

Reading Cloze Procedure

Reading cloze procedure gives students practice in using phonetic, syntactic, and semantic cues together. Students recognize that letter-sounds are only one of three tools at their disposal when they meet a word they don't know.

Some guidelines for reading cloze procedure:

1. The first thing to do is to identify a meaningful passage with which to work. The passage might be a rhyme, a song, or a selection from a big book.
2. Next, you need to decide which words from the text to delete. Delete words that will allow students to predict using their semantic (this includes pictures) and syntactic skills and strategies. You can do this by covering the words with sticky notes, colored tape, or by leaving a blank when writing the passage on a whiteboard.
3. The number of words you delete will depend on the students' stage in reading. The more fluent the reader and the more familiar they are with the content, the more words can be deleted. Likewise, the reverse is true. For example, when working with emergent readers, it is wise to delete only every fifteenth to twentieth word. Beginning and ending sentences should remain intact regardless of students' stage of reading.
4. The words you select to delete will also depend on the particular skill or strategy you are trying to teach or assess. For example, if you want to check on students' ability to figure out words using semantic clues, delete nouns, verbs, adjectives, and adverbs; if you want to work with syntactic clues, delete some prepositions, auxiliary words, and conjunctions.
5. Gradually expose letters in the word itself. This will help students understand that when they confront an unknown word in a text, they can and should use semantic, syntactic, and phonics cues together.