



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 2.8: Cloze Reading



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will read information and be assessed using an exercise known as a “cloze” test.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: One 50 minute period.

Author: Georgia Agriculture Education Curriculum

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS02.01: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will reinforce reading skills by accessing prior agricultural knowledge or assessing agricultural information after it has been read.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?
How does cloze reading improve reading comprehension?

Knowledge from this Unit: Factual information.

Students will recall information read in this unit.

Skills from this Unit: Performance.

- Increase reading comprehension.
- Increase reading application of agricultural information.
- Prepare students for reading information by applying prior knowledge or evaluating students' demonstration of understanding information.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title: Reading for Accuracy

Assessment(s) Description/Directions:

Introduction and Mental Set

Have students brainstorm what they know about subject. For example, if the subject is chemical retardants, ask students to define retardants.

Activity

Provide students with the information passage (*see information below*). After students have read the information, ask them to complete the handout, filling in the blanks with appropriate words to assess how much knowledge

was retained (*see handout below*). The solutions to the handout can also be found below under “Teacher’s Guide”. If the reading is very long, this activity should spark enough interest to prompt students to read past the section they are completing themselves.

Students may pair up and share results, choosing the more appropriate word.

Students may then refer to the reading passage to check their accuracy.

Note the accuracy of student’s work before reading the passage to ascertain prior knowledge. When used as an evaluation of understanding information read, synonyms may be acceptable

Attachments for Assessment(s): Please list.

FS-2.8 Handouts



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

2. Review Essential Questions.

- How does cloze reading improve reading comprehension?

3. Discussion

Explain to students the origin of the cloze method:

The word cloze derives from closure in Gestalt theory. The exercise was first described by W.L. Taylor in 1953. A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of native and second language learning and instruction. Source: Wikipedia

Explain to the class how the cloze method will improve reading comprehension.

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

FS-2.8 Handouts

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc. The reading and handout in this lesson have an agriculture focus, but the strategy can be modified for use with any reading assignment of 250 words or more. Teachers may want to choose an information passage that relates to their area of instruction, deleting every nth word (10th for middle, 5th for secondary,) by inserting a blank. The beginning and ending sentences remain intact. Passages from articles, textbooks, or other information can be used with this activity. The activity can be used to access prior knowledge or to assess comprehension of information read.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Cloze reading activities on the CTAE web site.

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		