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:
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPERBACK BOOK HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>PAPERBACK BOOK RESEARCH</td>
<td>6</td>
</tr>
<tr>
<td>WHY PAPERBACK BOOKS?</td>
<td>15</td>
</tr>
<tr>
<td>PAPERBACK BOOK AVAILABILITY</td>
<td>18</td>
</tr>
<tr>
<td>USING PAPERBACK BOOKS</td>
<td>21</td>
</tr>
<tr>
<td>PAPERBACK BOOK SUMMARY</td>
<td>23</td>
</tr>
<tr>
<td>DEFINITION OF CLOZE PROCEDURE</td>
<td>24</td>
</tr>
<tr>
<td>CLOZE PROCEDURE RESEARCH</td>
<td>27</td>
</tr>
<tr>
<td>WHY CLOZE TESTS FOR COMPREHENSION?</td>
<td>34</td>
</tr>
<tr>
<td>PAPERBACK READING PROCEDURE</td>
<td>37</td>
</tr>
<tr>
<td>SUPPLEMENTAL READING PROGRAM</td>
<td>40</td>
</tr>
<tr>
<td>PAPERBACK BOOK SOURCE</td>
<td>42</td>
</tr>
<tr>
<td>FORMATION OF CLOZE TESTS</td>
<td>43</td>
</tr>
<tr>
<td>SELECTED PAPERBACK TITLES</td>
<td>46</td>
</tr>
<tr>
<td>LETTER CODING OF CLOZE TESTS</td>
<td>52</td>
</tr>
<tr>
<td>CLOZE TEST TITLES AND THEIR CODES</td>
<td>53</td>
</tr>
<tr>
<td>PREPARED CLOZE TESTS</td>
<td>55</td>
</tr>
<tr>
<td>CLOZE TEST ANSWER KEYS</td>
<td>99</td>
</tr>
<tr>
<td>CLASSROOM CHART</td>
<td>112</td>
</tr>
<tr>
<td>RECORD KEEPING SAMPLES</td>
<td>113</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>118</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>122</td>
</tr>
</tbody>
</table>
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.

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.

The nineteenth century found five-cent weeklies very
popular. These books taught the virtues by means of heroes
such as Fred Fearnot, 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.

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.

---


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 \underline{Webster Pocket Dictionary}, with 14,000,000 copies sold as of 1966.\(^6\)

\(^2\)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

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 Fundamental 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.


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.¹

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.²


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 opinionaire 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

¹Ibid., p. 76.
²Ibid., 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

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 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:


(2) Follett Educational Corporation (Chicago): Just Beginning to Read Books and Beginning to Read Books.
(5) Harper and Row (New York): I Can Read books.¹

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.²

Weiss lists six publishers, addresses, and representative titles.³ 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.⁴

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 correlation between post-cloze, any-word deletion test and a comprehension test.
- .92 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 correlation between post-cloze, noun-verb-adverb deletion test and an immediate recall test.
- Gains between pre- and post-reading cloze tests which were significant at \( p < .001 \).
- 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

¹Ibid.

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.

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

1Ibid., p. 134.
3Ibid., 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 percent were about 44 and 57 percent, 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 percent were about 33 and 54 percent, 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."  

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

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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 than, 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 occurring 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.
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 Veatch.

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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,\(^1\) 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,\(^2\) SRA 2a,\(^3\) and Junior RFU\(^4\) are used for skill reinforcement. Reading for

\(^1\)Directions for these games may be found in the Appendix.
Concepts, Books C, D, and E\textsuperscript{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.

\textsuperscript{1}William Liddle, ed., \textit{Reading for Concepts} (St. Louis: Webster Division, McGraw-Hill Book Co.).
PAPERBACK BOOK SOURCE

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," 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.

\[1\] Ballenberg, 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>a: 64, b: 36, c: 76</td>
</tr>
<tr>
<td>Shelbie</td>
<td>4.7</td>
<td>4</td>
<td>a: 82, b: 78, c: 80</td>
</tr>
<tr>
<td>Victor</td>
<td>5.5</td>
<td>5</td>
<td>a: 76, b: 76, c: 76</td>
</tr>
<tr>
<td>Carrie</td>
<td>5.5</td>
<td>5</td>
<td>a: 76, b: 78, c: 74</td>
</tr>
<tr>
<td>Dawn</td>
<td>6.1</td>
<td>6</td>
<td>a: 86, b: 84, c: 88</td>
</tr>
<tr>
<td>Billy</td>
<td>6.7</td>
<td>6</td>
<td>a: 72, b: 60, c: 70</td>
</tr>
<tr>
<td>Scott</td>
<td>7.6</td>
<td>TeenShelf</td>
<td>a: 84, b: 80, c: 80</td>
</tr>
<tr>
<td>Cari</td>
<td>7.6</td>
<td>TeenShelf</td>
<td>a: 88, b: 84, c: 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. PROTHERO, 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 TEBBITS, 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
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, Laszio 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 PEAVY, 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

53
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 CHANDELING -- 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."
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 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 be 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 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.
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

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? 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.
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."
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 Dad I'd contact him the night and we said . As soon as 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 the sidewalk selling flowers, suddenly the old mare fallen down where she. Joe had kicked her make her get up, the old mare was and Joe was without 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 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 changed for months. Joe Blitz to a ring the wall 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.
So Arrietty told him about borrowing - how difficult it was and how dangerous. She told him about _______ storerooms under the floor; _______ Pod's early exploits, the _______ he had shown and _______ courage; she described those ______-off 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 _______ - in the firelight - among _______ trinkets 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.
ADOPTED JANE

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 eyes. Mrs. Bright had them securely together so no crack of light show and sat at table calmly reading Felix by candelight.

"Good morning, dear." She twinkled 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 preserves 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't 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 hel- met 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 cheeriey 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," he 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. beast, 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 chicken house was a great puddle. They did not stop to see what further damage had been done. They ran for the house, where they closed the wooden shutters and all the doors.

Indoors, looked at her new rose. The rain had washed the color out of paper rose and had 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 Michael knew that they were sparrow, but doves and pigeons. There were fussy grey doves like Grandmothers; brown, rough-voiced pigeons like ; and greeny, cackling, no money today pigeons. And the silly, soft blue doves were Mothers. That's what Jane and 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.
LILLAN
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.
MYSTERY OF THE FLEEING GIRL

P-g

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 posed 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.
"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 puttering ______ 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 ______."

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

A-a

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 commiserated 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 person 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 gröö, of the festive Yule kage, and pannkaka med lingon. 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.
Back home, in normal times, I probably wouldn't have worried yet about these things. After all, I wasn't ______ fifteen - my God, there ______ lots of time to ______ 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 -wether 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 ______ day - 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 ______ 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 CHANGELING
A-d

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 be 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

A-e

But if Myles congratulated himself upon the success of this new adventure, it was not for long. That night, as the _______ of 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

A-f

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 odd-ness 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. 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
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* Due to tape shortage  
** No grade level available from Scholastic catalog.
RECORD KEEPING SAMPLES
INDIVIDUAL RECORD SHEET FOR CLOZE TESTING

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116
STUDENT CARD FOR FREE,
REPORT AND QUESTION BOOKS

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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.


