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Computer Courseware

# Cloze-Plus

A Context Analysis Program

Levels F-G-H

Consisting of:  
Cloze-Plus Lesson Diskettes,  
Manager Program and Teacher's Guide

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**Cloze Plus  
Program**

**Level G-1**

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# Cloze Plus Program

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Computer Courseware

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- F-2 Seeing Eyes
- F-3 Come Into My Parlor
- F-4 Fashion
- F-5 How Much And How Many

### DISKETTE LEVEL F-2 contains:

- F-6 Avalanche
- F-7 Mr. Imagination
- F-8 Loggerhead Turtles
- F-9 Presidential Travel
- F-10 Locomobile

### DISKETTE LEVEL F-3 contains:

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- F-15 Flying Saucers

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CLOZE-PLUS SKILLS	Diskette F-1					Diskette F-2					Diskette F-3					Diskette F-4				
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Same Meaning/Synonyms	2	2	1	4	1	2	3	1	1	1	2	1	1	3	4	4		2	1	2
Opposite Meaning/Antonyms		1	2	2		2	3	2	1			1			1	1	1	1	1	1
Association/Synthesis	3	2	2	2	4	5	2	2	4	5	7	3	2	3	1	5	4	4	5	2
Categorization/Classification		1						1	1	2		2		1		1	1	1		1
Time/Order									1			1	1				1			
Signal Words, Phrases/Transitions	1	1	1		1	1	1	1	1		1	1	1	1	1	1	1	1		
Pronoun Referents		1	1				1	1		1	1	3	1			1		1	1	
Similarities/Differences	1	1	1	1	1									2			1			
Form/Function								1	1	2										
Conclusion/Summary	3	3	2	3	6	1	4	4	5	3	5	3		2	5	1	4		5	5
Definition	1	2	1	2	1	1	1			1	1	4	1	1	1	2	1	2	1	2

Class

Context

Teacher

~~BDAW~~ Barry

PW

BD

Student

BDAVIS

Session 1

LSHida

PW=1

Session 2

" "

PW=2

Session 3

" "

PW=3

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# Cloze Plus Program

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Level G

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### DISKETTE LEVEL G-1 contains:

- G-1 Matches
- G-2 The Elephant
- G-3 Writing
- G-4 Magic
- G-5 Tunnels

### DISKETTE LEVEL G-2 contains:

- G-6 What? Tobacco!
- G-7 Bats
- G-8 Tent Shows
- G-9 Wheels
- G-10 Airmail

### DISKETTE LEVEL G-3 contains:

- G-11 Buy the Colors
- G-12 Lightsails
- G-13 Feet First!
- G-14 Indian Fires
- G-15 Running

### DISKETTE LEVEL G-4 contains:

- G-16 Taking a Chance
- G-17 Columbus
- G-18 Wind Tunnels
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Same Meaning/Synonyms	1	1	3	1	1	2	1	4			3	3	1	2	4	4	3	1	1	
Opposite Meaning/Antonyms		2				1	2		1		1	1	2		1	1	1			
Association/Synthesis	2	2	1	3	2	2	4	7	4	3	2	1	3	4	2	3	4	4	2	3
Categorization/Classification				1	1	2	1	1			1		1	2	1		1	1	1	
Time/Order		1			2															
Signal Words, Phrases/Transitions	1	1	1	2	1		1			1	2	1	1	1		1	2		2	
Pronoun Referents	1	1	1	1			1		2	1		1							2	1
Similarities/Differences	2	1	2															1	1	
Form/Function														1				1		1
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Definition	1	2	2	3		2	1		1	2	2	2	1	1		1	1	1	1	2

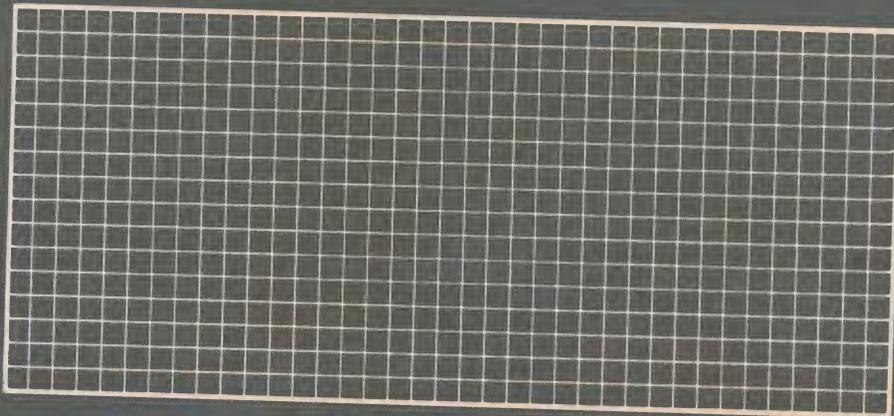
DISK NO.

**MicroAge™**

Double sided/double density  
Soft sector 48 TPI

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Level G-2  
Apple 353

Diskette



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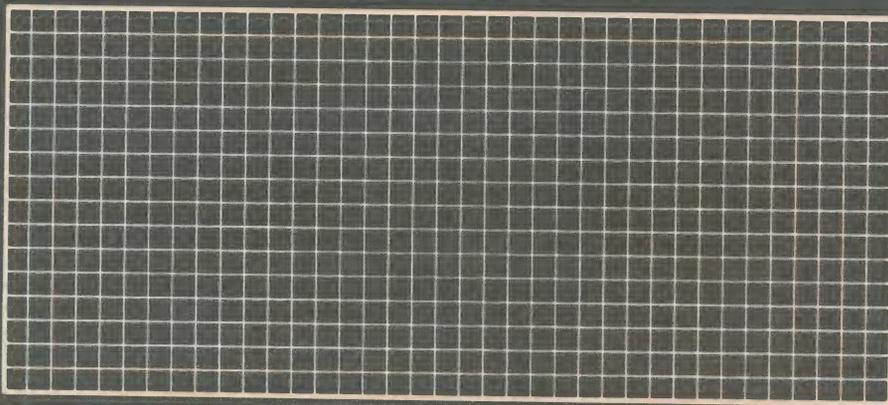
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# Cloze Plus Program

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- H-1 Noise Pollution
- H-2 Tiffany Glass
- H-3 Scapegoats
- H-4 Up in the Air
- H-5 Lasting Influence

### DISKETTE LEVEL H-2 contains:

- H-6 The Talking Machine
- H-7 Advertising
- H-8 The Beautiful Conch
- H-9 Skin Diving
- H-10 Forgotten Lore

### DISKETTE LEVEL H-3 contains:

- H-11 Do They Think?
- H-12 Moldy Gold
- H-13 Garbage
- H-14 The Hunted
- H-15 Roller Coaster

### DISKETTE LEVEL H-4 contains:

- H-16 Marine Plastics
- H-17 Tea
- H-18 Measles
- H-19 Black Bears
- H-20 Roebling's Bridges

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Diskette H-3

Diskette H-2

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Association/Synthesis	3	4	4	4	1	5	5	4	2	2	3	4	4	2	3	3	3	2	3	5
Categorization/Classification	1		1	1					1	2	1				1	1		1		
Time/Order				1	1	1	1					1		1	1	1				2
Signal Words, Phrases/Transitions	2	1			1	1	1	1	1	1	1		1			2	2	2	2	
Pronoun Referents		1	1	2	2		2		1		2	1	1	1	2	2	2	2	2	1
Similarities/Differences		1	1		1				1	1		1								1
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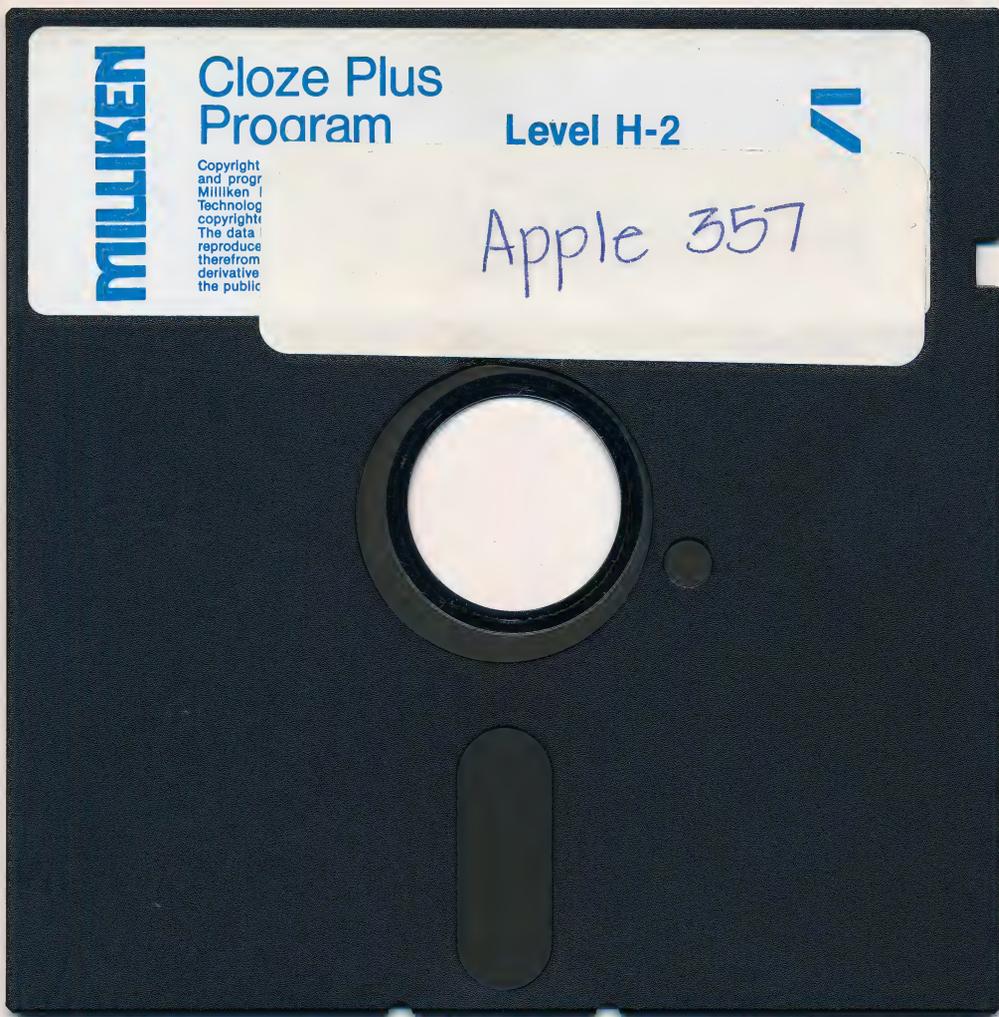
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Program**

**Level H-2**

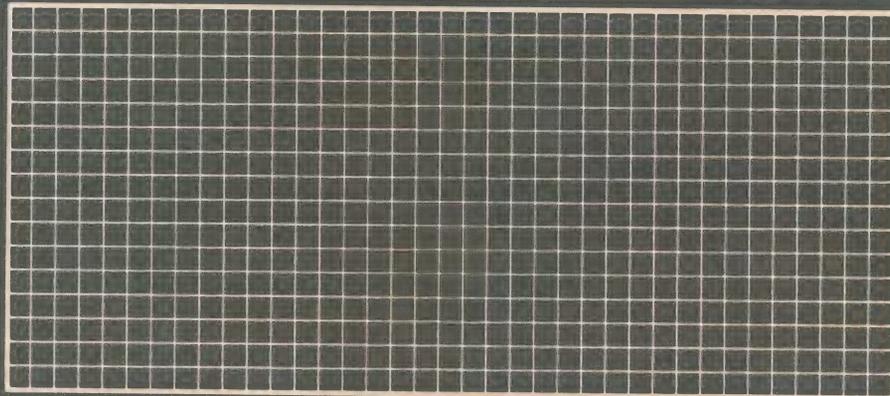


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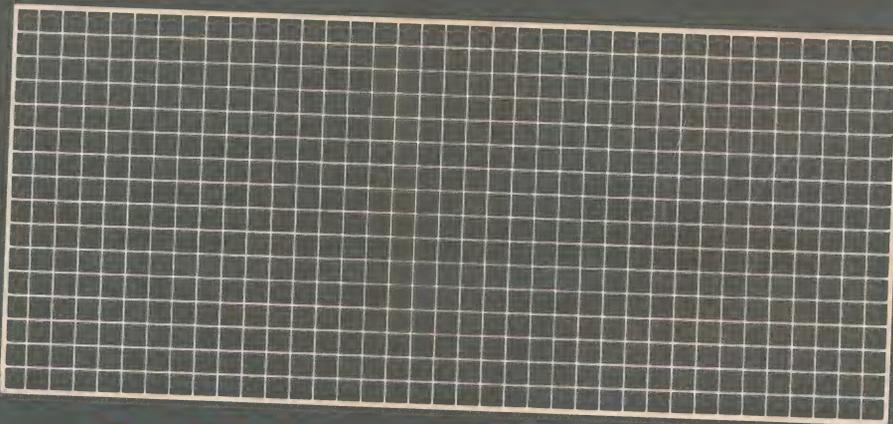
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# Cloze Plus

(Context Analysis)

# Program

## Teacher's Guide

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# **CHECK THE ENCLOSED DISKETTES IMMEDIATELY!**

## **LIMITED WARRANTY**

Milliken Courseware Diskettes are guaranteed for 90 days from the date of shipment to the original purchaser. After the 90-day warranty period, diskettes will be replaced for \$10.00 each, plus shipping charges. See complete warranty information.

## **RETURN POLICY**

To receive a full refund or credit for a purchase, the items must be returned in saleable condition within 30 days.

When returning diskettes to Milliken, please do ALL of the following:

1. Include proof of purchase with all returns falling under the 90-day warranty period.
2. Include an explanation for the return. If you are returning defective diskettes, include a description of the problem.
3. Send the diskettes in protective packaging to ensure against damage. The outer envelope should include the following message: "MAGNETIC MATERIAL ENCLOSED. DO NOT BEND OR X-RAY."
4. Return the diskettes to Milliken via UPS or parcel post-insured. This will allow us to trace the shipment in the event of loss.

Following these steps will greatly expedite the processing of returns. Thank you for your cooperation.

All inoperable or defective disks can be sent directly to Milliken. However, for faster replacement of the disks, we recommend returning them to your local Milliken representative. For more information, contact us using the toll-free number provided below.

## **ASSISTANCE FOR COURSEWARE PROBLEMS**

If you encounter any difficulties with the courseware that are not discussed in this guide, please call Milliken for assistance at 1-800-643-0008. In Missouri, call (314) 991-4220.

## HELPFUL HINTS WHEN USING MILLIKEN DISKETTES

1. Return to the title page and wait for the disk drive to stop before removing a diskette from the drive or before turning the computer off. Performance information may be lost prior to this point.
2. Wait until the red light on the disk drive is off before opening the door and inserting or removing a diskette.
3. Handle diskettes carefully; never touch the diskette film. Keep the diskette in its jacket when not in use.
4. Keep diskettes away from magnetic fields, such as the top of the monitor or disk drive.
5. Do not expose diskettes to extreme heat or cold.
6. Do not bend, fold, staple, or otherwise mutilate the diskette.
7. **Students should be told to never hit the RESET key when using the computer unless necessary for loading.**

## THESE THINGS WILL SHORTEN THE LIFE OF YOUR MILLIKEN DISKETTES:

1. A faulty disk drive
  - a. heads not aligned
  - b. improper timing
  - c. bad chips in disk drive or on controller card
2. Power surges
3. Scratches, fingerprints, dust, or any foreign substance on the diskette film

## DRIVE SPEED CHECK

Drive speed is a critical factor in the operation of your computer system. If a disk drive is operating too fast, there is a strong possibility that some data may be destroyed when the drive is writing to a diskette. Milliken uses one diskette to store both the programs and student data in answer to teachers' requests to minimize problems associated with diskette swapping and management. To insure the integrity of the files and data on these diskettes, Milliken has incorporated an AUTOMATIC DISK DRIVE SPEED CHECK feature. This feature will automatically stop the program from booting if your drive speed is too fast; your program and student data will remain safe.

In the event this occurs, a message on screen will recommend that the drive speed be checked. If possible, boot the diskette on another drive. The program will ONLY fail to boot if the speed exceeds the fast end of recommended drive speed parameters.

# **CLOZE-PLUS**

## **A CONTEXT ANALYSIS PROGRAM**

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**Clare Chalmer, Author**

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## LIMITED WARRANTY AND RETURNS POLICY

Milliken Courseware disks are guaranteed in normal instructional use for ninety (90) days from the date of shipment to the original purchaser. If a disk becomes inoperable during this period, return it to Milliken or your local Milliken representative with a statement describing the defect. **Proof of purchase MUST accompany the disk to validate the warranty.** A replacement disk will be sent out immediately, free-of-charge.

Disks that become inoperable through normal usage and wear after the initial ninety (90) day period, will be replaced for \$10.00 each, plus shipping and handling charges, for as long as the programs are offered for sale.

All inoperable or defective disks can be returned directly to Milliken. However, for faster replacement of the disks, we recommend returning them to your local Milliken representative. For information, contact us at 1-800-643-0008. In Missouri, call (314) 991-4220.

Milliken Courseware Diskettes are designed for use on the Apple II family, the Atari 800 and 1200 series, and the IBM PC and PC Jr. We accept no responsibility for the performance of Milliken software on "compatible" computers.

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Diskettes should be in the supplier's jacket and placed flat between two sheets of cardboard. The outer envelope should be worded "MAGNETIC MATERIAL ENCLOSED. DO NOT BEND OR X-RAY."

### Order Form

All diskettes require a 48K Apple II Plus\*

Qty.	Stock No.	Description	Price	Total
	CZ1000	Cloze-Plus Program, Levels C-D-E Combined Set (12 Diskettes)	\$425	
	CZ1000A	CZ1000 plus an extra set of 12 Diskettes for Back-up	\$635	
	CZ2000	Cloze-Plus Program, Levels F-G-H Combined Set (12 Diskettes)	\$425	
	CZ2000A	CZ2000 plus an extra set of 12 Diskettes for Back-up	\$635	
	CZC100	Cloze-Plus Program, Level C (4 Diskettes)	\$150	
	CZD100	Cloze-Plus Program, Level D (4 Diskettes)	\$150	
	CZE100	Cloze-Plus Program, Level E (4 Diskettes)	\$150	
	CZF200	Cloze-Plus Program, Level F (4 Diskettes)	\$150	
	CZG200	Cloze-Plus Program, Level G (4 Diskettes)	\$150	
	CZH200	Cloze-Plus Program, Level H (4 Diskettes)	\$150	
	CZ10	Teacher's Guide (Included with all levels and sets)	\$ 10	
	CZ15	Binder (Included with all sets)	\$ 10	
	Individual Diskettes	Please specify diskette names	\$ 40	

## **QUICK START**

This program runs on the Apple II family of computers with at least 48K of memory and one disk drive. Make sure your computer is turned off. Place one of the disks with the label up and toward you into the disk drive. Close the disk drive door. Turn the computer and monitor on. When asked, "What is your name?" following the title screen, type DRILL. A menu of five story selections will appear. Choose one. No records will be kept using this Quick Start method. To take advantage of Cloze-Plus' management system to maintain records of students' progress, see page 12.

## **CLOZE-PLUS PROGRAM Level C-H (3-8)**

The CLOZE-PLUS Program is made up of 6 sets of diskettes, designed for use with the Apple II Computer. The sets span reading levels three through eight and are coded by letter, i.e., C (level 3), D (level 4), E (level 5), etc. Each set is made up of four diskettes containing twenty CLOZE-PLUS Lessons. Each diskette contains five lessons and a Manager Program.

## **TEACHER'S GUIDE**

The Teacher's Guide provides the rationale on which the CLOZE-PLUS Program is based, describes the lesson, provides guidelines for determining entry level, placement, and details exact instructions for use of the Manager Program. Scheduling suggestions, recommendations for skill reinforcement activities and orientation procedures are also provided.

## **THE MANAGER PROGRAM**

Each diskette in the package contains a unique and time-saving feature—the Manager. Each diskette can maintain individual records for up to 100 students. These records can be arranged in up to 5 classes.

The Manager Program allows the teacher to:

- make individual assignments.
- review individual and class performance.
- receive printed records of student performance.

The Manager also provides a security system which keeps all teacher and student data confidential.

## **THE EQUIPMENT**

The CLOZE-PLUS Program requires a 48K Apple II family computer system. The Apple II computer systems each contain three pieces of equipment: the computer, the monitor, and a disk drive. The Apple II Computer also requires an Applesoft ROM Card to run the CLOZE-PLUS Program. Computer systems from Apple Computer, Inc., come with explicit instructions for setting up the equipment. Follow these instructions carefully. Failure to heed warnings in the Apple manuals may result in accidental damage to the computer.

**READ THE INSTALLATION INSTRUCTIONS  
CAREFULLY BEFORE ATTACHING ANY WIRES  
OR CONNECTING THE POWER**

# INTRODUCTION

CLOZE-PLUS is a computer-based reading improvement program that develops comprehension and vocabulary knowledge through structured context analysis activities.

A dual approach to the use of context analysis strategies is employed in the CLOZE-PLUS Program by combining structured cloze instruction with vocabulary-in-context activities. This combination provides students with the broadest view of the role of context in the comprehension process. The structured cloze activities require the student to use context to complete syntax and to demonstrate comprehension. The vocabulary-in-context activities require the student to derive the meaning of a difficult or unfamiliar word by analyzing the information in the surrounding context.

Both activities build upon the close relationship between reading and thinking, and develop the ability to see word relationships and to derive meaning through the use of context clues. Both emphasize the multi-dimensional nature of comprehension by stressing utilization of semantic and syntactic clues, and both encourage the making of logical predictions.

## Structured Cloze

The term "cloze" is derived from the concept of closure, or clozure, developed in Gestalt psychology. It refers to the tendency of an individual to mentally complete, or make whole, an incomplete pattern and to see a complete pattern more readily than an incomplete one.

Structured cloze consists of expository reading material which includes selective deletions. Each paragraph in a selection is constructed to emphasize one idea and usually contains only one deletion. The paragraph is constructed to contain syntactic and semantic clues which lead to replacement of the deleted word. These clues may appear in sentences that come before, after, or both before and after the sentence with the deletion.

When the deletion is accompanied by a multiple choice activity, all choices are syntactically and semantically appropriate in the sentence containing the deletion. However, only one choice is appropriate in the context of the entire paragraph in which the deletion sentence occurs; thus, the student is required to integrate meaning from a number of sentences in order to select the appropriate missing word. Further, all word choices consist of familiar words, in order to eliminate the possibility that the student might under-

stand the passage but make an incorrect choice because of unfamiliarity with the words used as choices.

When the deletion is not accompanied by a multiple choice response and the student is required to generate a word to complete meaning and syntax, the missing word is predictable and, likewise, must be derived from the information in a number of sentences. Since several words might be appropriate, considering the redundancy of language, provision is made for a variety of responses.

Example: Maria was \_\_\_\_\_ when she won the swimming race. (happy, delighted, overjoyed, ecstatic).

Research indicates that cloze instruction can be most effective in developing comprehension when attention is focused on the clues which lead to an appropriate response and when selective, deliberate deletions are designed to develop awareness of particular contextual relationships.

"... Pessah, Martinez, Gunn and Elkins, and Kennedy, used deliberate, selective deletions to develop particular contextual relationships. All four of these studies were similar in another respect. They each produced significant gains in student comprehension or use of context clues. What sets these four studies apart from the five studies described earlier in this section is the selective use of deletions designed to achieve particular instructional goals.

In summary, it appears that selective deletion systems aimed at particular contextual relationships are more effective instructionally than semi-random deletion systems such as every nth word or every nth noun-verb. Of course, theoretically, cloze has been built on the notion of semi-randomness and this notion has held up well, particularly in readability research. However, for instructional purposes, selective deletion systems seem to be more effective."<sup>1</sup>

It should also be noted that structured cloze is being widely used as both a testing and a teaching instrument. The DRP (Degrees of Reading Power) Examination developed by the New York State Department of Education is a comprehension test which employs the structured cloze format. This format is also being used in testing instruments developed in Michigan, Connecticut, Washington, Wisconsin, Texas, the cities of Detroit and Washington, D.C., and the Department of Defense. It is predicted that this will be the format of nearly all tests of reading ability by the end of the 1980s.<sup>2</sup>

1. Jongsma, Eugene A.: Cloze Instruction Research: A Second Look. International Reading Association. Newark, Delaware. 1980.  
2. Kibby, Michael W.: "Test Review: Degrees of Reading Power." Journal of Reading. Vol 24, No. 5. Feb. 1981. pp. 416-429.

## Vocabulary in Context

Context analysis has long been recognized as one of the more effective means of developing vocabulary, and structured content is likewise particularly appropriate for developing the strategies involved in the process of context analysis. When a reader is led to the meaning of an unknown word by examining it in the framework of structured context which contains clues to its meaning, he or she is more likely to make that word a permanent part of his or her vocabulary because the logical process of inferring the meaning has been followed. In the CLOZE-PLUS Program, four major avenues of analysis are employed to develop sensitivity to the role that context plays in the determination of word meaning:

1. **Synonym**  
Substitution of known word  
Select opposite meaning
2. **Definition**  
Choose definition  
Used correctly/incorrectly  
Found in context
3. **Comparison/Contrast**  
Like/unlike  
Comparison given in content
4. **Interpretation/Application**  
Synthesis  
Different situation  
Extension of meaning or usage  
Select relevant words

Three major types of completion activities are used in the CLOZE-PLUS Program and each activity is coded to one of the eleven skills listed on page 4.

### Meaning Completion Cloze:

Today, honey is one of our few natural foods. Nothing needs to be [\_\_\_\_\_] . Everything is already in it. Honey keeps for months or years. Nothing needs to be done to it.

2.

- |           |           |
|-----------|-----------|
| a. added  | d. said   |
| b. cooked | e. frozen |
| c. read   |           |

TYPE THE LETTER OF THE BEST CHOICE,  
OR PRESS [SPACE] FOR CLUES.

The student selects the correct word for a deletion from 4-5 choices. Only one choice is correct in the context of the entire paragraph.

### Syntax Completion Cloze:

The starfish is not really a fish at all. In many countries it is called the "sea star." This is a more correct [\_\_\_\_\_] for this animal than starfish.

2. Type a word that fits in the blank.

PRESS [RETURN] WHEN FINISHED.

The student supplies a word (types the word) to complete a sentence in which a word has been omitted. Two to four different words may appropriately be used, and the student is correct if he or she selects any one of the appropriate words. Assistance is provided to overcome any spelling difficulties.

### Vocabulary in Context:

The Navajos lived in eight-sided buildings called [hogans]. In early days, these were made out of logs and mud. Earth was put on top to keep out the rain.

4. "Hogans" are a kind of

- |           |            |
|-----------|------------|
| a. house. | c. food.   |
| b. wood.  | d. animal. |

TYPE THE LETTER OF THE BEST CHOICE,  
OR PRESS [SPACE] FOR CLUES.

The student selects the meaning of an "overgrade" (difficult) word by using the context clues in the sentences surrounding the targeted word.

## CLOZE-PLUS SKILLS

The following kinds of clues are given specific attention in the CLOZE-PLUS Program, and the student must utilize one of them in order to complete each lesson activity:

1. **Same Meaning/Synonyms:** Words or phrases which are synonymous to the correct choice.
2. **Opposite Meaning/Antonyms:** Words or phrases which are antonymous to the correct choice.
3. **Association/Synthesis:** Words or phrases which lead to the correct choice because of their relationship to it.
4. **Categorization/Classification:** Words or ideas that logically fall into the same grouping as the correct choice.
5. **Time/Order:** Words which indicate the sequence in which ideas are presented.
6. **Signal Words, Phrases/Transitions:** Words and phrases which signal presentation of contrasting, additional, similar information, etc.
7. **Pronoun Referents:** Pronouns which are used interchangeably with critical nouns in the passage.
8. **Similarities/Differences:** Words or phrases that present analogous or differentiating ideas.
9. **Form/Function:** Words which have widely differing meanings or which serve a specific function in the paragraph.
10. **Conclusion/Summary:** Words or phrases which lead the reader to draw a conclusion or to summarize.
11. **Definition:** Word meaning derived from words or phrases in the paragraph which reveal the meaning of the word.

### Benefits of the CLOZE-PLUS Program

Develops:

- The ability to integrate meaning across sentences
- The ability to understand an extended passage
- Literal and inferential comprehension skills
- The ability to use a variety of contextual analysis strategies
- Predictive abilities
- Test-taking techniques

## PROGRAM CONSIDERATIONS

Each set consists of four diskettes, each containing five lessons, or a total of twenty lessons per level. The selections are arranged in order of ascending difficulty within the set.

All selections are written with vocabulary that is appropriate for the designated reading level and all of the information needed to complete an activity is contained in the text. Therefore, a lack of prior knowledge or experiential background is not a factor which will inhibit comprehension. A wide variety of interesting subject matter (natural science, sports, inventions, historical events, archaeology, myths and legends, etc.) has been included to provide factual, informative reading material for the wide range of students who will use the program.

Each lesson consists of a 7 to 12 paragraph selection on a particular topic. Many selections contain visual displays and textual information as enrichment. These displays consist of illustrations, maps, diagrams, etc.

The houses the Apaches lived in are called wickiups. A wickiup was so low, a person could not stand up in it.



Many of the alligators in the United States live in the swampy areas of Florida. The alligators are very important to all the birds and animals who live there.



## LESSON OVERVIEW

The student reads the selection, paragraph by paragraph, and completes a cloze or vocabulary activity based on each paragraph.

Before responding to each activity question, the student may receive assistance by requesting presentation of the clues, which are then highlighted by underlining.

When a student makes a response, he or she is given immediate acknowledgement of the correctness or incorrectness of the response.

If the student responds incorrectly on the first try, he or she has the option of requesting clues before responding again. If the student is correct on the second try, he or she is scored correct. In the event the student is wrong on the second try, he or she is scored incorrect and the correct answer is automatically supplied.

The swamps dry up in summer  
\_\_\_\_\_ there is very little rain. Birds  
and animals cannot live without water.  
Alligator homes solve the problem.

8.

- |             |            |
|-------------|------------|
| a. although | c. instead |
| b. because  | d. without |

TYPE THE LETTER OF THE BEST CHOICE,  
OR PRESS **[SPACE]** FOR CLUES.

The swamps dry up in summer  
\_\_\_\_\_ there is very little rain. Birds  
and animals cannot live without water.  
Alligator homes solve the problem.

8.

- |             |            |
|-------------|------------|
| a. although | c. instead |
| b. because  | d. without |

TYPE THE LETTER OF THE BEST CHOICE.

The swamps dry up in summer  
\_\_\_\_\_ there is very little rain. Birds  
and animals cannot live without water.  
Alligator homes solve the problem.

8.

- |             |            |
|-------------|------------|
| a. although | c. instead |
| b. because  | d. without |

No, "a" is wrong.

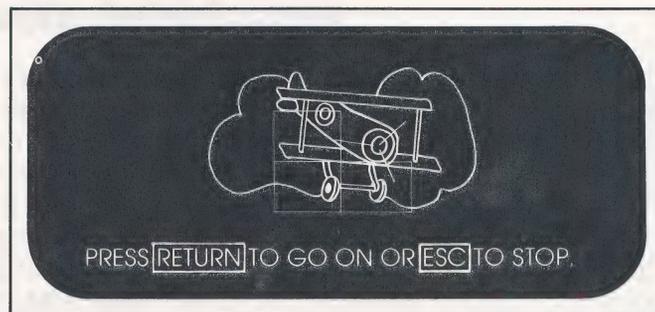
PRESS **[RETURN]** TO TRY AGAIN.

The swamps dry up in summer  
\_\_\_\_\_ because \_\_\_\_\_ there is very little rain. Birds  
and animals cannot live without water.  
Alligator homes solve the problem.

PRESS **[RETURN]** TO GO ON.



Next, the student is shown a completed graphic, if the student's score was less than 100%.



If a student tries to enter the Program after having completed his assignments, the message, "YOU HAVE DONE ALL YOUR ASSIGNMENTS. SEE YOUR TEACHER." will appear.

If a student has been enrolled in the class, but has not been assigned any of the lessons, the message, "YOU WILL NEED AN ASSIGNMENT. SEE YOUR TEACHER." will appear.

## ENTRY LEVEL AND PLACEMENT

In most cases, students should be placed in the CLOZE-PLUS Program at or slightly below their independent reading level (.5-1.0 levels below instructional reading level). Students whose independent reading level is below level 4 should not be assigned to work in this program.

Better students, however, may be placed at or slightly above their independent reading level to provide a more challenging experience. Less able students might be placed two levels below their independent reading level to insure a successful experience.

## IMPLEMENTATION/SCHEDULING

The CLOZE-PLUS Program may be implemented in a variety of ways: in classrooms, resource centers, and curriculum labs. Students may be scheduled to work on the Program individually during free times or study periods, or when the remainder of the class is working on other assignments.

CLOZE-PLUS lessons have been designed so that each lesson can be completed in approximately ten minutes. This facilitates scheduling a lesson in half a class period and accommodates the usual learning lab schedule, which generally involves more than one activity per period.

The teacher must develop a schedule for each student, depending on the availability of computer stations and student need. In general, a student would not be scheduled for more than one or two CLOZE-PLUS lessons per week, since a broad reading improvement program usually includes a wide range of activities.

## PRESCRIPTIVE REINFORCEMENT ACTIVITIES

The point at which a student needs prescriptive reinforcement activities is a matter of teacher judgment. In general, such activities are not necessary until a student has missed a number of questions which represent a particular skill. Missing one or two such questions may not be significant.

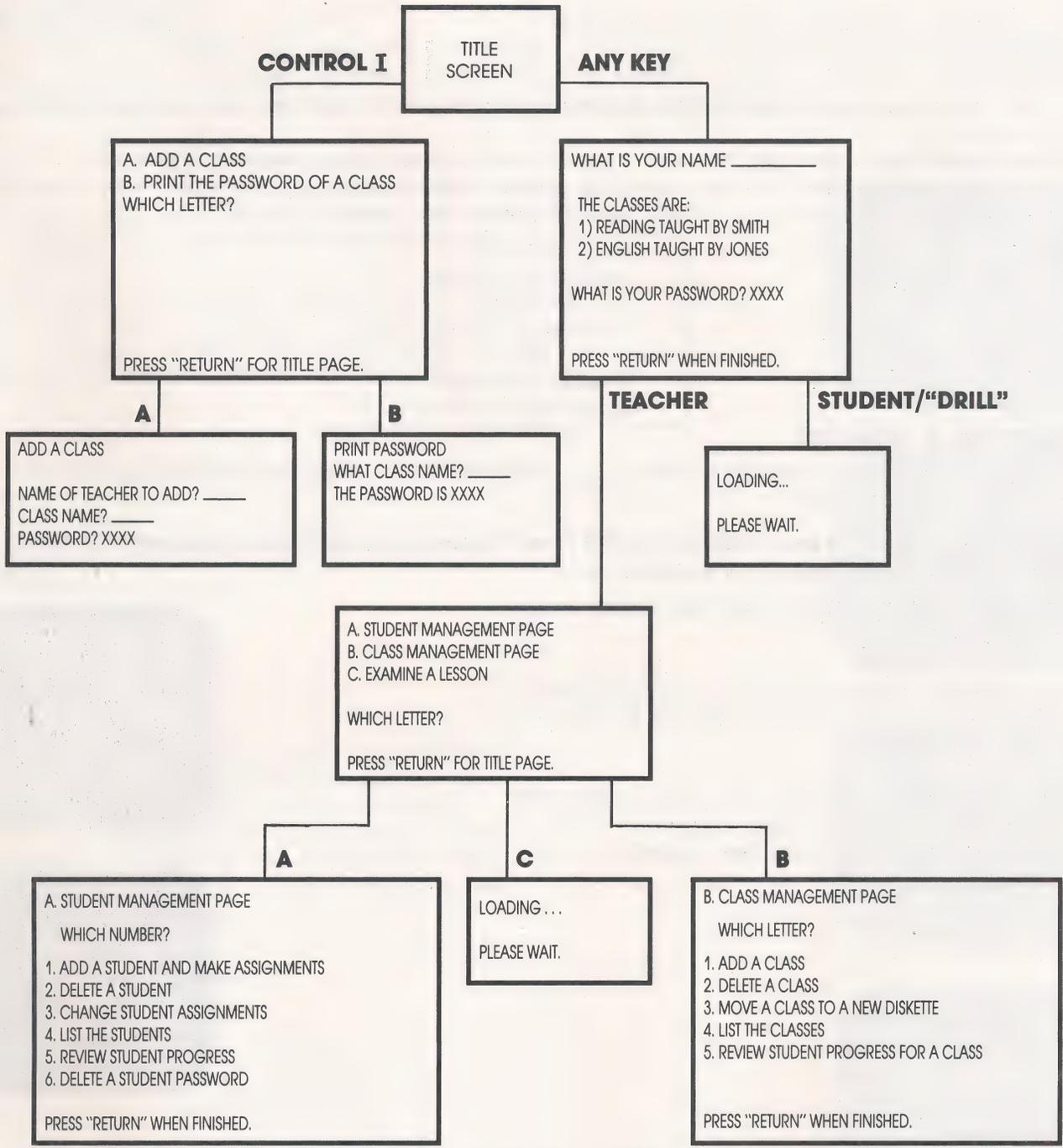
Since there are five reading selections per diskette, many teachers will evaluate performance at the conclusion of a diskette, and make judgments at that time concerning prescriptive skill activities.

When it is determined that several skills need additional reinforcement, the teacher may wish to review a CLOZE-PLUS lesson, or lessons, containing those skills with the student. During the review, the teacher should pose appropriate questions and direct the student to specific clues in each paragraph. The CLOZE-PLUS Skills listing supplied with each set may be used as a reference for selecting appropriate lessons.

CLOZE-PLUS SKILLS	Diskette D-1					Diskette D-2					Diskette D-3					Diskette D-4				
	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	D-12	D-13	D-14	D-15	D-16	D-17	D-18	D-19	D-20
Same Meaning/Synonyms	1	2		1		1	2	1					1	2	2	4		2	1	1
Opposite Meaning/Antonyms	1			1						1		1		1	1	1			1	
Association/Synthesis		2		1	1	2	1	2		1	2	2	2	2		1	2	2	2	2
Categorization/Classification	3		3		1		1			1	1			2				1		
Time/Order	1		1	1		1					1			2						1
Signal Words, Phrases/Transitions		2		1	1	2	1	1	1	1	1		2	1	1	2		1		1
Pronoun Referents	1	1	1	2	2	2	1	1	1	1		1	1	2	1		1	1	2	1
Similarities/Differences			2	1			2		2								2	1		
Form/Function				1			1		1	1	1	1							1	1
Conclusion/Summary	3	2	3	2	6	1	2	3	2	3	3	2	1		3	3	4	1		1
Definition	1	3	1	1	1	2	1		2	1	1	2	3		1	1	1	1	3	2

Since success in using context analysis skills is highly dependent on practice, students who display a need for more practice with cloze activities may be assigned to complete filmstrip and activity book lessons in I/CT's CLOZE-POWER Program. Those who display a need for additional vocabulary practice can be assigned to complete lessons in I/CT's Reading Around Words cassette and activity book program.

# CLOZE-PLUS MANAGER



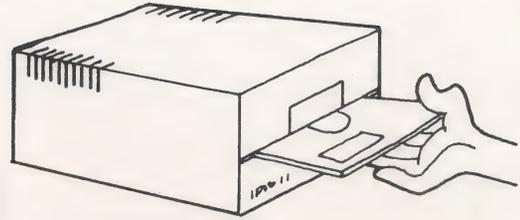
## INITIALIZING A DISKETTE (using "CONTROL I")

This procedure must be followed the first time the disk is used, and any time all classes have been deleted (e.g., the beginning of a new school year).  
See page 10.

# OPERATING INSTRUCTIONS

## LOADING PROCEDURE

Insert the diskette, as shown, into the disk drive until you feel some resistance. To load the program, follow the loading instructions in your Apple operating manual.



While the program is loading the screen will read:

LOADING PROGRAM ...  
PLEASE WAIT.

If this does not appear and the disk drive keeps running, press the RESET key, reinsert the diskette, and try loading again.

The above procedure should also be used if an I/O error appears anywhere in the program.

When the program is loaded, the title frame will appear showing the program in use. After a five to seven second delay "PRESS ANY KEY TO GO ON." will appear on the screen.

CLOZE-PLUS  
A CONTEXT ANALYSIS  
PROGRAM  
COPYRIGHT © 1983  
I/CT  
MILLIKEN PUBLISHING  
PRESS ANY KEY TO GO ON.

## INITIALIZING A DISKETTE

"Initialization" means that a teacher's name, class, and password must be recorded on the diskette to allow access to the programs.

**A diskette will need to be initialized the first time it is used, and any time all classes have been deleted (e.g., the beginning of a new school year).**

**You may want to refer to the flow chart on the preceding page.**

Several seconds will elapse between the time the title frame first appears and "PRESS ANY KEY TO GO ON," comes on the screen.

When the entire title frame is on the screen, press and hold down the CTRL (control) key while pressing the I key. The initialization frame will then appear.

CLOZE-PLUS  
A CONTEXT ANALYSIS  
PROGRAM  
COPYRIGHT © 1983  
I/CT  
MILLIKEN PUBLISHING  
PRESS ANY KEY TO GO ON.

A. ADD A CLASS  
B. PRINT THE PASSWORD  
OF A CLASS  
WHICH LETTER?  
PRESS "RETURN" FOR TITLE  
PAGE.

## KEY TO READING FRAMES

PROGRAM

represents the information appearing on the screen.

SMITH

represents responses which are typed on the keyboard. The names presented are simply examples. Your own class information should be used.

R

symbolizes the return key. Anytime this is shown after a response, the return key should be pressed.

## INITIALIZATION PAGE

- A. ADD A CLASS
- B. PRINT THE PASSWORD OF A CLASS

This page is used whenever a diskette needs to be initialized, a class needs to be added, or a teacher has forgotten his password.

### A. ADD A CLASS

This option adds new classes and teachers. Five classes, totalling 100 students, is the maximum usage per diskette. The number of students in a class may vary to meet teachers' needs. Names of classes must be kept to ten characters or less. Two names exactly the same may not be used.

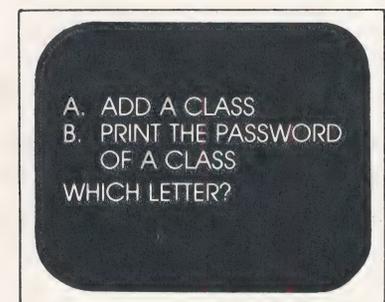
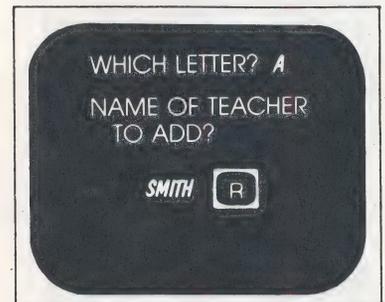
To enter a teacher's name on the diskette, press the A key for ADD A CLASS. The first question will appear.

Answer the question by typing a name. This information must be typed exactly the same way every time you enter the Manager. We recommend short, easy names with little punctuation or spacing. Press RETURN.

The next question will appear. Type a class name. Press RETURN.

The next question will appear. Type a password that can be easily remembered. (The password can be any word or group of five letters or less.) Although a password is actually typed, only X's appear on the screen to insure the secrecy of the password. Press RETURN. This information will now be entered on the diskette.

When just the Initialization Page appears again, press RETURN to go back to the title frame.



**The Manager Program may be entered now or at any time by using the same information recorded when the diskette was initialized. However, the CLOZE-PLUS Program cannot be used until students' names have been registered on the diskette. This is accomplished after entering the Manager Program.**

## B. PRINT THE PASSWORD OF A CLASS

This option is strictly a safeguard against a teacher forgetting his password and being unable to gain access to his class.

Should you forget your password, go to the title frame.

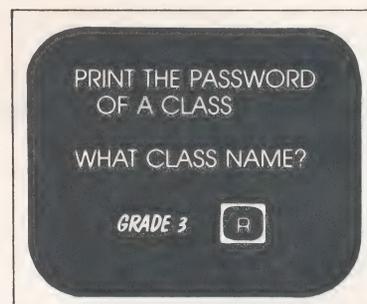
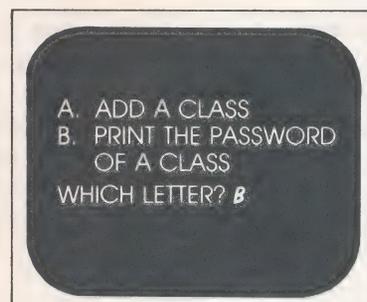
Press the CTRL (control) key and hold it down while pressing the I key. The Initialization Page will appear. Press the B key.

That option will appear on the screen.

Type your class name and press RETURN.

Your password will appear on the screen.

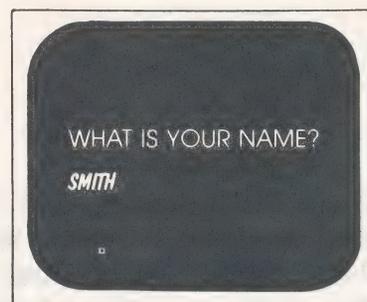
Press RETURN to go back to the title frame.



## ENTERING THE MANAGER PROGRAM

You may enter the Manager Program only if you are registered as a teacher on the diskette. When the entire title frame is on the screen, press any key to go on.

A question will appear. Type your response and press RETURN. (Remember, each response must be typed exactly as it was previously entered.)



Class information will appear on the screen with the next question. (The class name and teacher is given for student's reference.)

Type your response.

The next question will appear. Type your response and press RETURN. (Remember that although you typed your password, only X's will appear on the screen.)

If any of the information was not typed exactly as it was originally entered during initialization, INFORMATION NOT CORRECT will appear on the screen. Press RETURN to go back to the title frame and begin above procedure again. Be sure to include all spaces and punctuation used when the information was originally entered.

If all information was correctly entered, the computer will recognize you as a teacher and the Menu Page will appear.

This frame is very important because it allows you to go to the appropriate section of the Manager Program or go back to the title frame by pressing RETURN.

Selecting letter A will take you to the Student Management Page. This section allows you to work with individual students.

Selecting letter B will take you to the Class Management Page. This section allows you to work with an entire class rather than an individual student.

Selecting letter C allows you to view a lesson as a student would, for review purposes.

THE ONLY CLASS IS:  
1. GRADE 3  
TAUGHT BY SMITH  
TYPE THE NUMBER OF YOUR

CLASS: 1

WHAT IS YOUR PASSWORD?

(JS) XXX

WHAT IS YOUR NAME?  
SMITH  
THE ONLY CLASS IS:  
1. GRADE 3  
TAUGHT BY SMITH  
TYPE THE NUMBER OF YOUR  
CLASS: 1  
WHAT IS YOUR PASSWORD?  
XX  
INFORMATION NOT  
CORRECT

A. STUDENT MANAGEMENT  
PAGE  
B. CLASS MANAGEMENT  
PAGE  
C. EXAMINE A LESSON  
WHICH LETTER?

# USING THE MANAGER WITH INDIVIDUAL STUDENTS

## A. STUDENT MANAGEMENT PAGE

Selecting letter A on the Menu Page takes you to the Student Management Page. This section allows you to work with individual students rather than an entire class.

- A. STUDENT MANAGEMENT PAGE  
WHICH NUMBER?  
1. ADD A STUDENT AND MAKE ASSIGNMENTS  
2. DELETE A STUDENT  
3. CHANGE STUDENT ASSIGNMENTS  
4. LIST THE STUDENTS  
5. REVIEW STUDENT PROGRESS  
6. DELETE A STUDENT PASSWORD

### 1. ADD A STUDENT AND MAKE ASSIGNMENTS

This option adds a student to the class used to enter the Manager and at the same time allows the teacher to make an assignment. A maximum of 100 students may be entered on each diskette. Because a student must use his name each time he enters the program, we recommend entering a child's first name or short nickname. Names must be kept to ten characters or less. Two names exactly the same may not be used. If using different nicknames isn't possible, the first initial of the last name may be used (e.g., William, Billy, Bill, and Bill H.). Each student must type his name exactly as it was entered, including any spaces and punctuation marks.

To add students and make assignments, go to the Student Management Page and press number 1. That option will appear on the screen.

A. STUDENT MANAGEMENT PAGE  
WHICH NUMBER? 1  
ADD A STUDENT AND MAKE ASSIGNMENTS  
NAME OF STUDENT TO ADD?

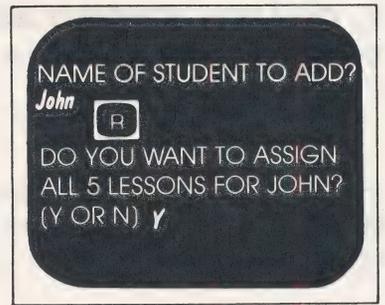
If you do not wish to assign all five lessons for this student, type N.

NAME OF STUDENT TO ADD?  
John   
DO YOU WANT TO ASSIGN ALL 5 LESSONS FOR JOHN?  
(Y OR N) N

Assignment information will appear on the screen. To delete a lesson, type D. NOT ASSIGNED will appear under the lesson title. All lessons have been assigned until you delete them. If you wish to assign a lesson, press RETURN. NOT STARTED will stay under the lesson title.

—JOHN—  
D-1 THE STARFISH (NOT ASSIGNED)  
D-2 INDIAN HOUSES (NOT STARTED)  
D-3 HONEY (NOT ASSIGNED)  
D-4 ALLIGATORS (NOT STARTED)—TYPE "D" TO DELETE  
D-5 INSIDE AN AIRPORT (NOT STARTED)  
PRESS "RETURN" TO GO TO NEXT LESSON.

If you do wish to assign all five lessons, type Y.



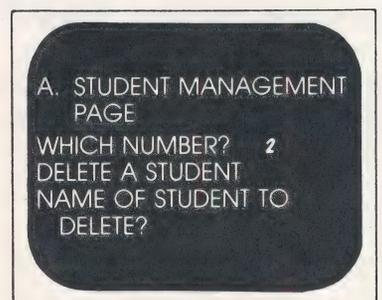
After the assignment has been registered, "NAME OF STUDENT TO ADD?" will appear on the screen. Follow this same procedure to add more students and make assignments. Students may be entered in any order. The computer will automatically alphabetize their names.

Press RETURN to go back to the Student Management Page.

## 2. DELETE A STUDENT

This option deletes a student and all his records from your class. This may be done whenever a student has completed work on the diskette, enabling you to add another student in his place. Because all records are lost when a deletion is made, the word DELETE must be typed to confirm your desire to do this.

To delete a student, go to the Student Management Page and press number 2. That option will appear on the screen.



Type the student's name and press RETURN. A statement will appear.

Type DELETE and press RETURN. The student's name will be deleted.

If you do not wish to delete the student, press RETURN only and the student will not be deleted.



Press RETURN once if you wish to delete another student. Press RETURN twice to go back to the Student Management Page.

### 3. CHANGE STUDENT ASSIGNMENTS

This option allows you to change assignments for each student previously registered in your class.

To change assignments for those students entered, go to the Student Management Page and press number 3. That option will appear on the screen.

Type the student's name and press RETURN.

Assignment information will appear on the screen.

To delete a lesson, type D. If the lesson has not been started and no records can be lost, the assignment is automatically deleted. NOT ASSIGNED will appear under the lesson title.

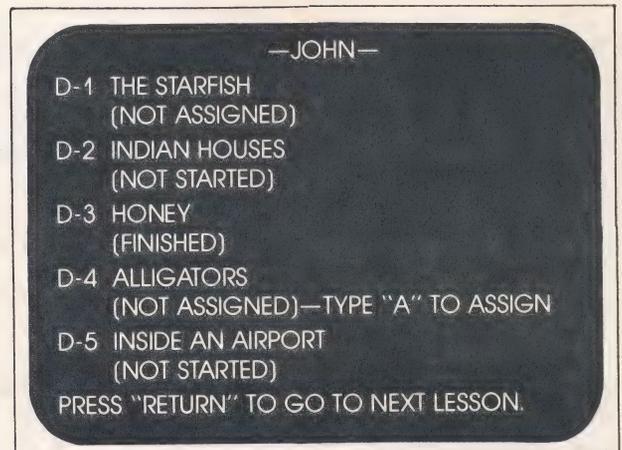
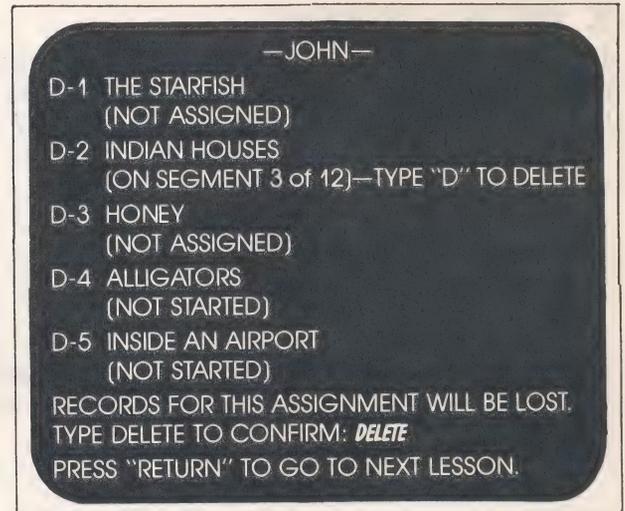
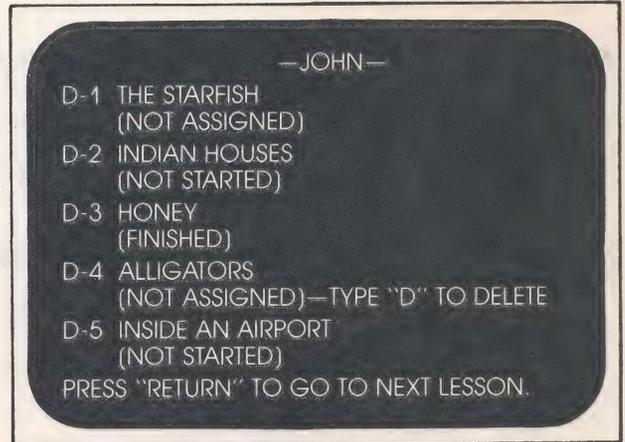
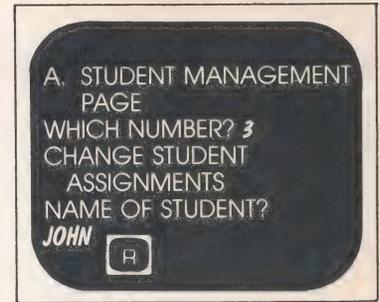
If the story has been started and progress records do exist, a statement will appear on the screen. Type DELETE and press RETURN. When the assignment has been deleted, NOT ASSIGNED will appear under the story title.

If you do not wish to delete the assignment, press RETURN only and the assignment will not be deleted.

To assign a story not previously assigned, type A. NOT STARTED will appear under the story title.

After the assignment has been registered, "NAME OF STUDENT" will appear on the screen. Follow this same procedure to change other students' assignments.

Press RETURN to go back to the Student Management Page.



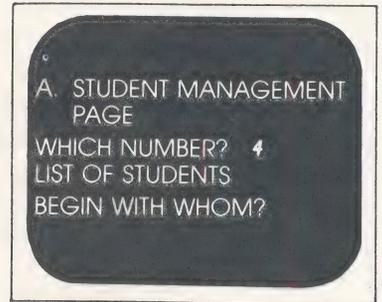
#### 4. LIST THE STUDENTS

This option gives, in alphabetical order, a complete or partial list of the students in your class.

To list all of the student names entered in your class, go to the Student Management Page and press number 4. That option will appear on the screen.

For a complete listing, press RETURN. For a partial listing, type the first letter of the name you want to begin with and press RETURN. To stop the listing at any point, press the ESC (escape) key.

To go back to the Student Management Page, press RETURN.

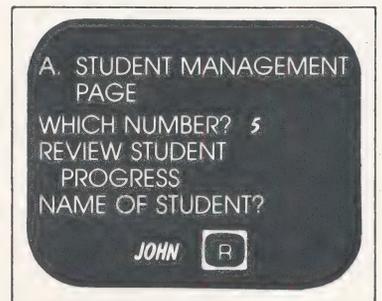


#### 5. REVIEW STUDENT PROGRESS

This option allows the teacher to see an up-to-date record of a student's progress through his assignments.

To review an individual student's progress, go to the Student Management Page and press number 5. That option will then appear.

Type the student's name and press RETURN.



Student performance information will then appear on the screen.

This page is an overall summary of student progress throughout the lessons. In the example, John has completed work on lesson D-3 and will continue on lesson D-4 the next time. He has not yet started lesson D-1 and lessons D-2 and D-5 were not assigned.

The lower portion of the screen details the specific skill areas questioned in each lesson. In lesson D-3 John answered correctly 1 of 3 questions dealing with categorization; 0 of 1 question dealing with time/order, etc. No questions were asked in this lesson dealing with same meaning, opposite meaning, association/synthesis, signal words or form/function. The numeral "10" across from "Extra Tries" indicates that John used a "second try" on 10 of the questions. The information given for lesson D-4 indicates that John has completed 3 questions thus far.

To see another student's progress, press RETURN once and begin procedure again. To go back to the Student Management Page, press RETURN twice.

—JOHN—						
		D-1	D-2	D-3	D-4	D-5
D-1	THE STARFISH					NOT STARTED
D-2	INDIAN HOUSES					NOT ASGND
D-3	HONEY					FINISHED
D-4	ALLIGATORS					STARTED
D-5	INSIDE AN AIRPORT					NOT ASGND
	SAME MEANING	...	...	...	1/1	...
	OPPOSITE MEAN.	...	...	...	0/1	...
	ASSOC./SYNTH.	...	...	...	...	...
	CATEGORIZATION	...	...	1/3	...	...
	TIME/ORDER	...	...	0/1	...	...
	SIGNALS	...	...	...	...	...
	PRONOUN REFER.	...	...	1/1	1/1	...
	SIMIL./DIFF.	...	...	2/2	...	...
	FORM/FUNCTION	...	...	...	...	...
	CONCLUSION	...	...	2/3	...	...
	DEFINITION	...	...	1/1	...	...
	EXTRA TRIES	...	...	10	2	...
	PRESS "RETURN" TO CONTINUE.					

## 6. DELETE A STUDENT PASSWORD

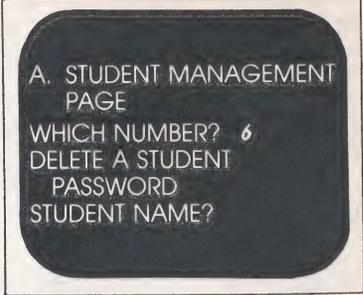
This option enables you to erase a student's password and lets him enter a new password when he next uses the Program. It is not necessary for you to know this password.

To erase a student's present password, go to the Student Management Page and press number 6. That option will appear on the screen.

Type the student's name and press RETURN.

STUDENT PASSWORD DELETED will appear on the screen. His password has now been deleted, and he may enter a new one the next time he enters the Program.

To go back to the Student Management Page, press RETURN twice.



A. STUDENT MANAGEMENT  
PAGE  
WHICH NUMBER? 6  
DELETE A STUDENT  
PASSWORD  
STUDENT NAME?

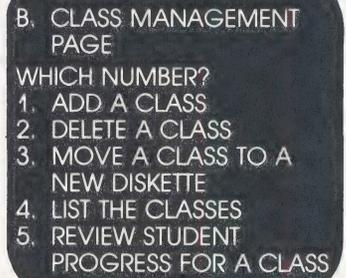


JOHN  R  
STUDENT PASSWORD  
DELETED.

## USING THE MANAGER WITH A CLASS

### B. CLASS MANAGEMENT PAGE

Selecting letter B on the Menu Page takes you to the Class Management Page. This section allows you to work with an entire class rather than an individual student.



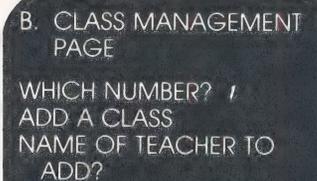
B. CLASS MANAGEMENT PAGE  
WHICH NUMBER?  
1. ADD A CLASS  
2. DELETE A CLASS  
3. MOVE A CLASS TO A NEW DISKETTE  
4. LIST THE CLASSES  
5. REVIEW STUDENT PROGRESS FOR A CLASS

### 1. ADD A CLASS

This option adds new classes and teachers. Up to five classes, totalling 100 students, is the maximum usage per diskette. The number of students in a class may vary to meet teachers' needs. Names of classes must be kept to ten characters or less. Two names exactly the same may not be used.

To add a class, go to the Class Management Page and press number 1. That option will appear on the screen.

Type teacher's name and press RETURN.



B. CLASS MANAGEMENT PAGE  
WHICH NUMBER? 1  
ADD A CLASS  
NAME OF TEACHER TO ADD?

Jones

The next question will appear.

Type class name and press RETURN.



CLASS NAME?

GRADE 7

The next question will appear.

Type password and press RETURN. (Note: only XXX's will appear.) The class is then recorded on the diskette and you are returned to the Class Management Page.



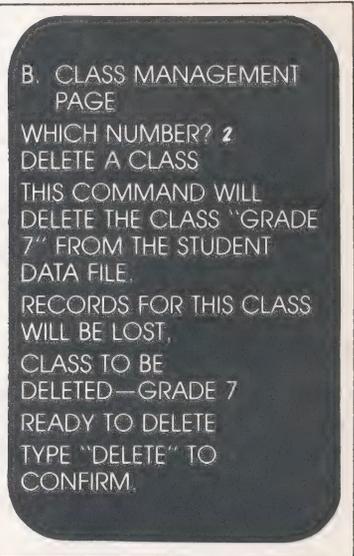
PASSWORD?

(X) XXX

## 2. DELETE A CLASS

This option deletes an entire class of students and all their records. This may be done at the end of the year or when everyone in a class has completed work on the diskette, enabling another class to take its place. Because all records for that class are lost when a deletion is made, the word DELETE must be typed to confirm your desire to do this. When the deletion has been completed you will be returned to the title frame. You can only reenter the Manager by having another teacher add you, using option 1 of the Class Management Page, or by adding yourself using the initialization procedure.

To delete a class, go to the Class Management Page and press number 2. That option will appear.



Type DELETE and press RETURN.

To go to the title frame, press RETURN again.

If you do not wish to delete the class, press RETURN only and the class will not be deleted. Press RETURN again to go back to the Class Management Page.

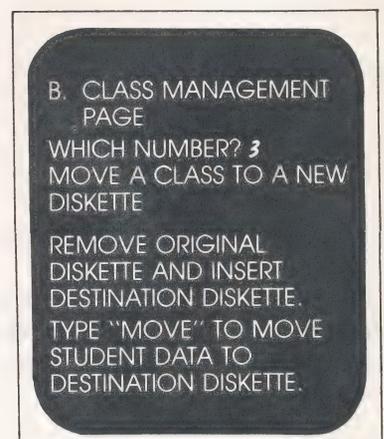


## 3. MOVE A CLASS TO A NEW DISKETTE

This option moves all student names and passwords in a class from one diskette to another, without disturbing the assignments on the original diskette. Students registered on the new diskette may then begin working by choosing the lesson they want. The teacher may delete any lessons from a student's assignment by using option 3 on the Student Management Page. This eliminates the need to individually type students' names on the diskettes, cutting down considerably the time spent preparing diskettes for student use.

To move a class to a new diskette, go to the Class Management Page and press number 3. That option will appear on the screen.

Remove the diskette currently in the disk drive (original diskette), and insert the new diskette (destination diskette). Type MOVE and press RETURN.



If the class cannot be moved, one of three error messages will appear on the screen. At this point the destination diskette MUST BE REMOVED and the original diskette inserted. Press RETURN to go back to the Class Management Page.

DATA NOT MOVED.  
THERE ARE ALREADY FIVE  
CLASSES ON THIS DISKETTE.  
OR  
THE CLASS NAME "GRADE  
3" HAS ALREADY BEEN USED  
ON THIS DISKETTE.  
OR  
YOU HAVE 15 STUDENTS  
AND THERE IS ONLY ROOM  
FOR 7 STUDENTS ON THIS  
DISKETTE.  
\*\*\*REMOVE THIS DISKETTE  
AND INSERT ORIGINAL  
DISKETTE\*\*\*

If the class can be moved, a statement will appear on the screen.

B. CLASS MANAGEMENT  
PAGE  
WHICH NUMBER? 3  
MOVE A CLASS TO A NEW  
DISKETTE  
REMOVE ORIGINAL  
DISKETTE AND INSERT  
DESTINATION DISKETTE.  
TYPE "MOVE" TO MOVE  
STUDENT DATA TO  
DESTINATION DISKETTE.  
MOVING CLASS...  
PLEASE WAIT.

When the class has been successfully moved, a statement will appear on the screen. The destination diskette has now been initialized. RELOAD THE DESTINATION DISKETTE. This loads the programs on the destination diskette into the computer. The diskette is now ready for student use.

To use the original diskette, remove the destination diskette and insert the original. RELOAD THE ORIGINAL DISKETTE. Do not attempt to work with the diskette before first doing this.

CLASS MOVED TO THIS  
DISKETTE.  
\*\*\*DO NOT INSERT THE  
ORIGINAL DISKETTE  
WITHOUT RELOADING\*\*\*

#### 4. LIST THE CLASSES

This option provides a list of the classes and teachers registered on the diskette. A maximum of five classes may be used on each diskette.

To list the classes and teachers, go to the Class Management Page and press number 4. That option will appear on the screen. The class used to enter the Manager Program will always be designated by an asterisk. This is a convenient way for you to check with which class the Manager is being used if you have several classes registered on the diskette.

Press RETURN to go back to the Class Management Page.

B. CLASS MANAGEMENT  
PAGE  
WHICH NUMBER? 4  
LIST OF CLASSES  
THE CLASSES ARE:  
\* 1. GRADE 3  
TAUGHT BY SMITH  
2. GRADE 7  
TAUGHT BY JONES

## 5. REVIEW STUDENT PROGRESS FOR A CLASS

This option provides a complete or partial list of all student progress for a specific class. The list will show progress information for each student, one at a time, in alphabetical order. This option also provides the capability for generating a print-out of student performance records.

To review student progress for a class, go to the Class Management Page and press number 5. That option will appear on the screen. The computer will then ask, "HARD COPY? [Y,N]."

If no printer is connected to the computer, or if a print-out is not desired, type N. The next question will appear.

To see performance information for the entire class, press RETURN. For a partial listing, type the first letter of the name you want to begin with and press RETURN. To continue, press RETURN after each student's record is shown. To stop at any point, press the ESC (escape) key.

(For more information on student performance files, see page 17.)

B. CLASS MANAGEMENT PAGE  
WHICH NUMBER? 5  
REVIEW STUDENT PROGRESS FOR A CLASS  
HARD COPY? [Y, N] N

BEGIN WITH WHOM?

—JOHN—					
	D-1	D-2	D-3	D-4	D-5
D-1	THE STARFISH				NOT STARTED
D-2	INDIAN HOUSES				NOT ASGND
D-3	HONEY				FINISHED
D-4	ALLIGATORS				STARTED
D-5	INSIDE AN AIRPORT				NOT ASGND
	SAME MEANING	...	...	...	1/1
	OPPOSITE MEAN.	...	...	...	0/1
	ASSOC./SYNTH.	...	...	...	...
	CATEGORIZATION	...	...	1/3	...
	TIME/ORDER	...	...	0/1	...
	SIGNALS	...	...	...	...
	PRONOUN REFER.	...	...	1/1	1/1
	SIMIL./DIFF.	...	...	2/2	...
	FORM/FUNCTION	...	...	...	...
	CONCLUSION	...	...	2/3	...
	DEFINITION	...	...	1/1	...
	EXTRA TRIES	...	...	10	2
	PRESS "RETURN" TO CONTINUE.				

### OBTAINING A PRINT-OUT OF STUDENT PROGRESS

As previously stated, the program will provide a hard copy print-out of student performance data. This option will function with either a serial or parallel printer set to a 40 column line width. The printer interface card should be placed in slot 1 in the Apple. If this is not possible, place the card in the next available slot.

When the title frame of the Program is on the monitor, press and hold the CTRL (control) key while pressing the S key. Two statements will appear on the screen.

Present slot number for printer: 1

Enter slot number for printer:

If you did not use slot 1 for the printer interface, type the number of the slot the interface card is in and press RETURN. You will now be able to obtain a print-out of student progress using option B-5 on the Class Management Page.

To obtain a print-out of student performance, go to the Class Management Page and press number 5. That option will appear on the screen. The computer will ask "HARD COPY? [Y, N]."

Type Y and the next question will appear.

To print performance information for the entire class, press RETURN. for a partial listing, type the first letter of the name you wish to begin with and press RETURN.

The next statement will appear.

Turn on the printer and press RETURN. The computer will begin printing through the students' records. It is not necessary to press RETURN after each student's file is shown. To stop at any point, press the ESC (escape) key. The printer will stop after completing the student file it is printing. When the listing is completed, press RETURN to go back to the Class Management Page.

B. CLASS MANAGEMENT  
PAGE  
WHICH NUMBER? 5  
REVIEW STUDENT PROGRESS  
FOR A CLASS  
HARD COPY? [Y, N] Y

BEGIN WITH WHOM?

SET UP THE PRINTER, THEN  
PRESS RETURN.

### C. EXAMINE A LESSON

This option allows you to leave the Manager Program and enter the CLOZE-PLUS Program for review purposes.

On the Menu Page, press the C key.

A. STUDENT MANAGEMENT  
PAGE  
B. CLASS MANAGEMENT  
PAGE  
C. EXAMINE A LESSON  
WHICH LETTER? C

The Lesson Menu Page will appear on the screen. Type the number of the lesson you want. A dot (•) will indicate the lesson selected.

CLOZE-PLUS  
Level D  
 1. The Starfish  
 2. Indian Houses  
 3. Honey  
 4. Alligators  
 5. Inside an Airport  
Lesson Number?

## STUDENT ORIENTATION

Student orientation may be conducted with groups of 5 to 6 students, or as many as can clearly view the display screen. Choose a diskette which is one level below the independent reading level of the lowest student in the group.

### PROGRAM DESCRIPTION

Describe the benefits of the Program and explain the format of the lesson.

### OPERATING THE COMPUTER

Explain the loading procedure for the computer described on page 10. These procedures are also outlined on the "Easy-Does-It" Card, which could be displayed at this point. (This card should be placed near the computer for easy reference.)

### ENTERING THE PROGRAM

Show students how to enter the Program by taking them through the following steps, using the computer.

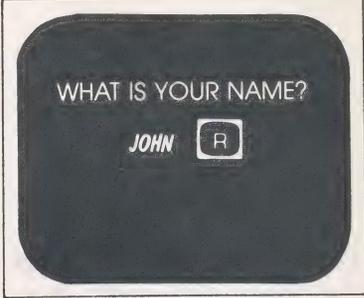
When the title frame appears, press any key to go on.



CLOZE-PLUS  
A CONTEXT ANALYSIS  
PROGRAM  
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PRESS ANY KEY TO GO ON.

A question will appear.

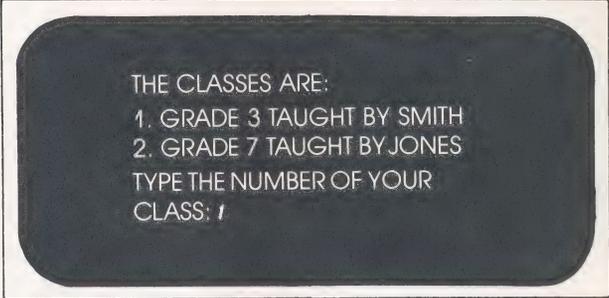
The student should type his name exactly as it was previously entered by the teacher and press RETURN.



WHAT IS YOUR NAME?

JOHN

Class information will appear on the screen with the next question. The student should type the correct number of his class.



THE CLASSES ARE:

1. GRADE 3 TAUGHT BY SMITH
  2. GRADE 7 TAUGHT BY JONES
- TYPE THE NUMBER OF YOUR CLASS: 1

A statement will appear on the screen.

The student should type a password and press RETURN. The password must be limited to five letters or less. (The first time he enters the Program he is asked to type the password again. If it does not match, he is told to type a new password.)



TYPE A PASSWORD THAT  
ONLY YOU AND I WILL  
KNOW:

xxx

NOW, TYPE IT AGAIN: °

xxx

BAD PASSWORD, TRY  
AGAIN.

If the passwords match, the student is taken to the Menu Page.

Each time the student enters the Program he is asked for the same information. The computer will then verify this information.

The student then types the desired lesson number which will be indicated by a dot (•). Only lessons which have been assigned will be listed. "X" indicates those lessons which have been completed.

When the lesson is finished or the student presses the "ESC" key, the computer will show a summary of progress and a skills report and automatically update the student's record before returning him to the title frame. If the lesson was completed, the student may then begin work on another story, by reentering the Program, or the next student may begin to work.

If the lesson was not completed, the next time the student enters the program, the message, "You will be continuing with "Indian Houses." Please wait . . ." will appear. The student must finish this lesson before beginning a new lesson.

Following each correct response, the student will receive a confirmation such as "GOOD FOR YOU!" or "YOU GOT IT!" as well as a portion of a graphic reward. Answering all the questions correctly will reveal the entire picture.

GOOD, THE PASSWORDS  
MATCH.

LOADING SEQUENCE . . .  
PLEASE WAIT

CLOZE-PLUS

Level D

- 1. The Starfish
- 2. Indian Houses
- 3. Honey
- 4. Alligators
- 5. Inside an Airport

Lesson Number?

Summary:

You answered correctly 9  
out of 12 questions with  
17 tries.

Your score is 75%.

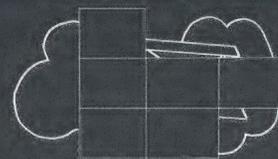
You asked for clues 3  
times.

PRESS **RETURN** TO GO ON.

Skills Report:

	RIGHT/TOTAL
SAME MEANING	0/0
OPPOSITE MEAN.	0/0
ASSOC./SYNTH.	0/1
CATEGORIZATION	1/1
TIME/ORDER	0/0
SIGNALS	1/1
PRONOUN REFER.	2/2
SIMIL./DIFF.	0/0
FORM/FUNCTION	0/0
CONCLUSION	4/6
DEFINITION	1/1

PRESS **RETURN** TO GO ON.



PRESS **RETURN** TO GO ON OR **ESC** TO STOP.

## SAMPLE LESSON

It is recommended that you guide the students through the entire lesson to familiarize them with all aspects of a lesson.

### FIRST PARAGRAPH

Have students read the paragraph and question.

Ask students to think about the word that best fits the deletion.

Press Space Bar to display clues.

Type the letter of the correct response to demonstrate confirmation and reward graphic.

### SECOND PARAGRAPH

Have students read the second paragraph and question.

Press an incorrect response to demonstrate correction.

Press Space Bar to display clues.

Press correct key.

### SUBSEQUENT PARAGRAPHS

Guide students through the remainder of the lessons. Some lessons may have an illustration or other graphic.

Some lessons contain paragraphs which do not contain a question.

Some lessons contain an explanation of why an answer is correct.

### SUMMARY REPORT

(a) You answered correctly \_\_\_\_ out of \_\_\_\_ questions with \_\_\_\_ tries.

(b) Your score is \_\_\_\_ %

(c) You asked for clues \_\_\_\_ times.

### SKILLS REPORT

See page 4 for listing of skill categories.

Point out that the display will remain on screen until a response is made.

Point out the context clues in the paragraph.

Point out that not all the clues are underlined ... just enough to provide a help.

Explain that students may request clues before responding and that the number of times "clues" were requested will appear in the summary report. There is no penalty for asking for clues.

Explain that they have two chances to respond before being scored incorrect.

Explain that only a correct answer will generate portions of the graphic.

Ask questions such as: What is the paragraph about? In relation to the deletion, where do the clues appear? What are the clues that help you? Why are the other choices incorrect?

Explain that students can now request clues.

Explain that students will be given another chance to select a correct answer and that if the second response is correct, they will be scored as correct.

Explain that the "ESC" key is pressed if the student runs out of class time. Progress will be stored to this point so the student can continue the lesson at the next session.

Point out that this kind of display provides additional information for the student.

Point out that students should read and move on.

Explain that this material is designed to help them.

This is the student's numerical score which also calls attention to the number of times they needed more than one try per question.

This is the percent rounded to the nearest whole number.

This calls attention to the number of times they needed help.

Asterisk calls attention to the kind of skill questions that were missed.







# CLOZE-PLUS RECORD SHEET

Student \_\_\_\_\_

LESSON NUMBER																				
COMPREHENSION SCORE (S)																				
CLOZE-PLUS SKILLS																				
Same Meaning/Synonyms																				
Opposite Meaning/Antonyms																				
Association/Synthesis																				
Categorization/Classification																				
Time/Order																				
Signal Words, Phrases/Transitions																				
Pronoun Referents																				
Similarities/Differences																				
Form/Function																				
Conclusion/Summary																				
Definition																				

# Notes

# Notes



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# Cloze Plus

(A Context Analysis Program)

**VCT**

INSTRUCTIONAL/COMMUNICATIONS  
TECHNOLOGY, INC.

Levels F-G-H

# Cloze Plus Program

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Computer Courseware

Milliken Publishing Company  
Instructional/Communications Technology, Inc.

## TABLE OF CONTENTS

### DISKETTE LEVEL F-1 contains:

- F-1 Sailing Ships
- F-2 Seeing Eyes
- F-3 Come Into My Parlor
- F-4 Fashion
- F-5 How Much And How Many

### DISKETTE LEVEL F-2 contains:

- F-6 Avalanche
- F-7 Mr. Imagination
- F-8 Loggerhead Turtles
- F-9 Presidential Travel
- F-10 Locomobile

### DISKETTE LEVEL F-3 contains:

- F-11 Skating
- F-12 The Real One
- F-13 Manatees
- F-14 Animal Homes
- F-15 Flying Saucers

### DISKETTE LEVEL F-4 contains:

- F-16 Chemical Warfare
- F-17 Rodeos
- F-18 Never Pet A Porcupine
- F-19 Up and Away
- F-20 Fossils

	Diskette F-1				Diskette F-2				Diskette F-3				Diskette F-4							
	F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10	F-11	F-12	F-13	F-14	F-15	F-16	F-17	F-18	F-19	F-20
<b>CLOZE-PLUS SKILLS</b>																				
Same Meaning/Synonyms	2	2	1	4	1	2	3	1	1	1	2	1	1	3	4	4				
Opposite Meaning/Antonyms		1	2	2		2	3	2	1			1			1	1	1	1	1	1
Association/Synthesis	3	2	2	2	4	5	2	2	4	7	3	2	3	3	1	5	4	4	5	2
Categorization/Classification		1						1	1	2	2		1			1	1	1		1
Time/Order									1											
Signal Words, Phrases/Transitions	1	1	1		1	1	1	1	1	1	1	1	1	1		1	1	1		
Pronoun Referents		1	1				1	1		1	3	1				1		1		
Similarities/Differences	1	1	1	1	1									2						
Form/Function								1	1	2							1			
Conclusion/Summary	3	3	2	3	6	1	4	4	5	3	5	3		2	5	1	4			5
Definition	1	2	1	2	1	1	1			1	1	4	1	1	1	2	1	2	1	2

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Program

Level F-4

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Program

# Cloze Plus Program

Computer Courseware

Level G

Level H

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## TABLE OF CONTENTS

### DISKETTE LEVEL G-1 contains:

- G-1 Matches
- G-2 The Elephant
- G-3 Writing
- G-4 Magic
- G-5 Tunnels

### DISKETTE LEVEL G-2 contains:

- G-6 What? Tobacco!
- G-7 Bats
- G-8 Tent Shows
- G-9 Wheels
- G-10 Airmail

### DISKETTE LEVEL G-3 contains:

- G-11 Buy the Colors
- G-12 Lightsails
- G-13 Feet First!
- G-14 Indian Fires
- G-15 Running

### DISKETTE LEVEL G-4 contains:

- G-16 Taking a Chance
- G-17 Columbus
- G-18 Wind Tunnels
- G-19 Trademarks
- G-20 Ghosts

CLOZE-PLUS SKILLS	Diskette G-1					Diskette G-2					Diskette G-3					Diskette G-4				
	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	G-10	G-11	G-12	G-13	G-14	G-15	G-16	G-17	G-18	G-19	G-20
Same Meaning/Synonyms	1	1	3	1	1	2	1	4		3	3	1	2	4	4	3	1	1		
Opposite Meaning/Antonyms		2				1	2		1		1	2		1	1		1			
Association/Synthesis	2	2	1	3	2	2	4	7	4	3	2	1	3	4	2	3	4	4	2	3
Categorization/Classification				1	1	2	1	1		1		1	2	1		1	1	1		
Time/Order		1			2															
Signal Words, Phrases/Transitions	1	1	1	2	1	1	1		1	2	1	1	1	1	1	2				2
Pronoun Referents	1	1	1	1			1		2	1	1				1					2
Similarities/Differences	2	1	2															1	1	
Form/Function														1				1		
Conclusion/Summary	4	3	3	1	5	4	1	4	4	5	1	4	4	1	5	4	4	5	2	5
Definition	1	2	2	3		2	1		1	2	2	1	1	1			1	1	1	2

# Cloze Plus Program

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Computer Courseware

Level H

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- H-2 Tiffany Glass
- H-3 Scapegoats
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Same Meaning/Synonyms	3	2	2	1	4	1	2	1		2	1	1		4	1	2	2		2	1	
Opposite Meaning/Antonyms			1	1		1		2	1		1										
Association/Synthesis	3	4	4	4	1	5	5	4	2	2	3	4	4	2	3	3	3	2	3	5	
Categorization/Classification	1		1	1					1	2	1				1	1		1			
Time/Order				1	1	1	1					1		1	1	1				2	
Signal Words, Phrases/Transitions	2	1			1	1	1	1	1	1	1		1			2	2	2	2		
Pronoun Referents		1	1	2	2		2		1		2	1	1	1	2	2	2	2		1	
Similarities/Differences		1	1		1				1	1		1								1	
Form/Function								1		1				1	1			1	1		
Conclusion/Summary	2	3	4	4	4	5	4	3	6	4	4	4	4	2	3	2	3	4	3	5	
Definition	2		1	1	1	1	1		1		1	2	3	1	1	2	2	1	1	1	

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Level H-3

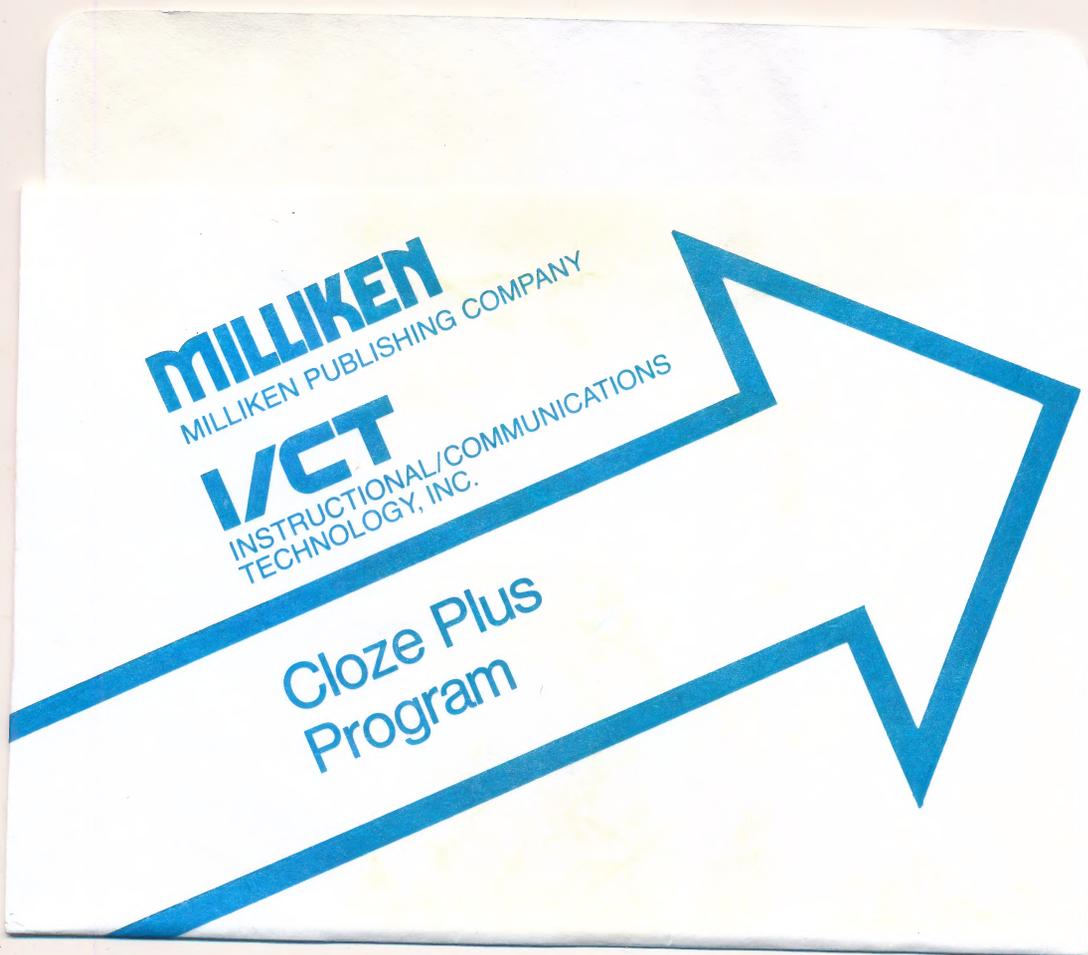
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