
Michigan's Multi-Tiered System of Supports Technical Assistance Center
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Cloze Reading

This document provides the what, why, and how of using Cloze Reading in secondary classrooms.

What is it?

Cloze reading is a whole-group reading procedure in which students follow along as the teacher reads a text, then read the next word or phrase each time the teacher pauses.

An example of a cloze procedure at the **word level** might be as follows: the teacher reads the text, pausing at each underlined word, with the expectation that the students read the next word aloud and in unison.

A school-wide content area reading model in a multi-tiered system of supports encompasses systems to address the continuum of reading needs, practices designed to improve reading outcomes for all students, and data to provide evidence of needs to be met, progress being made, and adjustments necessary.”

An example of the cloze procedure at the **phrase level** might be as follows: the teacher again reads the text, pausing at the underlined group of words, with the expectation that the students read the next phrase aloud and in unison.

It is essential to be clear about the importance of using strategies before, during, and after students read text. Focusing on only one area will limit the information all students understand.

Please note that the underlining shown above is for illustration and not needed in the actual procedure. The teacher indicates which word or words students will read by simply pausing.

Why do it?

Cloze reading ensures that students are following along in the text. Judicious selection of the identified words or phrases provides students with an articulation of key terms. Using the cloze procedure allows the teacher to move more quickly through the text than with a choral reading process. Caution is warranted, however, not to overuse the cloze procedures for a couple of reasons. First, the teacher is doing most of the oral reading and thus not providing as much practice as students would get using other procedures. Second, students can often comply with the cloze word process without cognitively engaging with the text.

How to do it

Expectations:

1. Students keep their eyes on the text at all times and follow the progress as the teacher reads.
2. When the teacher pauses, the student reads the next word or phrase aloud, in unison with classmates, at an audible but not distracting volume.

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