

◆ Interactive Cloze Procedure

Use: Before, during, and after reading

This is an effective way to **activate prior knowledge** and get students to **predict the content** they will be reading – both being extremely effective ways to help students improve **reading comprehension**.

Preparation:

Plan for student groups (can be paired, or have 3-4 students per group).

Write Interactive Cloze; copy one per student.

Procedure:

1. Students **read** the interactive cloze passage **individually**, committing **in writing** terms they think make sense in the blanks. Students do **not** see the actual reading passage yet.
2. Students **discuss** their guesses **with group**, trying to persuade each other and with the freedom to change their own guesses. Again, students do not yet see the reading passage.
3. Students now **read** the assigned passage **individually**. As they read, they write in the information they find. They do NOT need to erase their original answers; they can just mark through them. Often, it's fun to see how close those original answers actually were.
4. Students **discuss** their "after reading" answers **with their groups**. They try to come to a consensus. They are free to change their "after reading" choices as they discuss.
5. Teacher leads a **whole-class discussion**. If students need specific information on which they will be tested, make sure they correct it on the interactive cloze paper.

