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A reading program in a sixth grade class-room based on modified self-selection of paperback books using Cloze procedure to test comprehension

Martha J. Shaw

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A READING PROGRAM IN A SIXTH GRADE CLASSROOM BASED
ON MODIFIED SELF-SELECTION OF PAPERBACK BOOKS
USING CLOZE PROCEDURE TO TEST COMPREHENSION

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
In
Education: Elementary Option

By

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San Bernardino, California
1976

APPROVED BY:
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Paperbound books have a long and varied history. The first ones were small, unbound, often unstitched booklets sold in England by itinerant peddlers, or chapmen, in the seventeenth and eighteenth centuries. These were popularly called chapbooks, or penny histories, since they often sold for a penny each. Most chapbooks were about 5 1/2 by 3 1/2 inches and contained from four to twenty-four pages. These chapbooks were not intended for children, but many of the adventure stories appealed to them.¹

In 1744, John Newbery, a writer and publisher, presented, along with Dr. James Fever Powders, the following title:

A LITTLE PRETTY
POCKET-BOOK
Intended for the
Instruction and Amusement
of
Little Master Tommy,
and
Pretty Miss Polly.
With Two Letters from
Jack the Giant-Killer;
As also
A Ball and a Pincushion;
The Use of which will infallibly make Tommy
a good Boy and Polly a good Girl.
To which is added,

A Little Song-Book,
Being
A New Attempt to teach Children
the Use of the English Alphabet,
by way of Diversion.¹

It was a small book, 2 1/2 by 3 3/4 inches, bound in
gilt and flowered paper. It included rhyming fables, letters
from Jack the Giant-Killer, and 163 rules for children's
behavior.

The Pocket-Book was so successful that Newbery pub-
lished numerous children's titles, many of them old chapbook
favorites.²

The nineteenth century found five-cent weeklies very
popular. These books taught the virtues by means of heroes
such as Fred Fearnott, the Liberty Boys, Jack Lightfoot, and
Frank Merriwell. These five-cent weeklies were followed
by the dime novel adventure stories, complete with stereo-
type hero and outlaw.³

In 1860, Erasmus Beagle in New York began publishing
dime novels. During the next five years, he sold more than
four million copies. His best-seller, Seth Jones, a story
of the New York wilderness of 1785, sold more than half a
million copies by 1865.⁴

¹May Hill Arbuthnot, Children and Books, (Chicago:
Scott, Foresman and Company, 1957), p. 44.

²Encyclopedia Americana, 1973 ed., s.v. "Literature
for Children," by Nancy Larrick.

³Marta U. Gordon, "Ten in a Tote Bag," English Journal
57 (September 1968):837.

⁴C. Taylor Whittier, "Paperbacks Extend Reading
Opportunities," in Paperbacks in Education, ed:Vivienne
In 1939, the modern paperback book was introduced by Pocket Books, Inc. with ten titles. Red Arrow Books and Penguin Books opened offices in the same year.\(^1\)

There were seventeen publishers of paperback books in 1957. This number grew to about fifty by 1962.\(^2\) Industry surveys show sales of paperback books to the educational market had increased from about 22,000,000 units annually in 1961, to about 42,000,000 in 1964. In 1964 the sales of paperback books to educational buyers was estimated to be about thirteen percent of the total sales.\(^3\)

The 1965 Paperbound Books in Print listed 35,500 titles.\(^4\) Included were 159 different dictionaries, 15 encyclopedias, 35 atlases, 4 thesauri, and 25 books directly concerned with teaching reading skills and efficient reading.\(^5\)

The second largest selling paperback book in the history of the modern paperback industry is the Webster Pocket Dictionary, with 14,000,000 copies sold as of 1966.\(^6\)

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\(^2\)Ibid., pp. 474-75.
\(^6\)Whittier, "Paperbacks Extend Reading Opportunities," p. 34.
The paperback publishers are also supplying reading lists, desk-top reference libraries, and total packages of thematic units, genre units, and topical units. However, the greatest gains are in the field of paperbacks for the elementary school. Until recently, most books were for junior high school and above. Recently many more titles for elementary children have been made available, ranging from original titles to reprints of successful hardbound books.

In 1966, Margaret McNamara, wife of then Secretary of Defense Robert S. McNamara, initiated the "Reading is Fun-damental" program in Washington, D.C. schools. She obtained a Ford Foundation grant for a pilot program for distributing quality paperbacks to sixty-one Washington schools where family income averaged under $5,000. The purpose of the program is to provide free and inexpensive paperback books to children who come from nonreading homes in order to motivate the children to read. The enjoyment of books is stressed and children are responsible for choosing their own books. The choices may range from Charlie Brown comics, through adventure stories, career books, and ethnic-hero tales to children's classics.

As of 1973, Reading is Fun-damental was operating in 126 cities and towns, in 43 states, with 87 more beginning

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1Sohn, "The Use of Paperbacks for Improving Reading," p. 92.

the program. It had given away four million books to more than 800,000 children.

A poll taken by the Reading is Fun-damental program in Houston found 92 percent of the parents said their children's home reading had increased; more than two-thirds said they had bought more books for their children; and one-half the children interviewed said they had bought other books.¹

PAPERBACK BOOK RESEARCH

A study by the New Jersey State Department of Education was reported by Max Bogart at the Conference on Paperbacks in Education in 1966. This was an analysis of the effect of paperback books upon the English language arts curriculum in elementary and secondary schools of New Jersey. Seven questions were investigated:

1. At which grade levels have paperback books affected curriculum?

2. How early in the elementary school may paperbacks be used extensively?

3. To what extent are available paperback books adequate as compared with basal readers and early reading textbooks?

4. What proportionate use is made of paperbacks as classroom textbooks, as supplementary assignments, and as library reading?

5. How effective are paperback books in the development of reading habits and skills?

6. Where paperback books are used, what changes are evident in learning and in teacher and student attitudes?

7. How durable are paperback books?

Forty-five publishers distributed over forty thousand books to the fifty participating schools without charge, with
the schools making title and edition selections. The schools were selected as a representative cross-section of school size, socio-economic level, and community type and size, with a minimum of one school from each of the twenty-one counties in the state. There was also representation of all grade levels—one through twelve—and of various types of programs. The final criterion of selection was the willingness of the teachers and administrators to participate. A total of 8,377 students were involved in the study.

A majority of students, about 58 percent, indicated their general interest in reading was greater than ever before; about 68 percent believed all their schoolwork had improved; about 46 percent found schoolwork more challenging in all subjects; and about 69 percent thought schoolwork was now more interesting.

The study found that reluctant readers are not quite so reluctant when books are available for their particular levels of interest. The books were exceedingly challenging for the academically talented and the gifted students.

Students in all grade levels reported that they were attracted to the paperback books because of the variety of subject matter, the convenient size, and the colorful, artistic covers. They also liked the factor of self-selection of books.

More than 82 percent of the teachers involved reported changing their ideas regarding approaches to reading. Many stated they now favored a thematic unit approach.
Over 85 percent reported a change in their teaching methods and 75 percent reported a planned change in curriculum with emphasis on more individualized reading, and the initiation, continuation, or expansion of classroom libraries. The reasons given for these changes were the greater variety and flexibility offered by paperback books, the modification in both student and teacher attitude toward reading, and the cost factor.

There were negative aspects reported as well. The most outstanding negative aspect noted was the unfamiliarity of many teachers with paperback editions and library reference materials which provide such information. Beyond the required textbook assignments, many teachers were themselves nonreaders.

Another negative point was the rigidity of book selection and assignment by many teachers. Despite the freedom of selection, many teachers chose the same titles and the same authors they had been using in hardback editions. Repeatedly it was found that, where this took place, little or no change was seen, either in student attitude or reading habits.

As to the question of durability, about 53 percent of the teachers found it possible to get four to ten readings from a single book. Thirty-six percent used the books for more than ten readings. It was concluded that, under "normal conditions," a paperback book collection can serve a classroom for two or more years.
There are several implications to be drawn from this study. Through an extensive paperback book program schools can gain greater curriculum flexibility and use a variety of instructional approaches. Course content can be current because of the up-to-date nature of the materials. More opportunities can be provided for creative and effective instruction with emphasis on experimentation. The reading interests of most students can be stimulated and enlarged, and the development of reading skills can be improved. Attitudes toward learning and school can be changed. Some carry-over affecting many aspects of school activity may be expected.

The following are some of the recommendations supported by the study results.

1. Classrooms--elementary and secondary--should contain extensive paperback book collections.

2. Individualized reading programs should be expanded with the paperback book as the core of that program.

3. Free reading should not be graded because grades can hinder enjoyment.

4. There ought to be an increase in the number of paperback book fairs and book stores, and these should be established wherever feasible to encourage students to build their own personal libraries.

5. Local merchants should be encouraged to stock recommended paperback books, and school people ought to tell their local merchants what books they want in their stores.
6. Central libraries should make greater use of these paperback books.

7. School budgets should be flexible enough to allow teachers to order paperback books when and as they are needed.

8. Reading, or literature, should not be isolated from other components of the English language arts curriculum.


10. School systems should make provisions for the kind of in-service education that will aid teachers to learn how to make the best use of paperback books.

11. Teachers, supervisors, and administrators should be alert to the many opportunities for correlation, integration and broad-field instruction afforded by the large-scale use of paperback books.¹

Studies in New York City by Loretan,² in California by Lowery and Grafft,³ in Colorado by Rioux, Hunt, Quinn, Townsend, Corrick and McClain,⁴ and nationwide as reported


in *School Management*\(^1\) seem to support the New Jersey findings, particularly in regard to student attitude toward reading. This attitude change is also the basic premise of Daniel Fader as presented in *Hooked on Books*.\(^2\)

The studies in New York City, New Jersey, and nationwide were surveys of usage and not experimental. There have been few experimental research studies reported.

Lowery and Grafft researched the effects of paperback books upon the attitudes of fourth grade students. Their study was conducted over an eight week period using six fourth grade classrooms in Oakland, California. One control class, one Experimental I, and one Experimental II were selected from schools in the middle socio-economic area and again from schools in the low socio-economic area.

The Experimental II classes were supplied with forty hardbound books while the Experimental I groups were given the same forty titles in paperback. The control classes used the school libraries where the same titles were available among the thousands of hardbound books, however no supplementary books were placed in the control classroom.

The control groups used the libraries on a regular basis. Library tables for reading and browsing were set up in the other classrooms and their use was encouraged. The

\(^1\)"Paperback Books: Their Role in the Schools Today," pp. 103-7.

books in all classes were used as supplemental to the basic reading texts and all teachers used the same methods suggested in the teacher's manual. All forms of book reviews were used by all the classes.

A variation of the Projective Tests of Attitudes was given as a pre-test and post-test, administered orally to individual students with the responses taped. The post-test results showed a significant decrease in the number of clearly negative attitude responses and a significant increase in the clearly positive responses. Significant decreases were also found in the category of school or work oriented responses. It was concluded that the attitudes of the students using paperback books were significantly affected by their use.

Hardman reported the results of using paperback books in a class of high school juniors reading from fourth to ninth grade levels. Students had freedom of selection from available books and were quizzed orally at the completion of each book.

The Nelson Denny reading tests were administered at the end of the year. The results showed a twenty-one percentile increase in comprehension, an eight percentile increase in vocabulary, and one and three-tenths percentile increase in rate.


Marguerite Townsend reports of an experiment of individualized reading using four hundred paperback books from a classroom library in a senior high school English class. The control group followed the standard teaching approach.

A two-to-one increase in reading rate was shown by the experimental group over the control group at the end of one year. The paperback group showed better writing performance and fewer grammatical and spelling errors.¹

Linda Hunt investigated "The Effect of an Individualized Paperback Program in English on Reading Skills and Appreciation in the Seventh Grade."² Two average ability seventh grade classes were chosen, with one as a control group. The control group used the regular English anthology, while the experimental group used paperback books. One full semester was used for the study. The following results were reported:

1. On the basis of teacher observation and a specially devised opinionnaire it was clear that the students using paperbacks had more enthusiasm and interest in reading. The majority preferred this approach as compared to the conventional anthology used in the first semester.
2. Students in the research section did more outside reading.
3. On the basis of reading tests, 72 percent of the students improved in vocabulary and 84 percent improved in comprehension in the research group as compared with 74 percent and 55 percent, respectively, in these areas in the control group.

²Ibid., p. 76.
4. It would appear that there is greater interest-building potential involved in the scope of paperbacks as compared with hardbound anthologies.\(^1\)

Quinn, Corrick, and McClain ran comparable experiments in eighth, eleventh, and twelfth grades. Again the studies ran for one semester. Their results found no significant differences in pre-test and post-test reading scores. However, all three reported a heightened interest in reading by the students in the classes using paperback books.\(^2\)

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\(^1\)Ibid., p. 76.

\(^2\)Ibid., pp. 76, 88.
WHY PAPERBACK BOOKS?

Daniel Fader, in his book Hooked on Books, answers the question this way.

All newspapers, most magazines, and the great majority of paperbound books are written in the knowledge that commercial disaster is the reward for creating paragraphs that people should read. . . . Students are people and should be treated accordingly when being induced to learn to read. . . .

No literature better represents that world (outside the school building) than the various periodicals and softbound books which supply the basic materials for the Saturation program. . . .

Not only do newspapers, magazines, and paperbound books enable the student to deal with the world as it is, they also invite him to do so. . . .

The physical fact of books and magazines in a child's possession is the most likely method of encouraging that child to read, especially when the reading materials closely resemble those with which he is at least vaguely familiar outside the life of the classroom.1

Davis listed the following advantages obtained from teachers using paperback books for reading instruction:

1) Children seemed to have a greater sense of accomplishment in completing several paperbacks than a single reading text.

2) Children found paperbacks more interesting than other reading instruction materials.

3) Paperbacks raised substantial issues that made for genuine controversy and excitement in reading group discussions more often than did other reading materials.2

1 Fader, Hooked on Books, pp. 15-16.
Kenneth L. Donelson lists eight reasons for using paperbacks:

(1) Students do like paperbacks, and they will read them. . . .

(2) Students can be exposed to the literary process as an entity, rather than a series of semi-organized snippets, through the paperback. . . .

(3) Students can be taught the fine arts of underlining, of making marginal notes, of making personal indices, in a manner impossible with hardbound books. . . .

(4) Paperbacks are inexpensive. . . .

(5) Paperbacks can be used as a wedge to open the door to the library and hardbound books. . . .

(6) Paperbacks can be used by teachers as parts of free reading programs, as parts of units, or parts of programs to supplement the anthology. Class sets can be purchased, either individually by the students or by the administration.

(7) Paperbacks present a real possibility of building up over the years a rather extensive paperback library within the classroom. . . .

(8) The paperback book allows a more extensive use of the thematic unit, a concept which is hardly new but which looms larger and larger as the real answer to interrelating the whole language arts program. . . .

The preceding quotations are representative of comments found in the current writings on paperback books in reading in answer to the question, why paperback books?

It has been suggested by Lowry and Grafft that perhaps clothbound books become symbols of scholastic failure, or may give negative feelings because they represent assignments and homework. They also are not a real part of the student's

world outside of school and classroom, particularly in the case of disadvantaged students. Clothbound books do not lend themselves to easy carrying in a pocket, whereas paperback books do. This may encourage a feeling of possession. Attitude may also be affected by the colorful covers and the ease of handling of the paperback books.¹

Paperback Book Availability

Paperback books are easily available. They are as close as your corner store or you may choose from various book lists. One useful source is Reader's Choice, a catalog of more than 500 books from various publishers. Other useful sources are Library Journal, The Paperback Goes to School, and Paperbound Books in Print.

Weber recommends five sources of paperback books for the elementary grades. Included are Growing Up with Paperbacks; A Guide to Science Reading; The Paperback Goes to School, Elementary Edition; Paperbound Book Guide for Elementary Schools; and Recommended Paperbacks for Elementary Schools.\(^1\)

A paperback book list is available from Reading is Fun-damental, Washington, D.C. for a slight fee. This list includes all titles recommended by the Reading is Fun-damental program.\(^2\)

Fleischer gives the following list of low-reading-level/high-interest-level books:


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(2) Follett Educational Corporation (Chicago): Just Beginning to Read Books and Beginning to Read Books.


Many articles published in professional journals on the topic of paperback books in reading programs also include suggested lists for the elementary grades. Boardman, in an article in the Instructor includes a list of sixteen publishers, addresses, and suggested titles.  

Weiss lists six publishers, addresses, and representative titles. Another issue of the Instructor lists eighty titles suggested for use in grades two through six, and ten children's book clubs and their addresses in an article by Boutwell.

There are several other good sources of paperback books available to the elementary teacher. These include local book stores, local publisher's outlets, and local educational supply houses.

The following are Boardman's criteria for selection of paperback books for the elementary student.


1. Size and "clarity" of print; that is, print which has light serifs and a sharp impression.
2. Adequate space between the lines so that page does not seem difficult to read.
3. Inner margins of at least one-half inch, allowing children to read all the words without having to pull the book open.
4. Attractive illustrations and cover pictures.
5. Probable durability of cover. Some are quite heavy and have a tough shiny finish; others are thinner, but difficult to tear.
6. Price. Occasionally a 45-cent book will prove to be better suited to elementary school needs than a 60-cent book.¹

Funding of a paperback program can be a problem, however it should be possible to secure federal funds for paperbacks under Titles I, II, and III of the Elementary and Secondary Education Act of 1965.²

¹Boardman, "Paperbacks for Elementary Children," p. 93.
USING PAPERBACK BOOKS

Paperback books can do everything a hardbound book can do, plus more. They can be used as a primary textbook, a supplementary work, part of the library program, or as reference material. Paperback books have been found to be a high motivating influence on the children. This does not seem to be the case with hardbound books.

A teacher may use paperback books in class sets, small groups, or as an individualized reading program. Almost any classic is available for the advanced reader. For the average reader, a wide selection of high interest books can be found. Paperback books, because of high interest and varied reading levels, are excellent for use with reluctant readers.

Books may be discussed thoroughly, or read for pure enjoyment. Concepts of setting, mood, characterization, and theme can be presented during discussions. Activities including original plays, and creative writing can be a direct result of favorite books.

S. Alan Cohen presents a very thorough discussion of ways to use paperback books. The following are some of his suggestions listed under "Motivation" and "Teach Skills."

Field trips to a paperback bookstore are one way to get students and books together...
Classroom libraries offering light, compact, inexpensive paperbacks can help promote learning.

Classroom library committees offer a number of effective teaching possibilities.

For testing.

For teaching organizational skills.

For teaching general study skills.

For teaching vocabulary, word attack skills, word parts, and grammar.

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PAPERBACK BOOK SUMMARY

Paperback books would seem to hold some of the answers to the question of how to improve the reading abilities of today's students. If children are interested in the book they are reading, they will often read successfully in a book considered to be above their reading level. The more they read successfully the better their reading will become. They will eventually become willing readers and hopefully will develop life-long reading habits.

Skills need not be neglected in a paperback reading program. They may be successfully taught using sentences, paragraphs, chapters, and entire books from the classroom paperback library.

Many teachers have wanted their own classroom library. With paperback books, that is now possible. There are many titles available at all reading levels and the cost is relatively low.

Paperback books may be the means of changing today's students into tomorrow's readers and book lovers.
DEFINITION OF CLOZE PROCEDURE

Cloze is a structured process of word deletion from a printed passage. The student is asked to replace the word removed. In order to replace the deleted words, a student must pay close attention to the meaning of the passage, as well as use prior knowledge, general comprehension of the material, context clues, and knowledge of language usage.¹

Cloze procedure is not the same as blank-filling, an exercise quite widely used in English and foreign language textbooks. Nor is cloze procedure the same as a sentence-completion test. In both blank-filling and sentence-completion tests, words for deletion are chosen quite subjectively. With cloze procedure words are deleted mechanically. The whole procedure is objective. For example, every nth word may be deleted (e.g., every fifth word) or words may be deleted according to a table of random numbers.²

The cloze procedure was developed in 1953 by Wilson L. Taylor, who derived its name from the "closure" concept of Gestalt psychology. This concept states that there is a human tendency to complete a familiar but not-quite-finished


pattern. He applies this same principle to language.¹

Taylor defines a cloze unit as: "Any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product) by deciding, from the context that remains, what the missing part should be."²

He defines cloze procedure as: "A method of intercepting a message from a 'transmitter' (writer or speaker), mutilating its language patterns by deleting parts, and so administering it to 'receivers' (readers or listeners) that their attempts to make the patterns whole again potentially yield a considerable number of cloze units."³

Two types of cloze procedures have been developed. The structural cloze procedure is an exercise in which every nth word (usually the 5th) is deleted regardless of part of speech.

Lexical cloze procedure is an exercise in which nouns, main verbs, adjectives, or adverbs are deleted in a systematic manner.⁴


The practice of deleting every fifth word is followed because it is simple and economical to use and because it provides the greatest number of items possible for a given passage and thereby provides the most reliable measure of passage difficulty.¹

CLOZE PROCEDURE RESEARCH

Much research has been done using the cloze procedure as a technique for various purposes since first developed by Taylor in 1953. Among these purposes are a measure of readability, measurement of general reading achievement, reading gain, specific reading comprehension, and validity.¹

Taylor used college juniors and seniors for three research studies in the original report on cloze procedure. The readability studies compared how cloze scores ranked several selected passages as compared to the ranking by Flesch and Dale-Chall readability formulae. He found no significant differences in most passages. However, passages by James Joyce and Gertrude Stein rated "easy" by the readability formulae were rated "most difficult" by cloze procedure.²

He also tested for objective scoring versus synonym scoring in the same studies. He found synonym scoring presented higher total scores, but the relationship between the scores remained almost identical.³


³Ibid., p. 424.
When Taylor analyzed the deletion systems, he found 10 percent, 20 percent, random selection, and every nth word yielded the same results qualitatively. However, there were some quantitative differences. He concluded that the degree of significance may depend on more deletions.\(^1\)

Taylor also reported on an experiment to test the validity of the cloze procedure as a measure of specific reading comprehension by correlating cloze test results with comprehension test scores covering the same material. He obtained the following results:

\[ .80 \text{ correlation between post-cloze, any-word deletion test and a comprehension test.} \]
\[ .92 \text{ correlation between a pre-cloze, noun-verb-adverb deletion test and a pre-reading knowledge test taken before reading the article covered by both tests.} \]
\[ .80 \text{ correlation between post-cloze, noun-verb-adverb deletion test and an immediate recall test.} \]
\[ \text{Gains between pre- and post-reading cloze tests which were significant at } p < .001. \]
\[ \text{Slightly higher correlations between post-cloze test and comprehension test than between pre-cloze test and comprehension test.}^2 \]

He studied correlations of three forms of cloze tests. Forms studied were any-words, easy-words (conjunctions, pronouns, articles, verb auxiliaries), and hard-words (nouns, verbs, adverbs). Only exact matching word responses were accepted. He found significant correlations between all three forms of cloze tests and tests of pre-reading knowledge, immediate recall, and aptitude, however the easy-word

\(1\) Ibid.

correlations were the smallest. With one exception, the any-word correlations were the highest. The hard-word form correlated best with pre-reading knowledge. He concluded that the any-word form of cloze test was superior for testing comprehension, aptitude, and readability.¹

Bormuth studied students in grades four, five, and six using a fifty-item cloze test with a deletion form of every fifth word and a thirty-one item multiple-choice comprehension test. The latter test was specifically written to measure comprehension of vocabulary, facts, sequence, causal relationships, main ideas, inferences, and author's purpose.²

He found the correlations high between the cloze tests and multiple-choice comprehension tests. He concluded, due to these results, that cloze tests are both uniform and valid measures of comprehension ability.

There was a very high correlation between the cloze test and multiple-choice test difficulty ranks of the passages. The higher reliability of the cloze test ranks gives evidence that they are valid measures of the readabilities of the given passages. It also suggests the cloze tests are superior to multiple-choice tests when used for this purpose.³

¹Ibid., p. 24.
³Ibid., p. 133.
Bormuth made the following specific conclusions:

1. Cloze tests are valid and uniform measures of reading comprehension ability.
2. The cloze tests were valid and highly reliable predictors of the comprehension difficulties of the passages.
3. Cloze tests are appropriate for use with individuals and groups which vary widely in comprehension ability.\(^1\)

Bormuth later did a study to determine comparable scores on cloze and multiple-choice tests. Again he used a fifty-item cloze test and a thirty-one item multiple-choice test over each of several passages. The tests were administered to students in grades four and five with the intent to generalize the findings to students at every level except grades one and two. The tests were the every fifth word form and only exact matching answers were scored as correct.\(^2\)

He concludes that a cloze score of 38 percent is equivalent to 75 percent on the multiple-choice test and is at instructional level. A cloze test score of 50 percent is equivalent to 90 percent of the comprehension test and is at the independent study level.

The multiple-choice test scores were then corrected for guessing and the equivalents then read - cloze score 44.67 percent equivalent to 75 percent comprehension for instructional level and cloze score 51.50 percent equivalent to 90 percent comprehension or independent level.\(^3\)

\(^1\)Ibid., p. 134.

\(^2\)John R. Bormuth, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," *Journal of Reading* 10 (February 1967):293.

\(^3\)Ibid., p. 296.
In a still later study, Bormuth used Gray Oral Reading Tests (1963) as the basis for testing paragraphs with fourth, fifth, and sixth grade students. Cloze test scores of 44 percent and 57 percent were found to be comparable to the criterion reference scores of 75 percent and 95 percent, respectively, on the oral reading comprehension tests. These agreed closely with the comparable cloze test scores found in the earlier study using multiple-choice scores. The six point difference between the independent level scores in the two studies is explained as having been due to the fact that a ceiling effect was observed on the multiple-choice test scores in the earlier study. This probably suppressed the multiple-choice scores at the upper end of the range and resulted in an artificially low comparable cloze score.1

Bormuth reported the following conclusions:

1. The cloze scores comparable to the comprehension criterion scores of 75 and 90 per cent were about 44 and 57 per cent, respectively on the tests used in this study and these cloze scores probably do not differ greatly from those that would have been obtained had the comprehension tests been written by another author following the same item writing rules.

2. The cloze scores comparable to the word recognition criterion scores of 95 and 98 per cent were about 33 and 54 per cent, respectively.

3. There were large differences between the cloze criterion scores obtained when comprehension scores were used as the criterion and those obtained when word recognition scores were used as the criterion. This constitutes grounds for suspecting that, contrary to tradition, the word recognition and comprehension criterion scores are not comparable.

4. Cloze tests seem to be highly valid measures of passage difficulty. Passage difficulties determined

using cloze tests exhibited correlations ranging from .90 to .96 with passage difficulties determined using comprehension and word recognition tests.¹

Rankin and Culhane replicated Bormuth's study and obtained essentially the same results.²

In still another study Bormuth used information gain as a criterion and found that students were able to achieve a maximum amount of information gained by reading materials with a cloze score of 37 percent equivalent to 65 percent on multiple-choice comprehension tests. Little more gain was achieved by reading easier materials. He observed that students experienced some degree of reading frustration at this level.³

Rankin tested students in grades four through eight using a fifty-item, every fifth word deletion cloze test form. Tests were scored for exact word only. The cloze tests were compared with the Fry and Dale-Chall readability formulae. The results showed a close correspondence between Bormuth's 44 percent criterion for cloze readability analysis and the two tested readability formulae.⁴

¹Ibid., p. 196.


Jones and Pikulski tested sixth grade children in a comparison of cloze tests with the California Test of Basic Skills using an informal reading inventory with ten comprehension questions as the placement criteria. It was found that the cloze test gave a considerably more accurate reading level placement than did the standardized test. The standardized test correctly identified 30 percent and the cloze test 80 percent of those students who met the criteria for the instructional level on the informal reading inventory.¹

Schoelles studied the relationship between cloze test results and individual reading ability in grades one through six. Her criterion for reading ability was the combined raw scores of the two reading subtests of the Stanford Achievement Test, Form X—Word meaning and Paragraph meaning. A fairly strong relationship was found to exist between cloze tests graded for synonyms and the Stanford reading subtests. Correlations at grade levels varied from .64 to .76 using cloze material, with the lowest correlation at the third grade level.²


WHY CLOZE TESTS FOR COMPREHENSION?

Gray defined three levels of comprehension as (a) the literal, at which the reader determines "what the book says": (b) the interpretive, at which a fuller and more penetrating grasp is obtained because the reader recalls related experiences, senses implied meanings, recognizes and questions the type of material, and identifies the author's purpose, mood, and attitude; and (c) the level at which the significance and implications of the author's ideas are grasped. Gray pointed out that the complete reading act also includes the evaluation of and reaction to the author's ideas and manner of presentation and the assimilation of these ideas with previous knowledge, resulting in "new insights, fresh ideas, and new organizations or patterns of thought."¹

Culhane feels that a greater understanding of the message of printed material can be fostered among children using the cloze procedure. Since children are forced to read carefully, to use context clues, and to become actively involved with what they are reading in order to correctly predict the deleted words, they should have a better understanding

of the material read. This procedure should be especially useful in training word callers since word recognition is not usually a major problem with them.¹

He also states the cloze procedure is as good as, and in many ways better then, existing methods for teaching and testing comprehension. It is also much easier to construct a cloze exercise or test than it is to develop other types of teaching and testing devices, especially multiple-choice tests.²

Bloomer studied the cloze procedure as a remedial reading exercise and found a significant increase in reading comprehension scores. He concluded that cloze procedure fosters close attention to detail, fosters awareness of the main idea of a paragraph, and develops the ability to infer from that which is written, for the answer to each cloze procedure question is an inference, and further, the answers to a selection are a series of inferences, each inter-related to the other.³

He further states:

The Cloze procedure has one very clear advantage, in terms of reinforcement of the student. In essence, each student is reinforced three times when using the Cloze procedure. The first reinforcement is a self-reinforcement occuring when the student finds a word which makes sense in the context within which he is

¹ Culhane, "Cloze Procedures and Comprehension," p. 413.
² Ibid., p. 411.
working. The second reinforcement comes when he checks his answers against his own key and finds out whether his initial estimates have been correct or incorrect. The third reinforcement occurs when the instructor returns the paper and student's sensible conjectures within the context are similarly reinforced.¹

In terms of the classroom teacher, cloze testing would seem to be quite valuable. It has been proven reliable, is easily constructed, and easily administered. Cloze procedure is also very easy to grade if given as a test since the responses should be exact. When used this way, the student can receive rapid feedback and reinforcement by doing his own grading. The teacher can then re-grade the responses for synonyms and discuss differences with the student as a reinforcement or for instruction.

¹Ibid., pp. 180-181.
PAPERBACK READING PROCEDURE

Each book is given a color code on the bottom right hand corner of the front cover. This code tells the children how hard the book is and tells the teacher what grade level the book is, according to Scholastic Book Services. An explanation of the code is placed on a chart so the student may refer to it as needed.

Each book is also color coded on the spine. This tells the student what category of book it is. Color coding is used for free reading books, no further work required; question books, previously prepared comprehension, vocabulary, and inference questions are to be answered; and cloze books, completion of a prepared cloze test is required.

A fourth category, report books, does not have a color code marker. Each of these must be completed by means of a book report summary. This coding is also posted on the classroom chart.

Each student is encouraged to use the "Rule of Thumb" when selecting a book for reading. Originated by Jeannette

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2 The color code chart is shown in the Appendix.
3 The color code chart is shown in the Appendix.
4 Jeannette Veatch, How to Teach Reading with Children's Books (New York: Citation Press, 1968), p. 10.
Veatch, the "Rule of Thumb" seems to be an easy way for a student to check the reading difficulty of a book for himself. He simply opens the book at random to a full page of printing and begins reading silently. Every time he comes to a word he does not know, other than a proper noun, he raises one finger. If all fingers and the thumb of one hand are raised before he finishes the page, the book is considered too difficult and another should be chosen.

The student is permitted to choose any book in any category to begin the reading program. Consequently, he must complete one book in each area before duplicating any one category. He may continue this modified self-selection on his own, or the teacher may assign a particular grade level book to a student for a period of time. Also, some students may need to be assigned specific levels of question and/or cloze test books, as some may have a tendency to cling to the easiest levels.

Grading of all assignments is done by the teacher, with the student pre-grading the cloze tests from a master word list.

The student hands in the book and completed assignment as a packet. This is corrected and returned as soon as possible, with student-teacher discussion of the book.

Record keeping is kept as simple as possible, using 5" by 8" file cards for each student. These cards are filed alphabetically by student name in a file on the teacher's desk, where it is easily accessible to student and teacher.
Entered on the file card are book title, level, and score for each assignment. Thus, a student or teacher can see at a glance what level the student is reading and his measure of success at that level.

A student may tend initially to attempt levels above or below his ability. It has been the experience of the author, however, that the student soon recognizes his ability level and will then continue working from that level toward a higher level. Occasionally, however, a student must be gently guided to this practice.
SUPPLEMENTAL READING PROGRAM

Although the paperback books are the backbone of the program, other activities are included.

A ten-word vocabulary list is assigned weekly. These are words compiled from student reading and prepared vocabulary word lists. Each student copies and defines each word, uses them in a crossword puzzle format, plays Tic-Tac-Toe, Fences, or a board game, and studies them silently. They may also study in pairs or small groups. A teacher-made test is administered at the end of the week to check progress. Some words may be repeated in subsequent weeks due to difficulty.

Commercial games such as Anagrams, Cross Words, Scrabble, Password, Spill and Spell, and Sentence Cube Game, as well as teacher-made Opposite Bingo and Vocabulary Bingo are used for vocabulary building and drill purposes.

Science Research Laboratory kits SRA Ib, SRA 2a, and Junior RFU are used for skill reinforcement. Reading for

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1 Directions for these games may be found in the Appendix.


Concepts, Books C, D, and E^1 are also used for this purpose.

Students are encouraged to use the school library for at-home reading. An opportunity for library use during class is offered once a week, at which time books may be checked out and returned.

^1William Liddle, ed., Reading for Concepts (St. Louis: Webster Division, McGraw-Hill Book Co.).
Scholastic books were selected for use in this program due to their large title assortment, low price, and easy availability to the classroom teacher. Each school year they prepare a full catalog, "Readers' Choice,"¹ of available titles at all grade levels. Each title is identified as to grade level from kindergarten through Teen Shelf. The Teen Shelf designation covers grades seven through twelve. Included in the catalog are complete libraries for every grade level.

Scholastic also has a monthly book club for the students at each grade level. The selections for each month are presented in a format consisting of a picture of the cover, a short item about the book, a price usually ranging from forty-five cents to seventy-five cents, and an order blank. The teacher's material contains all of the above, plus a grade level designation for each title, at least three other available selections, and, often, posters, teaching charts, and study units. Orders are usually delivered within two to three weeks. However, they will send books with special handling if necessary.

¹Ballenberg, Readers' Choice.
sentence and paragraph of the new section were used as the starting point for the cloze test.

First and last sentences of the selections were left intact. Beginning with the second sentence, every fifth word was deleted and replaced with an eight space line, for a total of fifty words. An exception was made in one case, where the fifth word was in a foreign language. After fifty deletions, the unfinished sentence was completed and one more full sentence was left intact. In a few cases, of very short paragraphs, the final paragraph was kept intact for completion.

The above-mentioned sentence and word choices were marked on the copied pages, which were then used as master copies for typing the tests and master word lists. As it was typed, each test was coded for reading level and given an identifying letter which could identify the title if so desired.

The first three completed cloze tests at each grade level were dittoed and administered to selected students in the classroom situation.

The students were identified as being that boy and girl who were closest to the median point on the California Test of Basic Skills, Level R2, total reading score, administered in January, 1976. When two boys or two girls had an identical score, a coin was tossed to make the final choice.

The students, who had not previously read the book,
were given the dittoed test 'a' of their identified ability level and directed to first read the entire selection to find out what it was about. They were then to return to the beginning, read it again, and fill in the blank with the word that seemed to make sense in the context of the story. As the test was completed, it was turned in, graded for exact word, and immediately returned to the student. The other two tests were administered in the same manner at three-week intervals.

The results are summarized in the following chart.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>CTBS SCORE</th>
<th>TEST LEVEL</th>
<th>CLOZE TEST SCORES -%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtis</td>
<td>4.4</td>
<td>4</td>
<td>64 36 76</td>
</tr>
<tr>
<td>Shelbie</td>
<td>4.7</td>
<td>4</td>
<td>82 78 80</td>
</tr>
<tr>
<td>Victor</td>
<td>5.5</td>
<td>5</td>
<td>76 76 76</td>
</tr>
<tr>
<td>Carrie</td>
<td>5.5</td>
<td>5</td>
<td>76 78 74</td>
</tr>
<tr>
<td>Dawn</td>
<td>6.1</td>
<td>6</td>
<td>86 84 88</td>
</tr>
<tr>
<td>Billy</td>
<td>6.7</td>
<td>TeenShelf</td>
<td>84 80 80</td>
</tr>
<tr>
<td>Scott</td>
<td>7.6</td>
<td>TeenShelf</td>
<td>88 84 80</td>
</tr>
<tr>
<td>Cari</td>
<td>7.6</td>
<td>TeenShelf</td>
<td>88 84 80</td>
</tr>
</tbody>
</table>

The scores show that students are generally able to perceive the sense of a passage, even though not having read it unmutilated. After a student has done so, the cloze tests should be an even better indication of comprehension. This aspect was not tested because of a lack of time due to the demands of the school program.
SELECTED PAPERBACK TITLES

Grade 4

*ABE LINCOLN GETS HIS CHANCE, Frances Cavanah
THE ADVENTURES OF NICHOLAS, Helen Siiteri
THE AMAZING MR. PROHERO, Honor Arundel
*BENJAMIN FRANKLIN, Enid La Monte Meadowcroft
CAROL BIRD'S CHRISTMAS, Kate Douglas Wiggen
CATCHER WITH A GLASS ARM, Matt Christopher
*DAR TELLUM: STRANGER FROM A DISTANT PLANET, James R. Berry
*DOUBLE TROUBLE FOR RUPERT, Ethelyn M. Parkinson
EDDIE NO-NAME, Thomas Fall
ELBERT THE MIND READER, Barbara Rinkoff
ELLEN TEBBIES, Beverly Cleary
FOLLOW A FISHER, Laurence Pringle
*THE GHOST OF DIBBLE HOLLOW, May Nickerson Wallace
THE GHOSTLY TRIO, Nancy Woollcott Smith
THE HEART OF CAMP WHIPPOORWILL, Alice P. Miller
*HERE COMES CHARLIE, Lane Peters
*THE HIDDEN CAVE, Ruth Chew
HOW TO BE A GOOD BASEBALL PLAYER, Clare and Frank Gault
THE IMPOSSIBLE PET, Richard Parker
KING OF THE DOLLHOUSE, Patricia Clapp
LOST PONY, Nancy Caffrey
MAGIC IN THE PARK, Ruth Chew
THE MAGIC TUNNEL, Caroline D. Emerson
MARCO POLO, Charles P. Graves
THE MIDDLE SISTER, Miriam E. Mason
MISS PICKERELL GOES TO THE ARCTIC, Ellen MacGregor
THE MOUSE AND THE MOTORCYCLE, Beverly Cleary
MYSTERY IN THE PIRATE OAK, Helen Fuller Orton
NO SUCH THING AS A WITCH, Ruth Chew
POCAHONTAS AND THE STRANGERS, Clyde Robert Bulla
PROJECT CAT, Nellie Burchardt
REMARKABLE RAMSEY, THE TALKING DOG, Barbara Rinkoff
*RUNAWAY ALICE, Frances Salomon Murphy
SECRET IN THE BARREL, Aileen Fisher
THE SECRET SOLDIER, Ann McGovern
THE SECRET TREE-HOUSE, Ruth Chew
SHAMROCK QUEEN, Marguerite Henry
SHOOTING STAR, Anne Colver
THE SHY ONE, Dorothy Nathan
SOCKS, Beverly Cleary
*THE STORY OF HOLLY AND IVY, Rumer Godden
STRIPED ICE CREAM, Joan M. Lexau
T FOR TROUBLE, Eileen Rosenbaum
TOP CAT, Mary Francis Shura
TOUCHDOWN FOR TOMMY, Matt Christopher
TRINA, Patricia Miles Martin
*TRIPLE TROUBLE FOR RUPERT, Ethelyn M. Parkinson
THE TROLLEY CAR FAMILY, Eleanor Clymer
THE WEDNESDAY WITCH, Ruth Chew

Grade 5
*ADOPTED JANE, H. R. Daringer
ALICE IN WONDERLAND, Lewis Carroll
ALVIN'S SECRET CODE, Clifford B. Hicks
*BED-KNOB AND BROOMSTICK, Mary Norton
*BLITZ, Hetty Burlingame Beatty
*THE BORROWERS, Mary Norton
THE BORROWERS AFLOAT, Mary Norton
CADDIE WOODLAWN, Carol Ryrie Brink
CLARENCE THE TV DOG, Patricia Lauber
FIRESTORM, Maurine H. Gee
FOLLOW MY LEADER, James B. Garfield
A GIFT OF MAGIC, Lois Duncan
GINNIE AND THE MYSTERY HOUSE, Catherine Woolley
GINNIE AND THE NEW GIRL, Catherine Woolley
GINNIE'S BABY-SITTING BUSINESS, Catherine Wooley
*THE GISMO FROM OUTER SPACE, Keo Felker Lazarus
HANS BRINKER, Mary Mapes Didge
HENRY HUGGINS, Beverly Cleary
*THE HIGH HOUSE, Honor Arundel
HOMER PRICE, Robert McCloskey
INKY: SEEING EYE DOG, Elizabeth P. Heppner
KATIE AND THOSE BOYS, Martha Tolles
KIDNAPPED BY ACCIDENT, Arthur Catherall
LASSIE COME-HOME, Eric Knight
LITTLE HOUSE IN THE BIG WOODS, Laura Ingalls Wilder
THE MAGIC OF OZ, L. Frank Baum
MARTA AND THE NAZIS, Frances Cavanah
MEMBER OF THE GANG, Barbara Rinkoff
MISHMASH, Molly Cone
MISHMASH AND THE SUBSTITUTE TEACHER, Molly Cone
Misty OF CHINCOTEAGUE, Marguerite Henry
MRS. COVERLET'S MAGICIANS, Mary Nash
*THE MYSTERIOUS SHRINKING HOUSE, Jane Louise Curry
MYSTERY OF THE INCA CAVE, Lilla M. Waltch
NEW GIRL, Stella Pevsner
OZMA OF OZ, L. Frank Baum
PIPPI LONGSTOCKING, Astrid Lindgren
POLLYANNA, Eleanor H. Porter
THE RIDDLE OF RAVEN HOLLOW, Mary Francis Shura
THE SECRET HORSE, Marion Holland
THE SHARK IN CHARLIE'S WINDOW, Keo Felker Lazarus
*SNOW TREASURE, Marie McSwigan
THE SPACE HUT, Ester Wier
SPOOK, Jane Little
*STORM ON GIANT MOUNTAIN, Frances Fullerton Neilson
TRUTH AND CONSEQUENCES, Miriam Young
TWO ON AN ISLAND, Bianca Bradbury
VICKI AND THE BLACK HORSE, Sam Savitt
WHILE MRS. COVERLET WAS AWAY, Mary Nash
*THE WILD ORPHAN, Robert Froman
THE YOUNG LONER, Bianca Bradbury
Grade 6

BAMBI, Felix Salten
BENJI, Allison Thomas
*THE BLUE MAN, Kin Platt
CHARLOTTE'S WEB, E. B. White
CHITTY CHITTY BANG BANG, Ian Fleming
DANGEROUS JOURNEY, Laszlo Hamori
EMILY AND THE KILLER HAWK, Thomas Fall
*ESCAPE TO WITCH MOUNTAIN, Alexander Key
THE FLIGHT OF THE DOVES, Walter Macken
FLIGHT OF THE WHITE WOLF, Mel Ellis
THE GHOST AND THE WHISTLING WHIRLIGIG, Ben Shecter
THE GHOST THAT CAME ALIVE, Vic Crume
GREEK SLAVE BOY, Lillian Carroll
THE GRIZZLY, Annabel and Edgar Johnson
*HENRY REED'S BABY-SITTING SERVICE, Keith Robertson
HEX HOUSE, Betty K. Levine
THE HOUSE WITHOUT A CHRISTMAS TREE, Gail Rock
IN SPITE OF ALL TERROR, Hester Burton
IRISH RED, Jim Kjelgaard
JOHNNY TREMAINE, Esther Forbes
KING OF THE GRIZZLIES, Ernest Thompson Seton
*LILLAN, Gunilla B. Norris
LITTLE BRITCHES, Ralph Moody
*LITTLE WOMEN, Louisa May Alcott
THE LONER, Ester Wier
*MARY POPPINS, P. L. Travers
MY SIDE OF THE MOUNTAIN, Jean George
*THE MYSTERIOUS SCHOOLMASTER, Karin Ancharsvard
*MYSTERY OF THE FLEEING GIRL, Showell Styles
THE MYSTERY OF THE GREAT SWAMP, Marjorie A. Zopf
THE MYSTERY OF THE TALKING SKULL, Robert Arthur
QUEENIE PEAHY, Robert Burch
RABBIT HILL, Robert Lawson
RAMA THE GYPSY CAT, Betsy C. Byars
REBECCA OF SUNNYBROOK FARM, Kate Douglas Wiggin
REVOLT ON ALPHA C, Robert Silverberg
THE SECRET OF PHANTOM LAKE, William Arden
SLAVE GIRL, Betsy Haynes
THE SLAVE SHIP, Emma Gelders Sterne
THE STOLEN TRAIN, Robert Ashley
STRANGER FROM THE DEPTHS, Gerry Turner
*STRAWBERRY GIRL, Lois Lenski
THE SUMMER OF THE SWANS, Betsy Byars
*TRAPPED IN SPACE, Jack Williamson
TUNNEL THROUGH TIME, Lester Del Rey
THE VELVET ROOM, Zilpha Keatley Snyder
WILD MUSTANG, Lynn Hall
WILD PALOMINO, Stephen Holt
THE WORRIED GHOST, Seymour Reit
YELLOW EYES, Rutherford Montgomery

**Teen Shelf**

*THE ADVENTURES OF HOMER FINK, Sidney Offit
AGAINST TIME, Roderic Jeffries
AROUND THE WORLD IN EIGHTY DAYS, Jules Verne
BLACKBEARD'S GHOST, Ben Stahl
THE BOATNIKS, Mel Cebulash
BULLWHIP GRIFFIN, Sid Fleischman
THE CALL OF THE WILD, Jack London
CANDY STRIPERS, Lee Wyndham
CAPTAINS COURAGEOUS, Rudyard Kipling
*THE CHANGELING, Zilpha Keatley Snyder
*DIGBY: THE BIGGEST DOG IN THE WORLD, Alan Fennell
DR. SYN: ALIAS THE SCARECROW, Vic Crume
THE ENDLESS STEPPE, Esther Hautzig
FIRE-HUNTER, Jim Kjelgaard
THE FIRST WOMAN DOCTOR, Rachel Baker
GOLDEN CLOUD, Leland Silliman
GOLDEN SLIPPERS, Lee Syndham
THE HOUND OF THE BASKERVILLES, Sir Arthur Conan Doyle
*I AM ROSEMARIE, Marietta D. Moskin
*THE ICEBERG HERMIT, Arthur Roth
INVINCIBLE LOUISA, Cornelia Meigs
THE INVISIBLE MAN, H. G. Wells
THE JEEP, Keith Robertson
KIDNAPPED, Robert Louis Stevenson
*THE LIGHT IN THE FOREST, Conrad Richter
*MAMA'S BANK ACCOUNT, Kathryn Forbes
THE MAN WITHOUT A COUNTRY, Edward Everett Hale
*MEN OF IRON, Howard Pyle
MY BROTHER SAM IS DEAD, James Lincoln Collier and Christopher Collier
MYSTERY OF THE GREEN CAT, Phyllis A. Whitney
PETER PAN, James M. Barrie
THE PHANTOM ROAN, Stephen Holt
THE PRINCE AND THE PAUPER, Mark Twain
THE REAL DREAM, Molly Cone
ROCK STAR, James Lincoln Collier
RUN WILD, RUN FREE, David Rook
THE RUNAWAYS, Victor Canning
SECOND YEAR NURSE, Margaret McCulloch
SECRET SEA, Robb White
A SMART KID LIKE YOU, Stella Pevsner
THE SWISS FAMILY ROBINSON, Johann David Wyss
THREE LOVES HAS SANDY, Amelia Elizabeth Walden
20,000 LEAGUES UNDER THE SEA, Jules Verne
*TWO AGAINST THE NORTH, Farley Mowat
UNDERSTOOD BETSY, Dorothy Canfield
THE WATCHING EYES, Barbara Corcoran
WHITE WATER, STILL WATER, J. Allan Bosworth
THE WOLF, Michael Fox
THE WORLD'S GREATEST ATHLETE, Gerald Gardner and Dee Caruso
*A WRINKLE IN TIME, Madeleine L'Engle

*Prepared Cloze tests
LETTER CODING OF CLOZE TESTS

The following cloze tests are marked as to grade level, then lettered for easy reference. This code is found immediately beneath the title of each test.

The first letter, upper case, refers to the grade level placement of the book. It is also the first letter of the name of the color that identifies it for the student as to difficulty.

The following chart will clarify the upper case code.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>COLOR</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>white</td>
<td>4</td>
</tr>
<tr>
<td>Y</td>
<td>yellow</td>
<td>5</td>
</tr>
<tr>
<td>P</td>
<td>pink</td>
<td>6</td>
</tr>
<tr>
<td>A</td>
<td>aqua</td>
<td>Teen Shelf</td>
</tr>
</tbody>
</table>

The second letter, lower case, is simply a reference letter - rather than a number which could be misunderstood by the student. Although the letters are alphabetical, the order has no significance other than the order in which the tests were constructed.
CLOZE TEST TITLES AND THEIR CODES

Grade 4

ABE LINCOLN GETS HIS CHANCE -- W-i
BENJAMIN FRANKLIN -- W-h
DAR TELLUM: STRANGER FROM A DISTANT PLANET -- W-j
DOUBLE TROUBLE FOR RUPERT -- W-g
THE GHOST OF DIBBLE HOLLOW -- W-b
HERE COMES CHARLIE -- W-c
THE HIDDEN CAVE -- W-f
RUNAWAY ALICE -- W-d
THE STORY OF HOLLY AND IVY -- W-a
TRIPLE TROUBLE FOR RUPERT -- W-e

Grade 5

ADOPTED JANE -- Y-e
BED-KNOB AND BROOMSTICK -- Y-c
BLITZ -- Y-b
THE BORROWERS -- Y-d
THE GISMO FROM OUTER SPACE -- Y-h
THE HIGH HOUSE -- Y-i
THE MYSTERIOUS SHRINKING HOUSE -- Y-f
SNOW TREASURE -- Y-g
STORM ON GIANT MOUNTAIN -- Y-a
THE WILD ORPHAN -- Y-j
Grade 6

THE BLUE MAN -- P-i
ESCAPE TO WITCH MOUNTAIN -- P-h
HENRY REED'S BABY-SITTING SERVICE -- P-j
LILLAN -- P-e
LITTLE WOMEN -- P-c
MARY POPPINS -- P-d
THE MYSTERIOUS SCHOOLMASTER -- P-f
MYSTERY OF THE FLEEING GIRL -- P-g
STRAWBERRY GIRL -- P-b
TRAPPED IN SPACE -- P-a

Teen Shelf

THE ADVENTURES OF HOMER FINK -- A-f
THE CHANGELING -- A-d
DIGBY: THE BIGGEST DOG IN THE WORLD -- A-b
I AM ROSEMARIE -- A-c
THE ICEBERG HERMIT -- A-h
THE LIGHT IN THE FOREST -- A-j
MAMA'S BANK ACCOUNT -- A-a
MEN OF IRON -- A-e
TWO AGAINST THE NORTH -- A-g
A WRINKLE IN TIME -- A-i
PREPARED CLOZE TESTS
THE STORY OF HOLLY AND IVY

W-a

In the toyshop it was closing time.
"What does that mean?" ______ Holly.
"That it's over," ______ Abracadabra.
"Over?" Holly did ______ understand.
Mr. Blossom pulled ______ blind down on the ______
and put up a ______ : "Closed."
"Closed. Hoo! Hoo!" ______ Abracadabra.
Mr. Blossom was ______ tired he told Peter ______
tidy the shop. "And ______ can lock up. Can ______ trust
you?" asked Mr. ________.
"Yes, sir," said Peter.
"______ careful of the key," ______ Mr. Blossom.
"Yes, sir," _______ Peter proudly. It was ______
first time Mr. Blossom ______ trusted him with the ______.
"You have been a _______ boy," said Mr. Blossom ______
he was going. "You _______ choose any toy you ________-
except the expensive one ______ air guns or electric ______.
Yes, choose yourself a ______," said Mr. Blossom. "Good
________.

When Mr. Blossom had gone, "_______ toy!" said Peter,
and ______ asked, "What does he _______ I am? A blooming
______?"

Peter swept up the _______ of paper and string ______
straw and put them _______ the rubbish bin at _______ back
of the shop. ______ was so tired he ______ to put the
lid _______ the bin. Then he ______ the counter, but he
_______ too tired to do _______ more, so he put _______ his
overcoat to go _______. He turned out the _______ - it was
no use _______ the window now that _______ shopping was over-
stepped ________, and closed and locked _______ door. If he
had ______ a moment he would _______ heard a stirring, a
_______, tiny whimpering. "What about us? What about us?"

It was the toys.
He found out a few days later when his father said gravely at the lunch table, "I was sorry to hear at the store today that you were rude to Mr. Pratt, Pug."

"Who? Me? I never ______ anything rude to him. ______ was it?"

"It seems ______ practically told him he ______ no right to take ______ of Twin Maples if ______ Smith could not pay ______ mortgage when it's due. ______ you rebuked him for ______ Mr. Smith would be ______ off at the County ______ than alone and unable ______ care for the farm ______ his granddaughter."

"Well, no ______ else said anything when ______ said that's where Mr. ______ ought to be. Any ______ know it would kill ______, Dad -- an independent old ______ like him. Besides, all ______ said was that it ______ still Mr. Smith's farm ______ not to be too ______ of taking it over ______ Mr. Smith might have ______ money to pay him."

His father went on as ______ he did not hear.

"______ also implied, I gathered, ______ if the Pratts gave ______ a home it would ______ to a babysitting job."

"______ it would," Helen cut ______. She had been listening ______ -eyed to the conversation. "______ Pratts have four children ______ than Prissy," she went ______ rapidly. "And they can't ______ anybody to help them ______ the children are such ______ a headache."

"Calm down, ______, until I see this ______," Mr. Allen said quietly.

"______ also told me that ______ were asked if you ______ seen any ghosts since ______ here," he went on, ______ again to Pug. "And ______ you said you had, ______ it was a Dibble ______ so it was like ______ of the family."

Pug squirmed. "Well, yes, I guess that's about what I said all right."
HERE COMES CHARLIE

W-c

The crowd around the tree was growing larger by the minute. Cars were stopping as passed. And Oswald kept barking! It seemed to there was only one to do. I had climb that tree and Oswald down before we the whole town. Fortunately, had on my Indian and always heard that were good climbers. So I started.

I made all the way up the branches — and Oswald. only trouble was I that climbing down a was a lot harder going up. The people the ground seemed no than squirrels. With the safe in my pocket Oswald on my shoulder, chewing on a peanut, clutched a heavy branch all my might, closed eyes and faced the truth. I wasn't going able to get from the tree by!

And then Charlie's voice in my ears again. "Pete's sake, Cass. What you doing up in tree?"

I opened my, and there was Charlie, holding on to the branch I was. "Unbarking," I sighed, and handed redheaded cousin the small . "What are you doing, Charlie?"

"When I saw crowd, I figured they probably looking up at, so I came over. me, Cass, how do you think you're going to down?"

"I'm not," I said. "I'm going to build nest and stay right. But while I'm doing would you please take the key and get Mrs. Stanpoole out of that closet?"

Charlie argued for a while, insisting that, with his help, there was no reason I couldn't get down the tree.
Every other Saturday, the Potters went into the city to sell their eggs and buy supplies for the house and the farm. Alice looked forward eagerly the following Saturday when would buy her dungarees. had a week to what money she could. day she carried out grain and water for hens. She still hesitated she unhooked the door the hen yard, just enough to remind herself it was the grain hens were interested in not herself, but unhook she did and in went. She set the of water down and the grain on the. She began to take in seeing the run up cackling and down quietly to the of eating.

Then she to the hen house an even more fearful awaited her. She first the eggs from the which were unoccupied, but she had to collect eggs from the nests hens might be sitting. Potter had shown her easy it was to the hen and slip whatever eggs might be beneath her, but when was time for Alice face a hen alone the first time, she terrified. The hen looked her with beady eyes Alice approached, but did budge. Alice made shooing at the hen and her hands. The hen low, gurgling noises, but not move. At last slipped her hands under hen and lifted her. was one egg. After had put the hen back she held the egg for some time. It felt warm and smooth in her hand.
TRIPLE TROUBLE FOR RUPERT

W-e

The girls were laughing when they ran in. "Did you have a ______ time?" Miss Carlman asked _______

Annabelle flipped her eyelashes ______ me. "We had a ______ time," she said. "We ______ miles and miles. It ______ very good exercise for _______."

Hank looked happy too.

"______," Miss Carlman said, "your ______ is coming to see ______ today. I am sure ______ will give me a _______ good report on you."

______ after school, Milt had ______ idea. "Rupert, he said, "______ have not been doing ______ manly duty. It is ______ time we helped clean ______ and wash blackboards. "You ______ right, Milt," I said. "______ is our manly duty."

______ we stayed to ______ and Sylvia and Opal ______ the girls. After a ________, Hank's teacher came. She ______ Miss Duncan.

The blackboard ______ very dirty behind Miss ______ desk, so Milt and ______ washed it three times. ______ heard what was said, ______ we are not deaf.

______ Carlman said, "Henry seems ______ be a very fine _______."

"Very fine," Miss Duncan ______. "But I am almost ______ to get rid of ______, for a while. He's ______ charming boy, but he ______ have the worst luck!"

______ do not have long ______, but I flipped them ______ best I could, at Annabelle.

Miss Duncan said, "The ______ enjoy kickball, but due ______ Hank's hard luck our ______ is now on top ______ the church on the ______, cuddled up tight against ______ base of the steeple. ______ near, and yet so ______! And then," Miss Duncan said, "poor Henry had the hard luck to bat a baseball through Brenner's Grocery window."

Milt put his hand over his mouth and snickered.
THE HIDDEN CAVE

W-f

It was even hotter in the greenhouse than outside. They didn't stay there ______. Alice thought again how ______ it would be to ______ around in the wading ______.

The Garden of Fragrance ______ set apart from the ______ of the botanic garden ______ a brick wall. Tom ______ Alice took Merlin through ______ gate. The flower beds ______ waist high so that ______ could lean over to ______ and smell the plants. ______ were all kinds of ______-smelling herbs here.

Merlin ______ excited. He went from ______ to plant, sniffing and ______. He broke off a ______ sprigs of tiny gray ______. "Just what I need," ______ said. Humming to himself ______ walked all around the ______ of Fragrance.

Alice saw ______ pick some berries from ______ bush and slyly pull ______ a little plant by ______ roots. "Tom," she whispered, "______ he keeps this up ______ make us leave the ______."  

"No they won't. Look." ______ pointed.

Now Alice noticed ______ other people in the ______. They leaned over the ______, buried their noses in ______, pulled at them. These ______ were blind. The Garden ______ Fragrance had been made ______ them.

"Merlin isn't acting ______ different from anybody else ______." Tom said.
When Merlin ______ picked the herbs he ______, he walked back to ______ children. "We can leave ______," he said. "I'm ready ______ do difficult magic." His ______ eyes twinkled. "But I ______ know a spell that ______ make a pocket in ______ robe. Oh, it's a ______ robe," he said to Alice, "but it needs a pocket."

Merlin did not seem to like the bedspread.
"I am pained to report on the cowbird," Milt said. "A cowbird is black, _______ a brown head. I _______ sorry to say it _______ lazy. A cowbird does _______ build her own nest. _______ sneaks around and lays _______ eggs in some smaller _______ nest. But that is _______ the worst. The cowbird's _______ hatches first. The baby _______ is big and mean. _______ pushes the other eggs _______ of the nest. Or _______ he gets all the _______ the mother brings because _______ has the biggest mouth. _______ is a very sad _______ to see a mother _______ feeding a hungry cowbird _______ is three times her _______."

Smart Annabelle raised her _______. "Miss Carlman, I thought _______ were learning to love _______, not to gossip about _______.

"That's right," Milt said. "_______ will now sing the _______ song."

Milt tipped up _______ head and began to _______.
"Pipe, pipe! Pipe, pipe!"

_______ was next. "Baltimore orioles _______ very beautiful birds. They _______ sweet little hanging nests. _______ the mother sits on _______ nest, the father oriole _______ to her. He sings _______ this: "Come here, Peter! _______ here!"

Opal told us _______ she read in the _______ book. "That is a _______ talk about Baltimore orioles," _______ Carlman said.

We studied _______ every day, but Miss _______ said the guys were _______ becoming bird lovers.

"Birds _______ too worky," Dood said. "_______ orioles are out of _______ nest now, and so _______ the baby robins. They _______ all the water out _______ the bird bath, and _______ have to break my back filling it.

"My baby catbirds are pigs," said Clayte.
During the past year the quarrel between the Assembly and the governor had grown ever more violent. At last the Assembly decided that someone must to England to interview Penns, and perhaps to the King's Council the way these proprietors treating their colony. It Franklin who was chosen make the journey.

He reached London in July, he and William had lodgings with Mrs. Stevenson and daughter in their pleasant house on Craven Street. to lose no time, had arranged an interview the Penns at once.

Thomas Penn's lovely house Spring Garden, the Penn had received their American haughtily. Franklin explained briefly he had come. Would Penns permit the Pennsylvanians make their own laws William Penn had promised should? he asked. Would pay taxes on their as the colonists did? they would agree to two things there would no more trouble between Assembly and whatever governor might send over in future.

The Penns barely. Mr. Franklin must put his in writing, they said. that was done, and they had discussed the with their lawyers, perhaps might be able to him and answer. It unfortunate, of course, that the lawyers were out town on vacation. They be gone for some. But when they returned. Franklin might possibly receive reply to the complaints had presented.

Franklin was that the affairs of colony should be treated in such an offhand manner, but there was
nothing that he could do about it. Disliking the Penns as heartily as they had disliked him, he went back to his lodgings to wait for word from them.
ABE LINCOLN GETS HIS CHANCE

Back at the cabin, Sarah had dinner on the table. Tom cheered up as _______ and Dennis started "swapping _______." Both were good storytellers, _______ each tried to tell _______ better story than the _______.

Abe did not like _______ left out of the _______. "Pa," he asked, "can _______ answer me a question _______ something in the Bible?"

"_______ figure I can answer _______ question you got sense _______ to ask."

Johnny and _______ nudged each other. They _______ what was coming. One _______ when the preacher stopped _______, Abe had asked him _______ same question. The preacher _______ been downright flustered when _______ couldn't answer.

"It's just _______, Pa," Abe went on. "_______ was the father of _______ children?"

Tom flushed. "Any _______ young one can ask _______ question. But can he _______ it? Suppose you tell _______ who was the father _______ Zebedee's children?"

"I sort _______ figured," said Abe, "that _______ was."

Everyone was laughing _______ Tom; then he laughed, _______. Sarah was glad. Abe _______ told her that Mr. _______ was at church. She _______ going to talk to _______ husband that afternoon about _______ the children to school, _______ she wanted him to _______ in a good humor.

"_______ did the preacher have _______ say?" she asked.

"Well - " _______ was trying to remember. "_______ he said sort of _______ lost in the way _______ was saying it. How _______ of those preachers do _______ and skip about!"

"I _______ to hear a preacher _______ acts like he's fighting _______," said Abe.

Sarah nodded. _______ description fitted the preacher "like his own moccasin," she said.

"You menfolks wait outside," she added. "Soon as the gals and I get the dishes done, we'll be out to hear Abe preachify."
DAR TELLUM STRANGER FROM A DISTANT PLANET

W-j

The idea of putting algae into the atmosphere was a simple idea. The logical person to ______ was Dad. But how? ______ had to thing about ______. So I told Dar _______ I'd contact him the _______ night and we said _______. As soon as I _______ my mind relax he _______ to fade, just like _______ from boiling water disappears _______ the air. Then I _______ alone.

Sure, I had _______ idea to save Earth. _______. Fine. Good. Swell. But _______ could I let Dad _______ about it? He'd want _______ hear how I got _______ idea. Then I'd have _______ tell him about Dar _______. He wouldn't believe me, _______ he wouldn't like the _______ after that.

I sat _______ bed, my head resting _______ my fist. I was _______ as hard as I _______. Then it hit me. _______ had a way.

I _______ going to tell Dad _______ all.

I remembered that _______ usually left his briefcase _______ the kitchen. Suppose I _______ out Dar Tellum's idea _______ just stuck it in _______ briefcase? He'd find it _______ work, and no one _______ know I put it _______. At least that's what _______ hoped.

I got out _______ bed and found some _______ . Very carefully I printed _______ what Dar Tellum had _______ me, especially the kind _______ algae to use. Then _______ sneaked downstairs into the _______ so quietly that only _______ stair creaked.

In the _______ I made my mistake. _______ spotted some of my _______ cookies. So instead of _______ the note right into _______ briefcase, I dropped it on the table and helped myself to the cookies and milk. I had finished the milk that was left in the container and was still munching on one last cookie when I heard the stair creak.
"One winter the snows were deeper than ever before, and the drifts were like mountains. The cold came so mighty trees broke apart running brooks froze like. Then food became very. The Indians went out hunt, but always they back empty handed. The were asleep in their caves; the deer were under deep snows; and partridges and birds had away.

"Then the chief the village came to maiden again. 'Kal-een, our hunter,' he said, 'our and our women are. Our men have no strength to hunt. We to you now, Kal-een; is only you who save us with your and your arrows.'

"So went forth alone through great snows. Tall and she walked, and she so light she could over the deepest drifts. her bow and her she searched. Through the forest she traveled with speed of the wind, she found no game her arrows to shoot.

"Kal-een went into country she had never been. stood on the shore a lake and called moose, and a great moose came. Joyfully Kal-een her bow to aim the water. But before arrow flew, a great from another hunter rose the woods far off curved through the air her head. The bull was struck down.

"Kal-een to a hill and a herd of deer. saw a large buck spreading antlers and she raised her arrow in aim. But again a great arrow from another hunter came from far off and struck the buck down before her arrow could fly."
Joe's last horse had died in the city streets three days before. Joe had been standing on the sidewalk selling flowers, suddenly the old mare fell down where she was. Joe had kicked her to make her get up, and the old mare was and Joe was without a horse. He had walked five miles from the of the city to Fair to buy a one.

Blitz followed him down the road. It good to walk slowly least. At the edge of the city Joe turned into a lane crowded tumble-down shacks. He turned at one of them led Blitz into a shed behind it. It one tiny window, and reek of manure and hay struck Blitz's nose he went in. The on the dirt floor wet and evidently hadn't for months. Joe Blitz to a ring in one, threw a small armful moldy hay down beside , and went out without word or a pat.

next day was Sunday, Blitz stood alone in damp, dirty shed all . Joe came out once gave him a pailful water and another armful moldy hay, but Blitz finished what had been him the night before. couldn't choke it down, he was very hungry.

"eat it when you hungry enough," Joe laughed. "This ain't the Ritz, know. Hard enough to horse food as it is!"

Blitz heard some boys playing outside, and for a moment a little spark of warmth and hope came into his heart, but it didn't last long.
The witch doctor glared at her. She sat quite still; still, thought Carey—but was happening. The children hard. There was a between Miss Price and ground—a space that.

Miss Price, still in sitting position, had risen feet in the air.

was a murmur of. Miss Price, held her. Carey could see her were clenched and her had become red. "Go, Miss Price," she murmured. "it." She gripped Charles' . Miss Price came down, rather suddenly. From her expression Carey guessed she bitten her tongue, but shock had broken the that bound her hands. Price put her fingers her mouth as if feel if her tongue still there; then she her wrists and glanced at the children.

The doctor did a few turns round the circle. leaped into the air. shouted, he twirled the. Carey noticed that every he came too near audience, they shrank back little. When he felt on-lookers were sufficiently subdued suitably impressed, he stopped caperings and flung Miss broomstick away from him.

then sat down on heels and stared at broomstick. Nothing seemed to. The man was still. so was the broomstick. there was a'waiting in the air, something prevented Carey from turning eyes toward Miss.

"Look," said Charles suddenly. was a gasp among the spectators, an amazed murmur. The broomstick was moving, in little jerks as if pulled by a string, toward the witch doctor.
THE BORROWERS

Y-d

So Arrietty told him about borrowing - how difficult it was and how dangerous. She told him about the storerooms under the floor; Pod's early exploits, the courage he had shown and the days, before her, when Pod and Homily been rich; she described musical snuffbox of gold, and the little bird flew out of it of kingfisher feathers, how flapped its wings and its song; she described doll's wardrobe and the green glasses; the little teapot out of the -room case; the satin and embroidered sheets. "those have still," she told, "they're Her handkerchiefs." "She," boy realized gradually, was Great-Aunt Sophy upstairs, since a hunting accident twenty years before; he how Pod would borrow her room, picking his - trunkets on Her dressing, even climbing Her bed-curtains walking on Her quilt. of how She would him and sometimes talk him because, Arrietty explained, day at six o'clock brought Her a decanter Fine Old Pale Madeira, how before midnight She drink the lot. Nobody Her, not even Homily, as Homily would say, had so few pleasures, soul, but, Arrietty explained, the first three glasses -Aunt Sophy never believed anything she saw. "She my father comes out the decanter," said Arrietty, "one day when I'm he's going to take there and She'll think I come out of the decanter too. It'll please Her, my father thinks, as She's used to him now."
India Maud and Jane and Emily took their turn together. "It makes we wish _______ could be little again _______ believe in fairies," said Emily. "Can't you imagine how _______ would love it?"

"I _______ believed in them" said _______ Maud bluntly. "Nor in _______ Claus either. I always _______ real things better."

"Did _______ believe in fairies, Jane?" _______ wanted to know.

Jane _______ her head somewhat regretfully. "_______ really, but I used _______ pretend to myself I _______. I always wanted to. _______ I made little houses _______ them in the apple _______."

For a few minutes _______ watched in silence as _______ little festival procession drew _______ them faint lights twinkling, _______ of shallow golden candleshine _______ on the deepening darkness.

"_______ suppose this is the _______ year I'll be in _______ Parade." There was a _______ of wistfulness in Emily's _______. "I'm getting too old _______ it, and Ruthie and _______ want to have my _______."

"One of them can _______ my place," India Maud _______. "I'm already too old _______ it and the only _______ I stayed in this _______ was because the rest _______ you were and I _______ want to be left _______."

Jane thought to herself _______ if she lived to _______ a hundred she would _______ be too old for _______. It felt like the _______ of good time you _______ about in some of _______ grown-up library books - with _______ and princesses and lords _______ in illustrated gardens under _______ stars, and sweet music _______ from the castle, and _______ Sir Malcolm waiting at the garden gate for the fair Lady Beatrice. And it would so soon be ended - not only the streetcar parade, but the visits at Emily's house and Cissie's, and living with Mrs. Thurman as if she belonged.
THE MYSTERIOUS SHRINKING HOUSE

Y-f

Mrs. Bright was in the dining room at the front of the house across the hall from the parlor. The heavy, lined brocade [ ] that had prevented the [ ] from seeing in were [ ] a welcome protection from [ ]. Mrs. Bright had [ ] them securely together so [ ] no crack of light [ ] show and sat at [ ] table calmly reading Felix [ ] by candlelight.

"Good morning, [ ] dear." She twinkled as [ ] as ever as she [ ] the book down and [ ] Mindy to the chair [ ]. "I've waited breakfast for [ ], you see."

Two places [ ] been set, and in [ ] middle of each plate [ ] a cellophane-wrapped butterscotch [ ].

"I found four pieces [ ] my sweater pocket," she [ ]. "The other two will [ ] for lunch if we [ ] arrange for something better [ ] then. I am sorry [ ] is so little. I [ ] very reckless and searched [ ] kitchen and pantry. There [ ] a few tins of [ ] like deviled ham and [ ] and beans and evaporated [ ], but I didn't like [ ] clatter through the silverware [ ] looking for the can [ ] . If they aren't all [ ] after fifty-odd years, [ ] I suppose they must [ ], we will be very [ ]. Mama's lovely jars of [ ] and pre-serves are ruined, [ ] course - shriveled up hard [ ] rocks even with paraffin [ ] them and the lids [ ]."

"Well, I hope we [ ] be here past lunch."

[ ] Bright looked slightly less [ ]. "Tell me, dear, have [ ] taken a peek outside?"

"Um. From upstairs." Mindy spoke [ ] the candy.

Mrs. Bright [ ] her eyebrows. "And you weren't surprised?"
SNOW TREASURE

Y-g

Peter was cautious about approaching the cave. He was not going ______ walk into a trap. ______ he first came on ______ ski trail he warned ______ team to silence. So ______ ten of them moved ______ the snow as quietly ______ possible. Near the cave ______ lined his boys and ______ behind a thick clump ______ bushes that the new ______ had made into a ______ blot of white. Leaving ______ to guard his sled ______ quietly followed the trail ______ the cave.

He would ______ have been surprised to ______ grey-green Nazi uniforms ______. But instead, there was ______ Per Garson wiping his ______ on his sleeve.

Peter's ______ approach was not lost ______ old Per.

"So you ______ frightened, eh? You think ______ come on the Germans? ______ should have told you ______ was only us."

"There ______ snowshoe trails, too. Down ______ gully beyond the trolls' ______."

"Na, no. Not to ______ about them. Miles and ______ made them. One hour ______ then there'll be trails ______ ways you can look, ______ snowshoes, of skis and ______ just plain feet. No ______ could find the way ______ by following the marks ______ boys and girls make ______ your boots and sleds."

"______, I didn't know," Peter ______. "I knew you had ______ across the valley but ______ didn't think one pair ______ skis could make so ______ trails. And I didn't ______ about the snowshoes."

"I ______ the many ski trails ______. I make more when ______ go off." Per drew ______ a blue bandanna handkerchief and wiped his running eyes. "You thought the Germans knew already about the cave?"
THE GISMO FROM OUTER SPACE

Y-h

After supper Jerry phoned Ron. "Listen, Ron, I've got a little problem here - my folks. They won'd let me ______ outside tonight."

"Yeah? Well, ______ not the only one," ______ answered. "Mom says we ______ too noisy last night. ______ can't sleep outside either."

"______ are we going to ______?"

"I guess we'll just ______ to set our alarm ______ and sneak out at ______-thirty," Ron suggested.

"Yeah? ______ guess so, but it's ______ to be pretty hard ______. Dad and Mom usually ______ a late movie on ______ Saturday nights."

"Maybe you ______ sneak out the back ______ between commercials. They won't ______ wandering around the house ______."

"Yeah, I'll try," Jerry ______. "Meet you at the ______ at eleven-forty-five, ______?"

"OK." Ron hung up.

Jerry went to bed, ______ set his alarm and ______ it under the corner ______ his pillow. If it ______ too loudly someone would ______ into his room to ______ what was up. But ______ was hard going to ______ with the hum of ______ electric clock so close ______ his ear.

Jerry lay thinking about ______. What would he look ______, he wondered. He would ______ small like the other ______, Jerry felt sure. But ______ would his face look ______? He hadn't been able ______ see any features of ______ man the night before. ______ revolving lights from the ______ had reflected too brightly ______ the helmet surface for ______. Jerry closed his eyes ______ let the happenings of ______ night before slide across ______ mind. The great floating ______ . . . the silver wand . . . the . . . the strange buzzing sound over his forehead . . . the sound wouldn't stop. It grew louder and louder.
Elizabeth was crying when we went back to our desks but I wasn't. I was just seething fury. I stuffed my angrily into my schoolbag stamped straight out of the, giving Mr. Hamilton I hoped was a look.

Just as I the main hall the rang for the lunch, but I didn't go the dining hall. I out of the door across the playground and into the street. The man in his white was standing by the stop for the primary who mostly went home eat.

"Going home early?" asked. He was a cheery man.

"I'm not well," I said, and him stop the traffic me to go across road to my bus on the other side.

"Don't look so good that's a fact," sympathetically. "There's a lot flu going round."

It's that whenever you have cold or a sore someone always tells you there's a lot of going around.

All the home in the bus kept saying to myself, "never go there again. the absolute beast."

simply raced up the and rushed into the. Aunt Patsy was sitting the kitchen drinking coffee reading the paper and I had thought what was going to do say I had flung arms round her and into tears.

Aunt Patsy utterly bewildered but she me tightly and kept saying, "What happened, Emma? What's the matter, darling?"
THE WILD ORPHAN

Y-j

But he did not have to think about that now. All that mattered was ______ wonderful fact of having ______ such friends and being ______ important to them. They ______ him know about his ______ every time they felt ______.

It was Lord Lovett ______ first indicated that more ______ milk was needed. One ______ when both the Steiners ______ busy at the mine ______ took his two young ______ out in the meadow ______ the barn. Lord Lovett ______ prowling around in his _______, serious way and became ______ in a stone about ______ same size as himself. ______ he managed to overturn ______, its base proved to ______ sprinkled with insect eggs ______ grubs.

While Jeff and ______ watched, the little skunk ______ up an egg and ______ it, then did the ______ with a grub. They ______ his taste test. He ______ to stuff himself.

Beauty ______ to join him, but ______ first nibble discouraged her. ______ turned away, wrinkling her ______ to make it clear ______ such food was not ______ her. Jeff decided, however, ______ her interest meant she ______ probably was ready for ______ solid food.

All the ______ from the family table ______ saved for the pigs. ______ it was Jeff who ______ them and since they ______ ate grain and any ______ milk, it was easy ______ him to pick out ______ choicest scraps for his ______. He knew that lions ______ meat, and that skunks ______ almost everything.

But the ______ time he offered a ______ of meat to Beauty, ______ seemed unsure of what to do with it. First she sniffed at it, then she batted it with her paw a couple of times.
Jeff had begun to feel at home in X-space. After all, he thought, was really the same he had always known. just looked different because he saw it in different way, with fast and not with light. had learned the charts, at school, and now began to recognize the faster than Lupe could them.

He got back sense of mass and and motion. The stars their ship were masses him now. The motions forces caused were suddenly clear to him as motion of his own when he closed his.

The stars were no dull gray points flying of that far gray They were old friends.

Jeff began pointing out stars, Lupe slipped out the seat in front the scope.

"May I back to Buzz?" she Ty. "He needs me."

" ahead." Ty gave her grateful smile.

"Now I why you were picked come with us." He for Jeff to take place.

"You are the , Jeff," he said. "Next , Topaz!"

Jeff slid happily the seat. Topaz was hidden in that cloud far-off stars ahead, the sun had faded ago into the white behind. But he knew . He knew the Hyades. knew where to look the Pleiades beyond them. way to Topaz had plain.

Jeff reached for controls to point the toward Topaz. The little ship felt as steady as the Earth.
When they got home, they saw that the roof of the chicken house had been blown off and was leaning against the barn. The yard around the _____ was a great puddle. _____ did not stop to _____ what further damage had _____ done. They ran for _____ house, where they closed _____ the wooden shutters and _____ all the doors.

Indoors, _____ looked at her new ___. The rain had washed _____ the color out of _____ paper rose and had _____ the straw a bright ___. The crown was mashed _____.

"You're a sorry sight," _____ Birdie. She put it _____ with a sigh.

Then _____ drew a deep breath. _____ hot spell was over.

"_____, Semina! Giddap!"

The white _____ was hitched to the _____ of the long sweep. _____ hit her over the _____ with a stick. She _____ she would not balk _____.

Summer was over and _____ grinding time had come. _____ sweet potatoes had been _____ in August and stored _____ layers of pine straw _____ the floor of the _____ house. Fodder and corn _____ been stowed away in _____ crib, along with dried _____ and chufers - winter feed _____ the stock. Hogs had _____ butchered, hams and sides _____ bacon smoked, and sausage _____.

The cane crop was ___. Pa said it would _____ two or three weeks _____ grind it all. There _____ be syrup to sell, _____ plenty of brown sugar _____ molasses to eat all _____.

"Git that lazy ole _____ goin'!" yelled Buzz.

Birdie _____ Semina as hard as _____ could.

The can mill _____ two iron rollers set _____ on a pine framework, and a long, curved pine-trunk sweep fastened on top. The mule was hitched to its lower end, while the short upper end swung free as a balance.
The short afternoon wore away. All the other errands done, and Meg and ______ mother were busy at ______ necessary needlework, while Beth ______ Amy got tea and ______ finished her ironing. But ______ Jo did not come. ______ began to get anxious, ______ Laurie went off to ______ her. He missed her ______ she came walking in ______ a queer expression which ______ the family as much ______ did the roll of ______ she gave her mother, ______ with a little choke ______ her voice, "That's my ______ towards making Father comfortable ______ bringing him home!"

"My ______, where did you get ______? Twenty-five dollars, Jo, ______ hope you haven't done ______ rash?"

"No, it's mine ______, I didn't beg, borrow ______ steal it. I don't ______ you'll blame me, for ______ only sold what was ______ own." As she spoke, ______ took off her bonnet ______ an outcry arose, for ______ hair was cut short.

_______ everyone exclaimed, and Beth ______ the cropped head tenderly, ______ assumed an indifferent air ______ did not deceive anyone. ______ rumpled the brown bush ______ tried to look as ______ she liked it. "It ______ be good for my ______," she said. "I was ______ too proud of my ______. My head feels deliciously ______ and cool, and the ______ said I could soon ______ a curly crop which ______ be boyish and easy ______ keep in order. I'm ______, so please take the ______ and let's have supper."

"_______ made you do it?" ______ Amy, who would as soon have thought of cutting off her head as her pretty hair.

"Well, I was wild to do something for Father," replied Jo, as they gathered at the table.
All round her flew the birds, circling and leaping and swooping and rising. Mary Poppins always called "sparrers," because, she said all birds were alike to her. But Jane and knew that they were sparrows, but doves and . There were fussy grey doves like Grandmothers; brown, rough-voiced pigeons like ; and greeny, cackling, no money today pigeons Fathers. And the silly, soft blue doves were Mothers. That's what Jane Michael thought, anyway.

They round and round the of the Bird Woman the children approached, and , as though to tease , they suddenly rushed away the air and sat the top of St. , laughing and turning their away and pretending they know her.

It was turn to buy a . Jane had bought one time. He walked up the Bird Woman and out four halfpennies.

"Feed Birds, Tuppence a Bag!" the Bird Woman, as put a bag of into his hand and the money away into folds of her huge skirt.

"Why don't you penny bags?" said Michael. I could buy two."

" the Birds, Tuppence a !" said the Bird Woman, Michael knew it was good asking her any questions. He and Jane often tried, but all could say, and all had ever been able say was, "Feed the , Tuppence a Bag!" Just a cuckoo can only "Cuckoo," no matter what questions you ask him.

Jane and Michael and Mary Poppins spread the crumbs in a circle on the ground, and presently, one by one at first, and then in twos and threes, the birds came down from St. Paul's.
LILLIAN

P-e

Lillian didn't know what to make of it. She felt confused and ______ a loss. She wished _______ would tell her what _______ on her mind. They ______ collaborators anymore, and Lillian's _______ seemed to be full ______ holes and ragged edges _______.

Then one day Mama _______ her she was going ______ for dinner with Jon _______ the next night.

"I've ______," continued Mama, "that our ______ will see to your ______, Lillian, and have you ________ bed at the proper ______. It will be all ______, won't it?"

Lillian was ______. She hardly knew what ______ say. The news was ______ awful. Not to have ______ there at night was _______.

"Darling, it's only for ______ night," said Mama in ______ reassuring voice. "Our tenant ______ really a very nice _______."

But Lillian hardly knew ______ lady except to say ______ morning or good night. ______ felt afraid . . . afraid because ______ Mama everything was empty ______ home.

"Oh, Mama!" said ______ holding back the tears ______ all her might.

Then ______ grew brisk and determined. "______,
I haven't been out ______ a grown-up evening ______ a very long time. ______ must understand. It's important ________ me and it's not ______ end of the world ______ you."

But for Lillian ______ seemed that way. The ______ next day went by ______ a nightmare. Lillian couldn't ______ her mind on her ______. The teacher had to ______ to her twice. And ______ Mama come home from ______ she got busy getting ______ up in her prettiest ______ of black silk, a dress that Papa had bought for her. She brushed her hair until it was sleek and shiny.
How many hours had passed before Michael regained consciousness? It could have been ______ hour, but it could ______ as well have been ______. Slowly, slowly his senses ______ back, accompanied by pain ______ terror, at first like ______ dream where shadowy people ______ and unconnected scenes were ______ out, somewhat like a ______ seen through a thick ______

But the throbbing in ______ head and the ache ______ his limbs could not ______ ignored. This was undisguised ______. Michael's brain began to ______ again.

He had been ______ in the joints right ______ the fight with Engman. ______ his whole body was ______ because he had slept ______ the hard cellar floor ______ a change of position. ______ badly battered head ached, ______ one eye was still ______ swollen shut. His throat ______, and his mouth was ______ dry as a desert ______ of the gag. Worst ______ all, he felt a ______ of helpless despair gripping ______ when he thought of ______ fact that both the ______, with all the secret ______ and maps still intact, ______ at large and were ______ to leave the country. ______ knew? By this time ______ might even have crossed ______ border.

He remembered the ______ statement that they would "______ going by dawn." From ______? From here, Nordvik? Michael ______ recalled the foreign executive's ______ boat. Of course! That ______ what they would use. ______ could picture it in ______ cloud of spray racing ______ Nordvik Bay, out toward ______ sea and the outlying ______ and islands. Somewhere out ______ both men, quiet and sure of themselves, with their precious cargo under their arms, would be picked up a foreign airplane.

The scene was so vivid to Michael that he thought he could almost hear the racket of the plane's motor.
Only one other vehicle, a baker's truck, passed them before they reached the turning on the right. It was not signposted, ______ the lane was so ______ and winding that John ______ out his map again ______ make sure it led ______ a bridge over the ______.

"This is it, all ______," he declared after a ______. "Another half hour and ______ be finding a campsite ______ those woods on the ______ side of the valley. ______ before it's time, either."

______ twilight was beginning to ______ into the low gray ______ overhead. The yellow leaves ______ fallen early from the ______ hazel hedges that bordered ______ lane, and a small ______ chilly wind stirred the ______; moving like witches' fingers ______ the darkening sky, they ______ somehow desolate and ______. Still, it was good ______ be turning off the ______ road, heading toward the ______ hills that stood along ______ western side of the ______ valley.

"No police patrol ______ come this way," John ______ as they trudged between ______ hedges. "If there are ______, that is. It'd be ______ if we've been dodging ______ skulking for nothing - "

He ______ speaking and looked over ______ shoulder toward the main ______, from which came the ______ of a car traveling ______ the Llandrillo direction. The ______ had just reached the ______ bend in the lane, ______ the next moment John ______ pushing the girls urgently ______ it and telling them ______ crouch down against the ______.

He himself stooped so ______ he could peer through ______ hedge.

They heard the ______ pass the end of ______ lane and go on toward Bala, traveling quite slowly. John straightened up.
"Like I said earlier," the short man began, "what you need is a good licking." He took something from desk drawer and slapped lightly across his hand. was a short piece rubber tubing. "Now, son, want an answer to questions we asked you."

Tony ran his tongue dry lips. The time come to leave, but was he going to it? He glanced at outer door. It was and probably locked. But window beside it was and he could see pebbles and debris in lot outside.

Suddenly he to Tia, then drew harmonica from his pocket. the first note a rose from the path shot toward the window. directed it poorly and flew too high and the glass. Even so, had the desired effect diverting the chief's attention.

compressed, Ben Purdy turned to the window and out. Muttering, he spun at a sound behind , and stiffened as he Tia hurrying for the area.

"How - how'd you in here?" the chief hoarsely. "So help me, back in there where belong!"

Tia ignored him ran across the room, Tony's orders. She jerked the outer door, then to the cabinet where things were locked. Ben tried to catch her, the ashtray rose threateningly the desk and struck , and he found his barred by the broom the raincoat, which were longer where they had been. The broom was suddenly clothed by the raincoat, which waved its empty sleeves as if invisible arms were inside.
What the Blue Man had done, of course, was stay with the back roads. And he'd passed the ____ I knew about either ____ he never saw it ____ else he wanted to ____ it and stay off ____ parkway as long as ____ could. On the parkway ____ had to figure on ____ into state troopers sooner ____ later.

Any way you ____ of it, I'd pulled ____ prize goof of the year. Here I was chasing ____ and doing it in ____ real brilliant way. I ____ going eighty miles an ____ in front of the ____ I'm sup-____ to be ____!

The minute I passed ____ I eased off a ____ on the pedal, but ____ realized I had to ____ smart now, and with ____ doing it I could ____ it wasn't going to ____ easy.

I could see ____ far back in my ____-view mirror on the ____ behind me. He was ____ south all right, so ____ I'd guessed right about _____. I couldn't see him ____ clearly, but I knew ____ wasn't wrong about the ____ wagon. My only problem ____ was how to keep ____ from spotting me! To ____ that I had to ____ pretty far ahead of ____ and if I got ____ far ahead of him, ____ he couldn't see me, ____ I might lose him.

____ only chance was for ____ to be interested in ____ time and keeping up ____ me. I couldn't cut ____ speed too much because ____ that Maine Turnpike you ____ allowed to do sixty-____ so natur-ally everybody does seventy. And I was afraid it might look queer if I was just pushing it along.
HENRY REED'S BABY - SITTING SERVICE

P-j

"Tell your father the advertisements were wonderful," I said.

"He's down in his ______ if you want to ______ him," Craig said.

That ______ a good idea so ______ followed Craig to the ______. Mr. Adams was putting ______ with a lot of ______ equipment that looked very ______, so I stayed quite ______ while. As I was ______ he showed me a ______ Walkie-talkie set that ______ no bigger than two ______ battery radios.

"They're good ______ about a quarter of ______ mile," Mr. Adams said. "_______ a toy than anything, ______ Craig and I have ______ them useful when we've ______ fishing together. You know, ______ we're fishing a small ______ where there's no danger ______ deep water, I can ______ him be off by ______ and still keep in ______."

"Would you rent those ______ me for a few ______?" I asked Mr. Adams. "_______ might be the solution ______ a tough babysitting ______."

"You're welcome to use ______ at no cost. Just ______ them back in good ______."

I hurried on home ______ Agony yelping dismally as ______ lost ground. I telephoned ______ as soon as I ______ in the house and ______ what I had in ______.

"I want to add ______ extra touch," Midge said.

"_______ over to our garage ______ you'll find one of ______ polished metal balls that ______ put on pedestals on ______ lawn. Somebody gave it ______ Mom one time and ______ never used it. Bring ______ with you. If you ______ here fast you can ______ all set while Belinda is still asleep."

I left Agony with Aunt Mabel and went to Midge's for the metal globe.
MAMA'S BANK ACCOUNT

Mama was always good at making folks comfortable. Now she passed the ______ cookies and the crumbs ______ currant cake. She said ______ Mary's cookies were about ______ nicest she had ever ______, and she complimented Madeline ______ the delicious cake. She ______ com- miserated with Thyra about ______ collapse of the cucumber ______, and wholeheartedly admired Hester's ______ set.

Warm and relaxed, ______ finally drained the last ______ of coffee and of ______. Miss Grimes thanked Mama ______ sincerely that she seemed ______ a different per- son from ______ austere principal we were ______ used to. She thanked ______ serving committee too, and ______ that she was proud ______ us. She said that ______ we had been confronted ______ a trying situation, the ______ - and the long wait - ______ had acted like Little ______ throughout.

Mrs. Winford complimented ______ too. And when she ______ leaving, she took Mama's ______ in both of hers, ______ they spoke together for ______ long time.

After Miss ______ and the visitor had ______, we began to clear ______ table. Mama worked with ______. Hester started to speak ______ times. Finally she blurted: "________ would - excuse me, but - _______ would like to taste _______ - meat balls."

I gulped _______ and started to say _______, but Mama shook her ______ at me. Serenely, she ______ a clean saucer, heaped ______ with kjødboller, and passed _______ to Hester. Hester tasted ______. "Why," she said wonderingly, "______, they're delicious."

And as _______ rest of us passed _______ saucers to Mama for ______, she spoke of other ______ dishes. Of svisker grød, of the festive Yule kage, and pannkaka med lin- gön. The girls seemed interested.
Jameson gave the matter some thought for a few seconds. "Perhaps I'd better go _______ and talk to him," _______ decided at last.

"Perhaps _______ the ambulances and straight _______," agreed Harz. "And may _______ a leash!"

Masters adjusted his _______. "I'll come too, Sir. _______ in case. You might _______ protection."

Jameson headed for _______ office door and then _______ thought struck him. "Um, _______," he said softly. "When _______ meet Eldon should we _______ or - well - bark at _______?"

Harz stood up, paced _______ room, then made up _______ mind. "Simply spik!" he _______ them with determination.

"Bark _______ you never know what _______ are saying to a _______!"

It was close to _______. Slowly the cottage door _______ and Jeff glanced to _______ and right, checking that _______ coast was clear. Satisfied _______ there were no unwelcome _______, the young animal man _______ the door wider to _______ Digby to pass through _______ the garden.

Jeff paused _______ the way to the _______ to examine the creature _______ was leading. The feet _______ big and fluffy with _______ hair brushing the path, _______ the head and body _______ a strange sight and _______ in appearance to a _______ than a dog. In _______ to disguise Digby's unheard _______ size, Jeff had put _______ pantomime horse costume over _______ dog.

"Digby," he said, _______ lump in his throat. "_______ could cry. You look _______ like Mum and Dad."

_______ gave a throaty bark, _______ by the costume's head, _______ Jeff moved with faster _______ to get the dog _______ into the horse box he had rented. Before Jeff could drive away, another car came quietly down the lane.
I AM ROSEMARIE

A-c

Back home, in normal times, I probably wouldn't have worried yet about these things. After all, I wasn't fifteen—my God, there were lots of time to worry about dating and marriage. Here something of Ruthie's had somehow rubbed off me. It was so to know what the would bring. How could tell what it was in those camps in off Poland—whether there be a chance there meet boys, to learn love. Maybe the only ahead of us were and years of slave...

No, I wouldn't permit such morbid thoughts. Of my chance would come— the war was to end, surely, and Allies would come to us. It couldn't be now—the war had going on for years.

me the birthday party still in full swing. was laughing and having good time. I got and maneuvered myself through tangle of legs and to the other side the room where my was perched on a case. Leaning against him, his arm around me, suddenly felt snug and secure. I didn't to worry about boys grown-up responsibilities—not anyway.

Ruthie's party was last good thing that that spring. At least seemed that way. It as if people weren't to find something hopeful talk about. Spring, with longer days and bright, brought new hope even Westerbork. The trouble was that any talk about German losses, about shortages in war supplies or rolling stock, seemed disproved by the persistent weekly departures of the trains.
The feast was to be held in the Falcon's Roost, since it was roomy enough to hold all three of them, and low enough so that Josie could be boosted and pulled up to join them. The food was to ______ from Martha's house. The ______ was based on what ______ thought might be available ______ not too seriously missed, ______ since there would be ______ a bit for one ______ to carry, Ivy was ______ to help. Fortunately, it ______ one of Grandmother Abbott's ______ days, and no one ______ be home.

Ivy still ______ home with Martha now ______ then, but almost always ______ no one else was ______. They didn't have to ______ why to each other ______ make excuses. They both ______ knew from experience that ______ it was brought to ______ adult Abbotts' attention that ______ was still spending a ______ deal of her time ______ Ivy Carson, the Abbotts ______ trying to find all ______ of other things for ______ to do. Right at ______ time it was particularly ______ not to stir things ______, because one of Ivy's ______ had just been in ______ paper again, and as ______, not for anything good.

________, Martha and Ivy, and ______ of course, entered the ______ yard quickly by the ______ gate, in case Mrs. ______, who was Mrs. Abbott's ______, and talked a lot, ______ be outside. They hurried ______ Grandmother Abbott's famous garden, ______ Josie between them like ______ chubby glider not quite ______. As they passed Grandmother ______ espaliered fruit trees, Ivy ______ a face. Martha knew ______. The first time Ivy ______ notices the trees she ______, "What's wrong with those ______?"

"They're espaliered," Martha said. "_______ grandmother does it."

"I don't like it," Ivy said.
MEN OF IRON

But if Myles congratulated himself upon the success of this new adventure, it was not for long. That night, as the pages and squires making themselves ready for the call came through uproar for "Myles Falworth! Falworth!"

"Here am I," Myles, standing up on cot. "Who calls me?"

was the groom of Earl's bedchamber. Seeing Myles thus raised above the, he came walking down length of the room him, the wonted hubbub subsiding as he advanced, the youngsters turning, staring, wondering.

"My lord would with you, Myles Falworth," the groom, when he come close enough to Myles stood. "Hurry and ready. He is at even now."

The groom's fell upon Myles like blow. He stood for while staring wide-eyed. "lord speak with me!" ejaculated at last.

"Aye," the other, impatiently; "get ready quickly. I must."

Myles' head was in whirl as he hastily his clothes for a suit, Gascoyne helping him. could the Earl want him at this hour? knew in his heart it was. The interview concern nothing but the that he had sent the Lady Alice that. As he followed the through the now dark silent courts, and across corner of the great, and so to the house, he tried to his failing courage to the coming interview. Nevertheless, heart beat tumultuously as followed the other down the long corridor, lit only by a flaring torch set in a wrought-iron bracket. Then his conductor-lifted the hanging at the door of the bedchamber, whence came the murmuring sound of many voices, and, holding it aside, beckoned him to enter.
THE ADVENTURES OF HOMER FINK

We were in the schoolyard and Homer started to the gate. Ninth-graders were allowed _____ make brief visits to _____ candy store or to _____ ice cream from the _____ on the corner. That _____ I heard another reason _____ leaving the schoolyard. Mr. ____ was guarding the gate _____. Homer told him, "I _____ some thinking to do, ______, and I think better ____ I walk. I'm sure _____ are acquainted with the ______ philosophers."

The collar of _____ tweed coat was rolled _____ and Mr. Muncrief adjusted ______. He patted Homer lightly ______ the back and stared ______ him, concentrating on the ______ of Homer's pants which _____ missed catching under the ______ of his shoes.

Homer ______ show for afternoon classes, ______ at three-thirty when ______ Moore, Brian Spitzer, and ______ started to the terminal ______ said, "I hope nothing ______ happened to Homer. It's ______ like him to play ______."

"We have an appointment," ______ Phillip Moore. "I know ______ wouldn't have made the ______ if he didn't intend ______ keep it."

"I wonder ______ Fink is up to ______," said Brian. "Remember when ______ had us all sign ______ petition against cutting up ______ at hospitals?"

"Homer is ______ antivivisectionist," Phillip tried to ______ to Brian. But I ______ listen closely. I was ______ neither Phillip nor Brian ______ that Homer was going ______ announce he was running ______ the presidency of the ______. We started across the ______ of Hoffman Street where ______ Deal and Patty Esposito ______ waiting for the bus. ______ that Phillip was an obvious candidate and that Brian was no fan of Homer's, I decided to have the others join us.

"We're going to hear Homer Fink make a speech," I called.
At dawn the boys scrambled out of their deerskin robes. A light breeze rolled ______ over the plains from ______ northwest carrying with it ______ faint barnyard smell. Jamie ______ the air curiously, wondering ______ the smell came from. ______ climbed a hill near ______ and looked across the ______. There were the great ______ at last! They were ______ south in a never ______ stream in long, twisting ______, each deer following the ______ ahead. Thirty or forty ______ these strings - some of ______ two miles long - were ______ sight at one time. ______ looked like giant snakes ______ a vast meadow.

From ______ river edge where he ______ getting water, Awasin called ______ his friend. "Come here!" ______ shouted. "I have something ______ show you!"

Jamie joined ______ and Awasin pointed to ______ shoreline at his feet. ______ it was a foot-______ band of whitish material ______ looked like a felt ______. It stretched out of ______ up and down the ______ on both shores.

Jamie ______ up a handful of ______ queer-looking stuff. "Why, ______ is deer hair!" he ______.

Awasin grinned. "Do you ______ you could make a ______ of it?" he asked. ______ old time Chipeweyans used ______.

"Where did it all ______ from?" Jamie wanted to
"From the deer. Right they are shedding their coats and the hair loose. Somewhere up stream from the herds are crossing river, and they shed much loose hair that makes this mat along riverbank for miles and ."

Jamie tried to imagine the numbers of deer that must be involved, but he found it beyond his power to estimate.
THE ICEBERG HERMIT

A-h

All day Allan anxiously watched the black line to the west. By nightfall it had ______ grown larger and had ______ on the appearance of ______ body of land. Allan ______ fancied he could see ______ shingled beach!

He was ______ excited that he hardly ______ at all that night. ______ before sunrise he was ______ on the observation platform, ______. As the night blue ______ into gray, the outline ______ land gradually became firm. ______ it was fully light, ______ saw that the iceberg ______ drifted to within less ______ a mile of a ______ body of land.

Looking ______ the high, dark, stone ______ across from the berg, water break on a ______ shingled beach at the ______ of the cliff, Allan ______ to curse his stupidity ______ not having made a ______ boat or raft of ______ kind. By noon he ______ positive that the berg's ______ was no longer toward ______. He knew, or guessed, ______ the iceberg was a ______ feet deep below the ______ and was probably now ______ up on the shallow ______ that shelved out from ______ land. But without a ______ of some kind, that ______ might as well be ______ hundred.

In midafternoon he ______ movement on the beach. ______ dark bulky figure that ______ took to be an ______ woman was gathering something ______ the rocks.

As soon ______ she looked over, Allan ______ up on the platform ______ his cave and cupped ______ hands around his mouth. ______ he cut loose with ______ loudest roar that he ______ manage. "Halooo! Halooo!"
Meg felt that she would have liked to kiss Mrs. Whatsit too, but that after Charles Wallace, anything that she or Calvin did or said would be an anticlimax. She contented herself with ______ at Mrs. Whatsit. Even ______ she was used to ______ Whatsit's odd getup (and ______ very oddness of it ______ what made her seem ______ comforting), she realized with ______ fresh shock that it ______ not Mrs. Whatsit herself ______ who was seeing at ______. The complete, the true ______ Whatsit, Meg realized was ______ human understanding. What she ______ was only the game ______ Whatsit was playing; it ______ an amusing and charming ______, a game full of ______ laughter and comfort, but ______ was only the tiniest ______ of all the things ______ Whatsit could be.

"I ______ mean to tell you," ______ Whatsit faltered. "I didn't ______ ever to let you ______. But, oh, my dears, ______ did so love being ______ star!"

"Yyouu arre sstill ______ yyouhgg," Mrs. Which said, ______ voice faintly chiding.

The ______ sat looking happily at ______ star-filled sky in ______ ball, smiling and nodding ______ chuckling gently. But Meg ______ that her eyes were ______ and suddenly her head ______ forward and she gave ______ faint snore.

"Poor thing," ______ Whatsit," Meg asked, "what ______ now? Why are we ______? What do we do? Where is Father? When ______ we going to him?" ______ clasped her hands pleadingly.

"______ thing at a time, ______!" Mrs. Whatsit said.

Mrs. ______ cut in. "As paredes tem ouvidos. That's Portuguese. Walls ______ ears."

"Yes, let us ______ outside," Mrs. Whatsit said. "Come, we'll let her sleep."
It was done, he suspected so he wouldn't run away, for no man or boy could hope to get far through the woods in such encumbrances. Already Del Hardy had ______ back to his regiment. ______ first True Son welcomed ______ going, but once away, ______ missed him keenly. Of ______ these white people he ______ known the guard the ______. He was the only ______ to Half Arrow and ______ people along the Tuscarawas. ______ had no one to ______ Lenni Lenape to any ______.

And now all the ______ and joyless life of ______ white race, its incomprehensible ______ and heavy ways, fell ______ him like a plague. ______ afternoon but the sixth ______ seventh he must be ______ prisoner in his mother's ______ learning to read, making ______ tiresome Yengwe marks on ______ slate. On the seventh ______ he must sit, a ______ between his father and ______ Kate in what they ______ the Great Spirit's lodge, ______ the strong scent of ______ white people and their ______ about him. The whites ______ very childish to believe ______ the God of the ______ Universe would stay in ______ a closed-up and ______ place. The Indians knew ______ - that the Great Spirit ______ the freedom of woods ______ streams where the air ______ pure, where the birds ______ sweet, and nature made ______ endless bower of praying ______ and worship places.

Sometimes ______ fled the Great Spirit ______ utterly forgotten him in ______ white man's land. Then ______ would remember what Kringas ______ along the Tuscarawas had ______ them. Kringas was old ______ rheumatic, a great-uncle ______ Half Arrow. True Son ______ recall most every word. "Nephews. Never think the Great Spirit forgets you."
CLOZE TEST ANSWER KEYS
asked W-a said W-b they W-c to
said W-a what W-b on W-c she
not W-a you W-b me W-c She
the W-a had W-b thing W-c earn
door W-a possession W-b to W-c Every
notice W-a Mr. W-b get W-c the
said W-a the W-b attracted W-c the
so W-a And W-b I W-c before
to W-a thinking W-b moccasins W-c into
you W-a better W-b Indians W-c long
I W-a Home W-b up W-c that
Blossom W-a to W-b it W-c the
Be W-a and W-b to W-c and
said W-a one W-b The W-c it
said W-a he W-b discovered W-c she
the W-a Smith W-b tree W-c pan
had W-a you W-b than W-c scattered
key W-a him W-b on W-c ground
good W-a man W-b larger W-c pleasure
as W-a I W-b key W-c hens
may W-a was W-b and W-c settle
like W-a and W-b happily W-c work
like W-a sure W-b I W-c turned
trains W-a because W-b with W-c where
toy W-a the W-b my W-c task
night W-a His W-b dismal W-c collected
A W-a if W-b to W-c nests
he W-a You W-b down W-c then
think W-a that W-b myself W-c the
kid W-a Priscilla W-b sounded W-c where
bits W-a amount W-b For W-c Mrs.
and W-a Well W-b are W-c how
in W-a in W-b this W-c lift
the W-a wide W-b eyes W-c out
He W-a The W-b himself W-c lying
forgot W-a younger W-b same W-c it
on W-a the W-b Oswald W-c to
dusted W-a keep W-b my W-c for
was W-a because W-b radio W-c was
any W-a such W-b here W-c at
on W-a Helen W-b the W-c as
home W-a through W-b were W-c not
lights W-a They W-b Oswald W-c noises
lighting W-a you W-b Tell W-c waved
the W-a had W-b you W-c made
outside W-a coming W-b get W-c did
the W-a turning W-b shortly W-c Alice
waited W-a that W-b a W-c the
have W-a but W-b here W-c There
noise W-a ghost W-b that W-c she
Long ago, there was a wonderful pool where cheerleaders by the hour made a splash. The pool was restful, and the water was nice. The pool was very special. I remember that there were people who were very sweet. We were a splash, and we were wonderful. The pool was a splash.
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** No grade level available from Scholastic catalog.
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APPENDIX
VOCABULARY TIC-TAC-TOE

This game is the standard tic-tac-toe design using X's and O's. Draw a crosshatch - two parallel vertical lines crossed by two parallel horizontal lines.

The first player gives a definition of a vocabulary word. If the second player is able to identify the word defined, he places an X in a square. If he cannot identify it, he loses his turn. The second player then gives a definition and the first player tries to identify it.

Alternating turns, each player tries to win by being the first to have three X's or three O's in a row - vertically, horizontally, or diagonally.

The winner of each game gives the first definition of the next game.

A variation of this game is to give vocabulary words and require a definition in order to score.
VOCABULARY FENCES

Make a game board by placing a series of dots in rows so they make parallel lines, both vertically and horizontally. Ten columns, or ten rows, make a good game.

Player A gives a vocabulary word or definition. If Player B can give the correct definition or vocabulary word, he draws a line, either vertically or horizontally, between any two dots. If he cannot respond correctly, he loses his turn. Player B then gives the word or definition and Player A responds and draws a line, or loses a turn. Play continues, alternating turns. When a player can draw a line that "fences" in a square, he claims it by writing his initial in it. It's his turn as long as he can complete a square with each line he is entitled to draw. When he has completed every square available, he must then draw another line and relinquish his turn.

When there are no dots left to connect, the player who has initialed the most squares wins the game.

As a variation, play Don't Fence Me In, the object of which is to fence in and initial as few squares as possible. In this game, however, if three sides are already fenced in, the player whose turn it is must complete the square.
SELECTED BIBLIOGRAPHY


Veatch, Jeannette. How to Teach Reading with Children's Books. New York: Citation Press, 1968.


