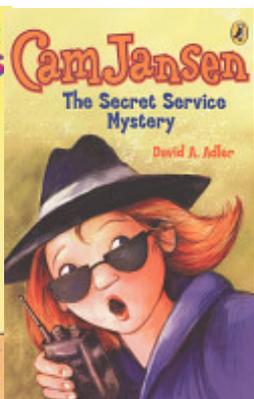
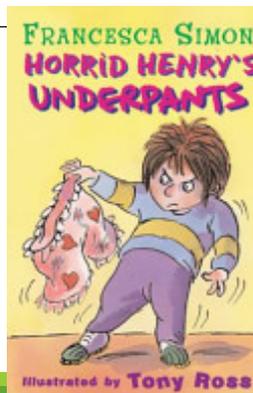


香港聖三一堂中學的英語閱讀

F1 – F3套裝圖書，英文科將圖書細分5級

Level	Reading Level	Theme	Series
Lv.3	F2	Comedies (Fiction)	Horrid Henry
Lv.3	F1	Adventure (Fiction)	The Cam Jansen Adventure series
	F3	Adventure (Fiction)	Pirates of the Caribbean
Lv.3	F2	Detective (Fiction)	Nate the great Series
Lv.3	F1	Adventure (Fiction)	Magic tree house Series
Lv.3	F2	Detective (Fiction)	Alexander McCall Smith Series

Level 3

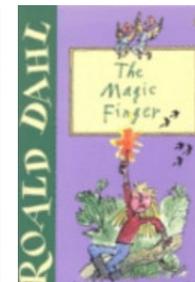
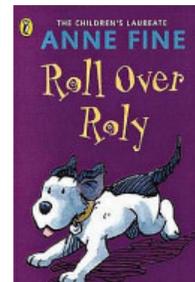
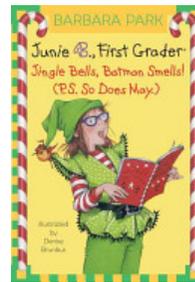
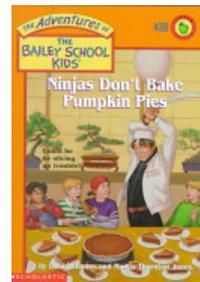
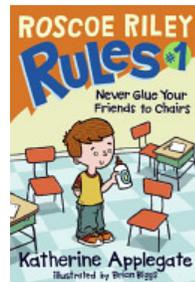
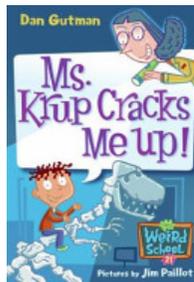


香港聖三一堂中學的英語閱讀

第三階段：F1 – F3套裝圖書，英文科將圖書細分5級

Level	Reading Level	Theme	Series
Lv.4	F1	Comedies (Fiction)	My weird school
	F2	Comedies (Fiction)	Roscoe Riley Rules Series
Lv.4	F3	Adventure (Fiction)	The adventures of the bailey school kids
Lv.4	F3	Comedies (Fiction)	The Junie B. Jones series
Lv.4	F2	Junior Teens' Reader (Fiction)	Anne Fine
	F2	Junior Teens' Reader (Fiction)	Roald Dahl Series (Junior)

Level 4

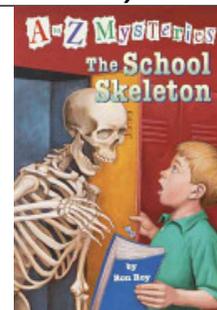
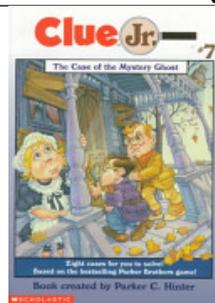
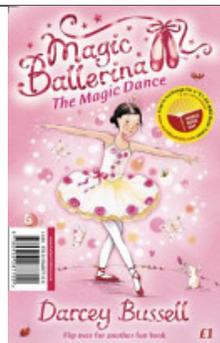


香港聖三一堂中學的英語閱讀

第三階段：F1 – F3套裝圖書，英文科將圖書細分5級

Level	Reading Level	Theme	Series
Lv.5	F3	Junior Teens' Reader (Fiction)	Kitten chaos
	F3	Junior Teens' Reader (Fiction)	Grubtown tales
Lv.5	F3	Adventure (Fiction)	Andrew Lost
	F3	Detective (Fiction)	Clue Jr.
Lv.5	F2	Detective (Fiction)	A to Z mysteries
Lv.5	F3	Junior Teens' Reader (Fiction)	Katie kazoo, switcheroo
	F2	Junior Teens' Reader (Fiction)	Dick King-Smith Series

Level 5



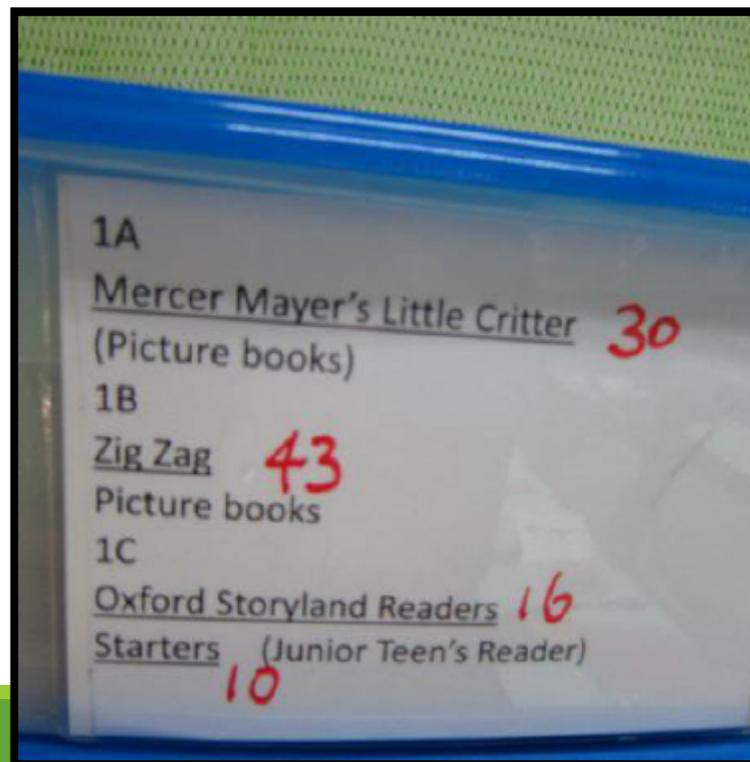
香港聖三一堂中學的英語閱讀

- 因材施教 -- 由英文科任教老師，因應同年級，不同班別，不同程度，選取合適閱讀圖書
- 預早編排全年閱讀時間表
- 老師可早作準備，向同學作閱讀分享

香港聖三一堂中學的英語閱讀

學生適性閱讀(香港)

依考試成績將學生分成三級，依老師指定閱讀不同主題。



香港聖三一堂中學的英語閱讀 S2 ERS Lesson (2013-2014)

Choice of Books

	26/9-30/9	24/10-28/10	14/11-18/11	5/12-12/12	10/1-16/1	27/2-2/3	19/3-27/3	16/4-11/5
2AB(1) HON	MAG	22 – 5C A to Z mysteries	14 – 3D Magic tree house Series	#	15 – 3E Alexander McCall Smith Series	11 – 3A Horrid Henry	18 – 4C The Junie B. Jones series	Teache rs' own choice (1 to 2 times)
2AB(2) CKP	12 – 3B The Cam Jansen Adventure series + Pirates of the Caribbean	MAG	#	13 – 3C Nate the great Series	14 – 3D Magic tree house Series	15 – 3E Alexander McCall Smith Series	16 – 4A My weird school + Roscoe Riley Rules Series	
2AB(3) GSQ	11 – 3A Horrid Henry	#	MAG	14 – 3D Magic tree house Series	13 – 3C Nate the great Series	16 – 4A My weird school + Roscoe Riley Rules Series	15 – 3E Alexander McCall Smith Series	
2CD(1) GSQ	#	12 – 3B The Cam Jansen Adventure series + Pirates of the Caribbean	10 – 2F Classic Tales	11 – 3A Horrid Henry	MAG	13 – 3C Nate the great Series	14 – 3D Magic tree house Series	
2CD(2) LHW	9 – 2E Geronimo Stilton	11 – 3A Horrid Henry	#	MAG	10 – 2F Classic Tales	12 – 3B The Cam Jansen Adventure series + Pirates of the Caribbean	13 – 3C Nate the great Series	
2CD(3) CLF	#	8 – 2D Go girl	9 – 2E Geronimo Stilton	10 – 2F Classic Tales	11 – 3A Horrid Henry	MAG	12 – 3B The Cam Jansen Adventure series + Pirates of the Caribbean	
MAG # Teacher's own choice								



香港北角協同中學

英文圖書

- 10多年前與外籍老師合作，把故事書分為6個級別
- 同學可以根據自己的語文能力展開閱讀
- 近年把非小說也依據6個級別排列



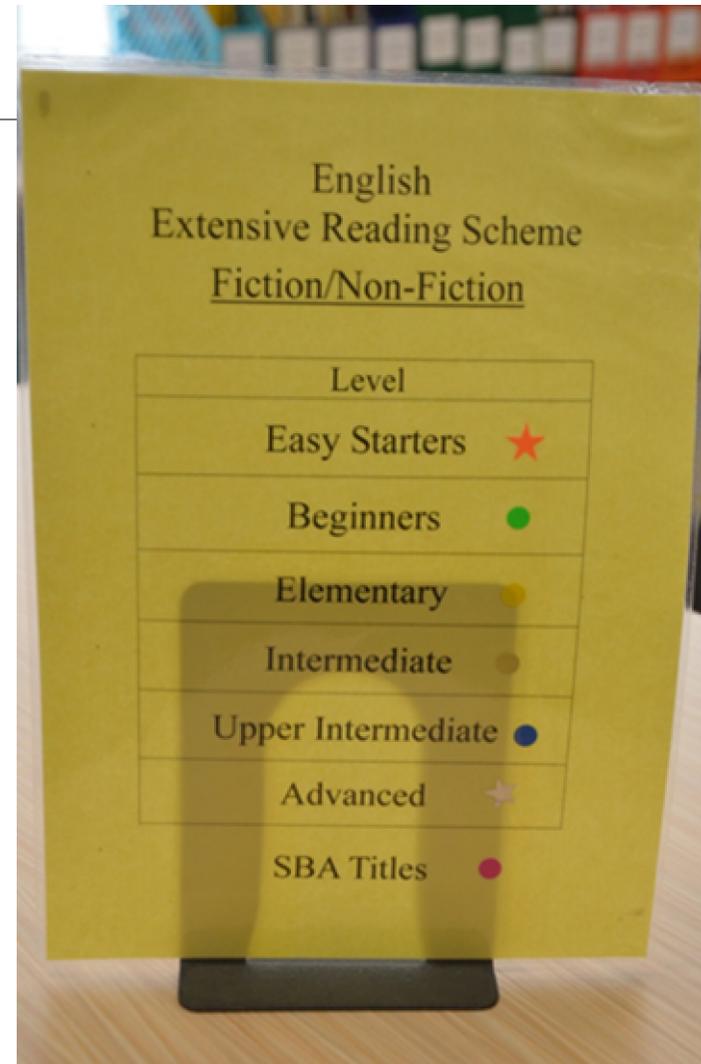
Mrs. Valerie Pritchard與圖書館主任

香港北角協同中學

英文圖書



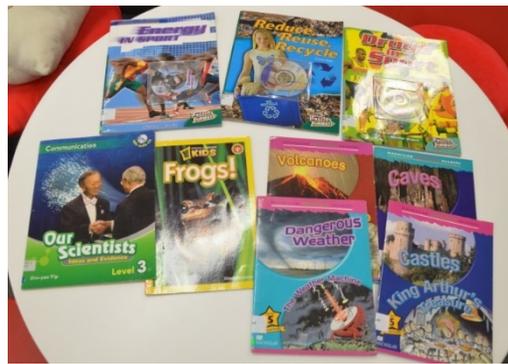
圖書及雜誌



香港北角協同中學

中一/中二級英文廣泛閱讀：自學閱讀計劃

- 英文科老師定期帶學生到圖書館借閱圖書+CD
- 小說+非小說
- 獎狀/書券



香港北角協同中學

中一英文科專題研習

- Endangered animals
 - 2-3人一組
 - 選定一種動物，搜尋有關資料
 - 以Mindmap展示搜尋結果
 - 寫成短文作英文口試報告
 - 老師：教授內容
 - TL：準備圖書、教授搜尋方法、協助課堂
 - 在圖書館及英語角舉行
- 

香港神托會培基書院



將英文書分為**16級**

新加坡的英文閱讀教學

英語學習與閱讀策略(STELLAR)

www.stellarliteracy.sg

STELLAR

STrategies for English Language Learning And Reading

HOME | INTRODUCTION | RESOURCES | FAQs | RECOMMENDED BOOKS

The STELLAR Vision

Children who love reading and have a strong foundation in the English Language

STELLAR aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. The programme uses research-based teaching strategies and age-appropriate materials to engage children in the learning of English.

LOWER PRIMARY STRATEGIES

UPPER PRIMARY STRATEGIES

HIGHLIGHTS
How can I help my child learn better?

GAMES FOR LOWER PRIMARY
QUIZ MANIA
Play Now

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資料來源: stellarliteracy.sg

英語學習與閱讀策略(低年級)



1. 共讀經驗
2. 共同寫作
3. 文法課

英語學習與閱讀策略(低年級)

STELLAR Pedagogic Framework (P1 to P3a)

Shared Book Approach

Modified Language Experience Approach

1 Reading for understanding and enjoyment

2 Explicit teaching of language items, structures and skills
-word study & phonics
-grammar & vocabulary
-media & visual literacy
-speech & drama
Follow-up activities e.g.
-art & craft
-music

3 Share experiences followed by Class Writing

6 Differentiated Learning through
E.g. Reading Centre, Word Study

Weaving between who

Round and Round my family went
When Baby Sister cried
The brother thought 'What's the fuss?'
'Ma-dad' goes the baby!

Shark in the Park
The King's Club

課堂觀摩：一年級 (讀、說)

- 大書共讀、討論、發問

小太陽計劃

不僅要會讀，還要讀懂
不僅要讀懂，還要會說



Color Group	S/N	Book Title	I can read this book	I can read this book	I can read this book	I can move on to read the next book
Orange	1.	Cat and Dog	😊			
	2.	Fun, Fun, Fun	😊	😊	😊	
	3.	Gram's Hat	😊	😊	😊	
	4.	The Big Box	😊	😊	😊	
	5.	At the Vet	😊	😊	😊	

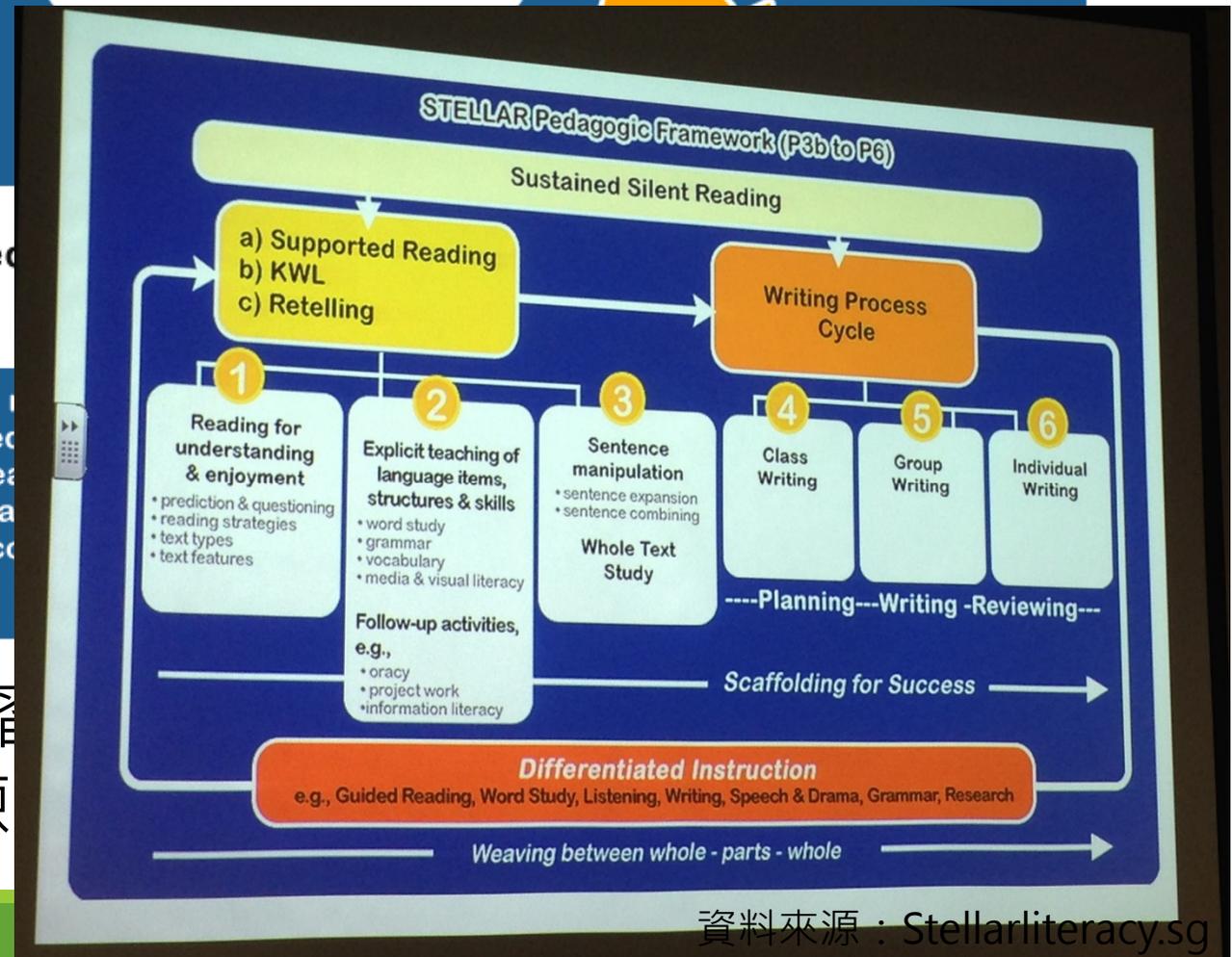
英語學習與閱讀策略(高年級)

Reading
To Learn

Differentiated
Instruction

The teacher prepares ...
based on specific need ...
to prepare them for rea ...
activities, e.g. gramma ...
word recognition, dec ...
spelling.

4. 透過閱讀學習
5. 寫作練習(練
6. 差異化教學



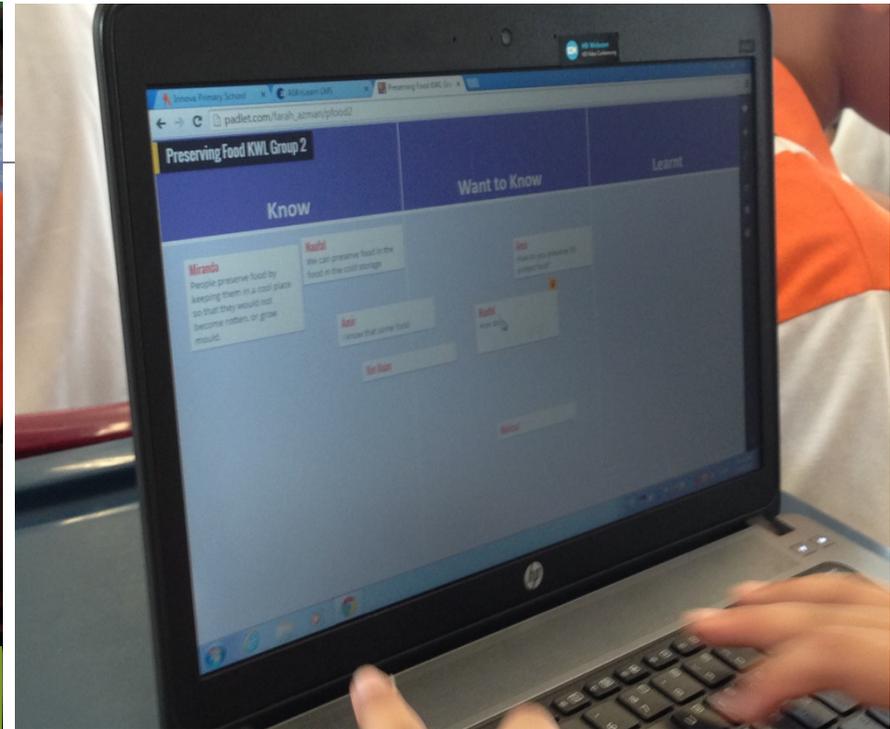
資料來源：Stellarliteracy.sg

Innova School 簡報

英語學習與閱讀策略(高年級)



課堂觀摩：五年級



使用平台：www.padlet.com (免費)

Know

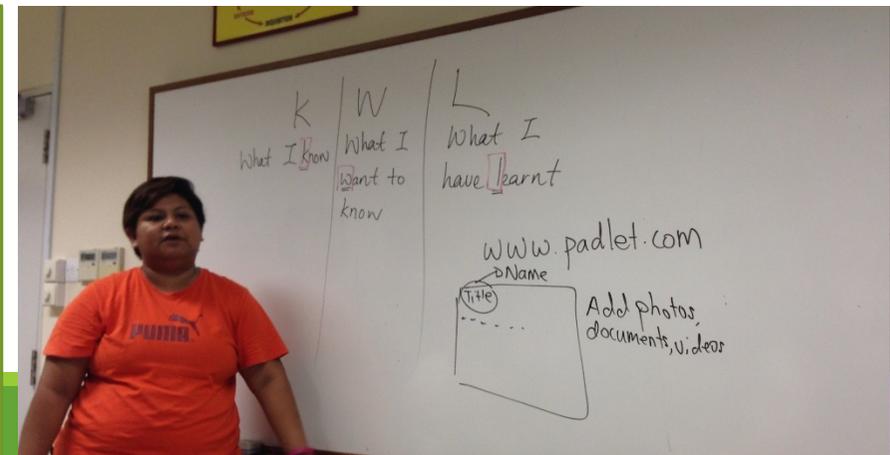
What I know

What

What I want to know

Learnt

What I have learnt



英文讀物分級書單

書單蒐集原則

收錄出版於1975年至2015年間之優良圖書

曾獲得國際獎項、政府機關團體推薦之書目優先收錄

尚未絕版，仍可購得之圖書



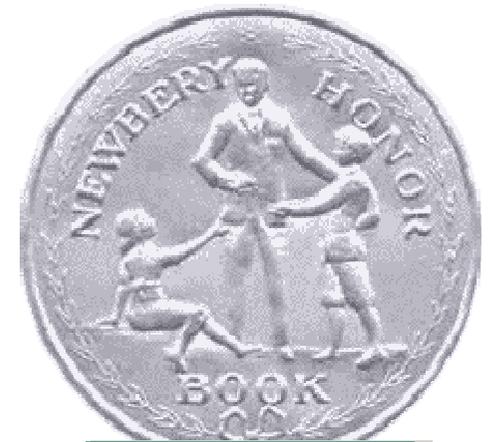
國外重要圖書獎項之書籍



美國凱迪克獎



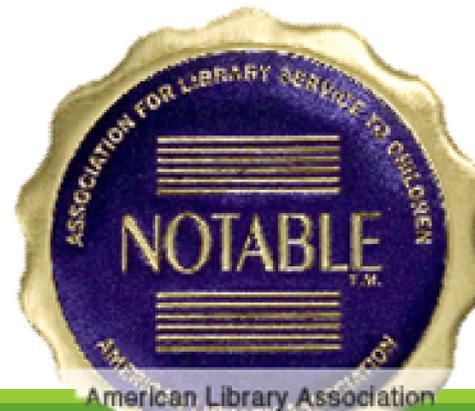
英國凱特格林威獎



美國紐伯瑞獎



國際安徒生大獎得主作品

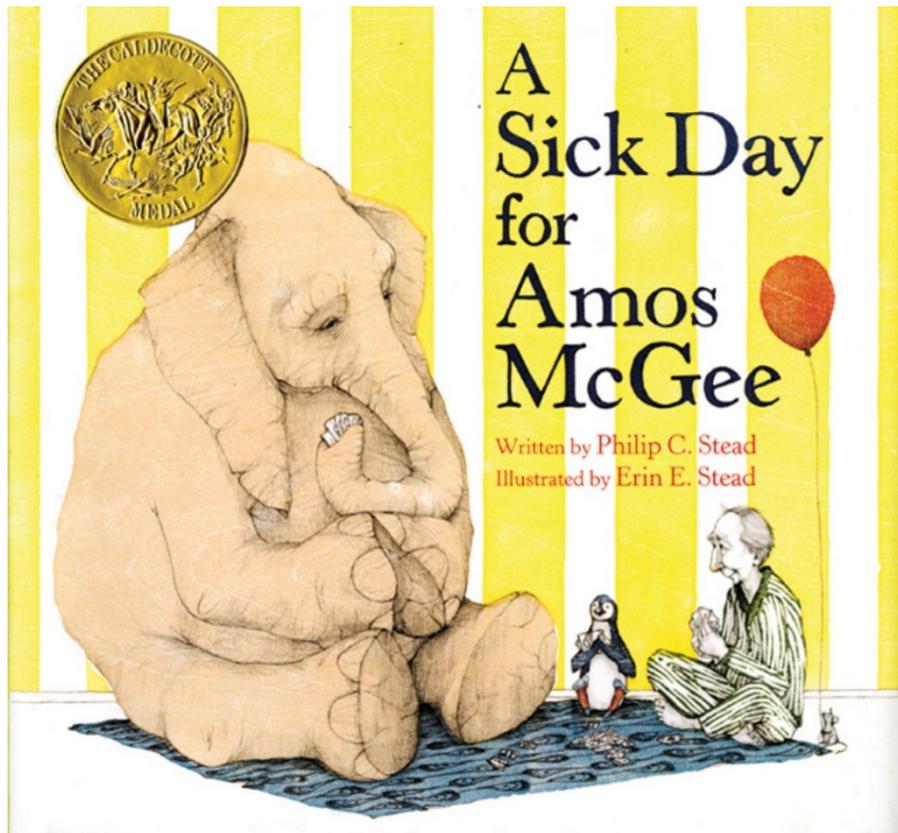


美國圖書館協會優良圖書

國內重要圖書獎項之書籍

- 臺北市立圖書館 好書大家讀
- 中時開卷好書獎
- 臺灣公共圖書館熱門借閱
- 信誼百年經典
- 童書99
- 香港參訪小學之書單

得獎項目	收錄年代	冊數
美國凱迪克獎(The Caldecott Medal)	1995-2015	69
英國凱特格林威獎(The CILIP Kate Greenaway Medal)	1995-2014	18
美國紐伯瑞獎 (The Newbery Medal for Best Children's Book)	1976-2014	62
亞馬遜網路書店讀者票選5顆星好書 (Amazon Best Sellers: Children's Books)	1984-2010	6
國際安徒生大獎得主作品 (Hans Christian Andersen Awards)	1982-2005	32
美國紐約時報年度推薦童書 (New York Times Notable Children's Books)	1975-2011	10
美國國家圖書館協會優良圖書(ALA Notable Book)	1986-2007	3
臺北市立圖書館 好書大家讀	2014	5
中時開卷好書獎	2011-2014	15
臺灣公共圖書館熱門借閱	2014-2015	97
信誼百年經典		58
童書99		99
香港參訪小學之書單		260
總計		734

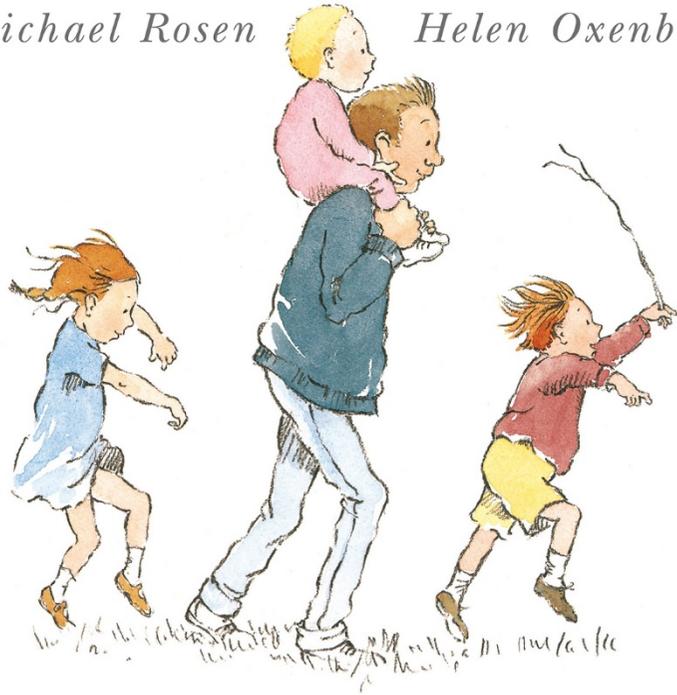


★ 2011美國凱迪克克金牌獎獎得繪本

「很溫馨感人的一本書，描寫人與動物間的情感，插圖生動寫實，內容樸實但又扣人心弦，值得推薦！」--陳芳瑋老師

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



我們要去捉狗熊

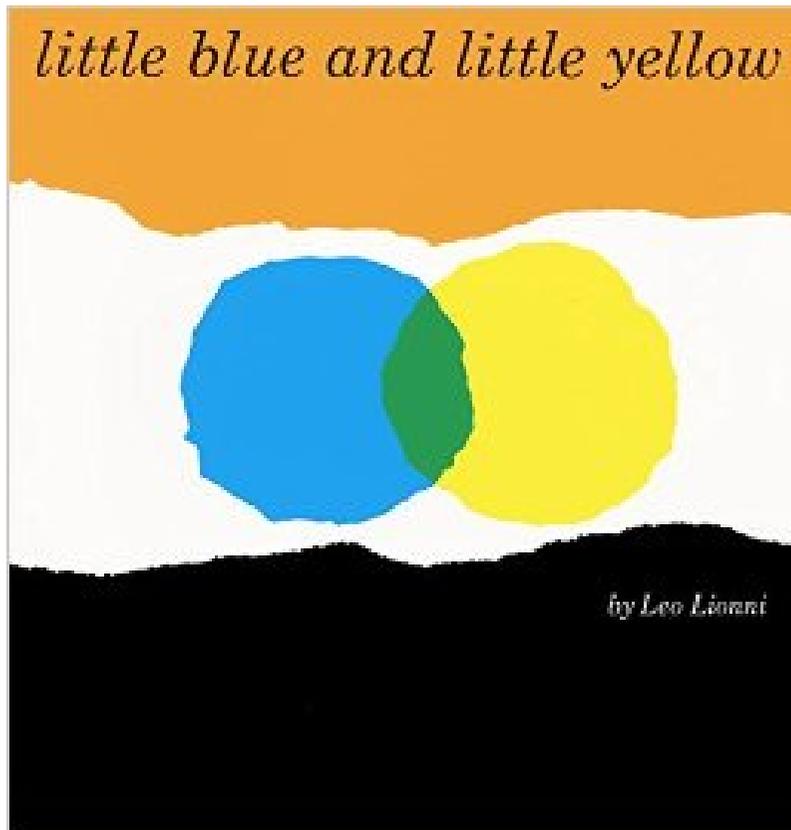
文／麥可·羅森

圖／海倫·奧森柏莉 譯／林良



- ★榮獲英國凱特·格林納威獎提名
- ★榮獲英國史馬提斯圖書獎
- ★榮獲美國《號角書》雜誌年度好書獎

「運用描述聲音的詞彙來介紹所經過不同的地方及天氣,探險過程非常有趣,文中也有許多的repetitive sentences,讓人琅琅上口,很適合改編成讀者劇場,讓孩子上台呈現」--陳芳瑋老師



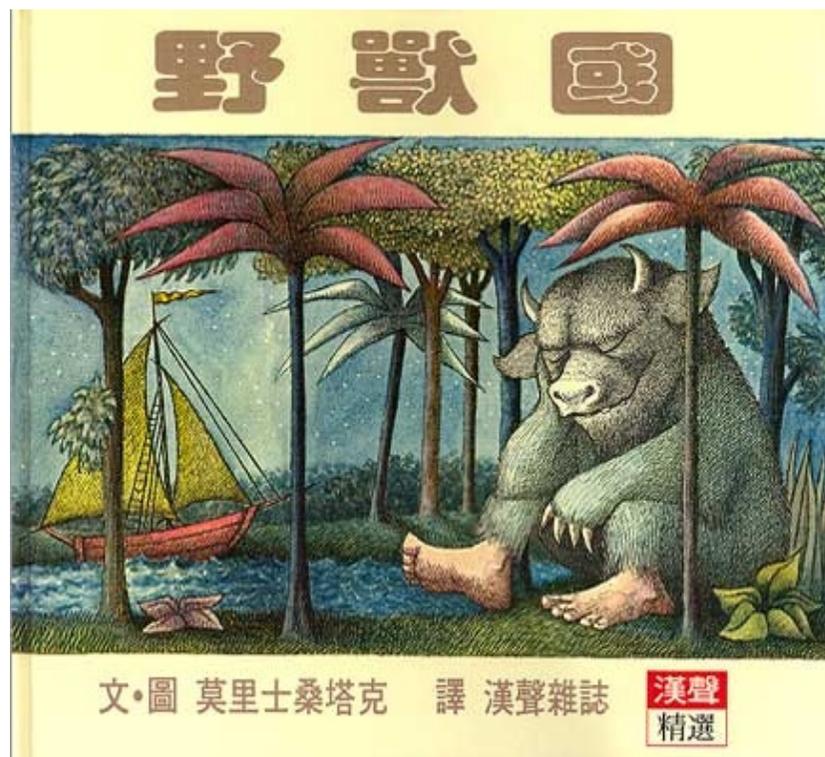
- ★榮獲紐約時報(The New York Times)最佳兒童圖畫書
- ★作者Leo Lionni為美國著名兒童文學作家

「本書運用色彩混色原理，創造出「小藍點」和「小黃點」兩個可愛的角色彼此友誼的故事，充滿創意與趣味。」--許美雪老師

WHERE THE WILD THINGS ARE

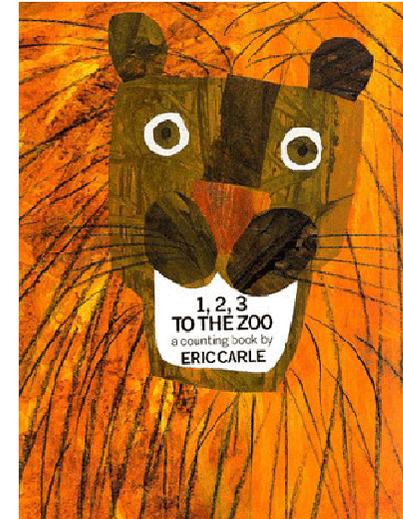
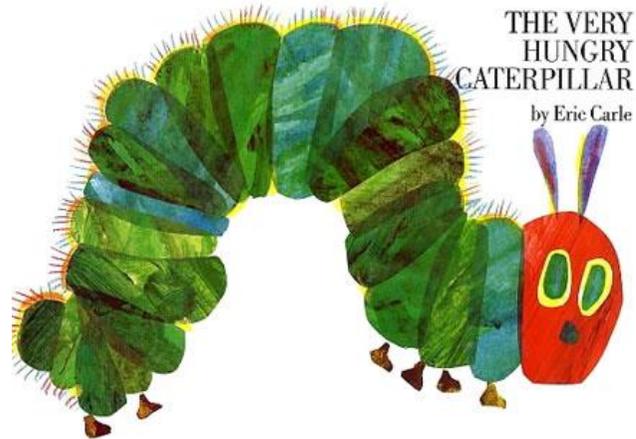
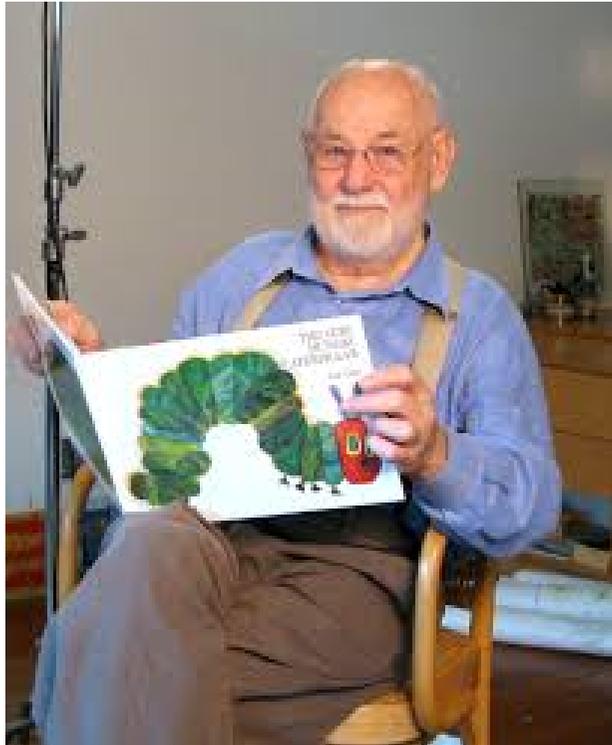


STORY AND PICTURES BY MAURICE SENDAK



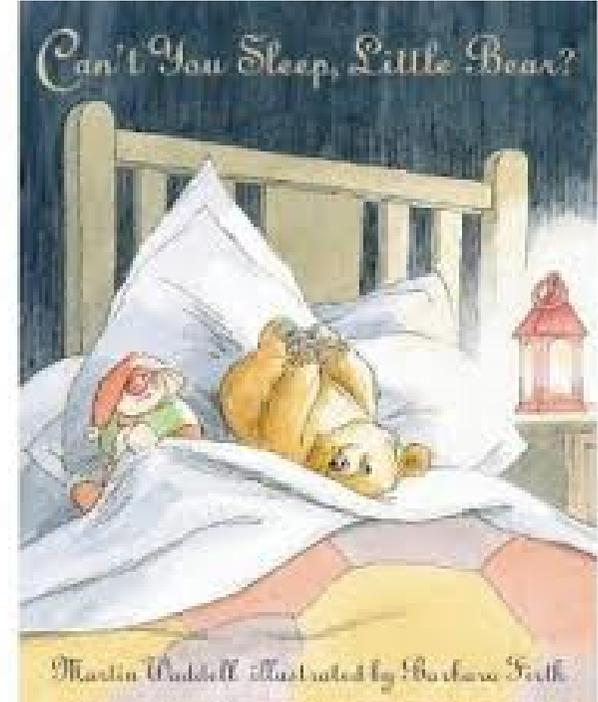
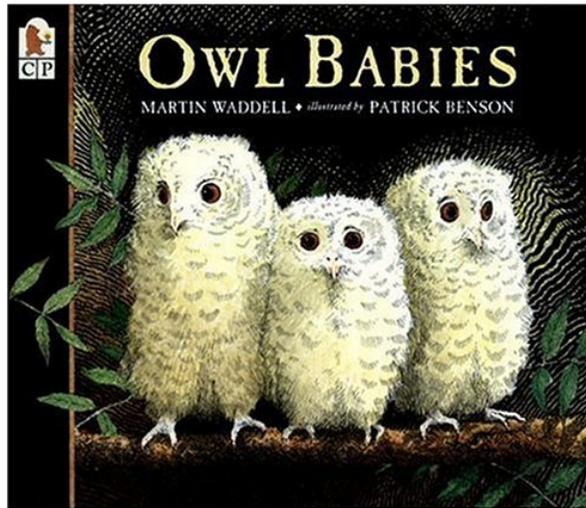
- ★美國凱迪克金牌獎
- ★作者莫里斯·桑達克(Maurice Sendak)為美國著名兒童文學作家

「充滿童趣，想像力無限的兒童故事。每頁的閱讀文句量1-3句適合具有基本句子閱讀能力、開始獨立閱讀的初級讀者。」--薛鈺菁老師



Eric Carle

- ★ Laura Ingalls Wilder Award
- ★ International Hans Christian Andersen Award in 2010



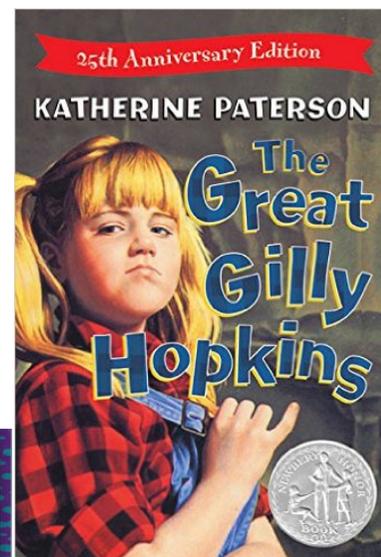
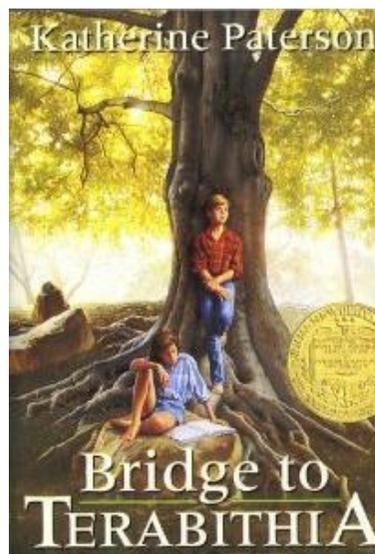
Martin Waddell

★ Hans Christian Andersen Award for Writing 2004

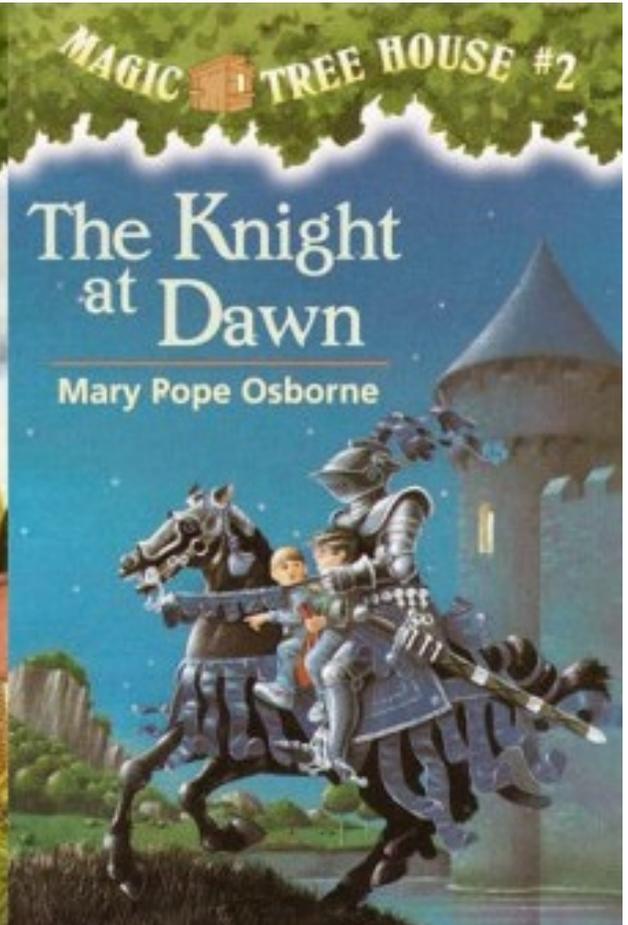
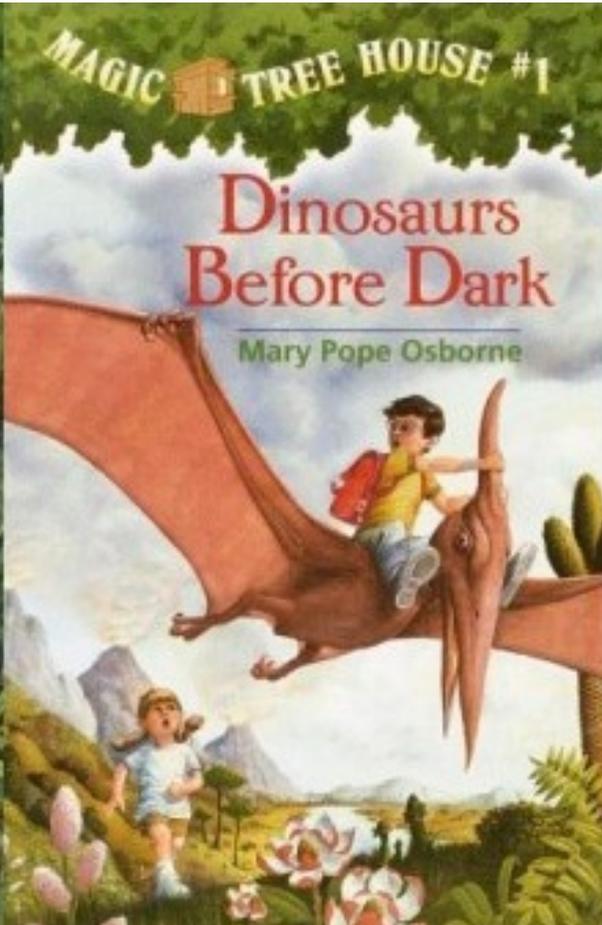
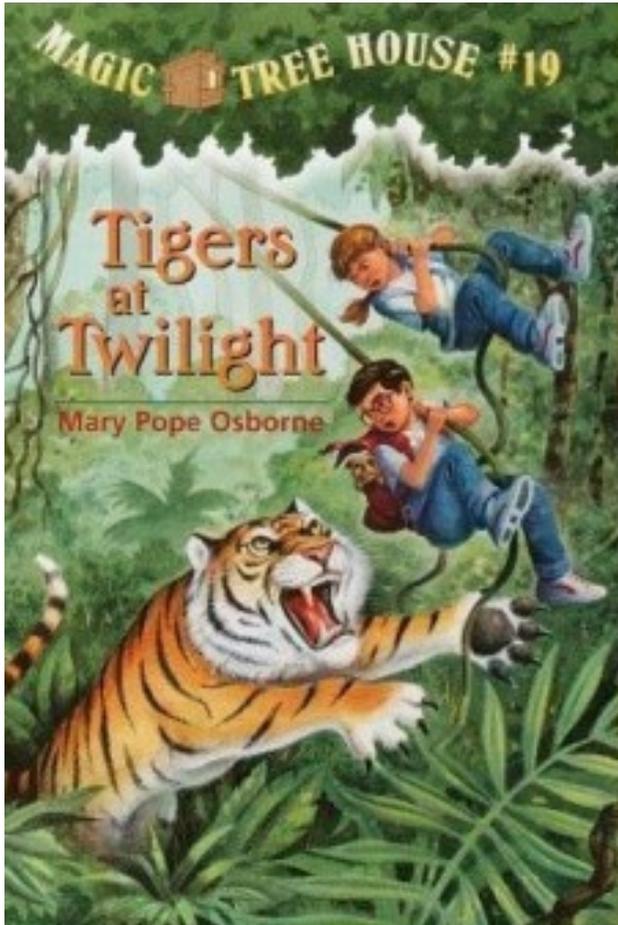
★ 凱特格林那威大獎

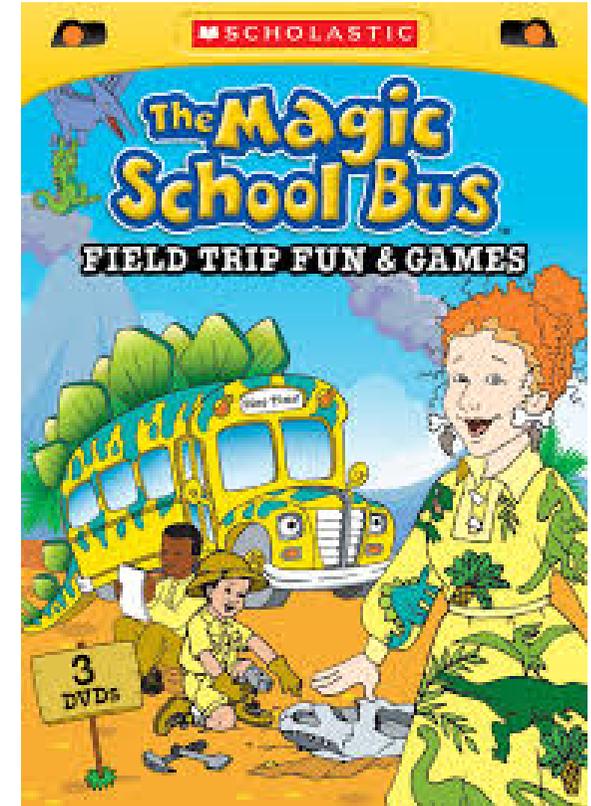
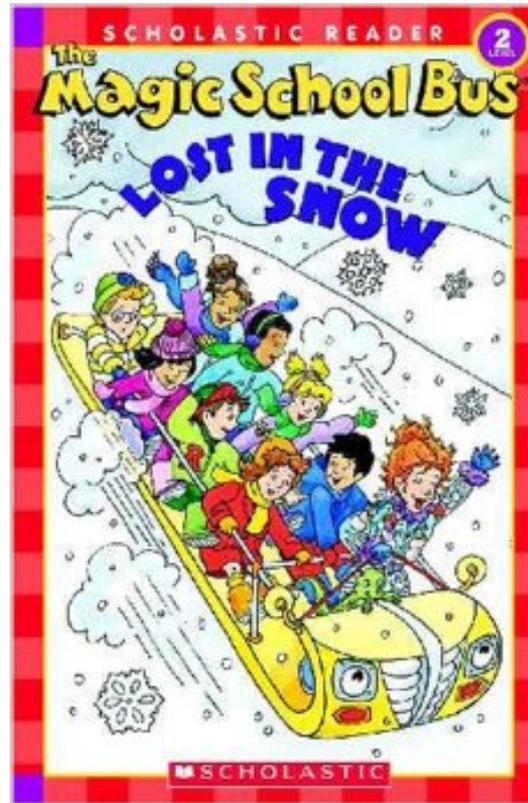
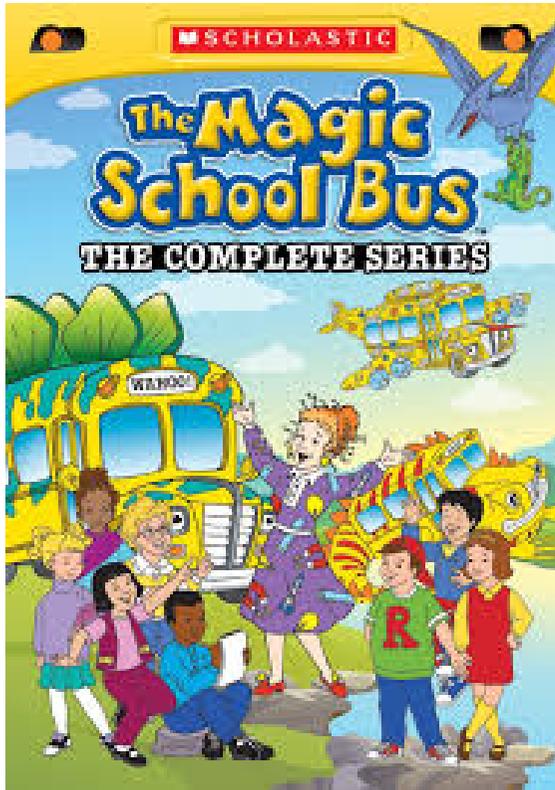


Katherine Paterson
★ 獲英國紐伯瑞獎



「本書為紐伯瑞得獎書，並拍成電影《尋找夢奇地》。2.本書描寫自我封閉的小五男孩Jess和插班生Leslie兩人之間的友誼。他們一起創造了一個叫Terabithia的神祕國度，並在那裡度過許多冒險時光，直到Leslie意外亡故，Jess才明白他從Leslie身上學到的東西。本書闡述友誼、冒險與勇敢，故事感人，值得一讀。」--許美雪老師





「此魔法校車讀本系列，手法及筆觸活潑充滿豐富的想像力，用字語句平易近人，以趣味的方式來介紹各種科學，大自然現象，及人體構造.....等各種知識。兼具知識性、趣味性，非常值得推薦。」--陳芳瑋老師



紅

紅 (Easy Starter)

學習閱讀(learning to read)

文本特色：

1. 讀者熟悉的內容、主題或概念；場景貼近讀者的經驗
2. 內容概念有插圖輔助理解
3. 簡單的對話；重複的自然語言；可預測的句子
4. 以插圖輔助單字理解
5. 有許多簡單的字彙，可依據發音規則拼出發音
6. 每頁一行，且印刷字體大；總頁數應少於15頁
7. 範例：Freight Train、From Head to Toe



橙

橙(Beginner)

練習獨自閱讀(beginning to read alone)

文本特色：

1. 讀者熟悉的內容，但範圍應擴大到家以外，如社區或學校生活；故事主題與小朋友的生活經驗連結；場景應貼近小朋友的生活
2. 具體且容易理解的概念；內容概念有插圖輔助理解
3. 延伸對話；重複的自然語言的模式；
4. 句子稍長或較複雜的句子(包含子句或有片語)
5. 關鍵字有以句子或插圖方式呈現
6. 高頻字出現或者是發音相近的字在句中出現
7. 每頁不超過8行，約8到16頁
8. 範例：Chica Chica Boom Boom、A Color of His Own

黃

黃(Elementary)

閱讀行為：獨自閱讀(reading alone)

文本特色：

1. 讀者熟悉的內容，但範圍應擴大到家以外，如社區及學校生活；
2. 讀者應能透過文字及插圖理解故事概念
3. 主題應更多樣化，不侷限於讀者的日常事件
4. 句字較長，單字量增加，主題興趣高的故事
5. 讀者能透過文字解釋或插圖輔助，掌握內容中的主題單字
6. 許多高頻字，有發音較難的單字出現
7. 大部分每頁3到8行，總頁數約8到16頁。有插圖的橋梁書約50到60頁
8. 示範圖書：Frog and Toad are Friends

綠

綠(Intermediate)

閱讀行為：安靜獨立閱讀(silently independent reading)

文本特色：

1. 多為讀者熟悉的內容，然有些為超出讀者先備知識的新資訊性內容
2. 主題圍繞兒童的特定經驗
3. 部分抽象概念偏向以文字敘述呈現，減少插圖輔助
4. 句子的長度及複雜度交錯呈現，且單字的拼字難度提高
5. 新單字或特定主題單字以文字帶出並闡釋其意
6. 印刷的字體大小較小，且文本較長。橋梁書應有友善的排版。非小說類的圖書排版多元

藍

藍(Upper Intermediate)

閱讀行為：流暢閱讀並具備問題解決能力(demonstrate all aspects of fluent processing with overt problem solving)

文本特色：

1. 主題能帶領讀者探索未知的領域，內容應能刺激學生用不同的角度看待事物
2. 內容多以文字呈現，而非圖片
3. 部分寓意深遠的內文，仍應是讀者所熟悉的主題
4. 部分抽象主題需讀者透過推論取得
5. 故事中有多位主角，內文透過多位主角的行為呈現多元觀點
6. 故事藉由描述性語言提供理解劇情的細節
7. 句子結構長度及複雜度增加
8. 讀者需要從上下文中理解生字；非小說類書籍中特定內容的單字需要在文中定義，或者以插圖、詞彙表方式說明
9. 印刷及排版方式多元，如圖表的標題中提供重要的資訊，或是難度較高的資訊性內文，又或是行距較小的小說排版等

靛

靛(Advanced)

自發性閱讀且能夠讀各種文類的書籍(automatically read and understand a full range of genres)

文本特色：

1. 主題能帶領讀者探索未知的領域，內容應能刺激學生用不同的角度看待事物
2. 多元主題中有許多較複雜的概念需要讀者的真實經驗或多元經驗，主題較具挑戰性
3. 故事中的角色透過他們的行止以及其他角色的看法來塑造；用故事場景的特別描述以提供理解劇情的重要資訊
4. 句子長且結構較複雜
5. 有許多單字需要讀者依據上下文推測或者使用詞彙表/字典查詢；有些專業術語較難依據上下文推測其意；單字拼字難度高
6. 印刷及排版方式多元，如圖表的標題中提供重要的資訊，或是難度較高的資訊性內文，又或是行距較小的小說排版等

教育部國民及學前教育署
 國中小英語閱讀書籍分級推薦計畫

分級結果概覽

分級	分級冊數	可查得LEXILE 冊數	中文譯本	中文譯本(2)	分級
紅 (Easy Starter)	30	21	17	11	紅 (Easy Starter)
橙 (Beginners)	92	58	28	25	橙 (Beginners)
黃 (Elementary)	128	107	41	29	黃 (Elementary)
綠 (Intermediate)	116	102	48	44	綠 (Intermediate)
藍 (Upper Intermediate)	23	23	5	5	藍 (Upper Intermediate)
靛 (Advanced)	26	25	19	18	靛 (Advanced)
小計	415	336	158	132	小計

英語分級書單(第一階段 415 本)						
編號	書名	作者	ISBN	中文譯本	Lexile	可搭配之課程主題
R-1	Dear Zoo: A Lift-The-Flap Book	Rod Campbell	9781416947370	親愛的動物園	BR	喜好、動物、形容詞
R-2	We're Going on a Bear Hunt	Helen Oxenbury	9780689815812	我們要去捉狗熊	BR	日常生活用語、地方、四季與氣候
R-3	My Friend Rabbit	Eric Rohmann	9780312367527	我的朋友·兔子	BR	感覺與心情、動物、友誼
R-4	Yo! Yes?	Chris Raschka	9780439921855	--	BR	日常生活用語、感覺與心情、友誼
R-5	I Like Bugs	Margaret Wise Brown	9780307261076	--	BR	喜好
R-6	Silly Sally	Audrey Wood	9780152019907	--	BR	感覺與心情、喜好、動作
R-7	From Head to Toe (Paperback)	Eric Carle	9780694013012	從頭動到腳	80L	自我介紹用語、日常生活用語、動物、喜好、身體動作
R-8	SCHOL RDR LVL 1: SILLY MILLY	Wendy Cheyette Lewison	9780545068598	--	90L	日常生活用語、喜好
R-9	Whose Mouse Are You?	Robert Kraus	9780689711428	你是誰的老鼠 啊?	10L	日常生活用語、家人
R-10	Have You Seen My Duckling? (1985 Caldecott Honor Book)	Nancy Tafuri	9780688148997	你看到我的小鴨 嗎?	20L	日常生活用語、感覺與心情、家人
R-11	Freight Train	Donald Crews	9780688149000	火車快跑	120L	交通工具、喜好
R-12	Don't Let Pigeon Drive The Bus	Mo Willems	9780786819881	別讓鴿子開公 車!	120L	日常生活用語、感覺與心情
R-13	Good Food	Demar Reggier	9780516249698	--	120L	日常生活用語、感覺與心情、喜好
R-14	Sheep in a jeep	Nancy E. Shaw	9780395867860	--	130L	日常生活用語、感覺與心情、交通工具、動物
R-15	The Hanov Day	Ruth Krauss	9780064431910	快樂的一天	160L	日常生活用語、四季與氣

關於英語推廣

英語有聲書

英語閱讀護照

英語檢測系統

外部資源

英語閱讀推廣網站

<http://twlyf2009.wixsite.com/english>

📄 國中小英語書單xlsx檔下載

英語有聲書				
編號	書名	作者	Lexile	網路有聲資源
R-1	Dear Zoo: A Lift-The-Flap Book	Rod Campbell	BR	連結
R-2	We're Going on a Bear Hunt	Helen Oxenbury	BR	連結
R-3	My Friend Rabbit	Eric Rohmann	BR	連結
R-4	Yo! Yes?	Chris Raschka	BR	連結
R-5	I Like Bugs	Margaret Wise Brown	BR	連結
R-6	Silly Sally	Audrey Wood	BR	連結
R-7	From Head to Toe (Paperback)	Eric Carle	80L	連結
R-8	SCHOL RDR LVL 1: SILLY MILLY	Wendy Cheyette Lewis	90L	--
R-9	Whose Mouse Are You?	Robert Kraus	10L	連結

書單下載 <http://140.122.127.190/vjs/vj-attachment/ENGleveled/415.pdf>

英語閱讀推廣五步驟

步驟一

圖書分級

- 館內現有圖書分為六級排架
- 依據「英語閱讀分級推薦書單」採購圖書
- 依分級閱讀單準備班書

- 圖書教師
- 英語老師
- 學生
- 圖書志工

步驟二

學生檢測

- 每學期進行一次英語能力檢測
- 使用線上檢測系統(約一堂課時間)
- 教師自行設計檢測單

- 圖書教師
- 英語老師
- 學生
- 圖書志工

步驟三

分級推薦

- 老師每學期為學生設計分級閱讀書單
- 學生到圖書館找書單上的書閱讀
- 或圖書館送分級書箱到班上

- 圖書教師
- 英語老師
- 學生
- 圖書志工

步驟四

閱讀紀錄

- 學生依分級閱讀書單逐本閱讀並記錄
- 教師設計在課堂或在圖書館的閱讀教學與活動

- 圖書教師
- 英語老師
- 學生
- 圖書志工

步驟五

閱讀獎勵

- 搭配學校閱讀獎勵方案，如
 - 英文朗讀比賽
 - 讀者劇場
 - 英文閱冠王
- 學生英語後測

- 圖書教師
- 英語老師
- 學生
- 圖書志工



English Reading Passport

for students of primary & junior high school



Name			
Class		No.	
Teacher			

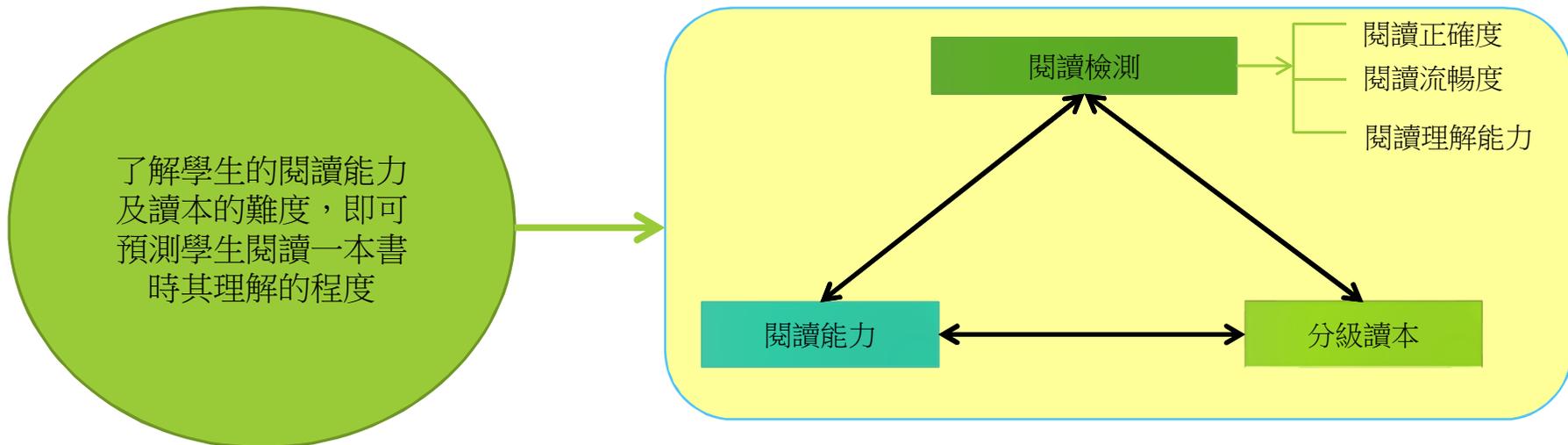
Reading!

I have read this book to <u>a friend.</u> (Signed by your friend)	I have read this book to <u>my teacher/parents.</u> (Signed by teacher/parents)	I can move on to read the next book. (Signed by teacher)
☺ Signature: _____	☺ Signature: _____	
Go on to next group!		

總結

檢測學生的閱讀能力，掌握學生閱讀成長情況

合適及有興趣閱讀的讀本，會讓學生成為獨立閱讀者，
建立閱讀自信



Thank You
敬請指教

