



Discitur Legendo:
An NLE Latin Reader

Ian Hochberg, NLE Writing Committee

ACL Institute, University of Connecticut, June 26th, 2015



Discitur Legendo may be purchased at ACL's TMRC using the link below. The cost is \$25, but includes a digital version for personal use only. ACL members receive a 20% discount so it is only \$20!

<https://www.aclclassics.org/Product/b0047>

Goal and Philosophy

The National Latin Exam is proud to offer this NLE Latin Reader, which contains every reading comprehension passage from 1978-2014 organized by level and chronologically. In addition to containing 250 passages and questions, the book's table of contents provides detailed charts with the year, author, text, and passage title for each reading comprehension passage making it easier for a teacher to find the passage's original source or search for a particular author or passage.

Sight reading is critical for improving reading skills. To that end, it is our hope that this book will prove to be a helpful resource for teachers and students across the country. The book is spiral bound to allow for ease of photocopying sight passages. Teachers are encouraged to adapt and add to the questions as they see fit. Students are encouraged to practice reading previously unseen passages to improve their comprehension of Latin. This book is a compilation of the efforts of those that have gone before, both ancient authors and recent exam writers, whose love of and care for the Latin language is evident in these passages and questions.

Those who purchase the book will receive a complimentary pdf file of its contents, which is obviously not for redistribution or sale. The pdf files will allow teachers to project passages onto whiteboards. This book is a *sine qua non* for any teacher committed to instructing students through sight passages as well as for serious Latin students.

Contributing Writers of NLE Passages and Questions

Marty Abbott
Tamara Bauer
Joe Davenport
Sally Davis
John Donohue
Kevin Gushman
Jane Hall
Liz Heimbach
Ian Hochberg
Mark Keith

Patty Lister
Betty Merrill
Linda Montross
Maureen O'Donnell
Wallace Ragan
Sue Robertson
Christine Sleeper
Matthew Webb
David Winn



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Sample of table of contents

Latin III/IV Poetry Passages

Page	Year	Author	Text	Passage Title
110	1978	Vergil	<i>Aeneid</i> X.100-105	Jupiter Addresses the Gods
110	1979	Ovid	<i>Metamorphoses</i> XI.118-126	Midas
111	1980	Vergil	<i>Aeneid</i> XII.435-440	Aeneas Speaks to Ascanius
111	1981	Ovid	<i>Metamorphoses</i> III.393-399	Echo
112	1982	Lucretius	<i>De Rerum Natura</i> V.821-827	Origin of Animals
112	1983	Manilius	<i>Astronomica</i> IV.1-10	Fate and Life
113	1984	Seneca	attributed to an epigram	A Selection from Seneca
113	1985	Ovid	<i>Metamorphoses</i> VI.346	Latona
114	1986	Vergil	<i>Aeneid</i> VIII 305-312	A Walk in the Woods
114	1987	Ovid	<i>Metamorphoses</i> XI.61-66	A Story of Orpheus
115	1988	Ovid	<i>Metamorphoses</i> I.253-261	Punishment of Jupiter (Cyclops)
115	1989	Ovid	<i>Metamorphoses</i> VI.308-315	A Story of Niobe
116	1990	Vergil	<i>Aeneid</i> III. 537-545	The First Omen (Anchises Interprets an Omen)
116	1991	Vergil	<i>Aeneid</i> VIII 115-124	Aeneas Seeks King Evander
117	1992	Vergil	<i>Aeneid</i> V 709-718	An Aged Friend's Advice
117	1993	Ovid	<i>Fasti</i> IV 125-132	Venus as Goddess of Spring

Suggestions for using the passages

- Passage for levels 1, 2, 3, 3/4 prose, and 3/4 poetry are designed to be one quarter of an exam and so roughly ten minutes in length. Therefore, they can be used effectively as warm-ups, time fillers, part of substitute plans, or homework assignments.
- Intro passages provide great additional reading practice for first year students. I used 5/6 passages weekly as sight reading practice in my AP class. Students improved greatly over time.
- Read a passage aloud together as a class, and ask the students questions about it in English or Latin. Use the questions that already exist or create your own.
- Add additional questions to those related to a passage to emphasize a grammatical point, vocabulary, content, or whatever you want to focus on.
- Give students a passage to read for homework and have them create five questions for it. Students write their questions on notecards. Shuffle the cards and read some of the questions aloud. Students answer them using clickers, whiteboards, or a sheet of paper. Perhaps have students vote on the most challenging, most creative, and best overall question.
- Use passages to determine gaps in student learning. Passage questions may shed light on what a class does not really know yet and what you need to review and reinforce.