

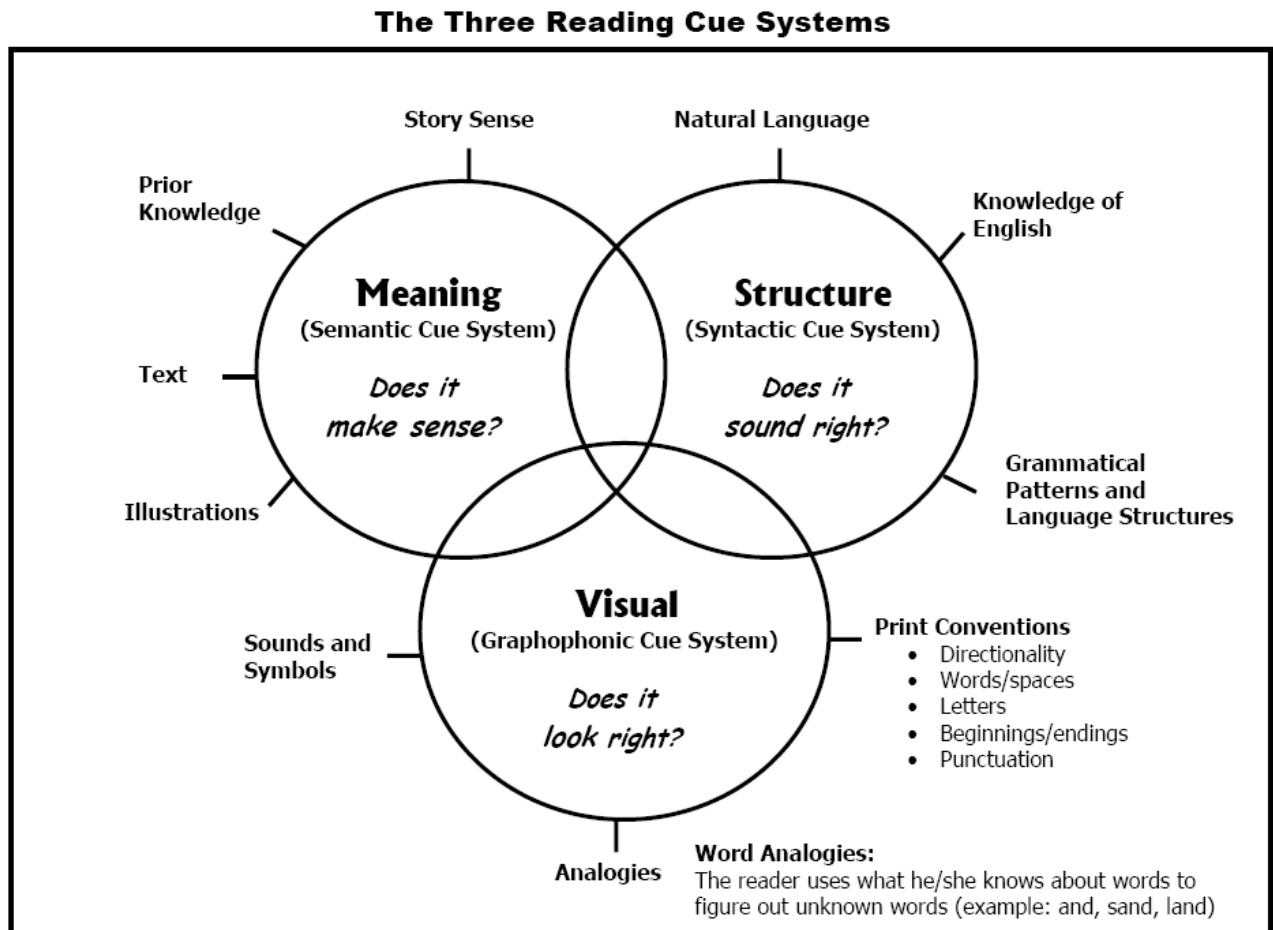
# Cloze Procedure and Shared Reading of Projected Texts

## Who Benefits?

- Students who don't realize that making meaning while reading is paramount!
- Students who need to build confidence with using what they know and applying it while they read
- Students who over-rely on one cueing system while reading
- Students who read word by word with little comprehensions
- Competent readers who need to be encouraged to discuss word choice in writing

## Reading Cueing systems:

When we read we draw upon multiple cues simultaneously to make meaning from text.



## How:

1. Choose a short piece of text you can project for shared reading such as an article, page from a textbook, poem, song, etc. For younger readers, choose text with some pattern, rhyme or repetition to add further support.
2. Mask words to encourage focus on particular cross-checking of cues. For beginning readers mask one word in every 15-20. For more skilled readers you may mask one word in every 10-15 words.
3. Read the text aloud with the students and when you get to the masked word, ask students to guess what word would make sense in the blank. List these words on the whiteboard next to the text.
4. Uncover the word letter by letter and eliminate words that could not work in the blank based on the visual cues uncovered. Prompt active thinking while reading by saying things such as:
  - Would that make sense? (meaning)
  - Does that sound right? (structure)
  - Does that look right? (visual)

## Example:

### The Bird

By Tony Milton

The full text of the poem	Possible words to mask for encouraging cueing system use:
Here are the legs that walk along.	Here are the _____ that walk along. <i>(What words could make sense there? How do you know?)</i>
Here is the beak that sings a song.	Here is the beak that _____ a song. <i>(What words would make sense there? , what letter would you expect to see?)</i>
Here are the wings that flap and spread.	Here are the wings that flap _____ spread. <i>(What kind of word do we need there to connect the two things wings do?)</i>
And here is the bird above my head.	And here is the _____ above my head. <i>(What is this poem about? What letters would we expect to see?)</i>