POURPOSE OF THE STRATEGY
Originated by Taylor (1953), a Cloze passage contains systematically deleted words. The Cloze procedure is used to (1) determine what students already know about a given topic and (2) to assess the suitability of a new text for students by testing their prior knowledge and language competence as they attempt to fill in the deletions.

STEP 1 - SELECTION
Select a passage of approximately 300 words from a text that students have not previously read. Leave a lead-in of about 25 words. For middle/high school students, underline every fifth (5th) word until you have arrived at a total of 50 words underlined. These words constitute the missing words that the student must supply. Leave the sentences after the 50th deletion intact.

STEP 2 - CONSTRUCTION
Type the selection in a double-spaced format. Leave a blank for every underlined word. Make certain that all the blanks are the same length (8-10 spaces = ________). Create an answer key of the exact replacement for the 50 missing words.

STEP 3 - ADMINISTRATION
Give your students written directions. Emphasize the fact that this is not a timed test, but a way for you to determine their background knowledge of the topic. Explain that they are to first read the entire passage and then attempt to fill each blank with a word that they think the author might have used. Allow them to take as long as they need to complete the task.

STEP 4 - SCORING
To score the Cloze passage, count only exact replacements. Do not count synonyms as correct. Do not penalize spelling errors. The raw score is the number of words that are correct. Double this number to find the percentage.

i.e., If there are 35 correct replacements, 35 x 2 = 70%.

Cloze Scores:

<table>
<thead>
<tr>
<th>Material is too easy</th>
<th>Independent Level</th>
<th>60% and above</th>
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</thead>
<tbody>
<tr>
<td>Material is about right</td>
<td>Instructional Level</td>
<td>40 - 60 %</td>
</tr>
<tr>
<td>Material is too difficult</td>
<td>Frustration Level</td>
<td>under 40%</td>
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</tbody>
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Note: Cloze Procedure instructions taken from Barry document provided by Sirpa Grierson, BYU, 2011.
**Cloze Procedure**

*For The Call of the Wild* by Jack London


**Instructions:** Read through the entire passage once, then listen as I read it aloud. Next go through the passage again and attempt to fill each blank with a word you think the author may have used. Use only one word for each blank. Misspellings will be scored correct.

Excerpt from Chapter 1, “Into the Primitive” (1-2)

Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself, but for every tide-water dog, strong of muscle and with warm, long hair, from Puget Sound to San Diego. Because men, groping in Arctic darkness, had found yellow metal, and because and transportation companies were the find, thousands of were rushing into the . These men wanted dogs, the dogs they wanted heavy dogs, with strong by which to toil, furry coats to protect from the frost.

Buck at a big house the sun-kissed Santa Clara. Judge Miller’s place, it called. It stood back the road, half hidden the trees, through which could be caught of wide cool veranda that around its four sides. house was approached by driveways which wound about wide-spreading lawns and
under _______ interlacing boughs of tall _______. At the rear things _______ on even a more _______ scale than at the _______. There were great stables, _______ a dozen grooms and _______ held forth, rows of _______ servants' cottages, an endless _______ orderly array of outhouses, _______ grape arbors, green pastures, _______, and berry patches. Then _______ was the pumping plant _______ the artesian well, and _______ big cement tank where _______ Miller's boys took their _______ plunge and kept cool _______ the hot afternoon.

And _______ this great demesne Buck _______. Here he was born, _______ here he had lived _______ four years of his _______. It was true, there _______ other dogs. There could _______ but be other dogs _______ so vast a place, _______ they did not count. _______ came and went, resided in the populous kennels, or lived obscurely in the recesses of the house after the fashion of Toots, the Japanese pug, or Ysabel, the Mexican hairless – strange creatures that rarely put nose out of doors or set foot to ground.
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brewing, not alone for himself, but for every tide-water dog, strong of muscle and with
warm, long hair, from Puget Sound to San Diego. Because men, groping in the Arctic
darkness, had found a yellow metal, and because steamship and transportation companies
were booming the find, thousands of men were rushing into the Northland. These men
wanted dogs, and the dogs they wanted were heavy dogs, with strong muscles by which to
toil, and furry coats to protect them from the frost.

Buck lived at a big house in the sun-kissed Santa Clara Valley. Judge Miller’s place, it
was called. It stood back from the road, half hidden among the trees, through which
glimpses could be caught of the wide cool veranda that ran around its four sides. The house
was approached by gravelled driveways which wound about through wide-spreading
lawns and under the interlacing boughs of tall poplars. At the rear things were on even a
more spacious scale than at the front. There were great stables, where a dozen grooms and
boys held forth, rows of vine-clad servants’ cottages, an endless and orderly array of
outhouses, long grape arbors, green pastures, orchards, and berry patches. Then there was
the pumping plant for the artesian well, and the big cement tank where Judge Miller’s boys
took their morning plunge and kept cool in the hot afternoon.

And over this great demesne Buck ruled. Here he was born, and here he had lived
the four years of his life. It was true, there were other dogs. There could not but be other
dogs on so vast a place, but they did not count. They came and went, resided in the
populous kennels, or lived obscurely in the recesses of the house after the fashion of Toots,
the Japanese pug, or Ysabel, the Mexican hairless – strange creatures that rarely put nose out of doors or set foot to ground.