

## Writing and Reading Practice with Cloze Procedure

*Level: Intermediate ESE*

Time Required	2- 45 minute class periods or 1- 90 minute reading/language block
Goals/ Objectives	<ul style="list-style-type: none"> <li>• Students will practice basic writing skills for an audience</li> <li>• Students will explore the “behind the scenes” aspect of learning</li> <li>• Students will practice decoding and fluency</li> <li>• Students will practice reading comprehension skills</li> <li>• Students will work with peers in an appropriate fashion</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Students divided into groups of two</li> <li>• Paper</li> <li>• Pencil</li> <li>• Editing checklist</li> </ul>
Procedures	<ol style="list-style-type: none"> <li>1. Teacher will instruct students that they will be creating a lesson for another student to follow.</li> <li>2. Students should be reminded that their work will be reviewed by a peer and will therefore require best effort.</li> <li>3. The students will be instructed to write a paragraph in the following format:             <ul style="list-style-type: none"> <li>• 1 Introduction sentence</li> <li>• 3 support sentences</li> <li>• 1 conclusion sentence</li> </ul> </li> <li>4. The student will use their editing checklist to proofread and correct the paragraph.</li> <li>5. The student will select five nouns, verbs, or adjectives from the paragraph.</li> <li>6. The student will create a separate word bank with these words.</li> <li>7. The student will erase the word bank words from their paragraph.</li> <li>8. The student will exchange paragraphs with his or her partner.</li> <li>9. Each student in the two person group will take turns reading the paragraph out loud leaving the blanks open.</li> <li>10. Students will be encouraged to use decoding skills and appropriate fluency when reading the paragraphs.</li> <li>11. The students will work independently and using the word bank to fill in the spaces (Cloze Procedure Format).</li> <li>12. When both students have completed the procedure, they will then read the completed paragraph out loud to their partner.</li> <li>13. Partners will help make corrections as needed.</li> <li>14. Student will give partner two positive comments and one suggestion about the written paragraph.</li> </ol>
Technology Integration	
Benchmarks Met	The Student will: <b>LA.3.1.5.1:</b> The student demonstrates the ability to read grade level text

	<p>orally with accuracy, appropriate rate, and expression and will apply letter-sound knowledge to decode unknown words quickly and accurately in context.</p> <p><b>LA.3.1.6.3:</b> The student uses multiple strategies to develop grade appropriate vocabulary and use context clues to determine meanings of unfamiliar words.</p> <p><b>LA.3.1.6.9:</b> The student uses multiple strategies to develop grade appropriate vocabulary to determine the correct meaning of words with multiple meanings in context.</p> <p><b>LA.3.3.2.1 and LA.3.3.2.2:</b> The student will write a draft appropriate to the topic, audience, and purpose by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and organizing information into a logical sequence through the use of time-order words and cause/effect transitions.</p> <p><b>LA.3.3.3.4:</b> The student will revise and refine the draft for clarity and effectiveness by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, and rubrics).</p> <p><b>LA.3.3.5.1:</b> The student will write a final product for the intended audience and share the writing with the intended audience.</p> <p><i>Diocese of St. Petersburg Standards and Benchmarks Revised 2008</i></p>
Accommodations	<ul style="list-style-type: none"> <li>• For more advanced learners: Longer or multiple paragraphs can be used, more blanks provided.</li> <li>• For struggling learners: Students write single sentences; expand group size for more assistance and feedback; original author models appropriate reading fluency, partner follows demonstration</li> <li>• For all ESE learners: group work, timer used to help students monitor progress in writing, dictation allowed, editing checklist provided, students may read the paragraph more than two times if necessary for appropriate fluency to be achieved.</li> </ul>
Assessment	<p>This assignment will be graded individually out of 20 possible points:</p> <ul style="list-style-type: none"> <li>• 5 points for writing 5 complete sentences according to the assignment</li> <li>• 4 points for using editing checklist to make corrections</li> <li>• 3 points for selecting nouns, verbs and adjectives to make a word bank</li> <li>• 5 points for orally reading the paragraph and correctly filling in blanks</li> <li>• 3 points for working appropriately with peer</li> </ul>
Additional Information	<p>Students should be grouped according to seating arrangement (tables of two). Editing checklists are in student language arts folders. If a student has difficulty with the procedure, the partner should be encouraged to provide assistance but not to complete the assignment for their group mate. The teacher should monitor the students to ensure that they are making word bank selections that are appropriate for the ability level of the class.</p>