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# Cloze Procedure Syllabus

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

CLOZE PROCEDURE SYLLABUS

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A Project  
Presented to  
the Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
OraLee E. Reiber

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## CLOZE PROCEDURE INTRODUCTION

**Purpose** The purpose of this series of lessons was to provide material for explaining how to do cloze exercises.

**Materials** The riddles, sentences, and easier passages were written for this series. The more difficult passages and story were taken from reading materials.

**Procedure** The riddles were left intact. The sentences and shorter passages had no special deletion pattern. The more difficult passages had nouns deleted. The story had an every fifth word deletion pattern.

### Teaching Suggestions

The riddles should be presented sentence by sentence on the chalkboard or an overhead projector. The students offer possible answers until enough information is available to determine the right answer to the riddle. Discuss the clues in the riddle and how certain responses become inappropriate when more information is available. The sentence cloze exercises should be presented on the board and the responses discussed as a group in terms of meaning and grammar. Encourage many different answers. The passages from Read Study Think and Science Reading Adventures should be read silently. The students should discuss the clues within the passages and share ideas on what the missing words might be. The following directions should be given for the story with every fifth word omitted:

- 1 Read the entire story, then go back and try to think of a good word for each blank.

2. Spell the best you can. Words are not wrong if misspelled.
3. Be prepared to tell why you chose your responses.

Discuss responses in terms of meaning and grammar. Ask the students to tell which word(s) in the story helped them decide on their answers.

Answers "George Grows Up"

one, door, help, storehouse, since, storehouse, near, things, every, it, to, old, did, In, the, strange, He, is, mother, he

Titles to the passages from Read Study Think and New Science Adventures Book 2 are as follows:

"Seeds in Fall", "Soft Paws and Sharp Claws," "Fog," "Reflections," "Heat," "Snowflakes Are Beautiful," "Whirlybirds Can Do It," and "Who Likes Litter."

CLOZE RIDDLES

Joe is a \_\_\_\_\_.

He has long whiskers.

He has a long tail.

He likes to chase mice.

Joe is a lazy \_\_\_\_\_.

He likes to sleep by the fire.

Bill is a \_\_\_\_\_.

Bill is a \_\_\_\_\_ and a good pet.

Bill is a \_\_\_\_\_ and a good pet that lives in a cage.

Bill is a \_\_\_\_\_ and a good pet that lives in a cage and  
sings all day.

CLOZE SENTENCES

1. I will \_\_\_\_\_ this basket with apples.
2. It is fun to play this \_\_\_\_\_.
3. Chickens like to \_\_\_\_\_ in the garden.
4. Bob will go home to eat at \_\_\_\_\_.
5. I \_\_\_\_\_ my pony some cake.
6. Father has a surprise for \_\_\_\_\_.
7. Mother did not \_\_\_\_\_ when I could have my party.

CLOZE PASSAGE

Rusty liked animals. He \_\_\_\_\_ the animals in the park. He liked the animals \_\_\_\_\_ the farm.

Rusty and Sue \_\_\_\_\_ to the park. They \_\_\_\_\_ to see the animals. \_\_\_\_\_ looked at the big \_\_\_\_\_. They looked at the \_\_\_\_\_ animals. They looked at \_\_\_\_\_ the animals in the \_\_\_\_\_.

## CLOZE RIDDLES

I like rain and sun. I grow in hot summer weather. I become ears that cannot hear. I turn yellow and can be eaten.

What am I?

I am sometimes in a tree. I can be made from twigs and string. I hold eggs and baby birds.

What am I?

The boys played a game. I was passed and kicked.

What am I?

I sleep a lot. Someone must feed me and take care of me. I cannot talk, but I can cry.

What am I?

I am a large animal. I have a long tail and four legs. I am a farm animal. People drink my milk.

What am I?

I am fun. People enjoy going to me. Games are played. You can eat good food. You may get gifts.

What am I?



## DOLCH BOOK VOCABULARY CLOZE PROCEDURES

**Purpose** The purpose of this vocabulary cloze was to reinforce first and second grade basic sight words and teach new vocabulary words in context.

**Materials** Monkey Friends and In the Woods by Edward Dolch were selected because of their emphasis on first and second grade basic sight words plus inclusion of lexical and colorful words to make an interesting story.

**Procedure** Words in a story that were new or sight words that frequently caused trouble were noted. Usually there were eight to ten words selected from a story. Sentences were developed from the content of the story for each of these words. When the sentences were printed on the page for the student, these selected words were omitted and arranged in a random fashion at the top of the page.

### Teaching Suggestions

Establish background for the story. Present new vocabulary. (Usually it was only necessary to study the nouns new to the story.) The students should read the story silently and then fill in the cloze procedure constructed for the story. If necessary, students can look in the book to find the correct answer. Check the papers with the students. Discuss errors and have the student make corrections.

**Comment** This style exercise seemed to serve two purposes--(1) practice on new vocabulary words and (2) a check on silent reading comprehension.

Monkey Friends  
"Jette" pages 5-7

---

Africa	banana	Jette	Mrs. Akeley
monkey	bath	Ali	

---

1. The boys called the monkey \_\_\_\_\_.
2. Jette liked to take a \_\_\_\_\_.
3. The \_\_\_\_\_ liked Ali.
4. Ali would give the monkey a \_\_\_\_\_ to eat.
5. Jette slept in the tent with \_\_\_\_\_.
6. This story takes place in \_\_\_\_\_.
7. \_\_\_\_\_ made sure the monkey did not run away.

Monkey Friends  
"Jette and the Rooster"  
pages 9-11

---

chickens	camp	tent	loved
rooster	thought	laughed	

---

1. The \_\_\_\_\_ did not run away from Jette.
2. Jette loved to run after the \_\_\_\_\_.
3. Jette ran into Mrs. Akeley's \_\_\_\_\_.
4. Jette made all the boys run away from \_\_\_\_\_.
5. The boys \_\_\_\_\_ at Jette.
6. The boys \_\_\_\_\_ the monkey was funny.
7. Jette \_\_\_\_\_ to play.

Monkey Friends  
"Jette in New York"  
pages 13-17

---

hotel	rooms	New York	never
tried	pipe	brought	table

---

1. \_\_\_\_\_ is a large city.
2. A hotel has many \_\_\_\_\_.
3. Mr. and Mrs. Akeley \_\_\_\_\_ Jette to New York.
4. Jette had fun living in the \_\_\_\_\_.
5. Jette took the \_\_\_\_\_ to her bed.
6. Jette had \_\_\_\_\_ lived in a hotel before. ~~before.~~
7. Jette found the pipe on a \_\_\_\_\_.
8. The little monkey \_\_\_\_\_ to be good in the hotel.

Monkey Friends  
"A Playmate for Jette"  
pages 19-25

---

hugged	own	playmate	wash	bottle
afraid	bigger	floor	carries	cried

---

1. Jette helped a man \_\_\_\_\_ the windows.
2. The monkey helped a girl clean the \_\_\_\_\_.
3. The man brought Jette a \_\_\_\_\_.
4. The kitten got bigger and \_\_\_\_\_.
5. The kitten was \_\_\_\_\_ of the monkey.
6. Jette \_\_\_\_\_ the little black kitten.
7. The kitten \_\_\_\_\_ when hurt.
8. Mrs. Akeley gave the kitten a \_\_\_\_\_ of warm milk.
9. Jette wants her \_\_\_\_\_ bottle of milk.
10. A mother monkey \_\_\_\_\_ her baby on her back.

Monkey Friends  
"A Sick Monkey"  
Pages 27-31

---

sick	oranges	banana	master	soft
doctor	long	clean	mouth	

---

1. The little monkey had not eaten for a \_\_\_\_\_ time.
2. The \_\_\_\_\_ tried to get the monkey to eat.
3. The little monkey was very \_\_\_\_\_.
4. He would not eat \_\_\_\_\_ banana.
5. The doctor put some soft \_\_\_\_\_ on the monkey's hands.
6. The monkey wanted \_\_\_\_\_ hands.
7. The monkey put his hands into his \_\_\_\_\_ to lick them clean.
8. The monkey got better. Soon he wanted to eat \_\_\_\_\_.
9. When the monkey was well he went home to live with his \_\_\_\_\_.

Monkey Friends  
"Willie"  
pages 33-39

---

cage	Lena	quiet	sisters
Willie	beads	garden	grapes

---

1. Kate is the name of one of the \_\_\_\_\_.
2. Willie did not live in a \_\_\_\_\_.
3. \_\_\_\_\_ is the name of the monkey.
4. \_\_\_\_\_ is the name of the girl.
5. Lena took off her \_\_\_\_\_ and gave them to Willie.
6. Willie liked to eat \_\_\_\_\_.
7. Lena and Willie would go outside to the \_\_\_\_\_.
8. Willie was \_\_\_\_\_ when Lena read stories to her.

Monkey Friends  
"Father Helps"  
pages 41-47

---

beside	master	always	swing	watched
carried	Irish	Mommie	warm	

---

1. Irish had always played with his \_\_\_\_\_.
2. Irish and \_\_\_\_\_ were playmates.
3. Mommie often \_\_\_\_\_ the baby monkey on her back.
4. Ben sometimes went to sleep on the back of his father, \_\_\_\_\_.
5. The monkeys liked to jump and \_\_\_\_\_.
6. It was \_\_\_\_\_ sleeping in the sun.
7. At first Mommie \_\_\_\_\_ took care of the baby.
8. Irish \_\_\_\_\_ Mommie take care of Ben.
9. Irish liked to have Mommie \_\_\_\_\_ him.

Monkey Friends

"Viki"

pages 49-55

---

picture	shoes	learned	dresses
Sometimes	smart	smile	watch

---

Viki was a \_\_\_\_\_ monkey. Viki wore \_\_\_\_\_ on her feet. Viki \_\_\_\_\_ to play with toys. \_\_\_\_\_ Viki helped her "Mama" clean house.

Viki liked to hear a \_\_\_\_\_ tick. A big \_\_\_\_\_ would be on Viki's face when she listened to the watch tick. Viki even thought a \_\_\_\_\_ of a watch would tick.

Monkey Friends

"A Christmas Party"

pages 57-63

---

smell	Toto	brought	table
party	around	bath	garden

---

\_\_\_\_\_ put on clothes just like a boy. Toto ate food at the \_\_\_\_\_. He had a \_\_\_\_\_ when the boys had a bath.

Bob and Jim had a Christmas \_\_\_\_\_. Santa Claus \_\_\_\_\_ presents.

Toto looked in the \_\_\_\_\_ for his master. Toto ran around and \_\_\_\_\_ the house looking for his master. Toto could tell Santa Claus was his master by the \_\_\_\_\_ of his shoes.



In the Woods  
"Bambi" pages 5-9

---

deer	Suddenly	hurt	warm	slept
Bambi	afraid	bottle	box	

---

1. Bambi is the name of the \_\_\_\_\_.
2. The deer got milk from a \_\_\_\_\_.
3. The dog and cat did not \_\_\_\_\_ the deer.
4. The deer liked \_\_\_\_\_ milk.
5. The deer's bed was made from a \_\_\_\_\_.
6. The animals \_\_\_\_\_ well all night.
7. \_\_\_\_\_ something moved in the grass.
8. The deer was not \_\_\_\_\_ of Ted and Marie.
9. The name of this story is \_\_\_\_\_.

In the Woods  
"Bambi Came Home"  
pages 11-15

---

hungry	grew	spring	another
garden	woods	window	fence

---

1. Bambi could jump over the \_\_\_\_\_.
2. The deer went to the \_\_\_\_\_ together.
3. Bambi came home in the \_\_\_\_\_ with two little deer.
4. There was a fence around the \_\_\_\_\_.
5. Bambi was often \_\_\_\_\_ and wanted to eat Marie and Ted's food.
6. Marie saw Bambi through the \_\_\_\_\_.
7. Bambi liked all the food that \_\_\_\_\_ in the garden.
8. Bambi went to the woods with \_\_\_\_\_ deer.

In the Woods  
"The Baby Rabbit"  
pages 17-23

---

Sam	through	grass	bushes
road	move	cabin	beside

---

1. The road went \_\_\_\_\_ the woods.
2. There were \_\_\_\_\_ by the side of the road.
3. Father and \_\_\_\_\_ saw a baby rabbit.
4. The little rabbit was \_\_\_\_\_ the road.
5. The baby rabbit did not \_\_\_\_\_.
6. Rabbits had eaten the \_\_\_\_\_ by the bushes.
7. Father and Sam went home to their \_\_\_\_\_.
8. They went home on the \_\_\_\_\_ through the woods.

In the Woods  
"The Cabin in the Woods"  
pages 25-29

---

summer	Gophers	threw	George	hungry
Squirrels	piece	whistled	cheek	winter

---

1. Butch lived in a cabin in the \_\_\_\_\_.
2. \_\_\_\_\_ lived in the ground.
3. \_\_\_\_\_ lived in the trees.
4. Butch talked to \_\_\_\_\_ everyday.
5. George wanted the \_\_\_\_\_ of bread.
6. Sometimes the gopher would put the bread in his \_\_\_\_\_.
7. The man would whistle when he \_\_\_\_\_ the bread to George.
8. The gopher would sit up when Butch. \_\_\_\_\_.
9. Gophers and squirrels put away food for \_\_\_\_\_.
10. Then they will not be \_\_\_\_\_ in winter.

In the Woods  
"Did George Know?"  
pages 31-37

---

animals	know	another	threw
stood	surprised	trained	saying

---

1. George \_\_\_\_\_ up to get a piece of bread.
2. Many \_\_\_\_\_ lived in the woods.
3. Butch had \_\_\_\_\_ many animals.
4. The old man was \_\_\_\_\_ that the gopher knew where to eat the bread.
5. It seemed like the gopher knew what Butch was \_\_\_\_\_
6. Sometimes Butch \_\_\_\_\_ the gopher a small piece of bread.
7. Then Butch would give George \_\_\_\_\_ bigger piece of bread.
8. Then George would \_\_\_\_\_ where to eat the bread.

In the Woods  
"Picking Blackberries"  
pages 39-43

---

sudden	supper	paw	buzzing
bear	biggest	blackberries	noise

---

1. A man went to the woods to pick \_\_\_\_\_.
2. He liked to eat blackberries for \_\_\_\_\_.
3. All of a \_\_\_\_\_ he met a bear.
4. The \_\_\_\_\_ liked to eat blackberries, too.
5. The bear wanted the \_\_\_\_\_ blackberries.
6. The bee made a \_\_\_\_\_ sound.
7. The bear didn't like the \_\_\_\_\_.
8. The bear tried to hit the bee with his \_\_\_\_\_.

In the Woods  
"The Coming of Inky"  
pages 45-49

---

Inky	Bobby	Mr. Campbell	Bobette
Sausage	Rack	Ruin	Judge

---

1. In the spring time \_\_\_\_\_ came to his cabin in the woods.
2. Mr. Campbell, the \_\_\_\_\_, and Bobby lived together in a cabin.
3. \_\_\_\_\_ was the name of the little deer.
4. \_\_\_\_\_ looked after all the baby animals.
5. The Judge named the little ground hog \_\_\_\_\_.
6. The raccoons were called \_\_\_\_\_ and \_\_\_\_\_.
7. \_\_\_\_\_ was a baby porcupine.

In the Woods  
"Inky Grows Up"  
pages 51-57

---

raised	fireplace	hollow	scratch
grew	themselves	paws	heard

---

1. The animals found homes for \_\_\_\_\_.
2. One home was in a \_\_\_\_\_ tree.
3. The men \_\_\_\_\_ a scratch on the door.
4. The animals would \_\_\_\_\_ on the door when they wanted to get in.
5. There was a fire in the \_\_\_\_\_.
6. The animals were friends after they \_\_\_\_\_ up.
7. Inky's \_\_\_\_\_ got cold and wet.
8. The men had \_\_\_\_\_ all the animals together.



In the Woods  
"Inky and His Friends"  
pages 59-64

---

hard	porcupine	cried	watched
quills	cabin	pictures	scratch

---

1. Inky was the name of the pet. \_\_\_\_\_.
2. A porcupine has \_\_\_\_\_.
3. Inky came to the \_\_\_\_\_ to be with his friends.
4. Inky would \_\_\_\_\_ on the cabin door.
5. The men went to the woods to take \_\_\_\_\_.
6. It was \_\_\_\_\_ for Inky to walk along with the men.
7. Inky \_\_\_\_\_ the men take pictures.
8. Inky sat down and \_\_\_\_\_ when he could not keep up with the men.

New Science Reading Adventures 2  
My Weekly Reader Practice Book  
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Pages 6, 8, 10, 17, 18, and 24

MORE DIFFICULT CLOZE PASSAGES

\_\_\_\_\_ are very quiet animals. Their feet are soft paws. They hide their claws in their paws.

A \_\_\_\_\_ keeps its claws sharp at all times. It catches mice with its claws. It fights with its claws.

Claws help a \_\_\_\_\_ to climb, too. \_\_\_\_\_ like to climb. They climb trees. They climb to high places.

\_\_\_\_\_ are good at jumping. They can jump far, but they do not fall. They always land on their feet. A \_\_\_\_\_ claws are useful in many ways.

-----

Did you ever go walking in a cloud? You have if you ever walked through \_\_\_\_\_.

\_\_\_\_\_ is a cloud near the ground. It may be near water, too. \_\_\_\_\_ is like a cloud that is seen high in the sky.

\_\_\_\_\_ is wet. It is made of drops of water. The drops are very small. They float in the air. \_\_\_\_\_ goes away when the sun comes out. The sun "burns" the tiny drops away.

New Science Reading Adventures 2  
My Weekly Reader Practice Book  
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Many plants have \_\_\_\_\_ in fall. Plants with flowers have \_\_\_\_\_. \_\_\_\_\_ grow in vegetables. They grow in fruits. One plant may have many \_\_\_\_\_.

Look for \_\_\_\_\_. See how they grow. See where they grow. See how many kinds of \_\_\_\_\_ you can find.

-----

Look in a mirror. You will not see your face. You will see a \_\_\_\_\_ of your face. The \_\_\_\_\_ shows how you look.

\_\_\_\_\_ show in many things. You can see \_\_\_\_\_ in windows. You can see them in a shiny car. You can see \_\_\_\_\_ in water on a sunny day. Look for \_\_\_\_\_.

-----

\_\_\_\_\_ are beautiful. They have many shapes. Most \_\_\_\_\_ have six sides.

A \_\_\_\_\_ may look like a tiny flower. It may look like a small jewel. A \_\_\_\_\_ may look like a tiny star.

\_\_\_\_\_ have many sizes. They may be as small as tiny pieces of dust. They may be big and fluffy. Some are an inch or more across.

Many, many \_\_\_\_\_ can fall in one day. But no two \_\_\_\_\_ are alike.

Read Study Think 3  
My Weekly Reader Practice Book  
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Pages 6 and 11

The \_\_\_\_\_ left by some people can hide the beauty around us. A picnic place becomes a garbage heap. A beach becomes a sandy dump. A lake becomes a trash basket. \_\_\_\_\_ is ugly.

The cost of \_\_\_\_\_ is high. Everyone pays to have \_\_\_\_\_, left by careless people, carried away. Cleaning up our parks and highways is expensive.

\_\_\_\_\_ is everybody's problem. Each bit of \_\_\_\_\_ is dropped by someone. Each bit of \_\_\_\_\_ spoils beauty and costs money. If everyone cared enough there would be no \_\_\_\_\_. Without \_\_\_\_\_, America would be more beautiful.

-----

\_\_\_\_\_ are used on ranches and farms. \_\_\_\_\_ help cowboys round up cattle. Farmers use \_\_\_\_\_ for crop-dusting.

\_\_\_\_\_ help men who put up power lines. \_\_\_\_\_ are used to build high towers. Wires can be strung by using \_\_\_\_\_.

\_\_\_\_\_ carry passengers. \_\_\_\_\_ can take off and land in a small space. They go to places where other airplanes cannot land.

\_\_\_\_\_ help to save lives. \_\_\_\_\_ rescue people from danger. They bring food and medicine to those who are hungry and sick.

More Times and Places  
Gray, Monroe, Artley, and Arbuthnot  
Scott, Foresman and Company  
"George Grows up" pp. 154-55

GEORGE GROWS UP

"George," called Mrs. Washington \_\_\_\_\_ day from the  
farmhouse \_\_\_\_\_. "I want you to \_\_\_\_\_ me clean out  
the \_\_\_\_\_. It hasn't been done \_\_\_\_\_ your father died."

The \_\_\_\_\_ was a small building, \_\_\_\_\_ the  
kitchen, where many \_\_\_\_\_ that were not used \_\_\_\_\_  
day were kept. Cleaning \_\_\_\_\_ seemed a tedious job. \_\_\_\_\_  
the lively thirteen year \_\_\_\_\_ boy, but George Washington  
\_\_\_\_\_ as his mother asked. \_\_\_\_\_ a dark corner of  
\_\_\_\_\_ storehouse, George found something \_\_\_\_\_ made of  
iron rods. \_\_\_\_\_ examined it closely.

"What \_\_\_\_\_ this?" he asked his \_\_\_\_\_.

When she saw what \_\_\_\_\_ was holding, she said, "That's  
your father's surveying chain."

## WILSON'S ESSENTIAL VOCABULARY CLOZE PROCEDURES

- Purpose** The purpose of the Wilson's Essential Vocabulary cloze was to teach the use of context clues.
- Materials** Ten terms were selected from Wilson's Essential Vocabulary list for each lesson.
- Procedure** In the first four lessons of this series, the blank spaces matched the number of words in the terms deleted. For example, NO MINORS had two blanks and OUT OF ORDER had three blanks. The remaining lessons were prepared with one continuous line for each term omitted regardless of the number of words within the term. The omitted terms were typed in capital letters.

### Teaching Suggestions

#### Presentation 1

Ask the students to read the terms silently. Words should be defined and used in a sentence if a student asks for assistance. While the students are working on the cloze sentences, ask individual students which word or words in the sentence helped them to decide on a response. The students may be asked to underline the clue word(s) in each sentence.

#### Presentation 2

Fold under the terms at the top of the page. Read each sentence orally and ask the students what terms they think might have been omitted. Unfold the top of the page. Students then fill in the missing terms and discuss the differences between the correct responses and their predictions.

WILSON'S ESSENTIAL VOCABULARY

DRIVE SLOW	ADULTS ONLY	BEWARE	EMERGENCY VEHICLES ONLY
HANDS OFF	POSTED	HANDLE WITH CARE	PRIVATE
HELP	ANTIDOTE		

1. The sign at the theater ticket window read \_\_\_\_\_.
2. The words \_\_\_\_\_ were stamped several times on the package.
3. The truck driver shifted into low gear when he read the sign \_\_\_\_\_.
4. The \_\_\_\_\_ was printed in small letters on the bottle of lye.
5. There were several signs saying \_\_\_\_\_ on the shelves in the china shop.
6. The coach told the players game time would be \_\_\_\_\_ Friday noon on the gym door.
7. The parking spaces in front of the main hospital entrance were labeled \_\_\_\_\_.
8. The mountain drive was dangerous and frequently the driver came to signs that said \_\_\_\_\_ OF FALLING ROCKS.
9. John was delighted to find the sign \_\_\_\_\_ WANTED in the window of the local drive-in.
10. The hunter found \_\_\_\_\_ PROPERTY signs along the road.

WILSON'S ESSENTIAL VOCABULARY

INFLAMMABLE    PUSH    INFORMATION    CLOSED    INSTRUCTIONS  
EXIT ONLY    CAUTION    SAFETY FIRST    FALLING ROCKS    SHALLOW WATER

1. The boys didn't dive off the bridge because of the \_\_\_\_\_  
\_\_\_\_\_ sign.
2. \_\_\_\_\_ is on the rear of gasoline trucks.
3. The visitors stopped at the \_\_\_\_\_ building upon entering  
Rainier National Park.
4. The leaflet telling how to assemble the bicycle was marked \_\_\_\_\_.
5. To open the emergency window on the bus, you should \_\_\_\_\_ out.
6. The sign on the theater window said \_\_\_\_\_.
7. There were several \_\_\_\_\_ and \_\_\_\_\_  
signs along the narrow mountain road.
8. As the men entered the shipyards to begin the day's work a sign  
saying \_\_\_\_\_ was posted.
9. The words \_\_\_\_\_ directed customers out of the bank.



WILSON'S ESSENTIAL VOCABULARY

KEEP OFF THE GRASS      FREEWAY      GARAGE      LADIES      THIN ICE  
TAXI STAND      DENTIST      KEEP OUT      DON'T WALK      TERMS CASH

1. Mrs. Nelson needed a ride. She waited just a few minutes at the \_\_\_\_\_.
2. The travelers were looking for I-5. A \_\_\_\_\_ sign pointed right.
3. The sign on the front of the bus said TO THE \_\_\_\_\_.
4. Mr. Jackson was visiting Tacoma when he got a terrible toothache. He looked for \_\_\_\_\_ in the Yellow Pages of the phone book.
5. Nancy was about to cross the street when the \_\_\_\_\_ sign ~~flashed~~ flashed on.
6. Many signs on the park lawn said \_\_\_\_\_.
7. Miss Green put out a \_\_\_\_\_ sign just before the sale started.
8. The women were looking for the \_\_\_\_\_ room at the restaurant.
9. The \_\_\_\_\_ sign warned the children not to skate.
10. The area was dangerous. \_\_\_\_\_ signs were hung along the fence.

WILSON'S ESSENTIAL VOCABULARY

KEEP CLOSED AT ALL TIMES      FLOODED      DEEP WATER      STEP UP  
COMBUSTIBLE      SMOKING PROHIBITED      FOUR WAY STOP  
SHELTER      CONTAMINATED      CONDEMNED

1. The campers shared the drinking water they had brought with them, because the sign on the pump at the camp grounds said \_\_\_\_\_.
2. The words \_\_\_\_\_ were painted on the steps of the bus.
3. \_\_\_\_\_ was printed on the side of the gas can.
4. The sign at the intersection said \_\_\_\_\_.
5. The driver had to turn back when he read \_\_\_\_\_ on the sign along the country road.
6. The children were not to enter the old school building. A sign on the door said \_\_\_\_\_.
7. The \_\_\_\_\_ sign inside the elevator reminded people not to smoke.
8. People swam near shore, but did not go out past the \_\_\_\_\_ signs.
9. It was a rainy day for a picnic. Our family followed the \_\_\_\_\_ signs as we drove into the park.
10. The words \_\_\_\_\_ were on the door of the furnace.

WILSON'S ESSENTIAL VOCABULARY

GATE                    LOST                    THIS END UP            GO SLOW            LIVE WIRES  
HOSPITAL ZONE            LOST AND FOUND        NEXT WINDOW            INSPECTION STATION

1. Jerry's coat was missing. At recess he looked in the \_\_\_\_\_  
box in the school office.
2. The ambulance was parked in the \_\_\_\_\_ of Tacoma  
General Hospital.
3. The tops of the crates were stamped \_\_\_\_\_.
4. Men were repairing our street. The sign at the intersection said  
\_\_\_\_\_.
5. All trucks must stop at the \_\_\_\_\_ before driving  
into Canada.
6. Bill's favorite horse was starting at \_\_\_\_\_.
7. Our road map directed us to turn north at \_\_\_\_\_.
8. The ad in the paper read: \_\_\_\_\_ brown and white  
collie pup. Call 743-2178.
9. Mrs. Smith needed stamps. Some windows were closed at the post office.  
She followed a sign directing her to the \_\_\_\_\_.
10. The wind storm had knocked down many electric wires. \_\_\_\_\_  
signs were placed along our street.

WILSON'S ESSENTIAL VOCABULARY

NO FIRES            ALL TRUCKS STOP            LEFT TURN ONLY            NO LOITERING  
NO FISHING            LOADING ZONE            NO MINORS            EMERGENCY EXIT  
                         BRIDGE OUT            OUT OF ORDER

1. \_\_\_\_\_ and \_\_\_\_\_ signs hung the tavern door.
2. The furniture store had a \_\_\_\_\_ sign placed near their back door.
3. The people left the theater by the \_\_\_\_\_ when a fire alarm sounded.
4. The boys were disappointed to find an \_\_\_\_\_ sign hanging on the Coke machine.
5. It hadn't rained for six weeks. \_\_\_\_\_ were allowed in the state parks.
6. Storm damage was great. \_\_\_\_\_ and detour signs were at the intersection fo the country road.
7. The men were disappointed to find \_\_\_\_\_ at the lake.
8. The \_\_\_\_\_ sign directed the drivers to pull in at the weigh station.
9. \_\_\_\_\_ signal made it easier for the cars to turn. at the busy intersection.

WILSON'S ESSENTIAL VOCABULARY

NO ADMITTANCE            KEEP RIGHT            WATCH YOUR STEP            WANTED  
WALK            NO CHECKS CASHED            LANE ENDS            DO NOT REFREEZE  
                                 NO DIVING            WET PAINT

1. Because the water below the bridge was shallow, \_\_\_\_\_ signs were posted.
2. The directions on the vegetable package said \_\_\_\_\_ after thawing.
3. Traffic on the road was directed to \_\_\_\_\_.
4. The sign near the store escalator said \_\_\_\_\_.
5. Mr. Smith had worked all day painting the porch and steps. He hung a \_\_\_\_\_ sign on a rope across the bottom step.
6. The green light and \_\_\_\_\_ flashed on.
7. The sign at the grocery check out stand stated \_\_\_\_\_.
8. The traffic on the freeway began to merge left when the \_\_\_\_\_ sign came into view.
9. A \_\_\_\_\_ sign hung on the dark room door when Jack was developing film.
10. The ad in the newspaper stated: \_\_\_\_\_ berry pickers.

## LISTENING CLOZE PROCEDURE

**Purpose** The purpose of the listening cloze was to develop the ability to predict what might happen from information available.

**Materials** Unfamiliar stories were selected from books in the library.

**Procedure** The story was read and appropriate places were marked for pausing. Then the story was read aloud and pauses made at preselected points. After predictions were made reading continued.

### Teaching Suggestions

To introduce kindergarten or first grade children to the listening cloze procedure choose a story from Listen! And Help Tell the Story by Bernice Wells Carlson. The chapter "Stories With Sound Effects" is especially good. As the children become familiar with the listening cloze procedure nouns, adjectives, or verbs may be deleted. A sample of a listening cloze is recorded on Tape 1, Side 1. The story is Kenny's Monkey by S. Singer

## LETTER CLOZE

**Purpose** The purpose of the letter cloze was to show that letters must come in a certain order from left to right to form words.

**Materials** Current vocabulary words were used for this lesson.

**Procedure** A model word was provided. Each letter in turn from left to right was omitted and replaced with a blank. All letters were omitted for the last line.

### Teaching Suggestions

Print three current vocabulary words on three by five inch size cards. Provide each student with a set of letters for these words. Display one word card. Have the students look carefully at the word and tell: (1) the beginning letter (2) the middle letter(s) and (3) the last letter. Turn the card over. Direct the students to make the word using the letters in front of them. Show the word card to the students again. Check the order of the letters from left to right. Say the word. Then have the children do the letter cloze exercise. (Observe the students at work. If errors are noted or if a student asks for assistance, point to the model word.) Students check their own paper to make sure the last line is the same as the model word provided.

no  
\_o  
n\_  
\_ \_

Spot  
\_pot  
S\_ot  
Sp\_t  
Spo\_  
\_ \_ \_ \_

help  
\_elp  
h\_lp  
he\_p  
hel\_

oh  
\_h  
o\_  
\_ \_

want  
\_ant  
w\_nt  
wa\_t  
wan\_  
\_ \_ \_ \_

come  
\_ome  
C\_me  
CO\_e  
com\_  
\_ \_ \_ \_

here  
\_ere  
h\_re  
he\_e  
her\_  
\_ \_ \_ \_



that

\_hat

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th\_t

tha\_

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Father

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F\_tther

Fa\_her

Fat\_er

Fath\_r

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BEGINNING CONSONANT, FINAL CONSONANT, CONSONANT BLEND, AND CONSONANT DIGRAPH CLOZE PROCEDURES

**Purpose** The purpose of the beginning consonant, final consonant, consonant blend, and consonant digraph exercises was to offer practice of these sounds in context.

**Materials** The sentence and short story cloze procedures were made for these particular skills. The longer story cloze material was taken from first grade reading books.

**Procedure** The most important factor when selecting words for deletion was being sure the consonant or consonant blend left was a distinctly sounded part of the word. A story of one-hundred and fifty words in length or less was preferable. A deletion pattern of one word per sentence was followed. The consonant blend, beginning consonant, final consonant, and consonant digraph letters of deleted words were provided in the blanks to serve as clues for missing words.

**Teaching  
Suggestions**

Put several cloze sentences on the chalkboard. Ask the students for possible responses. Have the students tell which word or words in the sentence helped them decide on their responses. As the students work independently on the cloze worksheet, ask individual students why they chose certain responses. If a student asks for assistance, point out a word in the sentence that offers a clue. Students should share responses. Comment on unusual words and note that more than one word may be correct. Discuss answers in terms of meaning, grammar, and the letter(s) clue left in the blank.

BEGINNING CONSONANT CLOZE STORY

THE AIRPLANE RIDE

The big airplane w \_\_\_\_\_ up in the air. Jack and Joe w \_\_\_\_\_ happy. They w \_\_\_\_\_ on there w \_\_\_\_\_ to Disneyland.

The boys looked out the w \_\_\_\_\_. Houses and cars looked like toys from the sky. Joe could see little trees and roads. Jack saw a little train.

The airplane w \_\_\_\_\_ very fast. Soon the airplane w \_\_\_\_\_ high above the clouds. The boys had cookies and milk. Joe asked his mother to read him a story. Jack had fun playing a game w \_\_\_\_\_ daddy.

They laughed and talked together. Soon the airplane w \_\_\_\_\_ near Disneyland. Now the boys could see houses, trees, and roads from the w \_\_\_\_\_ again.

## BEGINNING CONSONANT CLOZE STORY

### THE AIRPLANE RIDE

The b \_\_\_\_\_ airplane went up in the air. Jack and Joe were h \_\_\_\_\_. They were on there way to Disneyland.

The b \_\_\_\_\_ looked out the window. H \_\_\_\_\_ and cars looked like toys f \_\_\_\_\_ the sky. Joe could see l \_\_\_\_\_ trees and roads. Jack saw a l \_\_\_\_\_ train.

The airplane went very f \_\_\_\_\_. Soon the airplane was h \_\_\_\_\_ above the clouds. The boys had cookies and m \_\_\_\_\_. Joe asked his m \_\_\_\_\_ to read him a story. Jack had f \_\_\_\_\_ playing a game with daddy.

They l \_\_\_\_\_ and talked together. Soon the airplane was near Disneyland. Now the b \_\_\_\_\_ could see h \_\_\_\_\_, trees, and roads f \_\_\_\_\_ the window again.

Down The Road © 1945, renewed 1972 Silver Burdett Company  
Nila Banton Smith Adapted by permission.  
Silver Burdett Company, 1945  
"Fun at the Farm" pp. 84-86

## BEGINNING CONSONANT CLOZE STORY

### FUN AT THE FARM

Susan and Bill liked to go to s\_\_\_\_\_ Aunt Alice.  
They had g\_\_\_\_\_ times with her.

Aunt Alice played g\_\_\_\_\_ with them. She g\_\_\_\_\_ them c\_\_\_\_\_. She let them play with her little black, c\_\_\_\_\_.

The children liked Uncle Jim, too. And Uncle Jim liked the children. He made funny d\_\_\_\_\_ for Susan. He played ball with Bill.

Uncle Jim was big and had black hair. Aunt Alice was little and had r\_\_\_\_\_ hair.

Uncle Jim and Aunt Alice had a little farm. They had pigs and g\_\_\_\_\_ on the farm. They had hens and d\_\_\_\_\_. And they had a big gray g\_\_\_\_\_.

The children liked the pigs and the g\_\_\_\_\_. They liked the hens and the d\_\_\_\_\_.

But Susan d\_\_\_\_\_ not like the big gray g\_\_\_\_\_. She d\_\_\_\_\_ not like her at all.

Down the Road © 1945, renewed 1972 Silver Burdett Company  
Nila Banton Smith Adapted by permission.  
Silver Burdett Company, 1945  
"Good Enough for Me" pp. 185-189

BEGINNING CONSONANT CLOZE STORY

GOOD ENOUGH FOR ME

Once there was a l squirrel with a v  
beautiful tail. He thought his t was the best tail  
in the w.

One day Little Squirrel saw a p with a f  
tail.

"Hello!" said Little Squirrel. "See my b tail.  
It is the best tail in the world."

"That is what you s," said the pig. "I l  
my tail the way it is."

Little Squirrel went on. By and by he s a big  
green frog in the m by a pond. The frog had n  
tail at all.

"Hello!" said Little Squirrel. "See my beautiful t.  
It is the best tail in the w."

"That is what you say," said the b green frog.  
"I don't w a tail."

And with one big splash he jumped into the p.

Then Little Squirrel c\_\_\_\_\_ to some grass and flowers.  
There s\_\_\_\_\_ a pretty brown rabbit with a tail like a  
little white b\_\_\_\_\_.

"Hello!" said Little Squirrel. "See my beautiful tail.  
It is the best tail in the world."

"That is what you say," said the pretty brown r\_\_\_\_\_.  
"My tail is g\_\_\_\_\_ enough for me."

And off he r\_\_\_\_\_ into the grass.

Little Squirrel came to a p\_\_\_\_\_ with trees and flowers.  
There he s\_\_\_\_\_ a peacock. The peacock walked up and  
d\_\_\_\_\_, up and down in the park.

"Oh, what a beautiful t\_\_\_\_\_!" thought Little Squirrel.  
"The peacock h\_\_\_\_\_ the best tail in the world."

Little Squirrel ran h\_\_\_\_\_ to his mother and said,  
"The peacock has a beautiful tail. He has the best tail in  
the world."

"Beautiful t\_\_\_\_\_ are not the best tails in the world,"  
said Mother Squirrel. "Go to b\_\_\_\_\_ now and you will find  
your tail will k\_\_\_\_\_ you warm."

Little Squirrel went to bed. Just as he was going to  
sleep, he said, "It is a beautiful, w\_\_\_\_\_ tail. It is  
good enough for me."

FINAL CONSONANT CLOZE PASSAGES

CAROL'S PET

Carol had a pretty \_\_\_\_\_ d. His name was \_\_\_\_\_ m.  
\_\_\_\_\_ m could not \_\_\_\_\_ k. He could \_\_\_\_\_ p and  
\_\_\_\_\_ g.

EDDIE'S BIG DAY

It was the day of the \_\_\_\_\_ l program. Eddie was in  
the \_\_\_\_\_ d. He had a \_\_\_\_\_ t in the class play, too.

Eddie wanted to look his \_\_\_\_\_ t and do his \_\_\_\_\_ t.  
Eddie had practiced his \_\_\_\_\_ c and his lines for \_\_\_\_\_ s.  
He knew he would do a good \_\_\_\_\_ b.



FINAL CONSONANT CLOZE PASSAGES

k

black

work

look

walk

thank

drink

duck

One day a \_\_\_\_\_ k went for a \_\_\_\_\_ k.

"I want something to \_\_\_\_\_ k," she said.

-----

p

jump

help

keep

sleep

stop

Tom's mother wanted him to \_\_\_\_\_ p. Tom did not want to work. "I will \_\_\_\_\_ p into bed and go to \_\_\_\_\_ p. I must \_\_\_\_\_ p out of Mother's way," thought Tom.

-----

d

find

and

red

old

cold

found

round

could

yard

Jerry \_\_\_\_\_ d not \_\_\_\_\_ d his wagon. The wagon was \_\_\_\_\_ d. The \_\_\_\_\_ d paint had come off. But Jerry liked that wagon. He looked \_\_\_\_\_ d looked for his wagon.

One day he \_\_\_\_\_ d his \_\_\_\_\_ d wagon. It was back of an \_\_\_\_\_ d house.

FINAL CONSONANT CLOZE PASSAGES

N

run

brown

on

soon

green

upon

then

seven

Mary liked to paint. She let the \_\_\_\_\_ n  
and blue paint go together. \_\_\_\_\_ n she had a  
new color. Next Mary let \_\_\_\_\_ n and yellow  
\_\_\_\_\_ n together on the paper.  
\_\_\_\_\_ n she had \_\_\_\_\_ n new colors.

t

it

get

put

about

not

want

went

hurt

bat

start

street

hit

Joe and Bill got their \_\_\_\_\_ t and ball. It  
was \_\_\_\_\_ t time for the game to \_\_\_\_\_ t.  
They \_\_\_\_\_ t to the school playground.

"Where is Rusty?" asked Bill.

"He got \_\_\_\_\_ t last night. Rusty and I were  
playing ball in the \_\_\_\_\_ t. A car \_\_\_\_\_ t  
Rusty," said Jeff.

Billy's Neighbors  
Alta McIntire and W. Hill  
Follett Publishing Company, 1957  
"Going to Jack's House" pp. 133-134

FINAL CONSONANT CLOZE PROCEDURE

GOING TO JACK'S HOUSE

One day in spring, Miss Dale and the children went to visit Jack and his family. They wanted to see Jack's new home and the \_\_\_\_\_ m.

There were many things to see \_\_\_\_\_ g the way. Some farmers were at \_\_\_\_\_ k in their fields. Cows and horses and other animals were near the barns.

There was a \_\_\_\_\_ l box near each house. Miss Dale told the children that a \_\_\_\_\_ m brings mail to the farms each day. He takes the mail they put in the boxes \_\_\_\_\_ k to the post office.

The family was happy to see Miss Dale and the children. Mrs. Read said, "Come in. We will \_\_\_\_\_ t a little, then you can see the \_\_\_\_\_ m."

The Read family asked \_\_\_\_\_ t all of their friends in Maplewood. Miss Dale and the children wanted to know all about the farm.

Mrs. Read said, "Here is a \_\_\_\_\_ s of cold milk for each of you. Our cows give good \_\_\_\_\_ k. We \_\_\_\_\_ k it every day."

"How good the milk is!" said all the children

BLEND CLOZE PROCEDURE

bl cl fl gl pl sl

1. The wind bl all night long.
2. At recess time the children went out to pl.
3. Jack wanted to keep his pl in the lunch line.
4. The cl did many interesting tricks at the circus.
5. Many spring fl are in bl now.
6. On a cl day we can see Mt. Rainier.
7. The children were gl it was the last school day before spring vacation.
8. Baby animals sl a lot.
9. Can you find Canada on the gl?
10. The sign said Drive Sl.
11. Mary wanted a gl of milk.
12. Carol painted the sky a pretty bl.
13. The boys played on the sl at the park.
14. Be sure to put your fl out on the Fourth of July.
15. The pl died because it didn't get enough water.

BLEND CLOZE PROCEDURE

br cr fr gr dr pr tr

1. Dad cut the gr every Saturday.
2. John's dog did funny tr.
3. The second gr class went to the zoo on Fr.
4. Ann did not like the new dr her mother gave her.
5. Joe and a fr went swimming.
6. There was a cr in the beautiful dish.
7. Bill's family went on a tr over the long week-end.
8. Be sure to give your dog water to dr.
9. Pr your name on the line at the top of the paper.
10. Dad put sugar and cr in his coffee.
11. The beautiful bird had br colored feathers.
12. Jack br his arm when he fell off the swing.
13. Susan took a pr to the birthday party.
14. Jeff liked his gr and br shirt.

BLEND STORY CLOZE PROCEDURE

sc sl sm sn sp st sw

A LATE STORM

The snow started to fall on March 20, the first day of  
Sp \_\_\_\_\_. The snow st \_\_\_\_\_ lasted two days. Cars  
sl \_\_\_\_\_ into each other. The sc \_\_\_\_\_ bus did not come.

Only the children sm \_\_\_\_\_ and laughed. The boys and  
girls liked to play in the soft, white sn \_\_\_\_\_. They  
took their sl \_\_\_\_\_ to the top of the hill. One at a time  
they sl \_\_\_\_\_ down.

Everyone was covered with sn \_\_\_\_\_. It was fun to  
sw \_\_\_\_\_ the snow off with a broom.

BLEND STORY CLOZE PROCEDURE

st sk sc sn bl cl gr

THE STORM

A bad st \_\_\_\_\_ was coming. The sk \_\_\_\_\_ was bl \_\_\_\_\_  
in the west. Dust st \_\_\_\_\_ to bl \_\_\_\_\_ around the farmyard.

The chickens sc \_\_\_\_\_ to the henhouse. The horses  
sn \_\_\_\_\_ the air. The cattle st \_\_\_\_\_ their feet and pawed  
the gr \_\_\_\_\_.

The cl \_\_\_\_\_ were very dark. The rain and wind came.  
The animals st \_\_\_\_\_ helpless in the field.

Soon the wind st \_\_\_\_\_ bl \_\_\_\_\_. The rain fell  
quietly to the gr \_\_\_\_\_. The st \_\_\_\_\_ was over.

DIGRAPH CLOZE PROCEDURE

SH

sheep      shoe      she      shine      shopping      show  
shortest      shells      ship      shade      should      share

1. Jack sat under a \_\_\_\_\_ tree when he ate his lunch.
2. Tommy could not find his left \_\_\_\_\_.
3. I don't know who \_\_\_\_\_ is.
4. The girls went to the early \_\_\_\_\_ on Sunday afternoon.
5. Jim was the \_\_\_\_\_ boy in the third grade.
6. The \_\_\_\_\_ looked small way out at sea.
7. The sun did not \_\_\_\_\_ on the day of the picnic.
8. What \_\_\_\_\_ I do with my paper?
9. Mother went \_\_\_\_\_ at the Mall.
10. The baby \_\_\_\_\_ is called a lamb.
11. Jane found pretty \_\_\_\_\_ at the seashore.
12. Kay did not want to \_\_\_\_\_ her candy with her brother.



DIGRAPH CLOZE PROCEDURE

children      chicken      chew      chime      chair      chain  
                chipped      chop      church      child

1. Bill helped his father \_\_\_\_\_ wood for the fireplace.
2. A \_\_\_\_\_ fence kept the big dog in the back yard.
3. The puppy would \_\_\_\_\_ on things left on the floor.
4. There was a \_\_\_\_\_ on the corner of Bell and 64th streets.
5. The \_\_\_\_\_ went to camp on July 1.
6. Jim had a \_\_\_\_\_ sandwich for lunch.
7. Jill liked to sit in the bean bag \_\_\_\_\_ to watch TV.
8. The grandfather clock would \_\_\_\_\_ on the hour.
9. The lost \_\_\_\_\_ was taken to the police station.
10. When Dick fell off his skateboard he \_\_\_\_\_ a front tooth.

DIGRAPH CLOZE PROCEDURE

WH

when      wheel      whisper      where      whip      what  
            which      whine      why      white

1. The \_\_\_\_\_ on the toy truck was broke.
2. Jane asked her mother \_\_\_\_\_ time she was going to the store.
3. Betty liked to \_\_\_\_\_ the topping for the pie.
4. Tim liked both bikes. He didn't know \_\_\_\_\_ one to buy.
5. Sam wanted \_\_\_\_\_ frosting on his birthday cake.
6. Do not talk or \_\_\_\_\_ after the bell rings.
7. Janet could not remember \_\_\_\_\_ she had put her glasses.
8. It was sad to hear the little puppy \_\_\_\_\_ in the night.
9. Johnny wanted to know \_\_\_\_\_ he must go to bed before dark.
10. The little boy did not know \_\_\_\_\_ it was safe to cross  
the busy street.

DIGRAPH CLOZE PROCEDURE

TH

this      think      through      then      there      throw  
          three          thread          Thursday          thank

1. Jean bought a game with the \_\_\_\_\_ dollars she got for her birthday.
2. \_\_\_\_\_ is the fifth day of the week.
3. Do not \_\_\_\_\_ paper on the floor.
4. Bobby called his grandmother to \_\_\_\_\_ her for the new shirt.
5. Look over \_\_\_\_\_! The little dog can jump \_\_\_\_\_ a hoop!
6. I must \_\_\_\_\_ of a good April Fool trick to play on my teacher.
7. \_\_\_\_\_ is not the right street. I \_\_\_\_\_ we are lost.
8. First you mix the butter and sugar. \_\_\_\_\_ you add the milk.
9. Mother needed another spool of white \_\_\_\_\_.

## VOWEL CLOZE PROCEDURES

- Purpose** The purpose of vowel cloze exercises was to provide practice for vowel sounds in context.
- Materials** Out-dated reading, social studies, and health books provided a good source of reading material for vowel cloze exercises. If material was not available passages and stories were written. Vocabulary lists in textbooks and the Dolch Basic Sight Word list were referred to for appropriate words for story writing.
- Procedure** Pages were scanned for a particular vowel. Determine if there are at least seven different words with the vowel sound to be emphasized used in the story. The story should be less than two-hundred words. If a story of this description was not found, a story was written. The story was typed omitting the words containing the particular vowel sound being studied. The words were replaced by blanks of standard length.

### Teaching Suggestions

Review the vowel sound emphasized in the cloze procedure. Help the students form a list of words containing this vowel sound. Keep the words on the chalkboard for reference. The students should then work independently on the vowel cloze story. If the students appear to be having difficulty, place all the deleted words in random order on the chalkboard. The students then choose their responses from this list. Students should take turns reading the story orally, putting in their word choices. All reasonable words with the correct vowel sound should be considered correct.

Our School

Reprinted by permission of Allyn & Bacon, Inc.  
Mill, Moore, and Sheldon  
"Big Black" pp. 122-126

"SHORT A" CLOZE PROCEDURE

BIG BLACK

"This is Big Black," said Mary. "Big \_\_\_\_\_ is  
our funny horse. He eats and eats and eats!"

Mary's \_\_\_\_\_ laughed. "Come, Big Black," he said.  
"You have \_\_\_\_\_ your lunch. Now you have work to do.  
Mary's friends want to ride you."

"May I ride?" \_\_\_\_\_ Bill.

"May I ride?" \_\_\_\_\_ Linda.

"May I ride, too?" \_\_\_\_\_ Will.

Mary's \_\_\_\_\_ laughed. "Yes, you may," he said. "Big  
\_\_\_\_\_ is a big horse. Three \_\_\_\_\_ ride on Big  
Black."

Mary's \_\_\_\_\_ put all three on the big \_\_\_\_\_  
horse.

"Run, Big Black, run," said Bill.

"Run to \_\_\_\_\_ tree."

Big Black \_\_\_\_\_. But he did not run to the trees. He  
\_\_\_\_\_ to the barn.

"Stop, Big Black, stop!" said Bill.

But the big horse did not stop. He \_\_\_\_\_ into the  
barn.

Bill and Linda and Will laughed and laughed.

"Big \_\_\_\_\_ is a funny horse," they said.

"He eats and eats and eats."

-----  
Black            daddy        asked        ran        can        had        that  
black

Friends and Workers  
Gates, Huber, Peardon, Salisbury  
Macmillian Company, 1945  
"A Garden at Home" pp. 118

"SHORT A" CLOZE PROCEDURE

A GARDEN AT HOME

Have you ever heard the old saying, "He \_\_\_\_\_ a green thumb?" This is another way of saying \_\_\_\_\_ someone is good \_\_\_\_\_ growing \_\_\_\_\_ and flowers.

Whatever he puts into the ground grows. His \_\_\_\_\_ are bigger and finer \_\_\_\_\_ the \_\_\_\_\_ of other people.

You may \_\_\_\_\_ a "green thumb," too. It is fun to make a little garden in the house and find out if you \_\_\_\_\_ a "green thumb." You may be good \_\_\_\_\_ growing \_\_\_\_\_ and flowers.

You \_\_\_\_\_ use a window in your home for your garden. It should be a window where the sun comes in.

-----  
can      have      plants      than      has      that      at

"SHORT E" CLOZE PROCEDURE

TOM'S PET

Tom wanted a \_\_\_\_\_. He \_\_\_\_\_ to the \_\_\_\_\_ store. He looked and looked at the pets. Tom liked the big \_\_\_\_\_ cat \_\_\_\_\_.

The \_\_\_\_\_ cat \_\_\_\_\_ Tom pet him. \_\_\_\_\_ he knew that was the right pet for him. He went home to \_\_\_\_\_ his mother about the \_\_\_\_\_ cat.

"Mother, may I have a cat for a \_\_\_\_\_?" asked Tom.

"\_\_\_\_\_, I don't know. \_\_\_\_\_ me see!" said Mother. "Who will take care of the cat?" asked Mother.

"I will," said Tom. "I will \_\_\_\_\_ a \_\_\_\_\_ and a dish for the cat."

"I want to see the cat," said Mother.

"\_\_\_\_\_ go to the \_\_\_\_\_ store now," said Tom.

Tom and Mother \_\_\_\_\_ to the pet store.

"\_\_\_\_\_ Tom, I like this \_\_\_\_\_ cat, too," said Mother. "You may have this cat."

"I will get a \_\_\_\_\_ and a new \_\_\_\_\_ dish for the cat," said Tom.

Tom took his new \_\_\_\_\_ home. Tom called his cat, Jeff. Jeff and Tom were happy together.

-----

then    yes    let    get    well    went    pet    best  
yellow    tell    help    let's    red



On Cherry Street  
Ousley and Russell  
Ginn and Company, 1953  
"Little Yellow Chick"  
by Letitia Scott

"SHORT E" CLOZE PROCEDURE

LITTLE YELLOW CHICK

Little \_\_\_\_\_ Chick was crying. He could not \_\_\_\_\_  
across a big puddle. He just looked at the puddle. \_\_\_\_\_  
he \_\_\_\_\_ on crying.

Soon Little Duck came by. "Please \_\_\_\_\_," called  
Little Chick. "I can not \_\_\_\_\_ across the puddle. I  
want to go home to my mother." Little Duck said, "Look at me.  
See how I can go across. You just sit on the water and splash.  
Come with me."

"No, no," said \_\_\_\_\_ Chick. "I can not go across the  
puddle that way." And he \_\_\_\_\_ on crying.

"Oh, oh! What shall we do?" said Little Duck.

Soon Brown Bee came by. "Oh, Brown Bee," called Little  
Duck. "Come and \_\_\_\_\_ Yellow Chick. He wants to \_\_\_\_\_  
across the puddle and go home to his mother."

"Look at me," said Brown Bee. "Go across the puddle as I do!"  
And away he buzzed.

"No, no," said \_\_\_\_\_ Chick. "I can not go across the  
puddle that way!" So \_\_\_\_\_ Chick \_\_\_\_\_ on crying.

Soon Bunny Rabbit came by. "Bunny Rabbit," said Brown Bee, "Can you \_\_\_\_\_ Yellow Chick? He wants to \_\_\_\_\_ across the puddle and go home to his mother."

Bunny Rabbit laughed. "Look, \_\_\_\_\_ Chick," he said, "Just jump across as I do!"

"But I can not jump as you do!" said \_\_\_\_\_ Chick. "What shall I do?" And he \_\_\_\_\_ on crying.

"Oh, oh! What shall we do?" said Bunny Rabbit. "How can we \_\_\_\_\_ Yellow Chick to \_\_\_\_\_ across the puddle? He wants to go home to his mother."

Then \_\_\_\_\_ Chick saw his mother on the other side of the puddle. "Mother! Mother!" he called. "I want to come home. How can I \_\_\_\_\_ across this big puddle? What shall I do?"

"Just walk around the puddle, \_\_\_\_\_ Chick," said Mother \_\_\_\_\_. "That is what I did!"

"Yes, \_\_\_\_\_," said Little Duck. "Oh, \_\_\_\_\_, yes," said Bunny Rabbit. "That is the way for \_\_\_\_\_ Chick to go home!"

So little \_\_\_\_\_ Chick walked around the puddle. \_\_\_\_\_ he ran home to his mother.

"Good-by, \_\_\_\_\_ Chick," called Little Duck and Brown Bee and Bunny Rabbit. Then they all \_\_\_\_\_ home, too.

-----  
went      yellow      yes      get      help      hen      then

Down the Road c 1945, renewed 1972 Silver Burdett Company  
Nila Banton Smith Adapted by permission.  
Silver Burdett Company, 1945  
"Sing, Dickie! Sing!" pp. 74-77

"SHORT I" CLOZE PROCEDURE

SING, DICKIE! SING!

"Dickie, will you sing for me?" asked Janet.

The little yellow bird went hop, hop, hop in \_\_\_\_\_  
cage. He did not \_\_\_\_\_.

"Dickie likes to splash \_\_\_\_\_ the water," said Teddy.  
"I will get some water for \_\_\_\_\_."

"Yes, please do," said Janet. "You may have a good  
splash, Dickie. Then \_\_\_\_\_ you sing for me?"

Hop, hop, hop went Dickie.

Teddy got the water, and Janet put \_\_\_\_\_ in Dickie's  
cage.

The \_\_\_\_\_ bird came and looked at the water. He got  
\_\_\_\_\_ the water. Splash, splash he went.

Janet said, "You have had a good splash, Dickie. Will you  
\_\_\_\_\_ for me now?"

But Dickie did not \_\_\_\_\_.

Janet went to her mother. "Dickie will not sing," she said.

"He may \_\_\_\_\_ by and by," said her mother. "Here come  
Bill and Susan. They will like to see your new dress. Run  
and put \_\_\_\_\_ on."

"I will put on my \_\_\_\_\_, too," said Janet, and off she ran.

Susan and \_\_\_\_\_ came \_\_\_\_\_ the house. Some \_\_\_\_\_ boys and girls came, too. One by one they came in and sat down.

Soon Janet came back. The children jumped up and cried, "Surprise, Janet! Surprise! Happy birthday! Happy birthday!"

"Oh, what a surprise!" said Janet. "I \_\_\_\_\_ not see you come in."

Just then Teddy called, "Janet! I heard Dickie \_\_\_\_\_!"

They all ran to see Dickie.

"Sing, Dickie! Sing!" said Janet. "Sing happy birthday to me."

And Dickie \_\_\_\_\_ sing.

-----  
will in did it Bill big sing little  
his him into ring



Down the Road c 1945, renewed 1972 Silver Burdett Company  
Nila Banton Smith Adapted by permission.  
Silver Burdett Company, 1945  
"The Big Wind" pp. 109-112

"SHORT O, LONG O, OR, OU, OW, AND OO CLOZE PROCEDURE"

### THE BIG WIND

"Good night, Uncle Jim," said Bill and Susan.

"Good night," said Uncle Jim. "I will see \_\_\_\_\_ in the \_\_\_\_\_."

Aunt Alice helped the children get ready \_\_\_\_\_ bed. Then she said, "\_\_\_\_\_ night," \_\_\_\_\_, and Bill and Susan went \_\_\_\_\_ sleep.

That night there was a big wind. It blew and blew and blew. Oo-oo-oo-oo! it went.

It blew \_\_\_\_\_ Uncle Jim's garden, where he had planted the \_\_\_\_\_. It blew \_\_\_\_\_ Uncle Jim's \_\_\_\_\_, where the children were in bed.

The children heard the wind \_\_\_\_\_ Oo-oo-oo-oo! Oo-oo-oo-oo! But they were \_\_\_\_\_ afraid. "It is just a big wind," said Bill. "It will \_\_\_\_\_ in the \_\_\_\_\_." And they went \_\_\_\_\_ sleep again.

In the \_\_\_\_\_ the children went \_\_\_\_\_ the garden with Uncle Jim.

There were the big black \_\_\_\_\_!

But where was Jim Scarecrow? All the children \_\_\_\_\_  
see were two \_\_\_\_\_ sticks.

"Where is he?" asked Bill. "Where are his hat and \_\_\_\_\_?"

"The wind blew them all away," said Uncle Jim. "We must  
find his hat and coat and make a new \_\_\_\_\_."

Bill ran and \_\_\_\_\_ the \_\_\_\_\_. Susan ran and  
\_\_\_\_\_ the hat. They helped put Jim Scarecrow \_\_\_\_\_  
again.

The big black \_\_\_\_\_ gave one \_\_\_\_\_ at Jim  
Scarecrow. "Caw! Caw! Caw!" they called, and away they flew.

Bill and Susan laughed. "Go! \_\_\_\_\_! Big black \_\_\_\_\_,"  
they said. "And \_\_\_\_\_ come back again."

-----  
you    too    don't    good    morning    for    to  
house    corn    over    look    on    scarecrow  
together    go    blow    not    stop    found    old  
crows    long    broken    coat

At Play

Felton, Henderson, Hildreth, Meighen

John C. Winston Company, 1947 Adapted by permission.

"Baby Ducks Ran Away" pp. 37-39

"SHORT U" CLOZE PROCEDURE

BABY DUCKS RAN AWAY

Mother Hen saw the baby \_\_\_\_\_. She saw them \_\_\_\_\_.  
Mother Hen said, "\_\_\_\_\_, \_\_\_\_\_! Come to me! Come to  
me!"

Baby \_\_\_\_\_ did not want to come. They said, "Quack,  
quack! This is \_\_\_\_\_! This is \_\_\_\_\_!"

Baby \_\_\_\_\_ looked at the frog. "Quack, quack!"  
said Baby \_\_\_\_\_. "What can you do?" The frog looked at  
Baby Duck. He said, "Look at me. You will see."

And away he went.

The frog looked at Baby Duck. "You \_\_\_\_\_ duck!" said  
the frog. "You are a baby \_\_\_\_\_. What can you do?"  
Baby Duck said, "Look at me. You will see."

And away he went.

-----  
ducks      cluck      fun      run      Duck      funny



"SHORT U" CLOZE PROCEDURE

A LITTLE BUG

Mac was asleep on the \_\_\_\_\_. A \_\_\_\_\_ was near Mac. He looked \_\_\_\_\_ at Mac. Just then Mac's tail shook. The \_\_\_\_\_ ran. He ran \_\_\_\_\_ he came to a big chair. The little \_\_\_\_\_ went \_\_\_\_\_ the chair. The bug could see Mac. He did not come out \_\_\_\_\_ Mac was gone.

-----

up            bug            under            just            until            rug

## PREFIX AND SUFFIX CLOZE PROCEDURES

**Purpose** The purpose of the prefix and suffix cloze sentences was to provide practice in noting the effect of these syllables on word meanings in context.

**Materials** The prefix and suffix cloze sentences were made for these particular skills.

**Procedure** These exercises were prepared in two ways: (1) the prefix and suffix supplies, and (2) the root word provided.

### Teaching Suggestions

(The meaning of the prefixes and suffixes should be taught prior to this lesson.)

A few examples should be done on the chalkboard. Note what effect the prefix or suffix has on the meaning of the sentence. The students should work independently on the cloze sentences. Then the sentences should be read aloud and the answers discussed.

PREFIX CLOZE EXERCISE

re            anti            mis  
tri            tele            pre  
un            bi

1. Mr. Smith had to \_\_\_\_\_ pay the bank loan by May 31.
2. The \_\_\_\_\_ war group marched down Central Avenue.
3. The scientists looked at the moon through a \_\_\_\_\_ scope.
4. The jet stopped at Sea-Tac to \_\_\_\_\_ fuel.
5. The teacher \_\_\_\_\_ placed the students' report cards.
6. The magazine came \_\_\_\_\_ weekly.
7. The band formed a \_\_\_\_\_ angle on the football field.
8. The students were \_\_\_\_\_ prepared for a test.
9. The food had been \_\_\_\_\_ cooked.
10. The two year old boy was not yet able to ride his new \_\_\_\_\_ cycle.
11. The \_\_\_\_\_ graph office was busy sending messages for Mother's Day.
12. I had been \_\_\_\_\_ informed as to the time of the ball game.

PREFIX CLOZE EXERCISE

1. The little girl tried to un\_\_\_\_\_ door.
2. John dis\_\_\_\_\_ taking out the garbage.
3. The children on the playground dis\_\_\_\_\_ about the rules of the game.
4. Mother asked Mary to re\_\_\_\_\_ her bed.
5. The school was re\_\_\_\_\_ in honor of President Carter.
6. Be careful when you un\_\_\_\_\_ your birthday presents.
7. The TV station showed a pre\_\_\_\_\_ of Saturday night's special movie.
8. Dad un\_\_\_\_\_ the long letter and began to read it aloud.
9. The electrician dis\_\_\_\_\_ all the old wiring.

SUFFIX CLOZE

1. John never forgot to take out the \_\_\_\_\_age.
2. The Jackson's new home was \_\_\_\_\_able and \_\_\_\_\_y.
3. Sandy felt \_\_\_\_\_ish when she missed the bus.
4. The load was too heavy for the horse to pull. The man must \_\_\_\_\_en the load.
5. Three \_\_\_\_\_ive children and a dog live next door.
6. You should not walk \_\_\_\_\_wise at an intersection.
7. You should pay \_\_\_\_\_ion when the teacher is giving directions.

SUFFIX CLOZE

er      able      ward      ful      ly      ness      hood      ment

1. The pioneers moved west\_\_\_\_\_ in covered wagons.
2. Pioneer girls and boys were taught many useful things during their child\_\_\_\_\_.
3. There was a great deal of sick\_\_\_\_\_ in the wintertime.
4. The children were hope\_\_\_\_\_ they could go to school for a few months each year.
5. Life in pioneer times was complete\_\_\_\_\_ different from life today.
6. A man had to be a hard work\_\_\_\_\_ to build a house and plant crops.
7. There were times of enjoy\_\_\_\_\_, too.
8. Young people of marriage\_\_\_\_\_ age looked for\_\_\_\_\_ to the quilting bees and dances.

## SEQUENCE CLOZE PROCEDURE

**Purpose** The purpose of the sequence cloze was to offer practice in arranging events in order.

**Materials** The short stories were written for the sequence cloze procedures.

**Procedure** The paragraphs of the story were incorrectly arranged on the page. The words indicating order were omitted and presented above the story.

### Teaching Suggestions

Discuss the necessity of doing things in correct order to get desired results. Put the words "first" and "next" on the chalkboard. Ask the students to name additional words that help a reader know the order in which events occur. The students should read the three paragraphs of the story and then select the correct word to go in the blanks. The entire story should be read orally with the paragraphs in correct order. If there are errors, guide the students in tracing the events and placing them in correct order.

## SEQUENCE CLOZE PROCEDURES

### Cookie Making

first                      next                      last

After the cookies had been sprinkled with sugar, they were ready to be baked. Lora put the cookies in the oven. The cookies baked seven minutes. The \_\_\_\_\_ thing Lora did was place the cookies on a rack to cool.

Lora helped her mother make cookies. \_\_\_\_\_ the ingredients were mixed in a large bowl.

\_\_\_\_\_ mother showed Lora just how to form the cookies and place them on the pan. Lora was very careful. She knew the cookies would be served to all the visitors Christmas Eve.

### The Garden

first                      then                      last

Joe's family was making a garden. \_\_\_\_\_, Joe, Mark, and Sue helped their dad prepare the soil. This was hard, dirty work.

The \_\_\_\_\_ step was to water the garden. Joe did that just as the sun was setting.

By noon the soil was ready. \_\_\_\_\_ Dad marked off the rows. Sue dropped the seeds in the ground. Mark covered the seeds with dirt.

## CONJUNCTION AND PREPOSITION CLOZE PROCEDURES

**Purpose** The purpose of the conjunction and preposition cloze was to teach the meaning and correct use of these parts of speech in the English language.

**Materials** The sentences and story were written for these cloze exercises.

**Procedure** The story and sentences should be written on an overhead transparency with the conjunctions or prepositions omitted. The deleted words should be placed in random order above the story.

### **Teaching Suggestions**

The students should read each sentence silently. Share responses and have the students as a group decide on the correct response. The sentence should then be read aloud using the correct preposition. The entire conjunction cloze story should be read silently before the students try to fill in the missing words. After responses have been selected, the whole story should be read with the correct conjunctions used.



PREPOSITION CLOZE

to for with of on in

1. I lost my coat. I must look \_\_\_\_\_ it.
2. Jack will go \_\_\_\_\_ mother to the store.
3. What kind \_\_\_\_\_ cake do you like?
4. The teacher asked Jack \_\_\_\_\_ go to the office.
5. The kitten like to play \_\_\_\_\_ the ball.
6. Put the book \_\_\_\_\_ the teacher's desk.
7. Jim and Peter went outside to play \_\_\_\_\_ the snow.

An Aquarium Book

"Turtles" by Alfred Morgan  
Reprinted by permission of  
Charles Scribner's Sons

A HOUSE FOR TURTLES

to for of in into on

It is not hard \_\_\_\_\_ make a house \_\_\_\_\_ small turtles.

It is fun, too.

A box made \_\_\_\_\_ wood can be used. Put some clean  
sand \_\_\_\_\_ the box. At one end put a bowl \_\_\_\_\_ water.

Turtles like \_\_\_\_\_ climb. They will climb up \_\_\_\_\_  
the stone \_\_\_\_\_ in the bowl. Then they will climb out  
\_\_\_\_\_ the bowl. They like something \_\_\_\_\_ sit on, too.

A small log \_\_\_\_\_ the sand will give them a place \_\_\_\_\_  
sit.

Turtles like \_\_\_\_\_ climb so well that they may climb right out \_\_\_\_\_ the box. Make sure that the sides \_\_\_\_\_ the box are high enough so they cannot climb out. You don't want your turtles \_\_\_\_\_ run away.

At one end \_\_\_\_\_ the box, you can build a little roof. Turtles like \_\_\_\_\_ sit in the sun some \_\_\_\_\_ the time. But they like a place where they can get out \_\_\_\_\_ the sun when they want to.

#### CONJUNCTION CLOZE

##### BALL PLAYERS

because or but then and if as

Mark \_\_\_\_\_ Paul knew they needed more players \_\_\_\_\_ they were to have a good ball team. \_\_\_\_\_ there just weren't any more boys. Jean \_\_\_\_\_ Pam were good players. The girls could play \_\_\_\_\_ well \_\_\_\_\_ most boys.

Paul \_\_\_\_\_ Mark weren't sure \_\_\_\_\_ the other players would want girls on the team. Paul called a team meeting at his garage that evening.

"\_\_\_\_\_ we are to have a team, we need two more players," Paul explained. \_\_\_\_\_ he asked the players \_\_\_\_\_ Jean \_\_\_\_\_ Pam could play.

The boys thought awhile. They knew the girls were good players. \_\_\_\_\_ Pam's brother, Tony, told the boys. the girls would not play on their team. Pam and Jean would be playing on the "All City Girl's Team."

The boys could see they must get players from another school \_\_\_\_\_ not have a team this summer.

## ADJECTIVE, ADVERB, AND VERB CLOZE PROCEDURES

**Purpose** The purpose of adjective, adverb, and verb cloze exercises was to develop a larger, descriptive vocabulary.

**Material** Stories with descriptive words were selected from reading books.

**Procedure** In these cloze exercises the deleted adjectives and adverbs were placed below the blank lines. The verbs were omitted.

### Teaching Suggestions

Practice enlarging simple sentences on the board. Make lists of "action words," "cold words," etc. The students should read the entire story and then go back and try to think of synonyms for the words under each blank. The lists of words can be used for reference. Share responses and accept words that make sense in the sentence, are grammatically correct, and fit in with the story as a whole.

**Answers** "Puppy"  
lived, go, watch, play, fly, buzzes, play, buzzing,  
buzzed, sat, pat, buzzed, ran, buzzed, sat

An Aquarium Book  
"Turtles" by Alfred Morgan  
Reprinted by permission of  
Charles Scribner's Sons

SYNONYM CLOZE

TURTLES

It is really not very \_\_\_\_\_ to take care of a turtle.  
hard

Turtles are \_\_\_\_\_ to keep at school or at home. You  
fun  
may want to keep some turtles and \_\_\_\_\_ out how they live. It  
find  
will be fun to watch them.

Some turtles are land turtles and some are water turtles. But  
all turtles \_\_\_\_\_ water to drink.

like  
So the first thing you want for your turtles is a \_\_\_\_\_  
bowl  
of water.

Get a stone that is not too big and \_\_\_\_\_ it into the  
put  
bowl. The turtles can climb on the stone. Then they can \_\_\_\_\_  
walk  
in and out of the water whenever they \_\_\_\_\_ to.

want  
Turtles should not \_\_\_\_\_ in the water all the time.  
stay  
They should be in the sun \_\_\_\_\_ of the time.  
some

Open Doors  
Ullin W. Leavell  
Reprinted by permission of  
American Book Company, 1961  
pp. 40-41

SYNONYM CLOZE

The Ant and the Grasshopper

One day a grasshopper came upon an ant at work in a garden.

"Good day," said the grasshopper. "It is a \_\_\_\_\_  
beautiful  
day, is it not?"

"Yes," said the ant. "But the days will not stay as  
                     as they are now."  
beautiful  
"Just so!" said the grasshopper. "One must eat and be happy  
when one can. How is it, then, that you work when you could be  
playing?"

                     days are coming," said the ant. "If I work now,  
"Cold  
I can eat and be happy when                      times are upon us."  
hard  
The grasshopper laughed at the                      ant and went on  
little  
his way.

By and by the days turned cold. First the rains fell, and then  
the snow. The grasshopper could not find anything to eat.

"Oh, me!" cried he, as he thought of the                      ant.  
little  
"I was wrong to laugh at her.

"A little work when times are good is a                      help  
when times are bad."

We Are Neighbors of THE GINN BASIC READERS, 100 EDITION  
Odille Ousley and D.H. Russell  
Ginn and Company 100 Edition © Copyright, 1966, 1957, 1948  
"Puppy" pp. 157-159                      Used with permission.

#### VERB CLOZE

##### Puppy

A little puppy                      with his mother on a farm.

One day this little puppy said to his mother, "May I                       
for a walk? I am a big puppy now. I do not want you to go with me."

"You are not very big," said his mother. "There are many things  
that can happen to a little puppy."

"I am not afraid," said the puppy.

"You may go for a little walk around the garden," said his mother.  
"But \_\_\_\_\_ out for the bees. If you \_\_\_\_\_ a bee, do not  
\_\_\_\_\_ with it!"

"What is a bee?" asked the puppy.

"A bee can \_\_\_\_\_," said Mother Dog. "It \_\_\_\_\_, too.  
You must not \_\_\_\_\_ with a bee."

Puppy started for his walk around the flower garden. Soon he saw  
a big fly \_\_\_\_\_ along.

"Oh, here is a bee!" thought Puppy. "But I am not much afraid  
of it."

The fly \_\_\_\_\_ around the puppy. It \_\_\_\_\_ on his nose  
and then on his ear. The puppy gave it a \_\_\_\_\_ with his paw.  
At last the fly \_\_\_\_\_ away.

"I am not afraid," said Puppy. "My mother does not know how  
big I am. Bees are nothing to me."

Puppy \_\_\_\_\_ back to his mother.

"How did you get along, Puppy?" asked Mother Dog.

"I am a big dog now," said Puppy. "I met a bee. It \_\_\_\_\_  
around and \_\_\_\_\_ on my ear. But I made it go away. I am not  
afraid of bees."



## HOLIDAY CLOZE PROCEDURES

**Purpose** The purpose of the holiday cloze procedures was to develop creative expression.

**Materials** Non-religious Christmas and Easter card verses and poems were the basis of the holiday cloze exercises.

**Procedure** Every fifth word, rhyming words, or key words were deleted from the card verses. Nouns associated with the holiday were removed from the poems.

### Teaching Suggestions

Do examples of cloze verse on the board before having the students work independently. The poems may be done orally. (See Listening Cloze.) Encourage a variety of responses. Then compare students' responses with the original verse or poem. For discussion ask: (1) What word or groups of words helped you decide on your response? (2) In what way did your response change the original meaning?

<b>Answers</b>	1. very, very	Verse
	2. and	the
	3. of, happiness	everywhere
	4. holidays, peace	chiming
	5. a, hope	winter
	6. Christmastime, for	send
	7. this, home	to
		and
		Christmas



CHRISTMAS CLOZE VERSES

1. A wish for a \_\_\_\_\_ Merry Christmas and a \_\_\_\_\_ Happy New Year.
2. Best wishes for Christmas \_\_\_\_\_ the year ahead!
3. May the joyful season \_\_\_\_\_ Christmas bring you special \_\_\_\_\_
4. Good wishes for the \_\_\_\_\_ and a new year of \_\_\_\_\_ and plenty.
5. May your Christmas be \_\_\_\_\_ time of peace, of \_\_\_\_\_ and of love.
6. Thinking of you at \_\_\_\_\_ with every good wish \_\_\_\_\_ now and always!
7. May the warmth of \_\_\_\_\_ holiday season fill your \_\_\_\_\_ with happiness.

When the spirit of \_\_\_\_\_ season  
Spreads its magic \_\_\_\_\_  
And the sound of \_\_\_\_\_ Christmas bells  
Fills the \_\_\_\_\_ air.  
It's time to \_\_\_\_\_ this friendly card  
Especially \_\_\_\_\_ say,  
Here's hoping you \_\_\_\_\_ yours enjoy  
A merry \_\_\_\_\_ Day!

EASTER CLOZE VERSES

1. Wishes are fun

So \_\_\_\_\_ this for size

"Hope \_\_\_\_\_ Easter holds many a \_\_\_\_\_ surprise!"

2. This bunny's happy through and \_\_\_\_\_,

And wears a smile that's just for \_\_\_\_\_!

Here he comes, hippity hopping your \_\_\_\_\_

With loving wishes for Easter \_\_\_\_\_!

3. This Easter \_\_\_\_\_ is special

Because it's meant, you see,

For a very special \_\_\_\_\_

Who's as \_\_\_\_\_ as \_\_\_\_\_ can be!

4. Hi \_\_\_\_\_,

"Happy Easter".

Hope your \_\_\_\_\_ is really \_\_\_\_\_

with lots of \_\_\_\_\_ surprises

From \_\_\_\_\_ Bunny-land.

5. Happy Easter \_\_\_\_\_ lots \_\_\_\_\_ love!

POETRY THAT CAN BE USED FOR BOTH WRITTEN AND LISTENING CLOZE PROCEDURES

Holiday

"Christmas" by Marchette Chute

"Hallowe'en" by Harry Behn

"Black and Gold" by Nancy Byrd Turner

"White Fields" by James Stephens

General

"Mice" by Rose Fyleman

"Jump or Jiggle" by Evelyn Beyer

"Drinking Fountain" by Marchette Chute

## THE ADVERTIZEMENT CLOZE PROCEDURE

**Purpose** The purpose of the advertizement cloze exercises was to focus attention on how words are used to convince and persuade.

**Materials** Slogans were selected from advertizements in Newsweek and U.S. News & World Report.

**Procedure** Every fifth word of the slogan was omitted. The deleted words were arranged at random on the bottom of the page.

### Teaching Suggestions

Read ads in magazines. Determine the purpose of an ad. Help the students form a list of "words used to sell." Record the list on the chalkboard or a chart. After the students have filled in their cloze responses, read the slogans aloud. Consider meaning and grammar when discussing responses.

**Answers**

1. want, need
2. you
3. basic
4. freedom
5. Extra
6. great
7. outstanding, won
8. right
9. power
10. first

ADVERTIZEMENT CLOZE PROCEDURE

1. The room and ride Americans \_\_\_\_\_. The value Americans \_\_\_\_\_.
2. Read this booklet before \_\_\_\_\_ talk to any agent-- even ours.
3. The grip is \_\_\_\_\_ for proper control.
4. Sony allows you \_\_\_\_\_ of speech.
5. Home Key Agents give you that "Something \_\_\_\_\_."
6. It's a \_\_\_\_\_ time to buy at your Chrysler-Plymouth dealer.
7. For \_\_\_\_\_ engineering achievement in television General Electric has \_\_\_\_\_ an Emmy.
8. Some things just feel \_\_\_\_\_.
9. Saab introduces the \_\_\_\_\_ of the future.
10. It's a car. It's a truck. It's a \_\_\_\_\_.

right	need	basic	freedom	Extra
first	great	won	you	outstanding
want	power			

## READING BOOK CLOZE TEST

- Purpose** The purpose of the reading test cloze procedure was to determine student placement in graded material.
- Materials** Levels seven through fifteen of the Holt Basic Reading Systems and High Roads by Houghton Mifflin were used for the cloze reading placement tests.
- Procedure** A story near the beginning of the book was chosen. Starting with the first word of the narrative, two hundred and fifty words were counted out. Then with a pencil, starting with the second sentence, every fifth word was blocked out. If the fifth word was a proper noun the word following was deleted. When fifty words had been marked for deletion the passage continued until one final complete sentence remained intact. (The first and last sentences of the passage were left intact). The title of the story was centered on the page and identification of book, author(s), publishing company and copyright date, story name, and page numbers were printed in the upper left corner of the paper. (This was done to comply with copyright law.) Then the passage was typed replacing words blocked out with blanks of ten typewriter spaces. The passage was double spaced for ease in reading.
- Scoring** Responses were scored correct when answers exactly matched the words deleted (spelling disregarded). A copy of the textbook will provide the exact words omitted. The number correct was converted to percent correct. The

book was considered suitable for instructional use if the percent correct was between forty percent and sixty percent.

#### Presentation

To assist the students in understanding the oral directions for a test cloze procedure, put an example on the board. Use a three sentence passage, with every fifth word deleted. Do the exercise as a group. Then give the following oral directions for the test cloze procedure:

1. Read the entire passage to yourself saying "blank" each time you come to a space.
2. Then go back to the beginning and fill in each blank with a word that makes sense.
3. There is no time limit.
4. Spell the best you can. Words are not wrong if misspelled.

Eddie and the Fire Engine  
by Carolyn Haywood

Every year the people in Eddie Wilson's home town put on a big fair in the fall. For as long as \_\_\_\_\_ could remember, he had \_\_\_\_\_ with his mother and \_\_\_\_\_ older brothers to the \_\_\_\_\_ Fair. Every year there \_\_\_\_\_ always something new and \_\_\_\_\_ there.

One year, when \_\_\_\_\_ Wilsons were just finishing \_\_\_\_\_ at the fair grounds, \_\_\_\_\_ sound of a fire-engine \_\_\_\_\_ rang out.

"There's a \_\_\_\_\_!" shouted Eddie.

"Let's go \_\_\_\_\_!" cried Joe.

The boys \_\_\_\_\_ on their feet.

"Stay \_\_\_\_\_ here," said Mother. "It's \_\_\_\_\_ big surprise. It's the \_\_\_\_\_ fire engine. The firemen \_\_\_\_\_ are not on duty \_\_\_\_\_: they would bring it \_\_\_\_\_ to the fair grounds \_\_\_\_\_ make the boys and \_\_\_\_\_ for rides. They have \_\_\_\_\_ turn it in next \_\_\_\_\_ because the new one \_\_\_\_\_ come."

"Oh!" cried Eddie. "\_\_\_\_\_ mean I can go \_\_\_\_\_ a ride on it?"

"Oh, Mama! Give me ten \_\_\_\_\_. Please give me ten \_\_\_\_\_ so I can ride \_\_\_\_\_ the fire engine," begged \_\_\_\_\_.



Mrs. Wilson gave each \_\_\_\_\_ the boys ten cents, \_\_\_\_\_ they ran off in \_\_\_\_\_ direction of the fire \_\_\_\_\_. It was already crowded \_\_\_\_\_ boys and girls. Eddie \_\_\_\_\_ right up beside the \_\_\_\_\_ of the fire engine \_\_\_\_\_ settled himself for the \_\_\_\_\_.

"O.K.!" he said "Let \_\_\_\_\_ go!"

The firemen started \_\_\_\_\_ engine, and they were \_\_\_\_\_.

"What are you going \_\_\_\_\_ do with this fire \_\_\_\_\_?"

Eddie shouted, loud enough \_\_\_\_\_ be heard above the \_\_\_\_\_ of the bell and \_\_\_\_\_ yelling boys and girls.

"\_\_\_\_\_ to sell it to \_\_\_\_\_ secondhand car dealer," the \_\_\_\_\_ shouted back.

"Say! I wish my father was a secondhand car dealer," said Eddie

Riders on the Earth  
Bernard J. Weiss and Lyman C. Hunt  
Holt, Rinehart and Winston, Inc. 1973

THE FORGOTTEN DOOR  
by Alexander Key

It happened so quickly, so unexpectedly, that Little Jon's cry was almost instantly cut short as the blackness closed over him. No one knew the \_\_\_\_\_ was there. It hadn't \_\_\_\_\_ there the day before, \_\_\_\_\_ in the twilight no \_\_\_\_\_ had noticed it.

At \_\_\_\_\_ moment it happened, the \_\_\_\_\_ shooting stars were crossing \_\_\_\_\_ sky--they were beginning \_\_\_\_\_ stream across like strings \_\_\_\_\_ jewels flung from another \_\_\_\_\_ in delight, while the \_\_\_\_\_ ones stood silent and \_\_\_\_\_. Here on the hill, \_\_\_\_\_ the valley people often \_\_\_\_\_ to watch the glittering \_\_\_\_\_ unfold, you could see \_\_\_\_\_ whole magic sweep around \_\_\_\_\_, and you felt close \_\_\_\_\_ everything in the heavens. \_\_\_\_\_ people, you knew, were \_\_\_\_\_ on other hills on \_\_\_\_\_ worlds, watching even as \_\_\_\_\_ watched.

Little Jon, whose \_\_\_\_\_ were quicker than most, \_\_\_\_\_ have seen the hole, \_\_\_\_\_ all his attention was \_\_\_\_\_ the stars. Small for \_\_\_\_\_ age, he had moved \_\_\_\_\_ from the rest for \_\_\_\_\_ better view, and as \_\_\_\_\_ stepped backward, there was \_\_\_\_\_ nothing under his feet.

\_\_\_\_\_ was astonishing at that \_\_\_\_\_ to find himself falling \_\_\_\_\_ into the hill at \_\_\_\_\_ spot where he had \_\_\_\_\_ safely all his life. \_\_\_\_\_ in the brief seconds \_\_\_\_\_ the blackness swallowed him, \_\_\_\_\_ realized what must have \_\_\_\_\_: there had been a \_\_\_\_\_ over the old door-- \_\_\_\_\_ door that led to \_\_\_\_\_ place, the one that \_\_\_\_\_ been closed so long.

\_\_\_\_\_ cried out and tried \_\_\_\_\_ break his fall in \_\_\_\_\_ way he had been \_\_\_\_\_, but the effort came an instant too late. His head struck something, and darkness engulfed him.

Freedom's Ground

Bernard J. Weiss and Lyman C. Hunt  
Holt, Rinehart and Winston, Inc. 1973  
"Ginger's Colt" pp. 42-43

GINGER'S COLT

by Doris Gates

He was born in the bluegrass country on a spring morning. When his mother pushed \_\_\_\_\_ gentle nose against him, \_\_\_\_\_ got to his feet. \_\_\_\_\_ didn't want to stand \_\_\_\_\_. He was not at \_\_\_\_\_ sure about his legs. \_\_\_\_\_ didn't feel strong under \_\_\_\_\_. For a minute he \_\_\_\_\_ without moving and looked \_\_\_\_\_ surprised brown eyes at \_\_\_\_\_ strange new world.

There \_\_\_\_\_ not much to see -- \_\_\_\_\_ the four sides of \_\_\_\_\_ box stall and a \_\_\_\_\_ covering of straw on \_\_\_\_\_ floor. He moved one \_\_\_\_\_ his tiny hoofs in \_\_\_\_\_ straw.

He felt his \_\_\_\_\_ nose upon his back. \_\_\_\_\_ made him brave. He \_\_\_\_\_ a step. Then from \_\_\_\_\_ him a new feeling \_\_\_\_\_ a signal into his \_\_\_\_\_ little head. It was \_\_\_\_\_ stomach telling him that \_\_\_\_\_ would like some milk. \_\_\_\_\_ was hungry. Suddenly \_\_\_\_\_ moved close to his \_\_\_\_\_ side. His own small \_\_\_\_\_ bumped against her ribs \_\_\_\_\_ felt along her side. \_\_\_\_\_ he took one more \_\_\_\_\_. This brought him within \_\_\_\_\_ of his breakfast.

It \_\_\_\_\_ about an hour later \_\_\_\_\_ a boy came into \_\_\_\_\_ barn. He went straight \_\_\_\_\_ the box stall where \_\_\_\_\_ stood with her new \_\_\_\_\_ beside her.

"Well, old \_\_\_\_\_," said the boy, his \_\_\_\_\_ lighting with joy. "Well!" \_\_\_\_\_ opened the door into \_\_\_\_\_ stall and slowly went \_\_\_\_\_. Ginger moved so that \_\_\_\_\_ stood between the boy \_\_\_\_\_ the colt.

"Come now, \_\_\_\_\_, lady," the boy said. "\_\_\_\_\_ know me better than \_\_\_\_\_!"

He stood for a \_\_\_\_\_, watching the horse. Then, on the other side of her, the boy could hear something stirring.

Time to Wonder

Bernard J. Weiss and Lyman C. Hunt

Holt, Rinehart and Winston, Inc. 1973

"The Boy Who Changed His Mind" pp. 40-41

THE BOY WHO CHANGED HIS MIND

by Nellie Burchardt

The three o'clock bell changed inside the school of First Avenue. Almost at once the \_\_\_\_\_ of Mrs. Sullivan's fourth \_\_\_\_\_, which was nearest the \_\_\_\_\_, burst out onto the \_\_\_\_\_. As usual, Reggie Thompson \_\_\_\_\_ in the lead. He \_\_\_\_\_ and shaded his eyes \_\_\_\_\_ his hand as he \_\_\_\_\_ out into the June \_\_\_\_\_.

"Hey, Reggie," yelled a \_\_\_\_\_ behind him. Reggie turned \_\_\_\_\_ head just in time \_\_\_\_\_ be hit in the \_\_\_\_\_ with a baseball cap.

"\_\_\_\_\_ get you for that, Joey," \_\_\_\_\_ yelled.

He snatched the \_\_\_\_\_ from the ground and \_\_\_\_\_ it back at Joey. Joey \_\_\_\_\_ when he saw it \_\_\_\_\_, and the cap hit \_\_\_\_\_ girl behind him.

She \_\_\_\_\_. "You awful Reggie Thompson! \_\_\_\_\_ going to tell Mrs. Sullivan \_\_\_\_\_ you."

"I should worry, \_\_\_\_\_ should care," chanted Reggie.

"\_\_\_\_\_ on, Joey."

The boys \_\_\_\_\_ off at top speed \_\_\_\_\_ the crowded sidewalk. A \_\_\_\_\_ of girls scattered before \_\_\_\_\_ with little shrieks.

"It's \_\_\_\_\_ awful Reggie Thompson," said \_\_\_\_\_ of the girls.

"He's \_\_\_\_\_ worst pest in the \_\_\_\_\_ school," another added.

By \_\_\_\_\_ Reggie and Joey had \_\_\_\_\_ the next block. Down \_\_\_\_\_ the other end a \_\_\_\_\_ metal ball swung back \_\_\_\_\_ forth from a crane \_\_\_\_\_ wreckers were turning buildings \_\_\_\_\_ piles of rubble. At \_\_\_\_\_ end of the block \_\_\_\_\_ empty houses were still \_\_\_\_\_, with all their windows \_\_\_\_\_ by big white X's.

\_\_\_\_\_ the next block they \_\_\_\_\_ down. Across the street \_\_\_\_\_ the City Housing Project, \_\_\_\_\_ they both lived. They \_\_\_\_\_ to take a shortcut \_\_\_\_\_ the playground.

At the entrance was a sign.

#### Special Happenings

Everts, Hunt, and Weiss

Holt, Rinehart and Winston, Inc. 1973

"The Secret Box" pp. 37 and 38

#### THE SECRET BOX

by Joanna Cole

Ann Marie was a city kid. She lived in a \_\_\_\_\_ project in New York. \_\_\_\_\_ the kitchen window, she \_\_\_\_\_ see ten floors down.

Ann Marie's \_\_\_\_\_ and mother worked, so \_\_\_\_\_ was always some job \_\_\_\_\_ her to do. When \_\_\_\_\_ came home from school, \_\_\_\_\_ had to clean up \_\_\_\_\_ house and watch her \_\_\_\_\_ sisters. At dinnertime her \_\_\_\_\_ would say, "Ann Marie, \_\_\_\_\_ need some bread from \_\_\_\_\_," or,

"Haven't you \_\_\_\_\_ the table yet?"

Ann Marie \_\_\_\_\_ seemed to have any \_\_\_\_\_ of her own. She \_\_\_\_\_ ever got to visit Vanessa, \_\_\_\_\_ best friend in school. \_\_\_\_\_ she had to stay \_\_\_\_\_ her little sisters. Sometimes \_\_\_\_\_ had fun together. But Ann Marie \_\_\_\_\_ like to be with \_\_\_\_\_ kids all the time.

Ann Marie \_\_\_\_\_ to have something all \_\_\_\_\_ herself. So she made \_\_\_\_\_ secret box, which she \_\_\_\_\_ under her bed. It \_\_\_\_\_ only a small box, \_\_\_\_\_ it was big enough \_\_\_\_\_ hold a picture of \_\_\_\_\_ class, some pretty buttons, \_\_\_\_\_ a few other things \_\_\_\_\_ liked to collect.

Sometimes \_\_\_\_\_ it rained, Ann Marie \_\_\_\_\_ out her things and \_\_\_\_\_ at them. She put \_\_\_\_\_ the buttons on a \_\_\_\_\_ and made a necklace. \_\_\_\_\_ she picked out the \_\_\_\_\_ she liked best in \_\_\_\_\_ picture. She made sure \_\_\_\_\_ sisters never knew about \_\_\_\_\_ box because then it \_\_\_\_\_ be a secret anymore. Ann Marie \_\_\_\_\_ told anyone about the \_\_\_\_\_ box.

One day Ann Marie \_\_\_\_\_ standing near Mr. Freeman's \_\_\_\_\_. Mr. Freeman was the \_\_\_\_\_ teacher she had ever \_\_\_\_\_. Almost everyone in the class liked him.

Never Give Up!  
Evertts, Hunt, and Weiss  
Holt, Rinehart and Winston, Inc. 1973  
"Gertrude's Pocket" pp. 36-38

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GERTRUDE'S POCKET  
by Miska Miles

Gertrude walked home from school along the dirt path called

"The Row." She thought how much \_\_\_\_\_ hated school and Watson Pike.

\_\_\_\_\_ looked at the houses \_\_\_\_\_ The Row. There was Watson's \_\_\_\_\_, right in the middle. Watson, \_\_\_\_\_ a mean boy he \_\_\_\_\_. And how she hated \_\_\_\_\_. "Someday," thought Gertrude, "I'll \_\_\_\_\_ that Watson Pike."

Just \_\_\_\_\_ Gertrude had found a \_\_\_\_\_ paper bag on her \_\_\_\_\_. Inside the bag something \_\_\_\_\_. Gertrude yelled and jumped \_\_\_\_\_ a fat snake pushed \_\_\_\_\_ out of the bag \_\_\_\_\_ onto the floor.

"An \_\_\_\_\_ king snake never hurt \_\_\_\_\_," Watson Pike said. Everyone \_\_\_\_\_, even Gertrude's own brother, Jud.

"Watson," \_\_\_\_\_ teacher said, "take that \_\_\_\_\_ outside."

Watson picked up \_\_\_\_\_ snake and waved it \_\_\_\_\_ in the air before \_\_\_\_\_ took it outside.

When Gertrude \_\_\_\_\_ home that afternoon, her \_\_\_\_\_ was cooking, and her \_\_\_\_\_ was making a dress.

"\_\_\_\_\_ for school to be \_\_\_\_\_ already?" Grammaw asked. Grammaw \_\_\_\_\_ asked that because they \_\_\_\_\_ have a clock.

"Yes, Grammaw," \_\_\_\_\_ Gertrude.

"Was everything all \_\_\_\_\_ in school today?" Maw \_\_\_\_\_. Maw always asked that \_\_\_\_\_ she knew Gertrude hated \_\_\_\_\_. "Your're lucky to have \_\_\_\_\_ school so near home."

Maw \_\_\_\_\_ a big pot away \_\_\_\_\_ the fire. "Everyone is \_\_\_\_\_ ready," she said. She \_\_\_\_\_ outside to get some \_\_\_\_\_.



"There's a car coming," \_\_\_\_\_ said.

Gertrude ran out \_\_\_\_\_ the house and saw \_\_\_\_\_ big black car coming \_\_\_\_\_ up the road. From \_\_\_\_\_ doorway Gramma said, "Look \_\_\_\_\_ that car coming along \_\_\_\_\_ road. Wonder where they \_\_\_\_\_ they 're going?"

"They're lost, \_\_\_\_\_," Maw said.

"Our road wasn't made for cars like that," Gramma said.

The Way of the World  
Evertts, Hunt and Weiss  
Holt, Rinehart and Winston, Inc. 1973  
"Frederick L. Olmstead" pp. 35-36  
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FREDERICK L. OLMSTEAD  
by Elizabeth Levy

Do you have a park where you live? If you do, did \_\_\_\_\_ ever think about how \_\_\_\_\_ park got there? Your \_\_\_\_\_ didn't just happen by \_\_\_\_\_. Someone had to think \_\_\_\_\_ it and plan it.

Frederick L. Olmstead \_\_\_\_\_ a man who thought \_\_\_\_\_ parks. He lived a \_\_\_\_\_ time ago--before cars \_\_\_\_\_ before cities were as \_\_\_\_\_ as they are now. \_\_\_\_\_ he knew that cities \_\_\_\_\_ grow, and people would \_\_\_\_\_ parks--beautiful parks, big \_\_\_\_\_. People would need parks \_\_\_\_\_ a place to play \_\_\_\_\_ and a place to \_\_\_\_\_ in the hills--parks \_\_\_\_\_ trees and flowers.

Frederick L. Olmstead \_\_\_\_\_ some of the most \_\_\_\_\_ parks in our country \_\_\_\_\_ maybe even in the \_\_\_\_\_. But, for a long \_\_\_\_\_, Frederick's friends thought that \_\_\_\_\_ would never really do \_\_\_\_\_.

"When is he going \_\_\_\_\_ stop fooling around?" they \_\_\_\_\_ ask.

"I wish Frederick \_\_\_\_\_ find something to do."

Frederick \_\_\_\_\_ away to school, but \_\_\_\_\_ didn't stay there. He \_\_\_\_\_ in a store for \_\_\_\_\_ time, but he didn't \_\_\_\_\_ that at all. He \_\_\_\_\_ a trip to Europe, \_\_\_\_\_ he stayed away for \_\_\_\_\_ year.

When Frederick came \_\_\_\_\_ from Europe, he went \_\_\_\_\_ work on a farm. \_\_\_\_\_ liked being a farmer. \_\_\_\_\_ father was happy when Frederick \_\_\_\_\_ something he liked to \_\_\_\_\_. So he got Frederick \_\_\_\_\_ farm of his own.

\_\_\_\_\_ Frederick didn't keep his \_\_\_\_\_ for very long. He \_\_\_\_\_ to think about Europe \_\_\_\_\_. And soon he took \_\_\_\_\_ trip there. This time \_\_\_\_\_ wrote a book about \_\_\_\_\_ trip. One of the things he wrote about was the parks he had seen in some of the big cities in Europe.

People Need People  
Evertts, Hunt and Weiss  
Holt, Rinehart and Winston, Inc. 1973  
"A Special Name" pp. 33-36

A SPECIAL NAME  
by Peggy Parish

Little Indian sat on a log with Big Hunter. "Why don't I have \_\_\_\_\_ special name, Father?" asked Little Indian.

"\_\_\_\_\_ want a name just \_\_\_\_\_ me".

"An Indian has \_\_\_\_\_ find his own name," \_\_\_\_\_ Big Hunter. "I got \_\_\_\_\_ name because I was \_\_\_\_\_ good

hunter of big \_\_\_\_\_."

"Now I see," said Little Indian. " \_\_\_\_\_ go and find \_\_\_\_\_ name, too."

Little Indian \_\_\_\_\_ into the forest. He \_\_\_\_\_ very quietly. A good \_\_\_\_\_ makes no noise when \_\_\_\_\_ walks in the forest.

Little Indian \_\_\_\_\_ something that made him \_\_\_\_\_. Tweet, tweet, tweet. Little Indian \_\_\_\_\_ quiet. Again he heard, \_\_\_\_\_, tweet, tweet. Then he \_\_\_\_\_ what was making the \_\_\_\_\_.

"Birds," said Little Indian. " \_\_\_\_\_ bright feathers they have! \_\_\_\_\_ I can pick some \_\_\_\_\_ their feathers, then I \_\_\_\_\_ be called Bright Feather."

Little Indian \_\_\_\_\_ to the birds. But \_\_\_\_\_ couldn't get any of \_\_\_\_\_. Every time he reached \_\_\_\_\_ to get them, they \_\_\_\_\_ fly to another place.

\_\_\_\_\_ you won't let me \_\_\_\_\_ some of your feathers," \_\_\_\_\_ Little Indian, "then I \_\_\_\_\_ have the name Bright Feather."

Little Indian \_\_\_\_\_ again and again to \_\_\_\_\_ some feathers, but at \_\_\_\_\_ he gave up.

"Bright Feather \_\_\_\_\_ have been a good \_\_\_\_\_, but I'll just have \_\_\_\_\_ find another one," said Little Indian.

Little Indian \_\_\_\_\_ far into the forest. \_\_\_\_\_ saw a little brown \_\_\_\_\_ eating, and he stopped.

" \_\_\_\_\_," he said. "A rabbit's \_\_\_\_\_ is lucky. If I \_\_\_\_\_ a rabbit's foot, I \_\_\_\_\_ be called Lucky Rabbit. \_\_\_\_\_ got to get that \_\_\_\_\_."

The rabbit tried to \_\_\_\_\_ away, but he couldn't \_\_\_\_\_  
away from Little Indian. Little Indian picked up the rabbit and  
said, "Now I'll have my own special name."

A Time for Friends

Evertts, Hunt, and Weiss  
Holt, Rinehart and Winston, Inc. 1973  
"Two Friends" pp. 29-34  
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TWO FRIENDS

by Annie Moorecraft

Edward and Peter were old friends. When they were little,  
\_\_\_\_\_ played all day. One \_\_\_\_\_ they would play at  
Edward's \_\_\_\_\_. The next day they \_\_\_\_\_ play at Peter's  
house. \_\_\_\_\_ nights Edward would sleep \_\_\_\_\_ Peter's  
house. And some \_\_\_\_\_ Peter would sleep at Edward's \_\_\_\_\_.

When they got big, \_\_\_\_\_ went to school. \_\_\_\_\_  
school they played and \_\_\_\_\_ like old friends. Peter \_\_\_\_\_  
read to Edward. Edward \_\_\_\_\_ read to Peter.

Sometimes \_\_\_\_\_ school, Peter would go \_\_\_\_\_ Edward's  
house for cookies. \_\_\_\_\_ they would go to Peter's \_\_\_\_\_.  
Peter's mother would have \_\_\_\_\_ for the boys. People \_\_\_\_\_  
that Peter and Edward \_\_\_\_\_ like brothers.

One morning Edward \_\_\_\_\_ to Peter's house. Peter's  
\_\_\_\_\_ came to the door.

"Peter \_\_\_\_\_ sick," she said.

"He \_\_\_\_\_ be going to school."

"\_\_\_\_\_ too bad." said Edward.

Edward \_\_\_\_\_ to school alone. He \_\_\_\_\_ with some friends. He \_\_\_\_\_ at pictures with them. \_\_\_\_\_ it was a bad \_\_\_\_\_ for Edward. He was \_\_\_\_\_. He wanted to be \_\_\_\_\_ Peter.

After school Edward \_\_\_\_\_ home. He had no \_\_\_\_\_ to play with but \_\_\_\_\_ dog.

"Do you get \_\_\_\_\_ when I'm at school?" \_\_\_\_\_ asked his dog.

"He \_\_\_\_\_ lonely in the afternoon," \_\_\_\_\_ Edward's mother. "That's when \_\_\_\_\_ looks for you. He \_\_\_\_\_ you to come home."

"\_\_\_\_\_ play with you," said Edward. "\_\_\_\_\_ won't have to be \_\_\_\_\_."

Edward played with his \_\_\_\_\_ all afternoon. But it \_\_\_\_\_ a lonely day. He \_\_\_\_\_ to be with Peter, \_\_\_\_\_.

The next morning Edward \_\_\_\_\_ to Peter's house. Peter \_\_\_\_\_ to the door.

"I'm all right this morning." he said.

A Place for Me  
Evertts, Hunt, and Weiss  
Holt, Rinehart and Winston, Inc.  
"The Grumpiest Man" pp. 34-42  
Used by permission.

#### THE GRUMPIEST MAN

My house was in a big city. I liked the city. \_\_\_\_\_  
I liked all the \_\_\_\_\_ on my street. All \_\_\_\_\_ one man!  
And that \_\_\_\_\_ was the grumpiest man \_\_\_\_\_ the street.

That man \_\_\_\_\_ like people. He didn't \_\_\_\_\_ cats,  
and he didn't \_\_\_\_\_ dogs. He didn't like \_\_\_\_\_, and he  
didn't like \_\_\_\_\_. They all made noise. \_\_\_\_\_ that  
man didn't like \_\_\_\_\_.

The people on my \_\_\_\_\_ go to work in \_\_\_\_\_ morning.  
But not that \_\_\_\_\_! He goes to work \_\_\_\_\_ night. And  
in the \_\_\_\_\_ he likes to sleep.

\_\_\_\_\_ boys and girls went \_\_\_\_\_ to play.

"Stop that \_\_\_\_\_," said the man.

A \_\_\_\_\_ came to work on \_\_\_\_\_ street.

"I can't sleep \_\_\_\_\_ all that noise," said \_\_\_\_\_  
man.

But the noise \_\_\_\_\_ stop. And the man \_\_\_\_\_ sleep.  
He was the \_\_\_\_\_ man on the street.

One \_\_\_\_\_ Daddy and I went \_\_\_\_\_ the store.

"You can \_\_\_\_\_ a game to play \_\_\_\_\_," he said.

I looked \_\_\_\_\_ the games. But I \_\_\_\_\_ see the one  
I \_\_\_\_\_. Then I saw some \_\_\_\_\_.

"Daddy," I said.

"Here \_\_\_\_\_ what I want."

"What \_\_\_\_\_ you want earmuffs for?" asked Daddy.

"I want them \_\_\_\_\_ that man who sleeps \_\_\_\_\_ morning,"  
I said.

"What \_\_\_\_\_ that man do with \_\_\_\_\_ earmuffs?" asked  
Daddy.

"He \_\_\_\_\_ put them on," I \_\_\_\_\_. "The earmuffs will  
stop \_\_\_\_\_ noise. Then he can \_\_\_\_\_."

Daddy laughed.

"I will \_\_\_\_\_ them for you, " he \_\_\_\_\_.

Daddy and I went \_\_\_\_\_ the street.

The man \_\_\_\_\_ at his window.

"Stop \_\_\_\_\_ noise," he said to some boys.

"Here," I said. "The earmuffs will stop the noise."

## CONTENT AREA CLOZE TEST

**Purpose** The purpose of the content area cloze test was to find out which students could read and understand the textbook.

**Materials** Exploring Regions of the United States, a fifth grade book, was used for the content area cloze test.

**Procedure** The Fry Readability formula was applied to several portions of the text to locate a part that was within the fifth grade reading level range. Passages that contained references to maps, charts, or pictures were avoided. The passage selected for the cloze test was in the fifth grade reading range, had no references to visual aids, and began with a chapter heading. The same length passage, deletion pattern, and format were used in this test as previously described for a reading book cloze test.

**Scoring** The social studies cloze tests may be scored in two different ways. First, the exact word method may be used. A copy of the textbook will provide the exact words omitted. Use the following guide to interpret scores:

1. Forty percent to sixty percent scores—  
instructional level.
2. Over sixty percent scores - independent level.
3. Lower than forty percent scores - frustration  
level.

An "acceptable word" method of scoring may be used. An "acceptable word" might be a synonym or any word the checker thinks does not alter the meaning of the sentences



or paragraph. A score of seventy-five percent correct is suggested as a guide for determining instructional level of the "acceptable word" scoring method.

#### Presentation

The presentation of a cloze content area test is done in the same way as the reading book cloze test.

Exploring Regions of the United States  
Gross, Follett, Gabler, Burton, and  
Ahlschwede  
Follett Educational Corporation, 1969

### Great Changes All Over the South

For many years plantation owners of the South raised cotton-  
the chief cash crop of the region. Sometimes they had good \_\_\_\_\_  
when profits from the \_\_\_\_\_ were high. At other \_\_\_\_\_  
the price of cotton \_\_\_\_\_ be low or the \_\_\_\_\_ might be poor.  
If \_\_\_\_\_ happened, the plantation owner \_\_\_\_\_ to borrow  
money to \_\_\_\_\_, to clothe, and care for \_\_\_\_\_ family and the  
slaves \_\_\_\_\_ owned.

Then, in 1861, a \_\_\_\_\_ broke out between the \_\_\_\_\_ and  
southern states of \_\_\_\_\_ country. You will read \_\_\_\_\_ this  
war when you \_\_\_\_\_ Unit 10. The war was \_\_\_\_\_ the Civil War.

After \_\_\_\_\_ Civil War was over, \_\_\_\_\_ 1865, slavery was  
ended in \_\_\_\_\_ United States. Several million \_\_\_\_\_ slaves  
became freedmen.

Most \_\_\_\_\_ the freed Negroes had \_\_\_\_\_ money. They  
could go \_\_\_\_\_ the cities to find \_\_\_\_\_ or farm. But they  
\_\_\_\_\_ not buy land to \_\_\_\_\_ farming for themselves. How  
\_\_\_\_\_ they get money?

Most \_\_\_\_\_ the plantation owners, too, \_\_\_\_\_ poor. They  
had lost \_\_\_\_\_ great deal of money \_\_\_\_\_ the Civil War. They  
\_\_\_\_\_ not buy seeds or \_\_\_\_\_ tools or mules for \_\_\_\_\_.

In order to solve \_\_\_\_\_ problems, plantation owners, the

\_\_\_\_\_, and many poor white \_\_\_\_\_ began to use a \_\_\_\_\_ of sharecropping. By this \_\_\_\_\_, the Negroes and poor \_\_\_\_\_ rented the land from \_\_\_\_\_ owners and paid their \_\_\_\_\_ by giving the plantation \_\_\_\_\_ a share of the \_\_\_\_\_ raised on the land.

\_\_\_\_\_ landowner usually supplied the \_\_\_\_\_ with a cabin, seed, \_\_\_\_\_, a mule, and some \_\_\_\_\_. The owner might get \_\_\_\_\_ things by borrowing from \_\_\_\_\_ banker or a merchant.

The sharecropper often was in debt. He bought almost everything on credit. He had little hope of paying his debt, owning his own land, or becoming really free.

Exploring Regions of the United States  
Gross, Pollett, Cahler, Burton, and  
Ahlschuede  
Pollett Educational Corporation, 1969

Name Cheryl Ho  
Date 2/23/78

Great Changes All Over the South

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- 9

For many years plantation owners of the South raised cotton--  
the chief cash crop of the region. Sometimes they had good fortunes  
when profits from the crop were high. At other times  
the price of cotton was be low or the price might be poor.  
If that happened, the plantation owner had to borrow  
money to buy clothes and care for his family and the  
slaves they owned.

Then, in 1861, a war broke out between the northern and  
southern states of our country. You will read about this  
war when you read Unit 10. The war was about the Civil War.

After the Civil War was over, in 1865, slavery was  
ended in the United States. Several million of slaves  
became freedmen.

Most of the freed Negroes had no money. They  
could go to the cities to find jobs or farm. But they  
could not buy land to do farming for themselves. How  
did they get money?

Most of the plantation owners, too, was poor. They  
had lost a great deal of money in the Civil War. They  
could not buy seeds or buy tools or mules for plowing.

In order to solve the problems, plantation owners, the  
negroes and many poor white people began to use a little  
of sharecropping. By this time, the Negroes and poor people  
rented the land from land owners and paid their rent by  
giving the plantation owners a share of the crop raised on  
the land.

The landowner usually supplied the people with a cabin,  
seed, tools, a mule, and some land. The owner might get  
these things by borrowing from other banker or a merchant.

The sharecropper often was in debt. He bought almost everything  
on credit. He had little hope of paying his debt, owning his own  
land, or becoming really free.



Down the Road  
Nila Barton Smith  
Silver Burdett Company, 1945  
"The Big Wind" pp. 109-112

Name Darren  
Date Jan 19, 1978

13

The Big Wind

"Good night, Uncle Jim," said Bill and Susan.

"Good night," said Uncle Jim. "I will see you in the morning."

Aunt Alice helped the children get ready for bed. Then she said, "good night," together and Bill and Susan went to sleep.

That night there was a big wind. It blew and blew and blew. Oo-oo-oo-oo! it went.

It blew over ~~off~~ Uncle Jim's garden, where he had planted the Scarecrow. It blew over Uncle Jim's house, where the children were in bed.

The children heard the wind blow. Oo-oo-oo-oo! Oo-oo-oo-oo! But they were so not afraid. "It is just a big wind," said Bill. "It will ~~go~~ in the morning." And they went to sleep again.

In the morning the children went to the garden with Uncle Jim.

There were the big black Scarecrow ~~coat~~! But where was Jim Scarecrow? All the children don't ~~so~~ see were two good ~~for~~ sticks.

"Where is he?" asked Bill. "Where are his hat and coat?"

"The wind blew them all away," said Uncle Jim. "We must find his hat and coat and make a new Scarecrow ~~one~~."

Bill ran and got the Scarecrow. Susan ran and coat  
the hat. They helped put Jim Scarecrow back again.

The big black Scarecrow gave one to at Jim Scarecrow.  
"Caw! Caw! Caw!" they called, and away they flew.

Bill and Susan laughed. "Go: on! Big black Scarecrow"  
they said. "And don't come back again."



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Name William

Date April 28

WILSON'S ESSENTIAL VOCABULARY

INFLAMMABLE	PUSH	INFORMATION	CLOSED	INSTRUCTIONS
EXIT ONLY	CAUTION	SAFETY FIRST	FALLING ROCKS	SHALLOW WATER

1. The boys didn't dive off the bridge because of the shallow water sign.
2. Inflammable is on the rear of gasoline trucks.
3. The visitors stopped at the information building upon entering Rainier National Park.
4. The leaflet telling how to assemble the bicycle was marked instruction.
5. To open the emergency window on the bus, you should push out.
6. The sign on the theater window said closed.
7. There were several caution and falling rocks signs along the narrow mountain road.
8. As the men entered the shipyards to begin the day's work a sign saying safety first was posted.
9. The words exit only directed customers out of the bank.

closed

Name Shaw

Date \_\_\_\_\_

1. The room and ride Americans want The value Americans want.
2. Read this booklet before you talk to any agent--even ours.
3. The grip is won for proper control.
4. Sony allows you power of speech.
5. Home Key Agents give you that "Something Extra."
6. It's a great time to buy at your Chrysler-Plymouth dealer.
7. For outstanding engineering achievement in television General Electric has won an Emmy.
8. Some things just feel right.
9. Saab introduces the power of the future.
10. It's a car. It's a truck. It's a Continental.

right

need

basic

freedom

extra

first

great

won

you

outstanding

want

power

100

re	anti	sis
tri	tele	pre
un	bi	

1. Mr. Smith had to re pay the bank loan by May 31.
2. The antiwar group marched down Central Avenue.
3. The scientists looked at the moon through a telescope.
4. The jet stopped at Sea-Tac to re fuel.
5. The teacher misplaced the students' report cards.
6. The magazine came biweekly.
7. The band formed a triangle on the football field.
8. The students were unprepared for a test.
9. The food had been precooked.
10. The two year old boy was not yet able to ride his new bicycle.
11. The telegraph office was busy sending messages for Mother's Day.
12. I had been misinformed as to the time of the ball game.

