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## **A reading program in a sixth grade class-room based on modified self-selection of paperback books using Cloze procedure to test comprehension**

Martha J. Shaw

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California State College  
San Bernardino

A READING PROGRAM IN A SIXTH GRADE CLASSROOM BASED  
ON MODIFIED SELF-SELECTION OF PAPERBACK BOOKS  
USING CLOZE PROCEDURE TO TEST COMPREHENSION

A Project Submitted to  
The Faculty of the School of Education  
In Partial Fulfillment of the Requirements of the Degree of  
Master of Arts  
In

Education: Elementary Option


By

Martha J. Shaw, M.A.

San Bernardino, California

1976

APPROVED BY:

  
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Advisor

  
\_\_\_\_\_  
Committee Member

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## PAPERBACK BOOK HISTORY

Paperbound books have a long and varied history. The first ones were small, unbound, often unstitched booklets sold in England by itinerant peddlers, or chapmen, in the seventeenth and eighteenth centuries. These were popularly called chapbooks, or penny histories, since they often sold for a penny each. Most chapbooks were about 5 1/2 by 3 1/2 inches and contained from four to twenty-four pages. These chapbooks were not intended for children, but many of the adventure stories appealed to them.<sup>1</sup>

In 1744, John Newbery, a writer and publisher, presented, along with Dr. James Fever Powders, the following title:

A LITTLE PRETTY  
POCKET-BOOK  
Intended for the  
Instruction and Amusement  
of  
Little Master Tommy,  
and  
Pretty Miss Polly.  
With Two Letters from  
Jack the Giant-Killer;  
As also  
A Ball and a Pincushion;  
The Use of which will infallibly make Tommy  
a good Boy and Polly a good Girl.  
To which is added,

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<sup>1</sup>Encyclopedia Americana, 1973 ed., s.v. "Literature for Children," by Nancy Larrick.



A Little Song-Book,  
Being  
A New Attempt to teach Children  
the Use of the English Alphabet,  
by way of Diversion.<sup>1</sup>

It was a small book, 2 1/2 by 3 3/4 inches, bound in gilt and flowered paper. It included rhyming fables, letters from Jack the Giant-Killer, and 163 rules for children's behavior.

The Pocket-Book was so successful that Newbery published numerous children's titles, many of them old chapbook favorites.<sup>2</sup>

The nineteenth century found five-cent weeklies very popular. These books taught the virtues by means of heroes such as Fred Fearnot, the Liberty Boys, Jack Lightfoot, and Frank Merriwell. These five-cent weeklies were followed by the dime novel adventure stories, complete with stereotype hero and outlaw.<sup>3</sup>

In 1860, Erasmus Beagle in New York began publishing dime novels. During the next five years, he sold more than four million copies. His best-seller, Seth Jones, a story of the New York wilderness of 1785, sold more than half a million copies by 1865.<sup>4</sup>

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<sup>1</sup>May Hill Arbuthnot, Children and Books, (Chicago: Scott, Foresman and Company, 1957), p. 44.

<sup>2</sup>Encyclopedia Americana, 1973 ed., s.v. "Literature for Children," by Nancy Larrick.

<sup>3</sup>Marta U. Gordon, "Ten in a Tote Bag," English Journal 57 (September 1968):837.

<sup>4</sup>C. Taylor Whittier, "Paperbacks Extend Reading Opportunities," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), p. 30.

In 1939, the modern paperback book was introduced by Pocket Books, Inc. with ten titles. Red Arrow Books and Penguin Books opened offices in the same year.<sup>1</sup>

There were seventeen publishers of paperback books in 1957. This number grew to about fifty by 1962.<sup>2</sup> Industry surveys show sales of paperback books to the educational market had increased from about 22,000,000 units annually in 1961, to about 42,000,000 in 1964. In 1964 the sales of paperback books to educational buyers was estimated to be about thirteen percent of the total sales.<sup>3</sup>

The 1965 Paperbound Books in Print listed 35,500 titles.<sup>4</sup> Included were 159 different dictionaries, 15 encyclopedias, 35 atlases, 4 thesauri, and 25 books directly concerned with teaching reading skills and efficient reading.<sup>5</sup>

The second largest selling paperback book in the history of the modern paperback industry is the Webster Pocket Dictionary, with 14,000,000 copies sold as of 1966.<sup>6</sup>

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<sup>1</sup>William D. Litzinger, "Paperback Usage in Schools," The Clearing House 38 (April 1964):474.

<sup>2</sup>Ibid., pp. 474-75.

<sup>3</sup>Oscar Dystel, "Trends in Paperback Books," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), p. 79.

<sup>4</sup>William D. Boutwell, "When the Paperback Goes to School," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), p. 73.

<sup>5</sup>David A. Sohn, "The Use of Paperbacks for Improving Reading," Conference on Reading (Chicago: University of Chicago Press, 1965), p. 92.

<sup>6</sup>Whittier, "Paperbacks Extend Reading Opportunities," p. 34.

The paperback publishers are also supplying reading lists, desk-top reference libraries, and total packages of thematic units, genre units, and topical units.<sup>1</sup> However, the greatest gains are in the field of paperbacks for the elementary school. Until recently, most books were for junior high school and above. Recently many more titles for elementary children have been made available, ranging from original titles to reprints of successful hardbound books.<sup>2</sup>

In 1966, Margaret McNamara, wife of then Secretary of Defense Robert S. McNamara, initiated the "Reading is Fun-damental" program in Washington, D.C. schools. She obtained a Ford Foundation grant for a pilot program for distributing quality paperbacks to sixty-one Washington schools where family income averaged under \$5,000. The purpose of the program is to provide free and inexpensive paperback books to children who come from nonreading homes in order to motivate the children to read. The enjoyment of books is stressed and children are responsible for choosing their own books. The choices may range from Charlie Brown comics, through adventure stories, career books, and ethnic-hero tales to children's classics.

As of 1973, Reading is Fun-damental was operating in 126 cities and towns, in 43 states, with 87 more beginning

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<sup>1</sup>Sohn, "The Use of Paperbacks for Improving Reading," p. 92.

<sup>2</sup>"Paperback Books: Their Role in the Schools Today," School Management 11 (September 1967):105.

the program. It had given away four million books to more than 800,000 children.

A poll taken by the Reading is Fun-damental program in Houston found 92 percent of the parents said their children's home reading had increased; more than two-thirds said they had bought more books for their children; and one-half the children interviewed said they had bought other books.<sup>1</sup>

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<sup>1</sup>James Daniel, "The Fun-damental Approach to Reading," American Education 9 (August 1973):23-26.

## PAPERBACK BOOK RESEARCH

A study by the New Jersey State Department of Education was reported by Max Bogart at the Conference on Paperbacks in Education in 1966. This was an analysis of the effect of paperback books upon the English language arts curriculum in elementary and secondary schools of New Jersey. Seven questions were investigated:

1. At which grade levels have paperback books affected curriculum?
2. How early in the elementary school may paperbacks be used extensively?
3. To what extent are available paperback books adequate as compared with basal readers and early reading textbooks?
4. What proportionate use is made of paperbacks as classroom textbooks, as supplementary assignments, and as library reading?
5. How effective are paperback books in the development of reading habits and skills?
6. Where paperback books are used, what changes are evident in learning and in teacher and student attitudes?
7. How durable are paperback books?

Forty-five publishers distributed over forty thousand books to the fifty participating schools without charge, with

the schools making title and edition selections. The schools were selected as a representative cross-section of school size, socio-economic level, and community type and size, with a minimum of one school from each of the twenty-one counties in the state. There was also representation of all grade levels--one through twelve--and of various types of programs. The final criterion of selection was the willingness of the teachers and administrators to participate. A total of 8,377 students were involved in the study.

A majority of students, about 58 percent, indicated their general interest in reading was greater than ever before; about 68 percent believed all their schoolwork had improved; about 46 percent found schoolwork more challenging in all subjects; and about 69 percent thought schoolwork was now more interesting.

The study found that reluctant readers are not quite so reluctant when books are available for their particular levels of interest. The books were exceedingly challenging for the academically talented and the gifted students.

Students in all grade levels reported that they were attracted to the paperback books because of the variety of subject matter, the convenient size, and the colorful, artistic covers. They also liked the factor of self-selection of books.

More than 82 percent of the teachers involved reported changing their ideas regarding approaches to reading. Many stated they now favored a thematic unit approach.

Over 85 percent reported a change in their teaching methods and 75 percent reported a planned change in curriculum with emphasis on more individualized reading, and the initiation, continuation, or expansion of classroom libraries. The reasons given for these changes were the greater variety and flexibility offered by paperback books, the modification in both student and teacher attitude toward reading, and the cost factor.

There were negative aspects reported as well. The most outstanding negative aspect noted was the unfamiliarity of many teachers with paperback editions and library reference materials which provide such information. Beyond the required textbook assignments, many teachers were themselves nonreaders.

Another negative point was the rigidity of book selection and assignment by many teachers. Despite the freedom of selection, many teachers chose the same titles and the same authors they had been using in hardback editions. Repeatedly it was found that, where this took place, little or no change was seen, either in student attitude or reading habits.

As to the question of durability, about 53 percent of the teachers found it possible to get four to ten readings from a single book. Thirty-six percent used the books for more than ten readings. It was concluded that, under "normal conditions," a paperback book collection can serve a classroom for two or more years.

There are several implications to be drawn from this study. Through an extensive paperback book program schools can gain greater curriculum flexibility and use a variety of instructional approaches. Course content can be current because of the up-to-date nature of the materials. More opportunities can be provided for creative and effective instruction with emphasis on experimentation. The reading interests of most students can be stimulated and enlarged, and the development of reading skills can be improved. Attitudes toward learning and school can be changed. Some carry-over affecting many aspects of school activity may be expected.

The following are some of the recommendations supported by the study results.

1. Classrooms--elementary and secondary--should contain extensive paperback book collections.
2. Individualized reading programs should be expanded with the paperback book as the core of that program.
3. Free reading should not be graded because grades can hinder enjoyment.
4. There ought to be an increase in the number of paperback book fairs and book stores, and these should be established wherever feasible to encourage students to build their own personal libraries.
5. Local merchants should be encouraged to stock recommended paperback books, and school people ought to tell their local merchants what books they want in their stores.



6. Central libraries should make greater use of these paperback books.

7. School budgets should be flexible enough to allow teachers to order paperback books when and as they are needed.

8. Reading, or literature, should not be isolated from other components of the English language arts curriculum.

9. Colleges of education should help teachers-in-training to understand the consequences of the paperback book revolution.

10. School systems should make provisions for the kind of in-service education that will aid teachers to learn how to make the best use of paperback books.

11. Teachers, supervisors, and administrators should be alert to the many opportunities for correlation, integration and broad-field instruction afforded by the large-scale use of paperback books.<sup>1</sup>

Studies in New York City by Loretan,<sup>2</sup> in California by Lowery and Grafft,<sup>3</sup> in Colorado by Rioux, Hunt, Quinn, Townsend, Corrick and McClain,<sup>4</sup> and nationwide as reported

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<sup>1</sup>Max Bogart, "Paperback Books in New Jersey," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), pp. 58-64.

<sup>2</sup>Joseph O. Loretan, "Paperbacks in New York City," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), pp. 49-56.

<sup>3</sup>Lawrence F. Lowery and William Grafft, "Paperback Books and Reading Attitudes," Reading Teacher 21 (April 1968):618-23.

<sup>4</sup>J. William Rioux, "Nine Tested Reasons for Using Paperback Books," Nations Schools 70 (November 1962):74-76.

in School Management<sup>1</sup> seem to support the New Jersey findings, particularly in regard to student attitude toward reading. This attitude change is also the basic premise of Daniel Fader as presented in Hooked on Books.<sup>2</sup>

The studies in New York City, New Jersey, and nationwide were surveys of usage and not experimental. There have been few experimental research studies reported.

Lowery and Grafft researched the effects of paperback books upon the attitudes of fourth grade students. Their study was conducted over an eight week period using six fourth grade classrooms in Oakland, California. One control class, one Experimental I, and one Experimental II were selected from schools in the middle socio-economic area and again from schools in the low socio-economic area.

The Experimental II classes were supplied with forty hardbound books while the Experimental I groups were given the same forty titles in paperback. The control classes used the school libraries where the same titles were available among the thousands of hardbound books, however no supplementary books were placed in the control classroom.

The control groups used the libraries on a regular basis. Library tables for reading and browsing were set up in the other classrooms and their use was encouraged. The

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<sup>1</sup>"Paperback Books: Their Role in the Schools Today," pp. 103-7.

<sup>2</sup>Daniel N. Fader and Morton H. Shaevitz, Hooked on Books (New York: Berkeley Publishing Corporation, 1966).

books in all classes were used as supplemental to the basic reading texts and all teachers used the same methods suggested in the teacher's manual. All forms of book reviews were used by all the classes.

A variation of the Projective Tests of Attitudes was given as a pre-test and post-test, administered orally to individual students with the responses taped. The post-test results showed a significant decrease in the number of clearly negative attitude responses and a significant increase in the clearly positive responses. Significant decreases were also found in the category of school or work oriented responses. It was concluded that the attitudes of the students using paperback books were significantly affected by their use.<sup>1</sup>

Hardman reported the results of using paperback books in a class of high school juniors reading from fourth to ninth grade levels. Students had freedom of selection from available books and were quizzed orally at the completion of each book.

The Nelson Denny reading tests were administered at the end of the year. The results showed a twenty-one percentile increase in comprehension, an eight percentile increase in vocabulary, and one and three-tenths percentile increase in rate.<sup>2</sup>

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<sup>1</sup>Lowery and Grafft, "Paperback Books and Reading Attitudes," p. 623.

<sup>2</sup>Laurence L. Hardman, "Slow Readers--A Happy Experience," English Journal 57 (March 1968):407.

Marguerite Townsend reports of an experiment of individualized reading using four hundred paperback books from a classroom library in a senior high school English class. The control group followed the standard teaching approach.

A two-to-one increase in reading rate was shown by the experimental group over the control group at the end of one year. The paperback group showed better writing performance and fewer grammatical and spelling errors.<sup>1</sup>

Linda Hunt investigated "The Effect of an Individualized Paperback Program in English on Reading Skills and Appreciation in the Seventh Grade."<sup>2</sup> Two average ability seventh grade classes were chosen, with one as a control group. The control group used the regular English anthology, while the experimental group used paperback books. One full semester was used for the study. The following results were reported:

1. On the basis of teacher observation and a specially devised opinionaire it was clear that the students using paperbacks had more enthusiasm and interest in reading. The majority preferred this approach as compared to the conventional anthology used in the first semester.

2. Students in the research section did more outside reading.

3. On the basis of reading tests, 72 percent of the students improved in vocabulary and 84 percent improved in comprehension in the research group as compared with 74 percent and 55 percent, respectively, in these areas in the control group.

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<sup>1</sup>Rioux, "Nine Tested Reasons for Using Paperback Books," p. 75.

<sup>2</sup>Ibid., p. 76.

4. It would appear that there is greater interest-building potential involved in the scope of paperbacks as compared with hardbound anthologies.<sup>1</sup>

Quinn, Corrick, and McClain ran comparable experiments in eighth, eleventh, and twelfth grades. Again the studies ran for one semester. Their results found no significant differences in pre-test and post-test reading scores. However, all three reported a heightened interest in reading by the students in the classes using paperback books.<sup>2</sup>

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<sup>1</sup>Ibid., p. 76.

<sup>2</sup>Ibid., pp. 76, 88.

## WHY PAPERBACK BOOKS?

Daniel Fader, in his book Hooked on Books, answers the question this way.

All newspapers, most magazines, and the great majority of paperbound books are written in the knowledge that commercial disaster is the reward for creating paragraphs that people should read. . . . Students are people and should be treated accordingly when being induced to learn to read. . . .

No literature better represents that world (outside the school building) than the various periodicals and softbound books which supply the basic materials for the Saturation program. . . .

Not only do newspapers, magazines, and paperbound books enable the student to deal with the world as it is, they also invite him to do so. . . .

The physical fact of books and magazines in a child's possession is the most likely method of encouraging that child to read, especially when the reading materials closely resemble those with which he is at least vaguely familiar outside the life of the classroom.<sup>1</sup>

Davis listed the following advantages obtained from teachers using paperback books for reading instruction:

- 1) Children seemed to have a greater sense of accomplishment in completing several paperbacks than a single reading text.
- 2) Children found paperbacks more interesting than other reading instruction materials.
- 3) Paperbacks raised substantial issues that made for genuine controversy and excitement in reading group discussions more often than did other reading materials.<sup>2</sup>

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<sup>1</sup>Fader, Hooked on Books, pp. 15-16.

<sup>2</sup>Joanne W. Davis, "Teaching Reading with Paperbacks in an Elementary School: Three Models for Classroom Organization," Elementary English 47 (December 1970):1115.

Kenneth L. Donelson lists eight reasons for using paperbacks:

- (1) Students do like paperbacks, and they will read them. . . .
- (2) Students can be exposed to the literary process as an entity, rather than a series of semi-organized snippets, through the paperback. . . .
- (3) Students can be taught the fine arts of underlining, of making marginal notes, of making personal indices, in a manner impossible with hardbound books. . . .
- (4) Paperbacks are inexpensive. . . .
- (5) Paperbacks can be used as a wedge to open the door to the library and hardbound books. . . .
- (6) Paperbacks can be used by teachers as parts of free reading programs, as parts of units, or parts of programs to supplement the anthology. Class sets can be purchased, either individually by the students or by the administration.
- (7) Paperbacks present a real possibility of building up over the years a rather extensive paperback library within the classroom. . . .
- (8) The paperback book allows a more extensive use of the thematic unit, a concept which is hardly new but which looms larger and larger as the real answer to<sup>1</sup> interrelating the whole language arts program. . . .<sup>1</sup>

The preceding quotations are representative of comments found in the current writings on paperback books in reading in answer to the question, why paperback books?

It has been suggested by Lowry and Grafft that perhaps clothbound books become symbols of scholastic failure, or may give negative feelings because they represent assignments and homework. They also are not a real part of the student's

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<sup>1</sup>Kenneth L. Donelson, "Using Paperbacks: Some Why's and How's," English Journal 53 (March 1964):191-92.

world outside of school and classroom, particularly in the case of disadvantaged students. Clothbound books do not lend themselves to easy carrying in a pocket, whereas paperback books do. This may encourage a feeling of possession. Attitude may also be affected by the colorful covers and the ease of handling of the paperback books.<sup>1</sup>

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<sup>1</sup>Lowery and Grafft, "Paperback Books and Reading Attitudes," p. 623.



## PAPERBACK BOOK AVAILABILITY

Paperback books are easily available. They are as close as your corner store or you may choose from various book lists. One useful source is Reader's Choice, a catalog of more than 500 books from various publishers. Other useful sources are Library Journal, The Paperback Goes to School, and Paperbound Books in Print.

Weber recommends five sources of paperback books for the elementary grades. Included are Growing Up with Paperbacks; A Guide to Science Reading; The Paperback Goes to School, Elementary Edition; Paperbound Book Guide for Elementary Schools; and Recommended Paperbacks for Elementary Schools.<sup>1</sup>

A paperback book list is available from Reading is Fundamental, Washington, D.C. for a slight fee. This list includes all titles recommended by the Reading is Fundamental program.<sup>2</sup>

Fleischer gives the following list of low-reading-level/high-interest-level books:

(1) Benefic Press (Westchester, Illinois):  
Supplementary Reading Books.

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<sup>1</sup>Olga S. Weber, "Paperbacks in the Elementary School," Elementary English 44 (November 1967):800-801.

<sup>2</sup>Daniel, "The Fundamental Approach to Reading," p. 26.

(2) Follett Educational Corporation (Chicago): Just Beginning to Read Books and Beginning to Read Books.

(3) Garrard Publishing Company (Champaign, Illinois): Dolch Basic Books, Reading Self Books, and Discovery Books.

(4) Random House (New York): Beginner Books.

(5) Harper and Row (New York): I Can Read books.<sup>1</sup>

Many articles published in professional journals on the topic of paperback books in reading programs also include suggested lists for the elementary grades. Boardman, in an article in the Instructor includes a list of sixteen publishers, addresses, and suggested titles.<sup>2</sup>

Weiss lists six publishers, addresses, and representative titles.<sup>3</sup> Another issue of the Instructor lists eighty titles suggested for use in grades two through six, and ten children's book clubs and their addresses in an article by Boutwell.<sup>4</sup>

There are several other good sources of paperback books available to the elementary teacher. These include local book stores, local publisher's outlets, and local educational supply houses.

The following are Boardman's criteria for selection of paperback books for the elementary student.

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<sup>1</sup>Susan Fleischer, "Lots of Paperback Books: A Help for Reading Problems in Poverty Area Schools," Journal of Learning Disabilities 5 (June 1972):52-53.

<sup>2</sup>Muriel Boardman, "Paperbacks for Elementary Children," Instructor 76 (November 1966):93-94.

<sup>3</sup>M. J. Weiss, "Paperbacks in the Elementary School." Instructor 71 (March 1962):99.

<sup>4</sup>William Dow Boutwell, "Two New Trends...Paperbacks, Book Clubs," Instructor 72 (November 1962):73-76.

1. Size and "clarity" of print; that is, print which has light serifs and a sharp impression.
2. Adequate space between the lines so that page does not seem difficult to read.
3. Inner margins of at least one-half inch, allowing children to read all the words without having to pull the book open.
4. Attractive illustrations and cover pictures.
5. Probable durability of cover. Some are quite heavy and have a tough shiny finish; others are thinner, but difficult to tear.
6. Price. Occasionally a 45-cent book will prove to be better suited to elementary school needs than a 60-cent book.<sup>1</sup>

Funding of a paperback program can be a problem, however it should be possible to secure federal funds for paperbacks under Titles I, II, and III of the Elementary and Secondary Education Act of 1965.<sup>2</sup>

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<sup>1</sup>Boardman, "Paperbacks for Elementary Children," p. 93.

<sup>2</sup>Frank G. Jennings, "Synthesis of Group Discussions," in Paperbacks in Education, ed: Vivienne Anderson (New York: Teachers College Press, 1966), p. 106.

## USING PAPERBACK BOOKS

Paperback books can do everything a hardbound book can do, plus more. They can be used as a primary textbook, a supplementary work, part of the library program, or as reference material. Paperback books have been found to be a high motivating influence on the children. This does not seem to be the case with hardbound books.

A teacher may use paperback books in class sets, small groups, or as an individualized reading program. Almost any classic is available for the advanced reader. For the average reader, a wide selection of high interest books can be found. Paperback books, because of high interest and varied reading levels, are excellent for use with reluctant readers.

Books may be discussed thoroughly, or read for pure enjoyment. Concepts of setting, mood, characterization, and theme can be presented during discussions. Activities including original plays, and creative writing can be a direct result of favorite books.

S. Alan Cohen presents a very thorough discussion of ways to use paperback books. The following are some of his suggestions listed under "Motivation" and "Teach Skills."

Field trips to a paperback bookstore are one way to get students and books together. . . .

Classroom libraries offering light, compact, inexpensive paperbacks can help promote learning. . . .

Classroom library committees offer a number of effective teaching possibilities. . . .

For testing. . . .

For teaching organizational skills. . . .

For teaching general study skills. . . .

For teaching vocabulary, word attack skills, word parts, and grammar. . . .<sup>1</sup>

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<sup>1</sup>S. Alan Cohen, "Using Paperbacks in the Secondary School," Journal of Education 146 (April 1964):21-25.

## PAPERBACK BOOK SUMMARY

Paperback books would seem to hold some of the answers to the question of how to improve the reading abilities of today's students. If children are interested in the book they are reading, they will often read successfully in a book considered to be above their reading level. The more they read successfully the better their reading will become. They will eventually become willing readers and hopefully will develop life-long reading habits.

Skills need not be neglected in a paperback reading program. They may be successfully taught using sentences, paragraphs, chapters, and entire books from the classroom paperback library.

Many teachers have wanted their own classroom library. With paperback books, that is now possible. There are many titles available at all reading levels and the cost is relatively low.

Paperback books may be the means of changing today's students into tomorrow's readers and book lovers.

## DEFINITION OF CLOZE PROCEDURE

Cloze is a structured process of word deletion from a printed passage. The student is asked to replace the word removed. In order to replace the deleted words, a student must pay close attention to the meaning of the passage, as well as use prior knowledge, general comprehension of the material, context clues, and knowledge of language usage.<sup>1</sup>

Cloze procedure is not the same as blank-filling, an exercise quite widely used in English and foreign language textbooks. Nor is cloze procedure the same as a sentence-completion test. In both blank-filling and sentence-completion tests, words for deletion are chosen quite subjectively. With cloze procedure words are deleted mechanically. The whole procedure is objective. For example, every nth word may be deleted (e.g., every fifth word) or words may be deleted according to a table of random numbers.<sup>2</sup>

The cloze procedure was developed in 1953 by Wilson L. Taylor, who derived its name from the "closure" concept of Gestalt psychology. This concept states that there is a human tendency to complete a familiar but not-quite-finished

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<sup>1</sup>Joseph W. Culhane, "Cloze Procedures and Comprehension," The Reading Teacher 23 (February 1970):410.

<sup>2</sup>J. Anderson, "A Technique for Measuring Reading Comprehension and Readability," English Language Teacher 25 (February 1971):180.

pattern. He applies this same principle to language.<sup>1</sup>

Taylor defines a cloze unit as: "Any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product) by deciding, from the context that remains, what the missing part should be."<sup>2</sup>

He defines cloze procedure as: "A method of intercepting a message from a 'transmitter' (writer or speaker), mutilating its language patterns by deleting parts, and so administering it to 'receivers' (readers or listeners) that their attempts to make the patterns whole again potentially yield a considerable number of cloze units."<sup>3</sup>

Two types of cloze procedures have been developed. The structural cloze procedure is an exercise in which every nth word (usually the 5th) is deleted regardless of part of speech.

Lexical cloze procedure is an exercise in which nouns, main verbs, adjectives, or adverbs are deleted in a systematic manner.<sup>4</sup>

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<sup>1</sup>Wilson L. Taylor, "Cloze Procedure: A New Tool for Measuring Readability," Journalism Quarterly 30 (Fall 1953):415-16.

<sup>2</sup>Taylor, "Cloze Procedure: A New Tool for Measuring Readability," p. 416.

<sup>3</sup>Taylor, "Cloze Procedure: A New Tool for Measuring Readability," p. 416.

<sup>4</sup>Wendell W. Weaver, "Theoretical Aspects of the Cloze Procedure," The Philosophical and Sociological Bases of Reading, in Fourteenth Yearbook of the National Reading Conference (Milwaukee, Wisc.: The National Reading Conference, Inc., 1965), p. 124.



The practice of deleting every fifth word is followed because it is simple and economical to use and because it provides the greatest number of items possible for a given passage and thereby provides the most reliable measure of passage difficulty.<sup>1</sup>

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<sup>1</sup>John R. Bormuth, "The Cloze Readability Procedure," Elementary English 45 (April 1968):432.

## CLOZE PROCEDURE RESEARCH

Much research has been done using the cloze procedure as a technique for various purposes since first developed by Taylor in 1953. Among these purposes are a measure of readability, measurement of general reading achievement, reading gain, specific reading comprehension, and validity.<sup>1</sup>

Taylor used college juniors and seniors for three research studies in the original report on cloze procedure. The readability studies compared how cloze scores ranked several selected passages as compared to the ranking by Flesch and Dale-Chall readability formulae. He found no significant differences in most passages. However, passages by James Joyce and Gertrude Stein rated "easy" by the readability formulae were rated "most difficult" by cloze procedure.<sup>2</sup>

He also tested for objective scoring versus synonym scoring in the same studies. He found synonym scoring presented higher total scores, but the relationship between the scores remained almost identical.<sup>3</sup>

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<sup>1</sup>Earl F. Rankin, Jr., "The Cloze Procedure - A Survey of Research," The Philosophical and Sociological Bases of Reading, in Fourteenth Yearbook of the National Reading Conference, (Milwaukee, Wisc.: The National Reading Conference, 1965), pp. 133-38.

<sup>2</sup>Taylor, "Cloze Procedure: A New Tool for Measuring Readability," p. 429.

<sup>3</sup>Ibid., p. 424.

When Taylor analyzed the deletion systems, he found 10 percent, 20 percent, random selection, and every nth word yielded the same results qualitatively. However, there were some quantitative differences. He concluded that the degree of significance may depend on more deletions.<sup>1</sup>

Taylor also reported on an experiment to test the validity of the cloze procedure as a measure of specific reading comprehension by correlating cloze test results with comprehension test scores covering the same material. He obtained the following results:

.80 correlation between post-cloze, any-word deletion test and a comprehension test.

.92 correlation between a pre-cloze, noun-verb-adverb deletion test and a pre-reading knowledge test taken before reading the article covered by both tests.

.80 correlation between post-cloze, noun-verb-adverb deletion test and an immediate recall test.

Gains between pre- and post-reading cloze tests which were significant at  $p < .001$ .

Slightly higher correlations between post-cloze test and comprehension test than between pre-cloze test and comprehension test.<sup>2</sup>

He studied correlations of three forms of cloze tests. Forms studied were any-words, easy-words (conjunctions, pronouns, articles, verb auxiliaries), and hard-words (nouns, verbs, adverbs). Only exact matching word responses were accepted. He found significant correlations between all three forms of cloze tests and tests of pre-reading knowledge, immediate recall, and aptitude, however the easy-word

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<sup>1</sup>Ibid.

<sup>2</sup>Wilson L. Taylor, "'Cloze' Readability Scores as Indices of Individual Differences in Comprehension and Aptitude," Journal of Applied Psychology 41 (1957):23.

correlations were the smallest. With one exception, the any-word correlations were the highest. The hard-word form correlated best with pre-reading knowledge. He concluded that the any-word form of cloze test was superior for testing comprehension, aptitude, and readability.<sup>1</sup>

Bormuth studied students in grades four, five, and six using a fifty-item cloze test with a deletion form of every fifth word and a thirty-one item multiple-choice comprehension test. The latter test was specifically written to measure comprehension of vocabulary, facts, sequence, causal relationships, main ideas, inferences, and author's purpose.<sup>2</sup>

He found the correlations high between the cloze tests and multiple-choice comprehension tests. He concluded, due to these results, that cloze tests are both uniform and valid measures of comprehension ability.

There was a very high correlation between the cloze test and multiple-choice test difficulty ranks of the passages. The higher reliability of the cloze test ranks gives evidence that they are valid measures of the readabilities of the given passages. It also suggests the cloze tests are superior to multiple-choice tests when used for this purpose.<sup>3</sup>

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<sup>1</sup>Ibid., p. 24.

<sup>2</sup>John R. Bormuth, "Cloze as a Measure of Readability," Reading as an Intellectual Activity, in Conference Proceedings of the International Reading Association, (n.p., 1963), p. 132.

<sup>3</sup>Ibid., p. 133.

Bormuth made the following specific conclusions:

1. Cloze tests are valid and uniform measures of reading comprehension ability.
2. The cloze tests were valid and highly reliable predictors of the comprehension difficulties of the passages.
3. Cloze tests are appropriate for use with individuals and groups which vary widely in comprehension ability.<sup>1</sup>

Bormuth later did a study to determine comparable scores on cloze and multiple-choice tests. Again he used a fifty-item cloze test and a thirty-one item multiple-choice test over each of several passages. The tests were administered to students in grades four and five with the intent to generalize the findings to students at every level except grades one and two. The tests were the every fifth word form and only exact matching answers were scored as correct.<sup>2</sup>

He concludes that a cloze score of 38 percent is equivalent to 75 percent on the multiple-choice test and is at instructional level. A cloze test score of 50 percent is equivalent to 90 percent of the comprehension test and is at the independent study level.

The multiple-choice test scores were then corrected for guessing and the equivalents then read - cloze score 44.67 percent equivalent to 75 percent comprehension for instructional level and cloze score 51.50 percent equivalent to 90 percent comprehension or independent level.<sup>3</sup>

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<sup>1</sup>Ibid., p. 134.

<sup>2</sup>John R. Bormuth, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," Journal of Reading 10 (February 1967):293.

<sup>3</sup>Ibid., p. 296.

In a still later study, Bormuth used Gray Oral Reading Tests (1963) as the basis for testing paragraphs with fourth, fifth, and sixth grade students. Cloze test scores of 44 percent and 57 percent were found to be comparable to the criterion reference scores of 75 percent and 95 percent, respectively, on the oral reading comprehension tests. These agreed closely with the comparable cloze test scores found in the earlier study using multiple-choice scores. The six point difference between the independent level scores in the two studies is explained as having been due to the fact that a ceiling effect was observed on the multiple-choice test scores in the earlier study. This probably suppressed the multiple-choice scores at the upper end of the range and resulted in an artificially low comparable cloze score.<sup>1</sup>

Bormuth reported the following conclusions:

1. The cloze scores comparable to the comprehension criterion scores of 75 and 90 per cent were about 44 and 57 per cent, respectively on the tests used in this study and these cloze scores probably do not differ greatly from those that would have been obtained had the comprehension tests been written by another author following the same item writing rules.

2. The cloze scores comparable to the word recognition criterion scores of 95 and 98 per cent were about 33 and 54 per cent, respectively.

3. There were large differences between the cloze criterion scores obtained when comprehension scores were used as the criterion and those obtained when word recognition scores were used as the criterion. This constitutes grounds for suspecting that, contrary to tradition, the word recognition and comprehension criterion scores are not comparable.

4. Cloze tests seem to be highly valid measures of passage difficulty. Passage difficulties determined

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<sup>1</sup>John R. Bormuth, "Cloze Test Readability: Criterion Reference Scores," Journal of Educational Measurement 5 (Fall 1968):193.

using cloze tests exhibited correlations ranging from .90 to .96 with passage difficulties determined using comprehension and word recognition tests.<sup>1</sup>

Rankin and Culhane replicated Bormuth's study and obtained essentially the same results.<sup>2</sup>

In still another study Bormuth used information gain as a criterion and found that students were able to achieve a maximum amount of information gained by reading materials with a cloze score of 37 percent equivalent to 65 percent on multiple-choice comprehension tests. Little more gain was achieved by reading easier materials. He observed that students experienced some degree of reading frustration at this level.<sup>3</sup>

Rankin tested students in grades four through eight using a fifty-item, every fifth word deletion cloze test form. Tests were scored for exact word only. The cloze tests were compared with the Fry and Dale-Chall readability formulae. The results showed a close correspondence between Bormuth's 44 percent criterion for cloze readability analysis and the two tested readability formulae.<sup>4</sup>

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<sup>1</sup>Ibid., p. 196.

<sup>2</sup>Earl F. Rankin, Jr., and Joseph W. Culhane, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," Journal of Reading 13 (December 1969):197.

<sup>3</sup>John R. Bormuth, "Emperical Determination of the Instructional Reading Level," International Reading Association Conference Proceedings (1969), p. 720.

<sup>4</sup>Earl F. Rankin, Jr. Grade Level Interpretation of Cloze Readability (Bethesda, Md.: ERIC Document Reproduction Service, ED 046 657, 1970), p. 5.

Jones and Pikulski tested sixth grade children in a comparison of cloze tests with the California Test of Basic Skills using an informal reading inventory with ten comprehension questions as the placement criteria. It was found that the cloze test gave a considerably more accurate reading level placement than did the standardized test. The standardized test correctly identified 30 percent and the cloze test 80 percent of those students who met the criteria for the instructional level on the informal reading inventory.<sup>1</sup>

Schoelles studied the relationship between cloze test results and individual reading ability in grades one through six. Her criterion for reading ability was the combined raw scores of the two reading subtests of the Stanford Achievement Test, Form X--Word meaning and Paragraph meaning. A fairly strong relationship was found to exist between cloze tests graded for synonyms and the Stanford reading subtests. Correlations at grade levels varied from .64 to .76 using cloze material, with the lowest correlation at the third grade level.<sup>2</sup>

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<sup>1</sup>Margaret B. Jones, and Edna C. Pikulski, "Cloze for the Classroom," Journal of Reading 17 (March 1974):437.

<sup>2</sup>Iris Storey Schoelles. Cloze as a Predictor of Reading Placement (Bethesda, Md.: ERIC Document Reproduction Service, ED 053 868, 1971), p. 3.



## WHY CLOZE TESTS FOR COMPREHENSION?

Gray defined three levels of comprehension as (a) the literal, at which the reader determines "what the book says": (b) the interpretive, at which a fuller and more penetrating grasp is obtained because the reader recalls related experiences, senses implied meanings, recognizes and questions the type of material, and identifies the author's purpose, mood, and attitude; and (c) the level at which the significance and implications of the author's ideas are grasped. Gray pointed out that the complete reading act also includes the evaluation of and reaction to the author's ideas and manner of presentation and the assimilation of these ideas with previous knowledge, resulting in "new insights, fresh ideas, and new organizations or patterns of thought."<sup>1</sup>

Culhane feels that a greater understanding of the message of printed material can be fostered among children using the cloze procedure. Since children are forced to read carefully, to use context clues, and to become actively involved with what they are reading in order to correctly predict the deleted words, they should have a better understanding

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<sup>1</sup>William S. Gray, "The Major Aspects of Reading," Quoted in Helen Huus, "Innovations in Reading Instruction: At Later Levels," Innovation and Change in Reading Instruction, in The Sixty-seventh Yearbook of the National Society for the Study of Education, pt. 2 (Chicago: The University of Chicago Press, 1968), pp. 128-29.

of the material read. This procedure should be especially useful in training word callers since word recognition is not usually a major problem with them.<sup>1</sup>

He also states the cloze procedure is as good as, and in many ways better than, existing methods for teaching and testing comprehension. It is also much easier to construct a cloze exercise or test than it is to develop other types of teaching and testing devices, especially multiple-choice tests.<sup>2</sup>

Bloomer studied the cloze procedure as a remedial reading exercise and found a significant increase in reading comprehension scores. He concluded that cloze procedure fosters close attention to detail, fosters awareness of the main idea of a paragraph, and develops the ability to infer from that which is written, for the answer to each cloze procedure question is an inference, and further, the answers to a selection are a series of inferences, each inter-related to the other.<sup>3</sup>

He further states:

The Cloze procedure has one very clear advantage, in terms of reinforcement of the student. In essence, each student is reinforced three times when using the Cloze procedure. The first reinforcement is a self-reinforcement occurring when the student finds a word which makes sense in the context within which he is

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<sup>1</sup>Culhane, "Cloze Procedures and Comprehension," p. 413.

<sup>2</sup>Ibid., p. 411.

<sup>3</sup>Richard H. Bloomer, "Cloze Procedure as a Remedial Reading Exercise," Journal of Developmental Reading 5(3), (Spring 1962):179.

working. The second reinforcement comes when he checks his answers against his own key and finds out whether his initial estimates have been correct or incorrect. The third reinforcement occurs when the instructor returns the paper and student's sensible conjectures within the context are similarly reinforced.<sup>1</sup>

In terms of the classroom teacher, cloze testing would seem to be quite valuable. It has been proven reliable, is easily constructed, and easily administered. Cloze procedure is also very easy to grade if given as a test since the responses should be exact. When used this way, the student can receive rapid feedback and reinforcement by doing his own grading. The teacher can then re-grade the responses for synonyms and discuss differences with the student as a reinforcement or for instruction.

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<sup>1</sup>Ibid., pp. 180-181.

## PAPERBACK READING PROCEDURE

Each book is given a color code on the bottom right hand corner of the front cover. This code tells the children how hard the book is and tells the teacher what grade level the book is, according to Scholastic Book Services.<sup>1</sup> An explanation of the code is placed on a chart so the student may refer to it as needed.<sup>2</sup>

Each book is also color coded on the spine. This tells the student what category of book it is. Color coding is used for free reading books, no further work required; question books, previously prepared comprehension, vocabulary, and inference questions are to be answered; and cloze books, completion of a prepared cloze test is required.

A fourth category, report books, does not have a color code marker. Each of these must be completed by means of a book report summary. This coding is also posted on the classroom chart.<sup>3</sup>

Each student is encouraged to use the "Rule of Thumb"<sup>4</sup> when selecting a book for reading. Originated by Jeannette

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<sup>1</sup>Mary-Ann Ballenberg, ed., Readers' Choice (Englewood Cliffs, N.J.: Scholastic Book Services, 1975).

<sup>2</sup>The color code chart is shown in the Appendix.

<sup>3</sup>The color code chart is shown in the Appendix.

<sup>4</sup>Jeannette Veatch, How to Teach Reading with Children's Books (New York: Citation Press, 1968), p. 10.

Veatch, the "Rule of Thumb" seems to be an easy way for a student to check the reading difficulty of a book for himself. He simply opens the book at random to a full page of printing and begins reading silently. Every time he comes to a word he does not know, other than a proper noun, he raises one finger. If all fingers and the thumb of one hand are raised before he finishes the page, the book is considered too difficult and another should be chosen.

The student is permitted to choose any book in any category to begin the reading program. Consequently, he must complete one book in each area before duplicating any one category. He may continue this modified self-selection on his own, or the teacher may assign a particular grade level book to a student for a period of time. Also, some students may need to be assigned specific levels of question and/or cloze test books, as some may have a tendency to cling to the easiest levels.

Grading of all assignments is done by the teacher, with the student pre-grading the cloze tests from a master word list.

The student hands in the book and completed assignment as a packet. This is corrected and returned as soon as possible, with student-teacher discussion of the book.

Record keeping is kept as simple as possible, using 5" by 8" file cards for each student. These cards are filed alphabetically by student name in a file on the teacher's desk, where it is easily accessible to student and teacher.

Entered on the file card are book title, level, and score for each assignment. Thus, a student or teacher can see at a glance what level the student is reading and his measure of success at that level.

A student may tend initially to attempt levels above or below his ability. It has been the experience of the author, however, that the student soon recognizes his ability level and will then continue working from that level toward a higher level. Occasionally, however, a student must be gently guided to this practice.

## SUPPLEMENTAL READING PROGRAM

Although the paperback books are the backbone of the program, other activities are included.

A ten-word vocabulary list is assigned weekly. These are words compiled from student reading and prepared vocabulary word lists. Each student copies and defines each word, uses them in a crossword puzzle format, plays Tic-Tac-Toe, Fences,<sup>1</sup> or a board game, and studies them silently. They may also study in pairs or small groups. A teacher-made test is administered at the end of the week to check progress. Some words may be repeated in subsequent weeks due to difficulty.

Commercial games such as Anagrams, Cross Words, Scrabble, Password, Spill and Spell, and Sentence Cube Game, as well as teacher-made Opposite Bingo and Vocabulary Bingo are used for vocabulary building and drill purposes.

Science Research Laboratory kits SRA Ib,<sup>2</sup> SRA 2a,<sup>3</sup> and Junior RFU<sup>4</sup> are used for skill reinforcement. Reading for

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<sup>1</sup>Directions for these games may be found in the Appendix.

<sup>2</sup>Don H. Parker and Genevieve Scannell, SRA Reading Laboratory Ib (Chicago: Science Research Associates, Inc., 1961).

<sup>3</sup>Don H. Parker, SRA Reading Laboratory 2a (Chicago: Science Research Associates, Inc., 1969).

<sup>4</sup>Thelma Gwinn Thurstone, Junior RFU, Reading for Understanding (Chicago: Science Research Associates, Inc., 1963).

Concepts, Books C, D, and E<sup>1</sup> are also used for this purpose.

Students are encouraged to use the school library for at-home reading. An opportunity for library use during class is offered once a week, at which time books may be checked out and returned.

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<sup>1</sup>William Liddle, ed., Reading for Concepts (St. Louis: Webster Division, McGraw-Hill Book Co.).



## PAPERBACK BOOK SOURCE

Scholastic books were selected for use in this program due to their large title assortment, low price, and easy availability to the classroom teacher. Each school year they prepare a full catalog, "Readers' Choice,"<sup>1</sup> of available titles at all grade levels. Each title is identified as to grade level from kindergarten through Teen Shelf. The Teen Shelf designation covers grades seven through twelve. Included in the catalog are complete libraries for every grade level.

Scholastic also has a monthly book club for the students at each grade level. The selections for each month are presented in a format consisting of a picture of the cover, a short item about the book, a price usually ranging from forty-five cents to seventy-five cents, and an order blank. The teacher's material contains all of the above, plus a grade level designation for each title, at least three other available selections, and, often, posters, teaching charts, and study units. Orders are usually delivered within two to three weeks. However, they will send books with special handling if necessary.

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<sup>1</sup>Ballenberg, Readers' Choice.

sentence and paragraph of the new section were used as the starting point for the cloze test.

First and last sentences of the selections were left intact. Beginning with the second sentence, every fifth word was deleted and replaced with an eight space line, for a total of fifty words. An exception was made in one case, where the fifth word was in a foreign language. After fifty deletions, the unfinished sentence was completed and one more full sentence was left intact. In a few cases, of very short paragraphs, the final paragraph was kept intact for completion.

The above-mentioned sentence and word choices were marked on the copied pages, which were then used as master copies for typing the tests and master word lists. As it was typed, each test was coded for reading level and given an identifying letter which could identify the title if so desired.

The first three completed cloze tests at each grade level were dittoed and administered to selected students in the classroom situation.

The students were identified as being that boy and girl who were closest to the median point on the California Test of Basic Skills, Level R2, total reading score, administered in January, 1976. When two boys or two girls had an identical score, a coin was tossed to make the final choice.

The students, who had not previously read the book,

were given the dittoed test 'a' of their identified ability level and directed to first read the entire selection to find out what it was about. They were then to return to the beginning, read it again, and fill in the blank with the word that seemed to make sense in the context of the story. As the test was completed, it was turned in, graded for exact word, and immediately returned to the student. The other two tests were administered in the same manner at three-week intervals.

The results are summarized in the following chart.

STUDENT NAME	CTBS SCORE	TEST LEVEL	CLOZE TEST SCORES -%		
			a	b	c
Curtis	4.4	4	64	36	76
Shelbie	4.7	4	82	78	80
Victor	5.5	5	76	76	76
Carrie	5.5	5	76	78	74
Dawn	6.1	6	86	84	88
Billy	6.7	6	72	60	70
Scott	7.6	TeenShelf	84	80	80
Cari	7.6	TeenShelf	88	84	80

The scores show that students are generally able to perceive the sense of a passage, even though not having read it unmutilated. After a student has done so, the cloze tests should be an even better indication of comprehension. This aspect was not tested because of a lack of time due to the demands of the school program.

SELECTED PAPERBACK TITLES

Grade 4

- \*ABE LINCOLN GETS HIS CHANCE, Frances Cavanah
- THE ADVENTURES OF NICHOLAS, Helen Siiteri
- THE AMAZING MR. PROTHERO, Honor Arundel
- \*BENJAMIN FRANKLIN, Enid La Monte Meadowcroft
- CAROL BIRD'S CHRISTMAS, Kate Douglas Wiggen
- CATCHER WITH A GLASS ARM, Matt Christopher
- \*DAR TELLUM: STRANGER FROM A DISTANT PLANET, James R. Berry
- \*DOUBLE TROUBLE FOR RUPERT, Ethelyn M. Parkinson
- EDDIE NO-NAME, Thomas Fall
- ELBERT THE MIND READER, Barbara Rinkoff
- ELLEN TEBBITS, Beverly Cleary
- FOLLOW A FISHER, Laurence Pringle
- \*THE GHOST OF DIBBLE HOLLOW, May Nickerson Wallace
- THE GHOSTLY TRIO, Nancy Woolcott Smith
- THE HEART OF CAMP WHIPPOORWILL, Alice P. Miller
- \*HERE COMES CHARLIE, Lane Peters
- \*THE HIDDEN CAVE, Ruth Chew
- HOW TO BE A GOOD BASEBALL PLAYER, Clare and Frank Gault
- THE IMPOSSIBLE PET, Richard Parker
- KING OF THE DOLLHOUSE, Patricia Clapp
- LOST PONY, Nancy Caffrey
- MAGIC IN THE PARK, Ruth Chew
- THE MAGIC TUNNEL, Caroline D. Emerson
- MARCO POLO, Charles P. Graves
- THE MIDDLE SISTER, Miriam E. Mason
- MISS PICKERELL GOES TO THE ARCTIC, Ellen MacGregor
- THE MOUSE AND THE MOTORCYCLE, Beverly Cleary
- MYSTERY IN THE PIRATE OAK, Helen Fuller Orton
- NO SUCH THING AS A WITCH, Ruth Chew

POCAHONTAS AND THE STRANGERS, Clyde Robert Bulla  
 PROJECT CAT, Nellie Burchardt  
 REMARKABLE RAMSEY, THE TALKING DOG, Barbara Rinkoff  
 \*RUNAWAY ALICE, Frances Salomon Murphy  
 SECRET IN THE BARREL, Aileen Fisher  
 THE SECRET SOLDIER, Ann McGovern  
 THE SECRET TREE-HOUSE, Ruth Chew  
 SHAMROCK QUEEN, Marguerite Henry  
 SHOOTING STAR, Anne Colver  
 THE SHY ONE, Dorothy Nathan  
 SOCKS, Beverly Cleary  
 \*THE STORY OF HOLLY AND IVY, Rumer Godden  
 STRIPED ICE CREAM, Joan M. Lexau  
 T FOR TROUBLE, Eileen Rosenbaum  
 TOP CAT, Mary Francis Shura  
 TOUCHDOWN FOR TOMMY, Matt Christopher  
 TRINA, Patricia Miles Martin  
 \*TRIPLE TROUBLE FOR RUPERT, Ethelyn M. Parkinson  
 THE TROLLEY CAR FAMILY, Eleanor Clymer  
 THE WEDNESDAY WITCH, Ruth Chew

Grade 5

\*ADOPTED JANE, H. R. Daringer  
 ALICE IN WONDERLAND, Lewis Carroll  
 ALVIN'S SECRET CODE, Clifford B. Hicks  
 \*BED-KNOB AND BROOMSTICK, Mary Norton  
 \*BLITZ, Hetty Burlingame Beatty  
 \*THE BORROWERS, Mary Norton  
 THE BORROWERS AFLOAT, Mary Norton  
 CADDIE WOODLAWN, Carol Ryrie Brink  
 CLARENCE THE TV DOG, Patricia Lauber  
 FIRESTORM, Maurine H. Gee  
 FOLLOW MY LEADER, James B. Garfield  
 A GIFT OF MAGIC, Lois Duncan  
 GINNIE AND THE MYSTERY HOUSE, Catherine Woolley  
 GINNIE AND THE NEW GIRL, Catherine Woolley

GINNIE'S BABY-SITTING BUSINESS, Catherine Wooley  
 \*THE GISMO FROM OUTER SPACE, Keo Felker Lazarus  
 HANS BRINKER, Mary Mapes Didge  
 HENRY HUGGINS, Beverly Cleary  
 \*THE HIGH HOUSE, Honor Arundel  
 HOMER PRICE, Robert McCloskey  
 INKY: SEEING EYE DOG, Elizabeth P. Heppner  
 KATIE AND THOSE BOYS, Martha Tolles  
 KIDNAPPED BY ACCIDENT, Arthur Catherall  
 LASSIE COME-HOME, Eric Knight  
 LITTLE HOUSE IN THE BIG WOODS, Laura Ingalls Wilder  
 THE MAGIC OF OZ, L. Frank Baum  
 MARTA AND THE NAZIS, Frances Cavanah  
 MEMBER OF THE GANG, Barbara Rinkoff  
 MISHMASH, Molly Cone  
 MISHMASH AND THE SUBSTITUTE TEACHER, Molly Cone  
 MISTY OF CHINCOTEAGUE, Marguerite Henry  
 MRS. COVERLET'S MAGICIANS, Mary Nash  
 \*THE MYSTERIOUS SHRINKING HOUSE, Jane Louise Curry  
 MYSTERY OF THE INCA CAVE, Lilla M. Waltch  
 NEW GIRL, Stella Pevsner  
 OZMA OF OZ, L. Frank Baum  
 PIPPI LONGSTOCKING, Astrid Lindgren  
 POLLYANNA, Eleanor H. Porter  
 THE RIDDLE OF RAVEN HOLLOW, Mary Francis Shura  
 THE SECRET HORSE, Marion Holland  
 THE SHARK IN CHARLIE'S WINDOW, Keo Felker Lazarus  
 \*SNOW TREASURE, Marie McSwigan  
 THE SPACE HUT, Ester Wier  
 SPOOK, Jane Little  
 \*STORM ON GIANT MOUNTAIN, Frances Fullerton Neilson  
 TRUTH AND CONSEQUENCES, Miriam Young  
 TWO ON AN ISLAND, Bianca Bradbury  
 VICKI AND THE BLACK HORSE, Sam Savitt  
 WHILE MRS. COVERLET WAS AWAY, Mary Nash  
 \*THE WILD ORPHAN, Robert Froman  
 THE YOUNG LONER, Bianca Bradbury

Grade 6

BAMBI, Felix Salten  
BENJI, Allison Thomas  
\*THE BLUE MAN, Kin Platt  
CHARLOTTE'S WEB, E. B. White  
CHITTY CHITTY BANG BANG, Ian Fleming  
DANGEROUS JOURNEY, Laszio Hamori  
EMILY AND THE KILLER HAWK, Thomas Fall  
\*ESCAPE TO WITCH MOUNTAIN, Alexander Key  
THE FLIGHT OF THE DOVES, Walter Macken  
FLIGHT OF THE WHITE WOLF, Mel Ellis  
THE GHOST AND THE WHISTLING WHIRLIGIG, Ben Shecter  
THE GHOST THAT CAME ALIVE, Vic Crume  
GREEK SLAVE BOY, Lillian Carroll  
THE GRIZZLY, Annabel and Edgar Johnson  
\*HENRY REED'S BABY-SITTING SERVICE, Keith Robertson  
HEX HOUSE, Betty K. Levine  
THE HOUSE WITHOUT A CHRISTMAS TREE, Gail Rock  
IN SPITE OF ALL TERROR, Hester Burton  
IRISH RED, Jim Kjelgaard  
JOHNNY TREMAINE, Esther Forbes  
KING OF THE GRIZZLIES, Ernest Thompson Seton  
\*LILLAN, Gunilla B. Norris  
LITTLE BRITCHES, Ralph Moody  
\*LITTLE WOMEN, Louisa May Alcott  
THE LONER, Ester Wier  
\*MARY POPPINS, P. L. Travers  
MY SIDE OF THE MOUNTAIN, Jean George  
\*THE MYSTERIOUS SCHOOLMASTER, Karin Ancharsvard  
\*MYSTERY OF THE FLEEING GIRL, Showell Styles  
THE MYSTERY OF THE GREAT SWAMP, Marjorie A. Zopf  
THE MYSTERY OF THE TALKING SKULL, Robert Arthur  
QUEENIE PEAVY, Robert Burch  
RABBIT HILL, Robert Lawson  
RAMA THE GYPSY CAT, Betsy C. Byars  
REBECCA OF SUNNYBROOK FARM, Kate Douglas Wiggin

REVOLT ON ALPHA C, Robert Silverberg  
 THE SECRET OF PHANTOM LAKE, William Arden  
 SLAVE GIRL, Betsy Haynes  
 THE SLAVE SHIP, Emma Gelders Sterne  
 THE STOLEN TRAIN, Robert Ashley  
 STRANGER FROM THE DEPTHS, Gerry Turner  
 \*STRAWBERRY GIRL, Lois Lenski  
 THE SUMMER OF THE SWANS, Betsy Byars  
 \*TRAPPED IN SPACE, Jack Williamson  
 TUNNEL THROUGH TIME, Lester Del Rey  
 THE VELVET ROOM, Zilpha Keatley Snyder  
 WILD MUSTANG, Lynn Hall  
 WILD PALOMINO, Stephen Holt  
 THE WORRIED GHOST, Seymour Reit  
 YELLOW EYES, Rutherford Montgomery

Teen Shelf

\*THE ADVENTURES OF HOMER FINK, Sidney Offit  
 AGAINST TIME, Roderic Jeffries  
 AROUND THE WORLD IN EIGHTY DAYS, Jules Verne  
 BLACKBEARD'S GHOST, Ben Stahl  
 THE BOATNIKS, Mel Cebulash  
 BULLWHIP GRIFFIN, Sid Fleischman  
 THE CALL OF THE WILD, Jack London  
 CANDY STRIPERS, Lee Wyndham  
 CAPTAINS COURAGEOUS, Rudyard Kipling  
 \*THE CHANGELING, Zilpha Keatley Snyder  
 \*DIGBY: THE BIGGEST DOG IN THE WORLD, Alan Fennell  
 DR. SYN: ALIAS THE SCARECROW, Vic Crume  
 THE ENDLESS STEPPE, Esther Hautzig  
 FIRE-HUNTER, Jim Kjelgaard  
 THE FIRST WOMAN DOCTOR, Rachel Baker  
 GOLDEN CLOUD, Leland Silliman  
 GOLDEN SLIPPERS, Lee Syntham  
 THE HOUND OF THE BASKERVILLES, Sir Arthur Conan Doyle  
 \*I AM ROSEMARIE, Marietta D. Moskin  
 \*THE ICEBERG HERMIT, Arthur Roth



INVINCIBLE LOUISA, Cornelia Meigs  
THE INVISIBLE MAN, H. G. Wells  
THE JEEP, Keith Robertson  
KIDNAPPED, Robert Louis Stevenson  
\*THE LIGHT IN THE FOREST, Conrad Richter  
\*MAMA'S BANK ACCOUNT, Kathryn Forbes  
THE MAN WITHOUT A COUNTRY, Edward Everett Hale  
\*MEN OF IRON, Howard Pyle  
MY BROTHER SAM IS DEAD, James Lincoln Collier and Christopher  
Collier  
MYSTERY OF THE GREEN CAT, Phyllis A. Whitney  
PETER PAN, James M. Barrie  
THE PHANTOM ROAN, Stephen Holt  
THE PRINCE AND THE PAUPER, Mark Twain  
THE REAL DREAM, Molly Cone  
ROCK STAR, James Lincoln Collier  
RUN WILD, RUN FREE, David Rook  
THE RUNAWAYS, Victor Canning  
SECOND YEAR NURSE, Margaret McCulloch  
SECRET SEA, Robb White  
A SMART KID LIKE YOU, Stella Pevsner  
THE SWISS FAMILY ROBINSON, Johann David Wyss  
THREE LOVES HAS SANDY, Amelia Elizabeth Walden  
20,000 LEAGUES UNDER THE SEA, Jules Verne  
\*TWO AGAINST THE NORTH, Farley Mowat  
UNDERSTOOD BETSY, Dorothy Canfield  
THE WATCHING EYES, Barbara Corcoran  
WHITE WATER, STILL WATER, J. Allan Bosworth  
THE WOLF, Michael Fox  
THE WORLD'S GREATEST ATHLETE, Gerald Gardner and Dee Caruso  
\*A WRINKLE IN TIME, Madeleine L'Engle

\*Prepared Cloze tests

## LETTER CODING OF CLOZE TESTS

The following cloze tests are marked as to grade level, then lettered for easy reference. This code is found immediately beneath the title of each test.

The first letter, upper case, refers to the grade level placement of the book. It is also the first letter of the name of the color that identifies it for the student as to difficulty.

The following chart will clarify the upper case code.

<u>LETTER</u>	<u>COLOR</u>	<u>GRADE LEVEL</u>
W	white	4
Y	yellow	5
P	pink	6
A	aqua	Teen Shelf

The second letter, lower case, is simply a reference letter - rather than a number which could be misunderstood by the student. Although the letters are alphabetical, the order has no significance other than the order in which the tests were constructed.

CLOZE TEST TITLES AND THEIR CODES

Grade 4

ABE LINCOLN GETS HIS CHANCE -- W-i  
BENJAMIN FRANKLIN -- W-h  
DAR TELLUM: STRANGER FROM A DISTANT PLANET -- W-j  
DOUBLE TROUBLE FOR RUPERT -- W-g  
THE GHOST OF DIBBLE HOLLOW -- W-b  
HERE COMES CHARLIE -- W-c  
THE HIDDEN CAVE -- W-f  
RUNAWAY ALICE -- W-d  
THE STORY OF HOLLY AND IVY -- W-a  
TRIPLE TROUBLE FOR RUPERT -- W-e

Grade 5

ADOPTED JANE -- Y-e  
BED-KNOB AND BROOMSTICK -- Y-c  
BLITZ -- Y-b  
THE BORROWERS -- Y-d  
THE GISMO FROM OUTER SPACE -- Y-h  
THE HIGH HOUSE -- Y-i  
THE MYSTERIOUS SHRINKING HOUSE -- Y-f  
SNOW TREASURE -- Y-g  
STORM ON GIANT MOUNTAIN -- Y-a  
THE WILD ORPHAN -- Y-j

Grade 6

THE BLUE MAN -- P-i  
ESCAPE TO WITCH MOUNTAIN -- P-h  
HENRY REED'S BABY-SITTING SERVICE -- P-j  
LILLAN -- P-e  
LITTLE WOMEN -- P-c  
MARY POPPINS -- P-d  
THE MYSTERIOUS SCHOOLMASTER -- P-f  
MYSTERY OF THE FLEEING GIRL -- P-g  
STRAWBERRY GIRL -- P-b  
TRAPPED IN SPACE -- P-a

Teen Shelf

THE ADVENTURES OF HOMER FINK -- A-f  
THE CHANGELING -- A-d  
DIGBY: THE BIGGEST DOG IN THE WORLD -- A-b  
I AM ROSEMARIE -- A-c  
THE ICEBERG HERMIT -- A-h  
THE LIGHT IN THE FOREST -- A-j  
MAMA'S BANK ACCOUNT -- A-a  
MEN OF IRON -- A-e  
TWO AGAINST THE NORTH -- A-g  
A WRINKLE IN TIME -- A-i

PREPARED CLOZE TESTS

## THE STORY OF HOLLY AND IVY

W-a

In the toyshop it was closing time.

"What does that mean?" \_\_\_\_\_ Holly.

"That it's over," \_\_\_\_\_ Abracadabra.

"Over?" Holly did \_\_\_\_\_ understand.

Mr. Blossom pulled \_\_\_\_\_ blind down on the \_\_\_\_\_ and put up a \_\_\_\_\_: "Closed."

"Closed. Hoo! Hoo!" \_\_\_\_\_ Abracadabra.

Mr. Blossom was \_\_\_\_\_ tired he told Peter \_\_\_\_\_ tidy the shop. "And \_\_\_\_\_ can lock up. Can \_\_\_\_\_ trust you?" asked Mr. \_\_\_\_\_.

"Yes, sir," said Peter.

"\_\_\_\_\_ careful of the key," \_\_\_\_\_ Mr. Blossom.

"Yes, sir," \_\_\_\_\_ Peter proudly. It was \_\_\_\_\_ first time Mr. Blossom \_\_\_\_\_ trusted him with the \_\_\_\_\_.

"You have been a \_\_\_\_\_ boy," said Mr. Blossom \_\_\_\_\_ he was going. "You \_\_\_\_\_ choose any toy you \_\_\_\_\_ - except the expensive one \_\_\_\_\_ air guns or electric \_\_\_\_\_." Yes, choose yourself a \_\_\_\_\_," said Mr. Blossom. "Good \_\_\_\_\_."

When Mr. Blossom had gone, "\_\_\_\_\_ toy!" said Peter, and \_\_\_\_\_ asked, "What does he \_\_\_\_\_ I am? A blooming \_\_\_\_\_?"

Peter swept up the \_\_\_\_\_ of paper and string \_\_\_\_\_ straw and put them \_\_\_\_\_ the rubbish bin at \_\_\_\_\_ back of the shop. \_\_\_\_\_ was so tired he \_\_\_\_\_ to put the lid \_\_\_\_\_ the bin. Then he \_\_\_\_\_ the counter, but he \_\_\_\_\_ too tired to do \_\_\_\_\_ more, so he put \_\_\_\_\_ his overcoat to go \_\_\_\_\_. He turned out the \_\_\_\_\_ - it was no use \_\_\_\_\_ the window now that \_\_\_\_\_ shopping was over - stepped \_\_\_\_\_, and closed and locked \_\_\_\_\_ door. If he had \_\_\_\_\_ a moment he would \_\_\_\_\_ heard a stirring, a \_\_\_\_\_, tiny whimpering. "What about us? What about us?" It was the toys.

## THE GHOST OF DIBBLE HOLLOW

W-b

He found out a few days later when his father said gravely at the lunch table, "I was sorry to hear at the store today that you were rude to Mr. Pratt, Pug."

"Who? Me? I never \_\_\_\_\_ anything rude to him. \_\_\_\_\_ was it?"

"It seems \_\_\_\_\_ practically told him he \_\_\_\_\_ no right to take \_\_\_\_\_ of Twin Maples if \_\_\_\_\_ Smith could not pay \_\_\_\_\_ mortgage when it's due. \_\_\_\_\_ you rebuked him for \_\_\_\_\_ Mr. Smith would be \_\_\_\_\_ off at the County \_\_\_\_\_ than alone and unable \_\_\_\_\_ care for the farm \_\_\_\_\_ his granddaughter."

"Well, no \_\_\_\_\_ else said anything when \_\_\_\_\_ said that's where Mr. \_\_\_\_\_ ought to be. Any \_\_\_\_\_ know it would kill \_\_\_\_\_, Dad -- an independent old \_\_\_\_\_ like him. Besides, all \_\_\_\_\_ said was that it \_\_\_\_\_ still Mr. Smith's farm \_\_\_\_\_ not to be too \_\_\_\_\_ of taking it over \_\_\_\_\_ Mr. Smith might have \_\_\_\_\_ money to pay him."

His father went on as \_\_\_\_\_ he did not hear.

"\_\_\_\_\_ also implied, I gathered, \_\_\_\_\_ if the Pratts gave \_\_\_\_\_ a home it would \_\_\_\_\_ to a babysitting job."

"\_\_\_\_\_ it would," Helen cut \_\_\_\_\_. She had been listening \_\_\_\_\_-eyed to the conversation. "\_\_\_\_\_ Pratts have four children \_\_\_\_\_ than Prissy," she went \_\_\_\_\_ rapidly. "And they can't \_\_\_\_\_ anybody to help them \_\_\_\_\_ the children are such - \_\_\_\_\_ a headache."

"Calm down, \_\_\_\_\_, until I see this \_\_\_\_\_," Mr. Allen said quietly.

"\_\_\_\_\_ also told me that \_\_\_\_\_ were asked if you \_\_\_\_\_ seen any ghosts since \_\_\_\_\_ here," he went on, \_\_\_\_\_ again to Pug. "And \_\_\_\_\_ you said you had, \_\_\_\_\_ it was a Dibble \_\_\_\_\_ so it was like \_\_\_\_\_ of the family."

Pug squirmed. "Well, yes, I guess that's about what I said all right.

## HERE COMES CHARLIE

W-c

The crowd around the tree was growing larger by the minute. Cars were stopping as \_\_\_\_\_ passed. And Oswald kept \_\_\_\_\_ barking! It seemed to \_\_\_\_\_ there was only one \_\_\_\_\_ to do. I had \_\_\_\_\_ climb that tree and \_\_\_\_\_ Oswald down before we \_\_\_\_\_ the whole town. Fortunately, \_\_\_\_\_ had on my Indian \_\_\_\_\_ and always heard that \_\_\_\_\_ were good climbers. So \_\_\_\_\_ I started.

I made \_\_\_\_\_ all the way up \_\_\_\_\_ the branches - and Oswald. \_\_\_\_\_ only trouble was I \_\_\_\_\_ that climbing down a \_\_\_\_\_ was a lot harder \_\_\_\_\_ going up. The people \_\_\_\_\_ the ground seemed no \_\_\_\_\_ than squirrels. With the \_\_\_\_\_ safe in my pocket \_\_\_\_\_ Oswald on my shoulder, \_\_\_\_\_ chewing on a peanut, \_\_\_\_\_ clutched a heavy branch \_\_\_\_\_ all my might, closed \_\_\_\_\_ eyes and faced the \_\_\_\_\_ truth. I wasn't going \_\_\_\_\_ be able to get \_\_\_\_\_ from the tree by \_\_\_\_\_!

And then Charlie's voice \_\_\_\_\_ in my ears again. "\_\_\_\_\_ Pete's sake, Cass. What \_\_\_\_\_ you doing up in \_\_\_\_\_ tree?"

I opened my \_\_\_\_\_, and there was Charlie \_\_\_\_\_, holding on to the \_\_\_\_\_ branch I was. "Unbarking \_\_\_\_\_," I sighed, and handed \_\_\_\_\_ redheaded cousin the small \_\_\_\_\_. "What are you doing \_\_\_\_\_, Charlie?"

"When I saw \_\_\_\_\_ crowd, I figured they \_\_\_\_\_ probably looking up at \_\_\_\_\_, so I came over. \_\_\_\_\_ me, Cass, how do \_\_\_\_\_ think you're going to \_\_\_\_\_ down?"

"I'm not," I said \_\_\_\_\_. "I'm going to build \_\_\_\_\_ nest and stay right \_\_\_\_\_. But while I'm doing \_\_\_\_\_ would you please take the key and get Mrs. Stanpoole out of that closet?"

Charlie argued for a while, insisting that, with his help, there was no reason I couldn't get down the tree.



## RUNAWAY ALICE

W-d

Every other Saturday, the Potters went into the city to sell their eggs and buy supplies for the house and the farm. Alice looked forward eagerly \_\_\_\_\_ the following Saturday when \_\_\_\_\_ would buy her dungarees. \_\_\_\_\_ had a week to \_\_\_\_\_ what money she could. \_\_\_\_\_ day she carried out \_\_\_\_\_ grain and water for \_\_\_\_\_ hens. She still hesitated \_\_\_\_\_ she unhooked the door \_\_\_\_\_ the hen yard, just \_\_\_\_\_ enough to remind herself \_\_\_\_\_ it was the grain \_\_\_\_\_ hens were interested in \_\_\_\_\_ not herself, but unhook \_\_\_\_\_ she did and in \_\_\_\_\_ went. She set the \_\_\_\_\_ of water down and \_\_\_\_\_ the grain on the \_\_\_\_\_. She began to take \_\_\_\_\_ in seeing the \_\_\_\_\_ run up cackling and \_\_\_\_\_ down quietly to the \_\_\_\_\_ of eating.

Then she \_\_\_\_\_ to the hen house \_\_\_\_\_ an even more fearful \_\_\_\_\_ awaited her. She first \_\_\_\_\_ the eggs from the \_\_\_\_\_ which were unoccupied, but \_\_\_\_\_ she had to collect \_\_\_\_\_ eggs from the nests \_\_\_\_\_ hens might be sitting. \_\_\_\_\_ Potter had shown her \_\_\_\_\_ easy it was to \_\_\_\_\_ the hen and slip \_\_\_\_\_ whatever eggs might be \_\_\_\_\_ beneath her, but when \_\_\_\_\_ was time for Alice \_\_\_\_\_ face a hen alone \_\_\_\_\_ the first time, she \_\_\_\_\_ terrified. The hen looked \_\_\_\_\_ her with beady eyes \_\_\_\_\_. Alice approached, but did \_\_\_\_\_ budge. Alice made shooining \_\_\_\_\_ at the hen and \_\_\_\_\_ her hands. The hen \_\_\_\_\_ low, gurgling noises, but \_\_\_\_\_ not move. At last \_\_\_\_\_ slipped her hands under \_\_\_\_\_ hen and lifted her. \_\_\_\_\_ was one egg. After \_\_\_\_\_ had put the hen back she held the egg for some time. It felt warm and smooth in her hand.

## TRIPLE TROUBLE FOR RUPERT

W-e

The girls were laughing when they ran in. "Did you have a \_\_\_\_\_ time?" Miss Carlman asked \_\_\_\_\_.

Annabelle flipped her eyelashes \_\_\_\_\_ me. "We had a \_\_\_\_\_ time," she said. "We \_\_\_\_\_ miles and miles. It's \_\_\_\_\_ very good exercise for \_\_\_\_\_."

Hank looked happy too.

"\_\_\_\_\_, " Miss Carlman said, "your \_\_\_\_\_ is coming to see \_\_\_\_\_ today. I am sure \_\_\_\_\_ will give me a \_\_\_\_\_ good report on you."

\_\_\_\_\_ after school, Milt had \_\_\_\_\_ idea. "Rupert, he said, "\_\_\_\_\_ have not been doing \_\_\_\_\_ manly duty. It is \_\_\_\_\_ time we helped clean \_\_\_\_\_ and wash blackboards.

"You \_\_\_\_\_ right, Milt," I said. "\_\_\_\_\_ is our manly duty."

\_\_\_\_\_ we stayed to \_\_\_\_\_ and Sylvia and Opal \_\_\_\_\_ the girls. After a \_\_\_\_\_, Hank's teacher came. She \_\_\_\_\_ Miss Duncan.

The blackboard \_\_\_\_\_ very dirty behind Miss \_\_\_\_\_ desk, so Milt and \_\_\_\_\_ washed it three times. \_\_\_\_\_ heard what was said, \_\_\_\_\_ we are not deaf.

\_\_\_\_\_ Carlman said, "Henry seems \_\_\_\_\_ be a very fine \_\_\_\_\_."

"Very fine," Miss Duncan \_\_\_\_\_. "But I am almost \_\_\_\_\_ to get rid of \_\_\_\_\_, for a while. He's \_\_\_\_\_ charming boy, but he \_\_\_\_\_ have the worst luck!"

\_\_\_\_\_ do not have long \_\_\_\_\_, but I flipped them \_\_\_\_\_ best I could, at Annabelle.

Miss Duncan said, "The \_\_\_\_\_ enjoy kickball, but due \_\_\_\_\_ Hank's hard luck our \_\_\_\_\_ is now on top \_\_\_\_\_ the church on the \_\_\_\_\_, cuddled up tight against \_\_\_\_\_ base of the steeple. \_\_\_\_\_ near, and yet so \_\_\_\_\_! And then," Miss Duncan said, "poor Henry had the hard luck to bat a baseball through Brenner's Grocery window."

Milt put his hand over his mouth and snickered.

## THE HIDDEN CAVE

W-f

It was even hotter in the greenhouse than outside. They didn't stay there \_\_\_\_\_. Alice thought again how \_\_\_\_\_ it would be to \_\_\_\_\_ around in the wading \_\_\_\_\_. The Garden of Fragrance \_\_\_\_\_ set apart from the \_\_\_\_\_ of the botanic garden \_\_\_\_\_ a brick wall. Tom \_\_\_\_\_ Alice took Merlin through \_\_\_\_\_ gate. The flower beds \_\_\_\_\_ waist high so that \_\_\_\_\_ could lean over to \_\_\_\_\_ and smell the plants. \_\_\_\_\_ were all kinds of \_\_\_\_\_-smelling herbs here.

Merlin \_\_\_\_\_ excited. He went from \_\_\_\_\_ to plant, sniffing and \_\_\_\_\_. He broke off a \_\_\_\_\_ sprigs of tiny gray \_\_\_\_\_. "Just what I need," \_\_\_\_\_ said. Humming to himself \_\_\_\_\_ walked all around the \_\_\_\_\_ of Fragrance.

Alice saw \_\_\_\_\_ pick some berries from \_\_\_\_\_ bush and slyly pull \_\_\_\_\_ a little plant by \_\_\_\_\_ roots. "Tom," she whispered, "\_\_\_\_\_ he keeps this up \_\_\_\_\_ make us leave the \_\_\_\_\_."

"No they won't. Look." \_\_\_\_\_ pointed.

Now Alice noticed \_\_\_\_\_ other people in the \_\_\_\_\_. They leaned over the \_\_\_\_\_, buried their noses in \_\_\_\_\_, pulled at them. These \_\_\_\_\_ were blind. The Garden \_\_\_\_\_ Fragrance had been made \_\_\_\_\_ them.

"Merlin isn't acting \_\_\_\_\_ different from anybody else \_\_\_\_\_." Tom said.

When Merlin \_\_\_\_\_ picked the herbs he \_\_\_\_\_,  
he walked back to \_\_\_\_\_ children. "We can leave \_\_\_\_\_,"  
he said. "I'm ready \_\_\_\_\_ do difficult magic." His  
\_\_\_\_\_ eyes twinkled. "But I \_\_\_\_\_ know a spell that  
\_\_\_\_\_ make a pocket in \_\_\_\_\_ robe. Oh, it's a \_\_\_\_\_  
robe," he said to Alice, "but it needs a pocket."

Merlin did not seem to like the bedspread.

## DOUBLE TROUBLE FOR RUPERT

W-g

"I am pained to report on the cowbird," Milt said. "A cowbird is black, \_\_\_\_\_ a brown head. I \_\_\_\_\_ sorry to say it \_\_\_\_\_ lazy. A cowbird does \_\_\_\_\_ build her own nest. \_\_\_\_\_ sneaks around and lays \_\_\_\_\_ eggs in some smaller \_\_\_\_\_ nest. But that is \_\_\_\_\_ the worst. The cowbird's \_\_\_\_\_ hatches first. The baby \_\_\_\_\_ is big and mean. \_\_\_\_\_ pushes the other eggs \_\_\_\_\_ of the nest. Or \_\_\_\_\_ he gets all the \_\_\_\_\_ the mother brings because \_\_\_\_\_ has the biggest mouth. \_\_\_\_\_ is a very sad \_\_\_\_\_ to see a mother \_\_\_\_\_ feeding a hungry cowbird \_\_\_\_\_ is three times her \_\_\_\_\_."

Smart Annabelle raised her \_\_\_\_\_. "Miss Carlman, I thought \_\_\_\_\_ were learning to love \_\_\_\_\_, not to gossip about \_\_\_\_\_."

"That's right," Milt said. "\_\_\_\_\_ will now sing the \_\_\_\_\_ song."

Milt tipped up \_\_\_\_\_ head and began to \_\_\_\_\_.  
"Pipe, pipe! Pipe, pipe!"

\_\_\_\_\_ was next. "Baltimore orioles \_\_\_\_\_ very beautiful birds. They \_\_\_\_\_ sweet little hanging nests. \_\_\_\_\_ the mother sits on \_\_\_\_\_ nest, the father oriole \_\_\_\_\_ to her. He sings \_\_\_\_\_ this: "Come here, Peter! \_\_\_\_\_ here!"

Opal told us \_\_\_\_\_ she read in the \_\_\_\_\_ book.

"That is a \_\_\_\_\_ talk about Baltimore orioles,"  
\_\_\_\_\_ Carlman said.

We studied \_\_\_\_\_ every day, but Miss \_\_\_\_\_ said the guys were \_\_\_\_\_ becoming bird lovers.

"Birds \_\_\_\_\_ too worky," Dood said. "\_\_\_\_\_ orioles are out of \_\_\_\_\_ nest now, and so \_\_\_\_\_ the baby robins. They \_\_\_\_\_ all the water out \_\_\_\_\_ the bird bath, and \_\_\_\_\_ have to break my back filling it.:"

"My baby catbirds are pigs," said Clayte.

## BENJAMIN FRANKLIN

W-h

During the past year the quarrel between the Assembly and the governor had grown ever more violent. At last the Assembly \_\_\_\_\_ decided that someone must \_\_\_\_\_ to England to interview \_\_\_\_\_ Penns, and perhaps to \_\_\_\_\_ to the King's Council \_\_\_\_\_ the way these proprietors \_\_\_\_\_ treating their colony. It \_\_\_\_\_ Franklin who was chosen \_\_\_\_\_ make the journey.

He \_\_\_\_\_ reached London in July, \_\_\_\_\_ he and William had \_\_\_\_\_ lodgings with Mrs. Stevenson and \_\_\_\_\_ daughter in their pleasant \_\_\_\_\_ house on Craven Street. \_\_\_\_\_ to lose no time, \_\_\_\_\_ had arranged an interview \_\_\_\_\_ the Penns at once.

\_\_\_\_\_ Thomas Penn's lovely house \_\_\_\_\_ Spring Garden, the Penn \_\_\_\_\_ had received their American \_\_\_\_\_ haughtily. Franklin explained briefly \_\_\_\_\_ he had come. Would \_\_\_\_\_ Penns permit the Pennsylvanians \_\_\_\_\_ make their own laws \_\_\_\_\_ William Penn had promised \_\_\_\_\_ should? he asked. Would \_\_\_\_\_ pay taxes on their \_\_\_\_\_ as the colonists did? \_\_\_\_\_ they would agree to \_\_\_\_\_ two things there would \_\_\_\_\_ no more trouble between \_\_\_\_\_ Assembly and whatever governor \_\_\_\_\_ might send over in \_\_\_\_\_ future.

The Penns barely \_\_\_\_\_. Mr. Franklin must put his \_\_\_\_\_ in writing, they said. \_\_\_\_\_ that was done, and \_\_\_\_\_ they had discussed the \_\_\_\_\_ with their lawyers, perhaps \_\_\_\_\_ might be able to \_\_\_\_\_ him and answer. It \_\_\_\_\_ unfortunate, of course, that \_\_\_\_\_ the lawyers were out \_\_\_\_\_ town on vacation. They \_\_\_\_\_ be gone for some \_\_\_\_\_. But when they returned \_\_\_\_\_. Franklin might possibly receive \_\_\_\_\_ reply to the complaints \_\_\_\_\_ had presented.

Franklin was \_\_\_\_\_ that the affairs of \_\_\_\_\_ colony should be treated in such an offhand manner, but there was

nothing that he could do about it. Disliking the Penns as heartily as they had disliked him, he went back to his lodgings to wait for word from them.

## ABE LINCOLN GETS HIS CHANCE

W-i

Back at the cabin, Sarah had dinner on the table. Tom cheered up as \_\_\_\_\_ and Dennis started "swapping \_\_\_\_\_." Both were good storytellers, \_\_\_\_\_ each tried to tell \_\_\_\_\_ better story than the \_\_\_\_\_.

Abe did not like \_\_\_\_\_ left out of the \_\_\_\_\_. "Pa," he asked, "can \_\_\_\_\_ answer me a question \_\_\_\_\_ something in the Bible?"

"\_\_\_\_\_ figure I can answer \_\_\_\_\_ question you got sense \_\_\_\_\_ to ask."

Johnny and \_\_\_\_\_ nudged each other. They \_\_\_\_\_ what was coming. One \_\_\_\_\_ when the preacher stopped \_\_\_\_\_, Abe had asked him \_\_\_\_\_ same question. The preacher \_\_\_\_\_ been downright flustered when \_\_\_\_\_ couldn't answer.

"It's just \_\_\_\_\_, Pa," Abe went on. "\_\_\_\_\_ was the father of \_\_\_\_\_ children?"

Tom flushed. "Any \_\_\_\_\_ young one can ask \_\_\_\_\_ question. But can he \_\_\_\_\_ it? Suppose you tell \_\_\_\_\_ who was the father \_\_\_\_\_ Zebedee's children?"

"I sort \_\_\_\_\_ figured," said Abe, "that \_\_\_\_\_ was."

Everyone was laughing \_\_\_\_\_ Tom; then he laughed, \_\_\_\_\_. Sarah was glad. Abe \_\_\_\_\_ told her that Mr. \_\_\_\_\_ was at church. She \_\_\_\_\_ going to talk to \_\_\_\_\_ husband that afternoon about \_\_\_\_\_ the children to school, \_\_\_\_\_ she wanted him to \_\_\_\_\_ in a good humor.

"\_\_\_\_\_ did the preacher have \_\_\_\_\_ say?" she asked.

"Well - " \_\_\_\_\_ was trying to remember. "\_\_\_\_\_ he said sort of \_\_\_\_\_ lost in the way \_\_\_\_\_ was saying it. How \_\_\_\_\_ of those preachers do \_\_\_\_\_ and skip about!"

"I \_\_\_\_\_ to hear a preacher \_\_\_\_\_ acts like he's fighting \_\_\_\_\_," said Abe.

Sarah nodded. \_\_\_\_\_ description fitted the preacher "like his own moccasin," she said.

"You menfolks wait outside," she added. "Soon as the gals and I get the dishes done, we'll be out to hear Abe preachify."



## DAR TELLUM STRANGER FROM A DISTANT PLANET

W-j

The idea of putting algae into the atmosphere was a simple idea. The logical person to \_\_\_\_\_ was Dad. But how? \_\_\_\_\_ had to think about \_\_\_\_\_. So I told Dar \_\_\_\_\_ I'd contact him the \_\_\_\_\_ night and we said \_\_\_\_\_. As soon as I \_\_\_\_\_ my mind relaxed he \_\_\_\_\_ to fade, just like \_\_\_\_\_ from boiling water disappears \_\_\_\_\_ the air. Then I \_\_\_\_\_ alone.

Sure, I had \_\_\_\_\_ idea to save Earth. \_\_\_\_\_. Fine. Good. Swell. But \_\_\_\_\_ could I let Dad \_\_\_\_\_ about it? He'd want \_\_\_\_\_ hear how I got \_\_\_\_\_ idea. Then I'd have \_\_\_\_\_ tell him about Dar \_\_\_\_\_. He wouldn't believe me, \_\_\_\_\_ he wouldn't like the \_\_\_\_\_ after that.

I sat \_\_\_\_\_ bed, my head resting \_\_\_\_\_ my fist. I was \_\_\_\_\_ as hard as I \_\_\_\_\_. Then it hit me. \_\_\_\_\_ had a way.

I \_\_\_\_\_ going to tell Dad \_\_\_\_\_ all.

I remembered that \_\_\_\_\_ usually left his briefcase \_\_\_\_\_ the kitchen. Suppose I \_\_\_\_\_ out Dar Tellum's idea \_\_\_\_\_ just stuck it in \_\_\_\_\_ briefcase? He'd find it \_\_\_\_\_ work, and no one \_\_\_\_\_ know I put it \_\_\_\_\_. At least that's what \_\_\_\_\_ hoped.

I got out \_\_\_\_\_ bed and found some \_\_\_\_\_. Very carefully I printed \_\_\_\_\_ what Dar Tellum had \_\_\_\_\_ me, especially the kind \_\_\_\_\_ algae to use. Then \_\_\_\_\_ sneaked downstairs into the \_\_\_\_\_ so quietly that only \_\_\_\_\_ stair creaked.

In the \_\_\_\_\_ I made my mistake. \_\_\_\_\_ spotted some of my \_\_\_\_\_ cookies. So instead of \_\_\_\_\_ the note right into \_\_\_\_\_ briefcase, I dropped it on the table and helped myself to the cookies and milk. I had finished the milk that was left in the container and was still munching on one last cookie when I heard the stair creak.

## STORM ON GIANT MOUNTAIN

Y-a

"One winter the snows were deeper than ever before, and the drifts were like mountains. The cold came so \_\_\_\_\_ mighty trees broke apart \_\_\_\_\_ running brooks froze like \_\_\_\_\_. Then food became very \_\_\_\_\_. The Indians went out \_\_\_\_\_ hunt, but always they \_\_\_\_\_ back empty handed. The \_\_\_\_\_ were asleep in their \_\_\_\_\_ caves; the deer were \_\_\_\_\_ under deep snows; and \_\_\_\_\_ partridges and birds had \_\_\_\_\_ away.

"Then the chief \_\_\_\_\_ the village came to \_\_\_\_\_ maiden again. 'Kal-een, our \_\_\_\_\_ hunter,' he said, 'our \_\_\_\_\_ and our women are \_\_\_\_\_. Our men have no \_\_\_\_\_ strength to hunt. We \_\_\_\_\_ to you now, Kal-een; \_\_\_\_\_ is only you who \_\_\_\_\_ save us with your \_\_\_\_\_ and your arrows.'

"So \_\_\_\_\_ went forth alone through \_\_\_\_\_ great snows. Tall and \_\_\_\_\_ she walked, and she \_\_\_\_\_ so light she could \_\_\_\_\_ over the deepest drifts. \_\_\_\_\_ her bow and her \_\_\_\_\_ she searched. Through the \_\_\_\_\_ forest she traveled with \_\_\_\_\_ speed of the wind, \_\_\_\_\_ she found no game \_\_\_\_\_ her arrows to shoot.

"\_\_\_\_\_ Kal-een went into country \_\_\_\_\_ she had never been. \_\_\_\_\_ stood on the shore \_\_\_\_\_ a lake and called \_\_\_\_\_ moose, and a great \_\_\_\_\_ moose came. Joyfully Kal-een \_\_\_\_\_ her bow to aim \_\_\_\_\_ the water. But before \_\_\_\_\_ arrow flew, a great \_\_\_\_\_ from another hunter rose \_\_\_\_\_ the woods far off \_\_\_\_\_ curved through the air \_\_\_\_\_ her head. The bull \_\_\_\_\_ was struck down.

"Kal-een \_\_\_\_\_ to a hill and \_\_\_\_\_ a herd of deer. \_\_\_\_\_ saw a large buck \_\_\_\_\_ spreading antlers and she raised her arrow in aim. But again a great arrow from another hunter came from far off and struck the buck down before her arrow could fly."

## BLITZ

Y-b

Joe's last horse had died in the city streets three days before. Joe had been standing \_\_\_\_\_ the sidewalk selling flowers, \_\_\_\_\_ suddenly the old mare \_\_\_\_\_ fallen down where she \_\_\_\_\_. Joe had kicked her \_\_\_\_\_ make her get up, \_\_\_\_\_ the old mare was \_\_\_\_\_ and Joe was without \_\_\_\_\_ horse. He had walked \_\_\_\_\_ five miles from the \_\_\_\_\_ of the city to \_\_\_\_\_ Fair to buy a \_\_\_\_\_ one.

Blitz followed him \_\_\_\_\_ down the road. It \_\_\_\_\_ good to walk slowly \_\_\_\_\_ least. At the edge \_\_\_\_\_ the city Joe turned \_\_\_\_\_ into a lane crowded \_\_\_\_\_ tumble-down shacks. He turned \_\_\_\_\_ at one of them \_\_\_\_\_ led Blitz into a \_\_\_\_\_ shed behind it. It \_\_\_\_\_ one tiny window, and \_\_\_\_\_ reek of manure and \_\_\_\_\_ hay struck Blitz's nose \_\_\_\_\_ he went in. The \_\_\_\_\_ on the dirt floor \_\_\_\_\_ wet and evidently hadn't \_\_\_\_\_ changed for months. Joe \_\_\_\_\_ Blitz to a ring \_\_\_\_\_ the wall in one \_\_\_\_\_, threw a small armful \_\_\_\_\_ moldy hay down beside \_\_\_\_\_, and went out without \_\_\_\_\_ word or a pat. \_\_\_\_\_ next day was Sunday, \_\_\_\_\_ Blitz stood alone in \_\_\_\_\_ damp, dirty shed all \_\_\_\_\_. Joe came out once \_\_\_\_\_ gave him a pailful \_\_\_\_\_ water and another armful \_\_\_\_\_ moldy hay, but Blitz \_\_\_\_\_ finished what had been \_\_\_\_\_ him the night before. \_\_\_\_\_ couldn't choke it down, \_\_\_\_\_ he was very hungry.

"\_\_\_\_\_ eat it when you \_\_\_\_\_ hungry enough," Joe laughed \_\_\_\_\_. "This ain't the Ritz, \_\_\_\_\_ know. Hard enough to \_\_\_\_\_ horse food as it is!"

Blitz heard some boys playing outside, and for a moment a little spark of warmth and hope came into his heart, but it didn't last long.

## BED-KNOB AND BROOMSTICK

Y-c

The witch doctor glared at her. She sat quite still; \_\_\_\_\_ still, thought Carey-but \_\_\_\_\_ was happening. The children \_\_\_\_\_ hard. There was a \_\_\_\_\_ between Miss Price and \_\_\_\_\_ ground - a space that \_\_\_\_\_. Miss Price, still in \_\_\_\_\_ sitting position, had risen \_\_\_\_\_ feet in the air.

\_\_\_\_\_ was a murmur of \_\_\_\_\_. Miss Price, held her \_\_\_\_\_. Carey could see her \_\_\_\_\_ were clenched and her \_\_\_\_\_ had become red. "Go \_\_\_\_\_, Miss Price," she murmured. "\_\_\_\_\_ it." She gripped Charles' \_\_\_\_\_. Miss Price came down, \_\_\_\_\_ rather suddenly. From her \_\_\_\_\_ expression Carey guessed she \_\_\_\_\_ bitten her tongue, but \_\_\_\_\_ shock had broken the \_\_\_\_\_ that bound her hands. \_\_\_\_\_ Price put her fingers \_\_\_\_\_ her mouth as if \_\_\_\_\_ feel if her tongue \_\_\_\_\_ still there; then she \_\_\_\_\_ her wrists and glanced \_\_\_\_\_ at the children.

The \_\_\_\_\_ doctor did a few \_\_\_\_\_ turns round the circle. \_\_\_\_\_ leaped into the air. \_\_\_\_\_ shouted, he twirled the \_\_\_\_\_. Carey noticed that every \_\_\_\_\_ he came too near \_\_\_\_\_ audience, they shrank back \_\_\_\_\_ little. When he felt \_\_\_\_\_ on-lookers were sufficiently subdued \_\_\_\_\_ suitably impressed, he stopped \_\_\_\_\_ caperings and flung Miss \_\_\_\_\_ broomstick away from him. \_\_\_\_\_ then sat down on \_\_\_\_\_ heels and stared at \_\_\_\_\_ broomstick. Nothing seemed to \_\_\_\_\_. The man was still. \_\_\_\_\_ so was the broomstick. \_\_\_\_\_ there was a waiting \_\_\_\_\_ in the air, something \_\_\_\_\_ prevented Carey from turning \_\_\_\_\_ eyes toward Miss \_\_\_\_\_.

"Look," said Charles suddenly. \_\_\_\_\_ was a gasp among the spectators, an amazed murmur. The broomstick was moving, in little jerks as if pulled by a string, toward the witch doctor.

## THE BORROWERS

Y-d

So Arrietty told him about borrowing - how difficult it was and how dangerous. She told him about \_\_\_\_\_ storerooms under the floor; \_\_\_\_\_ Pod's early exploits, the \_\_\_\_\_ he had shown and \_\_\_\_\_ courage; she described those \_\_\_\_\_-off days, before her \_\_\_\_\_, when Pod and Homily \_\_\_\_\_ been rich; she described \_\_\_\_\_ musical snuffbox of gold \_\_\_\_\_, and the little bird \_\_\_\_\_ flew out of it \_\_\_\_\_ of kingfisher feathers, how \_\_\_\_\_ flapped its wings and \_\_\_\_\_ its song; she described \_\_\_\_\_ doll's wardrobe and the \_\_\_\_\_ green glasses; the little \_\_\_\_\_ teapot out of the \_\_\_\_\_-room case; the satin \_\_\_\_\_ and embroidered sheets . . . "those \_\_\_\_\_ have still," she told \_\_\_\_\_, "they're Her handkerchiefs. . . ." "She," \_\_\_\_\_ boy realized gradually, was \_\_\_\_\_ Great-Aunt Sophy upstairs, \_\_\_\_\_ since a hunting accident \_\_\_\_\_ twenty years before; he \_\_\_\_\_ how Pod would borrow \_\_\_\_\_ her room, picking his \_\_\_\_\_ - in the firelight - among \_\_\_\_\_ trinkets on Her dressing \_\_\_\_\_, even climbing Her bed-curtains \_\_\_\_\_ walking on Her quilt. \_\_\_\_\_ of how She would \_\_\_\_\_ him and sometimes talk \_\_\_\_\_ him because, Arrietty explained, \_\_\_\_\_ day at six o'clock \_\_\_\_\_ brought Her a decanter \_\_\_\_\_ Fine Old Pale Madeira, \_\_\_\_\_ how before midnight She \_\_\_\_\_ drink the lot. Nobody \_\_\_\_\_ Her, not even Homily, \_\_\_\_\_, as Homily would say, \_\_\_\_\_ had so few pleasures, \_\_\_\_\_ soul, but, Arrietty explained, \_\_\_\_\_ the first three glasses \_\_\_\_\_-Aunt Sophy never believed \_\_\_\_\_ anything she saw. "She \_\_\_\_\_ my father comes out \_\_\_\_\_ the decanter," said Arrietty, "\_\_\_\_\_ one day when I'm \_\_\_\_\_ he's going to take \_\_\_\_\_ there and She'll think I come out of the decanter too. It'll please Her, my father thinks, as She's used to him now.

## ADOPTED JANE

Y-e

India Maud and Jane and Emily took their turn together. "It makes me wish \_\_\_\_\_ could be little again \_\_\_\_\_ believe in fairies," said Emily. "Can't you imagine how \_\_\_\_\_ would love it?"

"I \_\_\_\_\_ believed in them" said \_\_\_\_\_ Maud bluntly. "Nor in \_\_\_\_\_ Claus either. I always \_\_\_\_\_ real things better."

"Did \_\_\_\_\_ believe in fairies, Jane?" \_\_\_\_\_ wanted to know.

Jane \_\_\_\_\_ her head somewhat regretfully. " \_\_\_\_\_ really, but I used \_\_\_\_\_ pretend to myself I \_\_\_\_\_. I always wanted to. \_\_\_\_\_ I made little houses \_\_\_\_\_ them in the apple \_\_\_\_\_."

For a few minutes \_\_\_\_\_ watched in silence as \_\_\_\_\_ little festival procession drew \_\_\_\_\_ them faint lights twinkling, \_\_\_\_\_ of shallow golden candleshine \_\_\_\_\_ on the deepening darkness.

" \_\_\_\_\_ suppose this is the \_\_\_\_\_ year I'll be in \_\_\_\_\_ Parade." There was a \_\_\_\_\_ of wistfulness in Emily's \_\_\_\_\_. "I'm getting too old \_\_\_\_\_ it, and Ruthie and \_\_\_\_\_ want to have my \_\_\_\_\_."

"One of them can \_\_\_\_\_ my place," India Maud \_\_\_\_\_. "I'm already too old \_\_\_\_\_ it and the only \_\_\_\_\_ I stayed in this \_\_\_\_\_ was because the rest \_\_\_\_\_ you were and I \_\_\_\_\_ want to be left \_\_\_\_\_."

Jane thought to herself \_\_\_\_\_ if she lived to \_\_\_\_\_ a hundred she would \_\_\_\_\_ be too old for \_\_\_\_\_. It felt like the \_\_\_\_\_ of good time you \_\_\_\_\_ about in some of \_\_\_\_\_ grown-up library books - with \_\_\_\_\_ and princesses and lords \_\_\_\_\_ in illustrated gardens under \_\_\_\_\_ stars, and sweet music \_\_\_\_\_ from the castle, and \_\_\_\_\_ Sir Malcolm waiting at the garden gate for the fair Lady Beatrice. And it would so soon be ended - not only the streetcar parade, but the visits at Emily's house and Cissie's, and living with Mrs. Thurman as if she belonged.

## THE MYSTERIOUS SHRINKING HOUSE

Y-f

Mrs. Bright was in the dining room at the front of the house across the hall from the parlor. The heavy, lined brocade \_\_\_\_\_ that had prevented the \_\_\_\_\_ from seeing in were \_\_\_\_\_ a welcome protection from \_\_\_\_\_ eyes. Mrs. Bright had \_\_\_\_\_ them securely together so \_\_\_\_\_ no crack of light \_\_\_\_\_ show and sat at \_\_\_\_\_ table calmly reading Felix \_\_\_\_\_ by candlelight.

"Good morning, \_\_\_\_\_ dear." She twinkled as \_\_\_\_\_ as ever as she \_\_\_\_\_ the book down and \_\_\_\_\_ Mindy to the chair \_\_\_\_\_. "I've waited breakfast for \_\_\_\_\_, you see."

Two places \_\_\_\_\_ been set, and in \_\_\_\_\_ middle of each plate \_\_\_\_\_ a cellophane-wrapped butterscotch \_\_\_\_\_.

"I found four pieces \_\_\_\_\_ my sweater pocket," she \_\_\_\_\_. "The other two will \_\_\_\_\_ for lunch if we \_\_\_\_\_ arrange for something better \_\_\_\_\_ then. I am sorry \_\_\_\_\_ is so little. I \_\_\_\_\_ very reckless and searched \_\_\_\_\_ kitchen and pantry. There \_\_\_\_\_ a few tins of \_\_\_\_\_ like deviled ham and \_\_\_\_\_ and beans and evaporated \_\_\_\_\_, but I didn't like \_\_\_\_\_ clatter through the silverware \_\_\_\_\_ looking for the can \_\_\_\_\_. If they aren't all \_\_\_\_\_ after fifty-odd years, \_\_\_\_\_ I suppose they must \_\_\_\_\_, we will be very \_\_\_\_\_. Mama's lovely jars of \_\_\_\_\_ and preserves are ruined, \_\_\_\_\_ course - shriveled up hard \_\_\_\_\_ rocks even with paraffin \_\_\_\_\_ them and the lids \_\_\_\_\_."

"Well, I hope we \_\_\_\_\_ be here past lunch."

\_\_\_\_\_ Bright looked slightly less \_\_\_\_\_. "Tell me, dear, have \_\_\_\_\_ taken a peek outside?"

"Um. From upstairs." Mindy spoke \_\_\_\_\_ the candy.

Mrs. Bright \_\_\_\_\_ her eyebrows. "And you weren't surprised?"

## SNOW TREASURE

Y-g

Peter was cautious about approaching the cave. He was not going \_\_\_\_\_ walk into a trap. \_\_\_\_\_ he first came on \_\_\_\_\_ ski trail he warned \_\_\_\_\_ team to silence. So \_\_\_\_\_ ten of them moved \_\_\_\_\_ the snow as quietly \_\_\_\_\_ possible. Near the cave \_\_\_\_\_ lined his boys and \_\_\_\_\_ behind a thick clump \_\_\_\_\_ bushes that the new \_\_\_\_\_ had made into a \_\_\_\_\_ blot of white. Leaving \_\_\_\_\_ to guard his sled \_\_\_\_\_ quietly followed the trail \_\_\_\_\_ the cave.

He would \_\_\_\_\_ have been surprised to \_\_\_\_\_ grey-green Nazi uniforms \_\_\_\_\_. But instead, there was \_\_\_\_\_ Per Garson wiping his \_\_\_\_\_ on his sleeve.

Peter's \_\_\_\_\_ approach was not lost \_\_\_\_\_ old Per.

"So you \_\_\_\_\_ frightened, eh? You think \_\_\_\_\_ come on the Germans? \_\_\_\_\_ should have told you \_\_\_\_\_ was only us."

"There \_\_\_\_\_ snowshoe trails, too. Down \_\_\_\_\_ gully beyond the trolls' \_\_\_\_\_."

"Na, no. Not to \_\_\_\_\_ about them. Miles and \_\_\_\_\_ made them. One hour \_\_\_\_\_ then there'll be trails \_\_\_\_\_ ways you can look, \_\_\_\_\_ snowshoes, of skis and \_\_\_\_\_ just plain feet. No \_\_\_\_\_ could find the way \_\_\_\_\_ by following the marks \_\_\_\_\_ boys and girls make \_\_\_\_\_ your boots and sleds."

"\_\_\_\_\_, I didn't know," Peter \_\_\_\_\_. "I knew you had \_\_\_\_\_ across the valley but \_\_\_\_\_ didn't think one pair \_\_\_\_\_ skis could make so \_\_\_\_\_ trails. And I didn't \_\_\_\_\_ about the snowshoes."

"I \_\_\_\_\_ the many ski trails \_\_\_\_\_. I make more when \_\_\_\_\_ go off." Per drew \_\_\_\_\_ a blue bandanna handkerchief and wiped his running eyes. "You thought the Germans knew already about the cave?"



## THE GISMO FROM OUTER SPACE

Y-h

After supper Jerry phoned Ron. "Listen, Ron, I've got a little problem here - my folks. They won'd let me \_\_\_\_\_ outside tonight."

"Yeah? Well, \_\_\_\_\_ not the only one," \_\_\_\_\_ answered. "Mom says we \_\_\_\_\_ too noisy last night. \_\_\_\_\_ can't sleep outside either."

"\_\_\_\_\_ are we going to \_\_\_\_\_?"

"I guess we'll just \_\_\_\_\_ to set our alarm \_\_\_\_\_ and sneak out at \_\_\_\_\_-thirty," Ron suggested.

"Yeah? \_\_\_\_\_ guess so, but it's \_\_\_\_\_ to be pretty hard \_\_\_\_\_. Dad and Mom usually \_\_\_\_\_ a late movie on \_\_\_\_\_ Saturday nights."

"Maybe you \_\_\_\_\_ sneak out the back \_\_\_\_\_ between commercials. They won't \_\_\_\_\_ wandering around the house \_\_\_\_\_."

"Yeah, I'll try," Jerry \_\_\_\_\_. "Meet you at the \_\_\_\_\_ at eleven-forty-five, \_\_\_\_\_?"

"OK." Ron hung up.

\_\_\_\_\_ Jerry went to bed, \_\_\_\_\_ set his alarm and \_\_\_\_\_ it under the corner \_\_\_\_\_ his pillow. If it \_\_\_\_\_ too loudly someone would \_\_\_\_\_ into his room to \_\_\_\_\_ what was up. But \_\_\_\_\_ was hard going to \_\_\_\_\_ with the hum of \_\_\_\_\_ electric clock so close \_\_\_\_\_ his ear.

Jerry lay thinking about \_\_\_\_\_. What would he look \_\_\_\_\_, he wondered. He would \_\_\_\_\_ small like the other \_\_\_\_\_, Jerry felt sure. But \_\_\_\_\_ would his face look \_\_\_\_\_? He hadn't been able \_\_\_\_\_ see any features of \_\_\_\_\_ man the night before. \_\_\_\_\_ revolving lights from the \_\_\_\_\_ had reflected too brightly \_\_\_\_\_ the helmet surface for \_\_\_\_\_. Jerry closed his eyes \_\_\_\_\_ let the happenings of \_\_\_\_\_ night before slide across \_\_\_\_\_ mind. The great floating \_\_\_\_\_ . . . the silver wand . . . the . . . the strange buzzing sound over his forehead . . . the sound wouldn't stop. It grew louder and louder.

## THE HIGH HOUSE

Y-i

Elizabeth was crying when we went back to our desks but I wasn't. I was just seething \_\_\_\_\_ fury. I stuffed my \_\_\_\_\_ angrily into my schoolbag \_\_\_\_\_ stamped straight out of the \_\_\_\_\_, giving Mr. Hamilton \_\_\_\_\_ I hoped was a \_\_\_\_\_ look.

Just as I \_\_\_\_\_ the main hall the \_\_\_\_\_ rang for the lunch \_\_\_\_\_, but I didn't go \_\_\_\_\_ the dining hall. I \_\_\_\_\_ out of the door \_\_\_\_\_ across the playground and \_\_\_\_\_ into the street. The \_\_\_\_\_ man in his white \_\_\_\_\_ was standing by the \_\_\_\_\_ stop for the primary \_\_\_\_\_ who mostly went home \_\_\_\_\_ eat.

"Going home early?" \_\_\_\_\_ asked. He was a \_\_\_\_\_ cheery man.

"I'm not \_\_\_\_\_ well," I said, and \_\_\_\_\_ him stop the traffic \_\_\_\_\_ me to go across \_\_\_\_\_ road to my bus \_\_\_\_\_ on the other side.

"\_\_\_\_\_ don't look so good \_\_\_\_\_ that's a fact," he \_\_\_\_\_ sympathetically. "There's a lot \_\_\_\_\_ flu going round."

It's \_\_\_\_\_ that whenever you have \_\_\_\_\_ cold or a sore \_\_\_\_\_ someone always tells you \_\_\_\_\_ there's a lot of \_\_\_\_\_ going around.

All the \_\_\_\_\_ home in the bus \_\_\_\_\_ kept saying to myself, "\_\_\_\_\_ never go there again. \_\_\_\_\_ beast, the absolute beast."

\_\_\_\_\_ simply raced up the \_\_\_\_\_ and rushed into the \_\_\_\_\_. Aunt Patsy was sitting \_\_\_\_\_ the kitchen drinking coffee \_\_\_\_\_ reading the paper and \_\_\_\_\_. I had thought what \_\_\_\_\_ was going to do \_\_\_\_\_ say I had flung \_\_\_\_\_ arms round her and \_\_\_\_\_ into tears.

Aunt Patsy \_\_\_\_\_ utterly bewildered but she \_\_\_\_\_ me tightly and kept saying, "What happened, Emma? What's the matter, darling?"

## THE WILD ORPHAN

Y-j

But he did not have to think about that now. All that mattered was \_\_\_\_\_ wonderful fact of having \_\_\_\_\_ such friends and being \_\_\_\_\_ important to them. They \_\_\_\_\_ him know about his \_\_\_\_\_ every time they felt \_\_\_\_\_.

It was Lord Lovett \_\_\_\_\_ first indicated that more \_\_\_\_\_ milk was needed. One \_\_\_\_\_ when both the Steiners \_\_\_\_\_ busy at the mine \_\_\_\_\_ took his two young \_\_\_\_\_ out in the meadow \_\_\_\_\_ the barn. Lord Lovett \_\_\_\_\_ prowling around in his \_\_\_\_\_, serious way and became \_\_\_\_\_ in a stone about \_\_\_\_\_ same size as himself. \_\_\_\_\_ he managed to overturn \_\_\_\_\_, its base proved to \_\_\_\_\_ sprinkled with insect eggs \_\_\_\_\_ grubs.

While Jeff and \_\_\_\_\_ watched, the little skunk \_\_\_\_\_ up an egg and \_\_\_\_\_ it, then did the \_\_\_\_\_ with a grub. They \_\_\_\_\_ his taste test. He \_\_\_\_\_ to stuff himself.

Beauty \_\_\_\_\_ to join him, but \_\_\_\_\_ first nibble discouraged her. \_\_\_\_\_ turned away, wrinkling her \_\_\_\_\_ to make it clear \_\_\_\_\_ such food was not \_\_\_\_\_ her. Jeff decided, however, \_\_\_\_\_ her interest meant she \_\_\_\_\_ probably was ready for \_\_\_\_\_ solid food.

All the \_\_\_\_\_ from the family table \_\_\_\_\_ saved for the pigs. \_\_\_\_\_ it was Jeff who \_\_\_\_\_ them and since they \_\_\_\_\_ ate grain and any \_\_\_\_\_ milk, it was easy \_\_\_\_\_ him to pick out \_\_\_\_\_ choicest scraps for his \_\_\_\_\_. He knew that lions \_\_\_\_\_ meat, and that skunks \_\_\_\_\_ almost everything.

But the \_\_\_\_\_ time he offered a \_\_\_\_\_ of meat to Beauty, \_\_\_\_\_ seemed unsure of what to do with it. First she sniffed at it, then she batted it with her paw a couple of times.

## TRAPPED IN SPACE

P-a

Jeff had begun to feel at home in X-space. After all, he thought, \_\_\_\_\_ was really the same \_\_\_\_\_ he had always known. \_\_\_\_\_ just looked different because \_\_\_\_\_ he saw it in \_\_\_\_\_ different way, with fast \_\_\_\_\_ and not with light. \_\_\_\_\_ had learned the charts, \_\_\_\_\_ at school, and now \_\_\_\_\_ began to recognize the \_\_\_\_\_ faster than Lupe could \_\_\_\_\_ them.

He got back \_\_\_\_\_ sense of mass and \_\_\_\_\_ and motion. The stars \_\_\_\_\_ their ship were masses \_\_\_\_\_ him now. The motions \_\_\_\_\_ forces caused were suddenly \_\_\_\_\_ clear to him as \_\_\_\_\_ motion of his own \_\_\_\_\_ when he closed his \_\_\_\_\_.

The stars were no \_\_\_\_\_ dull gray points flying \_\_\_\_\_ of that far gray \_\_\_\_\_. They were old friends.

\_\_\_\_\_ Jeff began pointing out \_\_\_\_\_ stars, Lupe slipped out \_\_\_\_\_ the seat in front \_\_\_\_\_ the scope.

"May I \_\_\_\_\_ back to Buzz?" she \_\_\_\_\_ Ty. "He needs me."

"\_\_\_\_\_ ahead." Ty gave her \_\_\_\_\_ grateful smile. "Now I \_\_\_\_\_ why you were picked \_\_\_\_\_ come with us."

He \_\_\_\_\_ for Jeff to take \_\_\_\_\_ place.

"You are the \_\_\_\_\_, Jeff," he said. "Next \_\_\_\_\_, Topaz!"

Jeff slid happily \_\_\_\_\_ the seat. Topaz was hidden in that cloud \_\_\_\_\_ far-off stars ahead, \_\_\_\_\_ the sun had faded \_\_\_\_\_ ago into the white \_\_\_\_\_ behind. But he knew \_\_\_\_\_. He knew the Hyades. \_\_\_\_\_ knew where to look \_\_\_\_\_ the Pleiades beyond them. \_\_\_\_\_ way to Topaz had \_\_\_\_\_ plain.

Jeff reached for \_\_\_\_\_ controls to point the \_\_\_\_\_ toward Topaz. The little ship felt as steady as the Earth.

## STRAWBERRY GIRL

P-b

When they got home, they saw that the roof of the chicken house had been blown off and was leaning against the barn. The yard around the \_\_\_\_\_ was a great puddle. \_\_\_\_\_ did not stop to \_\_\_\_\_ what further damage had \_\_\_\_\_ done. They ran for \_\_\_\_\_ house, where they closed \_\_\_\_\_ the wooden shutters and \_\_\_\_\_ all the doors.

Indoors, \_\_\_\_\_ looked at her new \_\_\_\_\_. The rain had washed \_\_\_\_\_ the color out of \_\_\_\_\_ paper rose and had \_\_\_\_\_ the straw a bright \_\_\_\_\_. The crown was mashed \_\_\_\_\_.

"You're a sorry sight," \_\_\_\_\_ Birdie. She put it \_\_\_\_\_ with a sigh.

Then \_\_\_\_\_ drew a deep breath. \_\_\_\_\_ hot spell was over.

"\_\_\_\_\_, Semina! Giddap!"

The white \_\_\_\_\_ was hitched to the \_\_\_\_\_ of the long sweep. \_\_\_\_\_ hit her over the \_\_\_\_\_ with a stick. She \_\_\_\_\_ she would not balk \_\_\_\_\_.

Summer was over and \_\_\_\_\_ grinding time had come. \_\_\_\_\_ sweet potatoes had been \_\_\_\_\_ in August and stored \_\_\_\_\_ layers of pine straw \_\_\_\_\_ the floor of the \_\_\_\_\_ house. Fodder and corn \_\_\_\_\_ been stowed away in \_\_\_\_\_ crib, along with dried \_\_\_\_\_ and chufers - winter feed \_\_\_\_\_ the stock. Hogs had \_\_\_\_\_ butchered, hams and sides \_\_\_\_\_ bacon smoked, and sausage \_\_\_\_\_.

The cane crop was \_\_\_\_\_. Pa said it would \_\_\_\_\_ two or three weeks \_\_\_\_\_ grind it all. There \_\_\_\_\_ be syrup to sell, \_\_\_\_\_ plenty of brown sugar \_\_\_\_\_ molasses to eat all \_\_\_\_\_.

"Git that lazy ole \_\_\_\_\_ goin'!" yelled Buzz.

Birdie \_\_\_\_\_ Semina as hard as \_\_\_\_\_ could.

The can mill \_\_\_\_\_ two iron rollers set \_\_\_\_\_ on a pine framework, and a long, curved pine-trunk sweep fastened on top. The mule was hitched to its lower end, while the short upper end swung free as a balance.

## LITTLE WOMEN

P-c

The short afternoon wore away. All the other errands \_\_\_\_\_ done, and Meg and \_\_\_\_\_ mother were busy at \_\_\_\_\_ necessary needlework, while Beth \_\_\_\_\_ Amy got tea and \_\_\_\_\_ finished her ironing. But \_\_\_\_\_ Jo did not come. \_\_\_\_\_ began to get anxious, \_\_\_\_\_ Laurie went off to \_\_\_\_\_ her. He missed her \_\_\_\_\_ she came walking in \_\_\_\_\_ a queer expression which \_\_\_\_\_ the family as much \_\_\_\_\_ did the roll of \_\_\_\_\_ she gave her mother, \_\_\_\_\_ with a little choke \_\_\_\_\_ her voice, "That's my \_\_\_\_\_ towards making Father comfortable \_\_\_\_\_ bringing him home!"

"My \_\_\_\_\_, where did you get \_\_\_\_\_? Twenty-five dollars, Jo, \_\_\_\_\_ hope you haven't done \_\_\_\_\_ rash?"

"No, it's mine \_\_\_\_\_, I didn't beg, borrow \_\_\_\_\_ steal it. I don't \_\_\_\_\_ you'll blame me, for \_\_\_\_\_ only sold what was \_\_\_\_\_ own." As she spoke, \_\_\_\_\_ took off her bonnet \_\_\_\_\_ an outcry arose, for \_\_\_\_\_ hair was cut short.

\_\_\_\_\_ everyone exclaimed, and Beth \_\_\_\_\_ the cropped head tenderly, \_\_\_\_\_ assumed an indifferent air \_\_\_\_\_ did not deceive anyone. \_\_\_\_\_ ruffled the brown bush \_\_\_\_\_ tried to look as \_\_\_\_\_ she liked it. "It \_\_\_\_\_ be good for my \_\_\_\_\_," she said. "I was \_\_\_\_\_ too proud of my \_\_\_\_\_. My head feels deliciously \_\_\_\_\_ and cool, and the \_\_\_\_\_ said I could soon \_\_\_\_\_ a curly crop which \_\_\_\_\_ be boyish and easy \_\_\_\_\_ keep in order. I'm \_\_\_\_\_, so please take the \_\_\_\_\_ and let's have supper."

"\_\_\_\_\_ made you do it?" \_\_\_\_\_ Amy, who would as soon have thought of cutting off her head as her pretty hair.

"Well, I was wild to do something for Father," replied Jo, as they gathered at the table.

## MARY POPPINS

P-d

All round her flew the birds, circling and leaping and swooping and rising. Mary Poppins always called \_\_\_\_\_ "sparrers," because, she said \_\_\_\_\_ all birds were alike \_\_\_\_\_ her. But Jane and \_\_\_\_\_ knew that they were \_\_\_\_\_ sparrows, but doves and \_\_\_\_\_. There were fussy and \_\_\_\_\_ grey doves like Grandmothers; \_\_\_\_\_ brown, rough-voiced pigeons like \_\_\_\_\_; and greeny, cackling, no \_\_\_\_\_ money today pigeons \_\_\_\_\_ Fathers. And the silly, \_\_\_\_\_ soft blue doves were \_\_\_\_\_ Mothers. That's what Jane \_\_\_\_\_ Michael thought, anyway.

They \_\_\_\_\_ round and round the \_\_\_\_\_ of the Bird Woman \_\_\_\_\_ the children approached, and \_\_\_\_\_, as though to tease \_\_\_\_\_, they suddenly rushed away \_\_\_\_\_ the air and sat \_\_\_\_\_ the top of St. \_\_\_\_\_, laughing and turning their \_\_\_\_\_ away and pretending they \_\_\_\_\_ know her.

It was \_\_\_\_\_ turn to buy a \_\_\_\_\_. Jane had bought one \_\_\_\_\_ time. He walked up \_\_\_\_\_ the Bird Woman and \_\_\_\_\_ out four halfpennies.

"Feed \_\_\_\_\_ Birds, Tuppence a Bag!" \_\_\_\_\_ the Bird Woman, as \_\_\_\_\_ put a bag of \_\_\_\_\_ into his hand and \_\_\_\_\_ the money away into \_\_\_\_\_ folds of her huge \_\_\_\_\_ skirt.

"Why don't you \_\_\_\_\_ penny bags?" said Michael. \_\_\_\_\_ I could buy two."

"\_\_\_\_\_ the Birds, Tuppence a \_\_\_\_\_!" said the Bird Woman, \_\_\_\_\_ Michael knew it was \_\_\_\_\_ good asking her any \_\_\_\_\_ questions. He and Jane \_\_\_\_\_ often tried, but all \_\_\_\_\_ could say, and all \_\_\_\_\_ had ever been able \_\_\_\_\_ say was, "Feed the \_\_\_\_\_, Tuppence a Bag!" Just \_\_\_\_\_ a cuckoo can only \_\_\_\_\_ "Cuckoo," no matter what questions you ask him.

Jane and Michael and Mary Poppins spread the crumbs in a circle on the ground, and presently, one by one at first, and then in twos and threes, the birds came down from St. Paul's.

## LILLAN

P-e

Lillian didn't know what to make of it. She felt confused and \_\_\_\_\_ a loss. She wished \_\_\_\_\_ would tell her what \_\_\_\_\_ on her mind. They \_\_\_\_\_ collaborators anymore, and Lillian's \_\_\_\_\_ seemed to be full \_\_\_\_\_ holes and ragged edges \_\_\_\_\_.

Then one day Mama \_\_\_\_\_ her she was going \_\_\_\_\_ for dinner with Jon \_\_\_\_\_ the next night.

"I've \_\_\_\_\_," continued Mama, "that our \_\_\_\_\_ will see to your \_\_\_\_\_, Lillian, and have you \_\_\_\_\_ bed at the proper \_\_\_\_\_. It will be all \_\_\_\_\_, won't it?"

Lillian was \_\_\_\_\_. She hardly knew what \_\_\_\_\_ say. The news was \_\_\_\_\_ awful. Not to have \_\_\_\_\_ there at night was \_\_\_\_\_.

"Darling, it's only for \_\_\_\_\_ night," said Mama in \_\_\_\_\_ reassuring voice. "Our tenant \_\_\_\_\_ really a very nice \_\_\_\_\_."

But Lillian hardly knew \_\_\_\_\_ lady except to say \_\_\_\_\_ morning or good night. \_\_\_\_\_ felt afraid . . . afraid because \_\_\_\_\_ Mama everything was empty \_\_\_\_\_ home.

"Oh, Mama!" said \_\_\_\_\_ holding back the tears \_\_\_\_\_ all her might.

Then \_\_\_\_\_ grew brisk and determined. "\_\_\_\_\_, I haven't been out \_\_\_\_\_ a grown-up evening \_\_\_\_\_ a very long time. \_\_\_\_\_ must understand. It's important \_\_\_\_\_ me and it's not \_\_\_\_\_ end of the world \_\_\_\_\_ you."

But for Lillian \_\_\_\_\_ seemed that way. The \_\_\_\_\_ next day went by \_\_\_\_\_ a nightmare. Lillian couldn't \_\_\_\_\_ her mind on her \_\_\_\_\_. The teacher had to \_\_\_\_\_ to her twice. And \_\_\_\_\_ Mama come home from \_\_\_\_\_ she got busy getting \_\_\_\_\_ up in her prettiest \_\_\_\_\_ of black silk, a dress that Papa had bought for her. She brushed her hair until it was sleek and shiny.



## THE MYSTERIOUS SCHOOLMASTER

P-f

How many hours had passed before Michael regained consciousness? It could have been \_\_\_\_\_ hour, but it could \_\_\_\_\_ as well have been \_\_\_\_\_. Slowly, slowly his senses \_\_\_\_\_ back, accompanied by pain \_\_\_\_\_ terror, at first like \_\_\_\_\_ dream where shadowy people \_\_\_\_\_ and unconnected scenes were \_\_\_\_\_ out, somewhat like a \_\_\_\_\_ seen through a thick \_\_\_\_\_.

But the throbbing in \_\_\_\_\_ head and the ache \_\_\_\_\_ his limbs could not \_\_\_\_\_ ignored. This was undisguised \_\_\_\_\_. Michael's brain began to \_\_\_\_\_ again.

He had been \_\_\_\_\_ in the joints right \_\_\_\_\_ the fight with Engman. \_\_\_\_\_ his whole body was \_\_\_\_\_ because he had slept \_\_\_\_\_ the hard cellar floor \_\_\_\_\_ a change of position. \_\_\_\_\_ badly battered head ached, \_\_\_\_\_ one eye was still \_\_\_\_\_ swollen shut. His throat \_\_\_\_\_, and his mouth was \_\_\_\_\_ dry as a desert \_\_\_\_\_ of the gag. Worst \_\_\_\_\_ all, he felt a \_\_\_\_\_ of help- less despair gripping \_\_\_\_\_ when he thought of \_\_\_\_\_ fact that both the \_\_\_\_\_, with all the secret \_\_\_\_\_ and maps still intact, \_\_\_\_\_ at large and were \_\_\_\_\_ to leave the country. \_\_\_\_\_ knew? By this time \_\_\_\_\_ might even have crossed \_\_\_\_\_ border.

He remembered the \_\_\_\_\_ statement that they would "\_\_\_\_\_ going by dawn." From \_\_\_\_\_? From here, Nordvik? Michael \_\_\_\_\_ recalled the foreign executive's \_\_\_\_\_ boat. Of course! That \_\_\_\_\_ what they would use. \_\_\_\_\_ could picture it in \_\_\_\_\_ cloud of spray racing \_\_\_\_\_ Nordvik Bay, out toward \_\_\_\_\_ sea and the outlying \_\_\_\_\_ and islands. Somewhere out \_\_\_\_\_ both men, quiet and sure of themselves, with their precious cargo under their arms, would be picked up a foreign airplane.

The scene was so vivid to Michael that he thought he could almost hear the racket of the plane's motor.

## MYSTERY OF THE FLEEING GIRL

P-g

Only one other vehicle, a baker's truck, passed them before they reached the turning on the right. It was not signposted, \_\_\_\_\_ the lane was so \_\_\_\_\_ and winding that John \_\_\_\_\_ out his map again \_\_\_\_\_ make sure it led \_\_\_\_\_ a bridge over the \_\_\_\_\_.

"This is it, all \_\_\_\_\_," he declared after a \_\_\_\_\_. "Another half hour and \_\_\_\_\_ be finding a campsite \_\_\_\_\_ those woods on the \_\_\_\_\_ side of the valley. \_\_\_\_\_ before it's time, either."

\_\_\_\_\_ twilight was beginning to \_\_\_\_\_ into the low gray \_\_\_\_\_ overhead. The yellow leaves \_\_\_\_\_ fallen early from the \_\_\_\_\_ hazel hedges that bordered \_\_\_\_\_ lane, and a small \_\_\_\_\_ chilly wind stirred the \_\_\_\_\_; moving like witches' fingers \_\_\_\_\_ the darkening sky, they \_\_\_\_\_ somehow desolate and \_\_\_\_\_. Still, it was good \_\_\_\_\_ be turning off the \_\_\_\_\_ road, heading toward the \_\_\_\_\_ hills that stood along \_\_\_\_\_ western side of the \_\_\_\_\_ valley.

"No police patrol \_\_\_\_\_ come this way," John \_\_\_\_\_ as they trudged between \_\_\_\_\_ hedges. "If there are \_\_\_\_\_, that is. It'd be \_\_\_\_\_ if we've been dodging \_\_\_\_\_ skulking for nothing - "

He \_\_\_\_\_ speaking and looked over \_\_\_\_\_ shoulder toward the main \_\_\_\_\_, from which came the \_\_\_\_\_ of a car traveling \_\_\_\_\_ the Llandrillo direction. The \_\_\_\_\_ had just reached the \_\_\_\_\_ bend in the lane, \_\_\_\_\_ the next moment John \_\_\_\_\_ pushing the girls urgently \_\_\_\_\_ it and telling them \_\_\_\_\_ crouch down against the \_\_\_\_\_. He himself stooped so \_\_\_\_\_ he could peer through \_\_\_\_\_ hedge.

They heard the \_\_\_\_\_ pass the end of \_\_\_\_\_ lane and go on toward Bala, traveling quite slowly. John straightened up.

## ESCAPE TO WITCH MOUNTAIN

P-h

"Like I said earlier," the short man began, "what you need is a good licking." He took something from \_\_\_\_\_ desk drawer and slapped \_\_\_\_\_ lightly across his hand. \_\_\_\_\_ was a short piece \_\_\_\_\_ rubber tubing. "Now, son, \_\_\_\_\_ want an answer to \_\_\_\_\_ questions we asked you \_\_\_\_\_."

Tony ran his tongue \_\_\_\_\_ dry lips. The time \_\_\_\_\_ come to leave, but \_\_\_\_\_ was he going to \_\_\_\_\_ it? He glanced at \_\_\_\_\_ outer door. It was \_\_\_\_\_, and probably locked. But \_\_\_\_\_ window beside it was \_\_\_\_\_ and he could see \_\_\_\_\_ pebbles and debris in \_\_\_\_\_ lot outside.

Suddenly he \_\_\_\_\_ to Tia, then drew \_\_\_\_\_ harmonica from his pocket. \_\_\_\_\_ the first note a \_\_\_\_\_ rose from the path \_\_\_\_\_ shot toward the window. \_\_\_\_\_ directed it poorly and \_\_\_\_\_ flew too high and \_\_\_\_\_ the glass. Even so, \_\_\_\_\_ had the desired effect \_\_\_\_\_ diverting the chief's attention.

\_\_\_\_\_ compressed, Ben Purdy turned \_\_\_\_\_ to the window and \_\_\_\_\_ out. Muttering, he spun \_\_\_\_\_ at a sound behind \_\_\_\_\_, and stiffened as he \_\_\_\_\_ Tia hurrying for the \_\_\_\_\_ area.

"How - how'd you \_\_\_\_\_ in here?" the chief \_\_\_\_\_ hoarsely. "So help me, \_\_\_\_\_ back in there where \_\_\_\_\_ belong!"

Tia ignored him \_\_\_\_\_ ran across the room, \_\_\_\_\_ Tony's orders. She jerked \_\_\_\_\_ the outer door, then \_\_\_\_\_ to the cabinet where \_\_\_\_\_ things were locked. Ben \_\_\_\_\_ tried to catch her, \_\_\_\_\_ the ashtray rose threateningly \_\_\_\_\_ the desk and struck \_\_\_\_\_, and he found his \_\_\_\_\_ barred by the broom \_\_\_\_\_ the raincoat, which were \_\_\_\_\_ longer where they had been. The broom was suddenly clothed by the raincoat, which waved its empty sleeves as if invisible arms were inside.

## THE BLUE MAN

P-i

What the Blue Man had done, of course, was stay with the back roads. And he'd passed the \_\_\_\_\_ I knew about either \_\_\_\_\_ he never saw it \_\_\_\_\_ else he wanted to \_\_\_\_\_ it and stay off \_\_\_\_\_ parkway as long as \_\_\_\_\_ could. On the parkway \_\_\_\_\_ had to figure on \_\_\_\_\_ into state troopers sooner \_\_\_\_\_ later.

Any way you \_\_\_\_\_ of it, I'd pulled \_\_\_\_\_ prize goof of the year. Here I was chasing \_\_\_\_\_ and doing it in \_\_\_\_\_ real brilliant way. I \_\_\_\_\_ going eighty miles an \_\_\_\_\_ in front of the \_\_\_\_\_ I'm supposed to be \_\_\_\_\_!

The minute I passed \_\_\_\_\_ I eased off a \_\_\_\_\_ on the pedal, but \_\_\_\_\_ realized I had to \_\_\_\_\_ smart now, and with \_\_\_\_\_ doing it I could \_\_\_\_\_ it wasn't going to \_\_\_\_\_ easy.

I could see \_\_\_\_\_ far back in my \_\_\_\_\_-view mirror on the \_\_\_\_\_ behind me. He was \_\_\_\_\_ south all right, so \_\_\_\_\_ I'd guessed right about \_\_\_\_\_. I couldn't see him \_\_\_\_\_ clearly, but I knew \_\_\_\_\_ wasn't wrong about the \_\_\_\_\_ wagon. My only problem \_\_\_\_\_ was how to keep \_\_\_\_\_ from spotting me! To \_\_\_\_\_ that I had to \_\_\_\_\_ pretty far ahead of \_\_\_\_\_ and if I got \_\_\_\_\_ far ahead of him, \_\_\_\_\_ he couldn't see me, \_\_\_\_\_ I might lose him.

\_\_\_\_\_ only chance was for \_\_\_\_\_ to be interested in \_\_\_\_\_ time and keeping up \_\_\_\_\_ me. I couldn't cut \_\_\_\_\_ speed too much because \_\_\_\_\_ that Maine Turnpike you \_\_\_\_\_ allowed to do sixty-\_\_\_\_\_ so naturally everybody does seventy. And I was afraid it might look queer if I was just pushing it along.

## HENRY REED'S BABY - SITTING SERVICE

P-j

"Tell your father the advertisements were wonderful," I said.

"He's down in his \_\_\_\_\_ if you want to \_\_\_\_\_ him," Craig said.

That \_\_\_\_\_ a good idea so \_\_\_\_\_ followed Craig to the \_\_\_\_\_. Mr. Adams was puttering \_\_\_\_\_ with a lot of \_\_\_\_\_ equipment that looked very \_\_\_\_\_, so I stayed quite \_\_\_\_\_ while. As I was \_\_\_\_\_ he showed me a \_\_\_\_\_ Walkie-talkie set that \_\_\_\_\_ no bigger than two \_\_\_\_\_ battery radios.

"They're good \_\_\_\_\_ about a quarter of \_\_\_\_\_ mile," Mr. Adams said. "\_\_\_\_\_ a toy than anything, \_\_\_\_\_ Craig and I have \_\_\_\_\_ them useful when we've \_\_\_\_\_ fishing together. You know, \_\_\_\_\_ we're fishing a small \_\_\_\_\_ where there's no danger \_\_\_\_\_ deep water, I can \_\_\_\_\_ him be off by \_\_\_\_\_ and still keep in \_\_\_\_\_."

"Would you rent those \_\_\_\_\_ me for a few \_\_\_\_\_?" I asked Mr. Adams. "\_\_\_\_\_ might be the solution \_\_\_\_\_ a tough babysitting \_\_\_\_\_."

"You're welcome to use \_\_\_\_\_ at no cost. Just \_\_\_\_\_ them back in good \_\_\_\_\_."

I hurried on home \_\_\_\_\_ Agony yelping dismally as \_\_\_\_\_ lost ground. I telephoned \_\_\_\_\_ as soon as I \_\_\_\_\_ in the house and \_\_\_\_\_ what I had in \_\_\_\_\_.

"I want to add \_\_\_\_\_ extra touch," Midge said. "\_\_\_\_\_ over to our garage \_\_\_\_\_ you'll find one of \_\_\_\_\_ polished metal balls that \_\_\_\_\_ put on pedestals on \_\_\_\_\_ lawn. Somebody gave it \_\_\_\_\_ Mom one time and \_\_\_\_\_ never used it. Bring \_\_\_\_\_ with you. If you \_\_\_\_\_ here fast you can \_\_\_\_\_ all set while Belinda is still asleep."

I left Agony with Aunt Mabel and went to Midge's for the metal globe.

## MAMA'S BANK ACCOUNT

A-a

Mama was always good at making folks comfortable. Now she passed the \_\_\_\_\_ cookies and the crumbs \_\_\_\_\_ currant cake. She said \_\_\_\_\_ Mary's cookies were about \_\_\_\_\_ nicest she had ever \_\_\_\_\_, and she complimented Madeline \_\_\_\_\_ the delicious cake. She \_\_\_\_\_ commiserated with Thyra about \_\_\_\_\_ collapse of the cucumber \_\_\_\_\_, and wholeheartedly admired Hester's \_\_\_\_\_ set.

Warm and relaxed, \_\_\_\_\_ finally drained the last \_\_\_\_\_ of coffee and of \_\_\_\_\_. Miss Grimes thanked Mama \_\_\_\_\_ sincerely that she seemed \_\_\_\_\_ a different person from \_\_\_\_\_ austere principal we were \_\_\_\_\_ used to. She thanked \_\_\_\_\_ serving committee too, and \_\_\_\_\_ that she was proud \_\_\_\_\_ us. She said that \_\_\_\_\_ we had been confronted \_\_\_\_\_ a trying situation, the \_\_\_\_\_ and the long wait - \_\_\_\_\_ had acted like Little \_\_\_\_\_ throughout.

Mrs. Winford complimented \_\_\_\_\_ too. And when she \_\_\_\_\_ leaving, she took Mama's \_\_\_\_\_ in both of hers, \_\_\_\_\_ they spoke together for \_\_\_\_\_ long time.

After Miss \_\_\_\_\_ and the visitor had \_\_\_\_\_, we began to clear \_\_\_\_\_ table. Mama worked with \_\_\_\_\_. Hester started to speak \_\_\_\_\_ times. Finally she blurted: "\_\_\_\_\_ would - excuse me, but - \_\_\_\_\_ would like to taste \_\_\_\_\_-meat balls."

I gulped \_\_\_\_\_ and started to say \_\_\_\_\_, but Mama shook her \_\_\_\_\_ at me. Serenely, she \_\_\_\_\_ a clean saucer, heaped \_\_\_\_\_ with kjöðboller, and passed \_\_\_\_\_ to Hester. Hester tasted \_\_\_\_\_. "Why," she said wonderingly, "\_\_\_\_\_, they're delicious."

And as \_\_\_\_\_ rest of us passed \_\_\_\_\_ saucers to Mama for \_\_\_\_\_, she spoke of other \_\_\_\_\_ dishes. Of svisker gröd, of the festive Yule kage, and pannkaka med lingon. The girls seemed interested.

## DIGBY THE BIGGEST DOG IN THE WORLD

A-b

Jameson gave the matter some thought for a few seconds. "Perhaps I'd better go \_\_\_\_\_ and talk to him," \_\_\_\_\_ decided at last.

"Perhaps \_\_\_\_\_ the ambulances and straight \_\_\_\_\_," agreed Harz. "And may \_\_\_\_\_ a leash!"

Masters adjusted his \_\_\_\_\_. "I'll come too, Sir. \_\_\_\_\_ in case. You might \_\_\_\_\_ protection."

Jameson headed for \_\_\_\_\_ office door and then \_\_\_\_\_ thought struck him. "Um, \_\_\_\_\_," he said softly. "When \_\_\_\_\_ meet Eldon should we \_\_\_\_\_ or - well - bark at \_\_\_\_\_?"

Harz stood up, paced \_\_\_\_\_ room, then made up \_\_\_\_\_ mind. "Simply spik!" he \_\_\_\_\_ them with determination. "Bark \_\_\_\_\_ you never know what \_\_\_\_\_ are saying to a \_\_\_\_\_!"

It was close to \_\_\_\_\_. Slowly the cottage door \_\_\_\_\_ and Jeff glanced to \_\_\_\_\_ and right, checking that \_\_\_\_\_ coast was clear. Satisfied \_\_\_\_\_ there were no unwelcome \_\_\_\_\_, the young animal man \_\_\_\_\_ the door wider to \_\_\_\_\_ Digby to pass through \_\_\_\_\_ the garden.

Jeff paused \_\_\_\_\_ the way to the \_\_\_\_\_ to examine the creature \_\_\_\_\_ was leading. The feet \_\_\_\_\_ big and fluffy with \_\_\_\_\_ hair brushing the path, \_\_\_\_\_ the head and body \_\_\_\_\_ a strange sight and \_\_\_\_\_ in appearance to a \_\_\_\_\_ than a dog. In \_\_\_\_\_ to disguise Digby's unheard \_\_\_\_\_ size, Jeff had put \_\_\_\_\_ pantomime horse costume over \_\_\_\_\_ dog.

"Digby," he said, \_\_\_\_\_ lump in his throat. "\_\_\_\_\_ could cry. You look \_\_\_\_\_ like Mum and Dad."

\_\_\_\_\_ gave a throaty bark, \_\_\_\_\_ by the costume's head, \_\_\_\_\_ Jeff moved with faster \_\_\_\_\_ to get the dog \_\_\_\_\_ into the horse box he had rented. Before Jeff could drive away, another car came quietly down the lane.

## I AM ROSEMARIE

A-c

Back home, in normal times, I probably wouldn't have worried yet about these things. After all, I wasn't \_\_\_\_\_ fifteen - my God, there \_\_\_\_\_ lots of time to \_\_\_\_\_ about dating and marriage. \_\_\_\_\_ here something of Ruthie's \_\_\_\_\_ had somehow rubbed off \_\_\_\_\_ me. It was so \_\_\_\_\_ to know what the \_\_\_\_\_ would bring. How could \_\_\_\_\_ tell what it was \_\_\_\_\_ in those camps in \_\_\_\_\_ - off Poland - whether there \_\_\_\_\_ be a chance there \_\_\_\_\_ meet boys, to learn \_\_\_\_\_ love. Maybe the only \_\_\_\_\_ ahead of us were \_\_\_\_\_ and years of slave \_\_\_\_\_ . . .

No, I wouldn't permit \_\_\_\_\_ such morbid thoughts. Of \_\_\_\_\_ my chance would come \_\_\_\_\_ day - the war was \_\_\_\_\_ to end, surely, and \_\_\_\_\_ Allies would come to \_\_\_\_\_ us. It couldn't be \_\_\_\_\_ now - the war had \_\_\_\_\_ going on for years.

\_\_\_\_\_ me the birthday party \_\_\_\_\_ still in full swing. \_\_\_\_\_ was laughing and having \_\_\_\_\_ good time. I got \_\_\_\_\_ and maneuvered myself through \_\_\_\_\_ tangle of legs and \_\_\_\_\_ to the other side \_\_\_\_\_ the room where my \_\_\_\_\_ was perched on a \_\_\_\_\_ case. Leaning against him, \_\_\_\_\_ his arm around me, \_\_\_\_\_ suddenly felt snug and \_\_\_\_\_ and secure. I didn't \_\_\_\_\_ to worry about boys \_\_\_\_\_ grown-up responsibilities - not \_\_\_\_\_, anyway.

Ruthie's party was \_\_\_\_\_ last good thing that \_\_\_\_\_ that spring. At least \_\_\_\_\_ seemed that way. It \_\_\_\_\_ as if people weren't \_\_\_\_\_ to find something hopeful \_\_\_\_\_ talk about. Spring, with \_\_\_\_\_ longer days and bright \_\_\_\_\_, brought new hope even \_\_\_\_\_ Westerbork. The trouble was that any talk about German losses, about shortages in war supplies or rolling stock, seemed disproved by the persistent weekly departures of the trains.



## THE CHANGELING

A-d

The feast was to be held in the Falcon's Roost, since it was roomy enough to hold all three of them, and low enough so that Josie could be boosted and pulled up to join them. The food was to \_\_\_\_\_ from Martha's house. The \_\_\_\_\_ was based on what \_\_\_\_\_ thought might be available \_\_\_\_\_ not too seriously missed, \_\_\_\_\_ since there would be \_\_\_\_\_ a bit for one \_\_\_\_\_ to carry, Ivy was \_\_\_\_\_ to help. Fortunately, it \_\_\_\_\_ one of Grandmother Abbott's \_\_\_\_\_ days, and no one \_\_\_\_\_ be home.

Ivy still \_\_\_\_\_ home with Martha now \_\_\_\_\_ then, but almost always \_\_\_\_\_ no one else was \_\_\_\_\_. They didn't have to \_\_\_\_\_ why to each other \_\_\_\_\_ make excuses. They both \_\_\_\_\_ knew from experience that \_\_\_\_\_ it was brought to \_\_\_\_\_ adult Abbotts' attention that \_\_\_\_\_ was still spending a \_\_\_\_\_ deal of her time \_\_\_\_\_ Ivy Carson, the Abbotts \_\_\_\_\_ trying to find all \_\_\_\_\_ of other things for \_\_\_\_\_ to do. Right at \_\_\_\_\_ time it was particularly \_\_\_\_\_ not to stir things \_\_\_\_\_, because one of Ivy's \_\_\_\_\_ had just been in \_\_\_\_\_ paper again, and as \_\_\_\_\_, not for anything good.

\_\_\_\_\_, Martha and Ivy, and \_\_\_\_\_ of course, entered the \_\_\_\_\_ yard quickly by the \_\_\_\_\_ gate, in case Mrs. \_\_\_\_\_, who was Mrs. Abbott's \_\_\_\_\_, and talked a lot, \_\_\_\_\_ be outside. They hurried \_\_\_\_\_ Grandmother Abbott's famous garden, \_\_\_\_\_ Josie between them like \_\_\_\_\_ chubby glider not quite \_\_\_\_\_. As they passed Grandmother \_\_\_\_\_ espaliered fruit trees, Ivy \_\_\_\_\_ a face. Martha knew \_\_\_\_\_. The first time Ivy \_\_\_\_\_ notices the trees she \_\_\_\_\_, "What's wrong with those \_\_\_\_\_?"

"They're espaliered," Martha said. " \_\_\_\_\_ grand-mother does it."

"I don't like it," Ivy said.

## MEN OF IRON

A-e

But if Myles congratulated himself upon the success of this new adventure, it was not for long. That night, as the \_\_\_\_\_ of pages and squires \_\_\_\_\_ making themselves ready for \_\_\_\_\_, the call came through \_\_\_\_\_ uproar for "Myles Falworth! \_\_\_\_\_ Falworth!"

"Here am I," \_\_\_\_\_ Myles, standing up on \_\_\_\_\_ cot. "Who calls me?"

\_\_\_\_\_ was the groom of \_\_\_\_\_ Earl's bedchamber. Seeing Myles \_\_\_\_\_ thus raised above the \_\_\_\_\_, he came walking down \_\_\_\_\_ length of the room \_\_\_\_\_ him, the wonted hubbub \_\_\_\_\_ subsiding as he advanced, \_\_\_\_\_ the youngsters turning, staring, \_\_\_\_\_ wondering.

"My lord would \_\_\_\_\_ with you, Myles Falworth," \_\_\_\_\_ the groom, when he \_\_\_\_\_ come close enough to \_\_\_\_\_ Myles stood. "Hurry and \_\_\_\_\_ ready. He is at \_\_\_\_\_ even now."

The groom's \_\_\_\_\_ fell upon Myles like \_\_\_\_\_ blow. He stood for \_\_\_\_\_ while staring wide-eyed. "\_\_\_\_\_ lord speak with me!" \_\_\_\_\_ ejaculated at last.

"Aye," \_\_\_\_\_ the other, impatiently; "get \_\_\_\_\_ ready quickly. I must \_\_\_\_\_."

Myles' head was in \_\_\_\_\_ whirl as he hastily \_\_\_\_\_ his clothes for a \_\_\_\_\_ suit, Gascoyne helping him. \_\_\_\_\_ could the Earl want \_\_\_\_\_ him at this hour? \_\_\_\_\_ knew in his heart \_\_\_\_\_ it was. The interview \_\_\_\_\_ concern nothing but the \_\_\_\_\_ that he had sent \_\_\_\_\_ the Lady Alice that \_\_\_\_\_. As he followed the \_\_\_\_\_ through the now dark \_\_\_\_\_ silent courts, and across \_\_\_\_\_ corner of the great \_\_\_\_\_, and so to the \_\_\_\_\_ house, he tried to \_\_\_\_\_ his failing courage to \_\_\_\_\_ the coming interview. Nevertheless, \_\_\_\_\_ heart beat tumultuously as \_\_\_\_\_ followed the other down the long corridor, lit only by a flaring torch set in a wrought-iron bracket. Then his conductor lifted the hanging at the door of the bedchamber, whence came the murmuring sound of many voices, and, holding it aside, beckoned him to enter.

## THE ADVENTURES OF HOMER FINK

A-f

We were in the schoolyard and Homer started to the gate. Ninth-graders were allowed \_\_\_\_\_ make brief visits to \_\_\_\_\_ candy store or to \_\_\_\_\_ ice cream from the \_\_\_\_\_ on the corner. That \_\_\_\_\_ I heard another reason \_\_\_\_\_ leaving the schoolyard. Mr. \_\_\_\_\_ was guarding the gate \_\_\_\_\_ Homer told him, "I \_\_\_\_\_ some thinking to do, \_\_\_\_\_, and I think better \_\_\_\_\_ I walk. I'm sure \_\_\_\_\_ are acquainted with the \_\_\_\_\_ philosophers."

The collar of \_\_\_\_\_ tweed coat was rolled \_\_\_\_\_ and Mr. Muncrief adjusted \_\_\_\_\_. He patted Homer lightly \_\_\_\_\_ the back and stared \_\_\_\_\_ him, concentrating on the \_\_\_\_\_ of Homer's pants which \_\_\_\_\_ missed catching under the \_\_\_\_\_ of his shoes.

Homer \_\_\_\_\_ show for afternoon classes, \_\_\_\_\_ at three-thirty when \_\_\_\_\_ Moore, Brian Spitzer, and \_\_\_\_\_ started to the terminal \_\_\_\_\_ said, "I hope nothing \_\_\_\_\_ happened to Homer. It's \_\_\_\_\_ like him to play \_\_\_\_\_."

"We have an appointment," \_\_\_\_\_ Phillip Moore. "I know \_\_\_\_\_ wouldn't have made the \_\_\_\_\_ if he didn't intend \_\_\_\_\_ keep it."

"I wonder \_\_\_\_\_ Fink is up to \_\_\_\_\_," said Brian. "Remember when \_\_\_\_\_ had us all sign \_\_\_\_\_ petition against cutting up \_\_\_\_\_ at hospitals?"

"Homer is \_\_\_\_\_ antivivisectionist," Phillip tried to \_\_\_\_\_ to Brian. But I \_\_\_\_\_ listen closely. I was \_\_\_\_\_ neither Phillip nor Brian \_\_\_\_\_ that Homer was going \_\_\_\_\_ announce he was running \_\_\_\_\_ the presidency of the \_\_\_\_\_. We started across the \_\_\_\_\_ of Hoffman Street where \_\_\_\_\_ Deal and Patty Esposito \_\_\_\_\_ waiting for the bus. \_\_\_\_\_ that Phillip was an obvious candidate and that Brian was no fan of Homer's, I decided to have the others join us.

"We're going to hear Homer Fink make a speech," I called.

## TWO AGAINST THE NORTH

A-g

At dawn the boys scrambled out of their deerskin robes. A light breeze rolled \_\_\_\_\_ over the plains from \_\_\_\_\_ northwest carrying with it \_\_\_\_\_ faint barnyard smell. Jamie \_\_\_\_\_ the air curiously, wondering \_\_\_\_\_ the smell came from. \_\_\_\_\_ climbed a hill near \_\_\_\_\_ and looked across the \_\_\_\_\_. There were the great \_\_\_\_\_ at last! They were \_\_\_\_\_ south in a never \_\_\_\_\_ stream in long, twisting \_\_\_\_\_, each deer following the \_\_\_\_\_ ahead. Thirty or forty \_\_\_\_\_ these strings - some of \_\_\_\_\_ two miles long - were \_\_\_\_\_ sight at one time. \_\_\_\_\_ looked like giant snakes \_\_\_\_\_ a vast meadow.

From \_\_\_\_\_ river edge where he \_\_\_\_\_ getting water, Awasin called \_\_\_\_\_ his friend. "Come here!" \_\_\_\_\_ shouted. "I have something \_\_\_\_\_ show you!"

Jamie joined \_\_\_\_\_ and Awasin pointed to \_\_\_\_\_ shoreline at his feet. \_\_\_\_\_ it was a foot-\_\_\_\_\_ band of whitish material \_\_\_\_\_ looked like a felt \_\_\_\_\_. It stretched out of \_\_\_\_\_ up and down the \_\_\_\_\_ on both shores.

Jamie \_\_\_\_\_ up a handful of \_\_\_\_\_ queer-looking stuff. "Why, \_\_\_\_\_ is deer hair!" he \_\_\_\_\_.

Awasin grinned. "Do you \_\_\_\_\_ you could make a \_\_\_\_\_ of it?" he asked. "\_\_\_\_\_ old time Chipeweyans used \_\_\_\_\_."

"Where did it all \_\_\_\_\_ from?" Jamie wanted to

\_\_\_\_\_.

"From the deer. Right \_\_\_\_\_ they are shedding their coats and the hair \_\_\_\_\_ loose. Somewhere up stream from \_\_\_\_\_ the herds are crossing \_\_\_\_\_ river, and they shed \_\_\_\_\_ much loose hair that \_\_\_\_\_ makes this mat along \_\_\_\_\_ riverbank for miles and \_\_\_\_\_."

Jamie tried to imagine the numbers of deer that must be involved, but he found it beyond his power to estimate.

## THE ICEBERG HERMIT

A-h

All day Allan anxiously watched the black line to the west. By nightfall it had \_\_\_\_\_ grown larger and had \_\_\_\_\_ on the appearance of \_\_\_\_\_ body of land. Allan \_\_\_\_\_ fancied he could see \_\_\_\_\_ shingled beach!

He was \_\_\_\_\_ excited that he hardly \_\_\_\_\_ at all that night. \_\_\_\_\_ before sunrise he was \_\_\_\_\_ on the observation platform, \_\_\_\_\_. As the night blue \_\_\_\_\_ into gray, the outline \_\_\_\_\_ land gradually became firm. \_\_\_\_\_ it was fully light, \_\_\_\_\_ saw that the iceberg \_\_\_\_\_ drifted to within less \_\_\_\_\_ a mile of a \_\_\_\_\_ body of land.

Looking \_\_\_\_\_ the high, dark, stone \_\_\_\_\_ across from the berg, water break on a \_\_\_\_\_ shingled beach at the \_\_\_\_\_ of the cliff, Allan \_\_\_\_\_ to curse his stupidity \_\_\_\_\_ not having made a \_\_\_\_\_ boat or raft of \_\_\_\_\_ kind. By noon he \_\_\_\_\_ positive that the berg's \_\_\_\_\_ was no longer toward \_\_\_\_\_. He knew, or guessed, \_\_\_\_\_ the iceberg was a \_\_\_\_\_ feet deep below the \_\_\_\_\_ and was probably now \_\_\_\_\_ up on the shallow \_\_\_\_\_ that shelved out from \_\_\_\_\_ land. But without a \_\_\_\_\_ of some kind, that \_\_\_\_\_ might as well be \_\_\_\_\_ hundred.

In midafternoon he \_\_\_\_\_ movement on the beach. \_\_\_\_\_ dark bulky figure that \_\_\_\_\_ took to be an \_\_\_\_\_ woman was gathering something \_\_\_\_\_ the rocks.

As soon \_\_\_\_\_ she looked over, Allan \_\_\_\_\_ up on the platform \_\_\_\_\_ his cave and cupped \_\_\_\_\_ hands around his mouth. \_\_\_\_\_ he cut loose with \_\_\_\_\_ loudest roar that he \_\_\_\_\_ manage. "Halooo! Halooo!"

## A WRINKLE IN TIME

A-i

Meg felt that she would have liked to kiss Mrs. Whatsit too, but that after Charles Wallace, anything that she or Calvin did or said would be an anticlimax. She contented herself with \_\_\_\_\_ at Mrs. Whatsit. Even \_\_\_\_\_ she was used to \_\_\_\_\_ Whatsit's odd getup (and \_\_\_\_\_ very oddness of it \_\_\_\_\_ what made her seem \_\_\_\_\_ comforting), she realized with \_\_\_\_\_ fresh shock that it \_\_\_\_\_ not Mrs. Whatsit herself \_\_\_\_\_ she was seeing at \_\_\_\_\_. The complete, the true \_\_\_\_\_ Whatsit, Meg realized was \_\_\_\_\_ human understanding. What she \_\_\_\_\_ was only the game \_\_\_\_\_ Whatsit was playing; it \_\_\_\_\_ an amusing and charming \_\_\_\_\_, a game full of \_\_\_\_\_ laughter and comfort, but \_\_\_\_\_ was only the tiniest \_\_\_\_\_ of all the things \_\_\_\_\_ Whatsit could be.

"I \_\_\_\_\_ mean to tell you," \_\_\_\_\_ Whatsit faltered. "I didn't \_\_\_\_\_ ever to let you \_\_\_\_\_. But, oh, my dears, \_\_\_\_\_ did so love being \_\_\_\_\_ star!"

"Yyouu arre sstill \_\_\_\_\_ yyoungg," Mrs. Which said, \_\_\_\_\_ voice faintly chiding.

The \_\_\_\_\_ sat looking happily at \_\_\_\_\_ star-filled sky in \_\_\_\_\_ ball, smiling and nodding \_\_\_\_\_ chuckling gently. But Meg \_\_\_\_\_ that her eyes were \_\_\_\_\_ and suddenly her head \_\_\_\_\_ forward and she gave \_\_\_\_\_ faint snore.

"Poor thing," \_\_\_\_\_ Whatsit," Meg asked, "what \_\_\_\_\_ now? Why are we \_\_\_\_\_? What do we do? Where is Father? When \_\_\_\_\_ we going to him?" \_\_\_\_\_ clasped her hands pleadingly.

"\_\_\_\_\_ thing at a time, \_\_\_\_\_!" Mrs. Whatsit said.

Mrs. \_\_\_\_\_ cut in. "As paredes tem ouvidos. That's Portuguese. Walls \_\_\_\_\_ ears."

"Yes, let us \_\_\_\_\_ outside," Mrs. Whatsit said. "Come, we'll let her sleep."

## THE LIGHT IN THE FOREST

A-j

It was done, he suspected so he wouldn't run away, for no man or boy could hope to get far through the woods in such encumbrances. Already Del Hardy had \_\_\_\_\_ back to his regiment. \_\_\_\_\_ first True Son welcomed \_\_\_\_\_ going, but once away, \_\_\_\_\_ missed him keenly. Of \_\_\_\_\_ these white people he \_\_\_\_\_ known the guard the \_\_\_\_\_. He was the only \_\_\_\_\_ to Half Arrow and \_\_\_\_\_ people along the Tuscarawas. \_\_\_\_\_ had no one to \_\_\_\_\_ Lenni Lenape to any \_\_\_\_\_.

And now all the \_\_\_\_\_ and joyless life of \_\_\_\_\_ white race, its incomprehensible \_\_\_\_\_ and heavy ways, fell \_\_\_\_\_ him like a plague. \_\_\_\_\_ afternoon but the sixth \_\_\_\_\_ seventh he must be \_\_\_\_\_ prisoner in his mother's \_\_\_\_\_ learning to read, making \_\_\_\_\_ tire-some Yengwe marks on \_\_\_\_\_ slate. On the seventh \_\_\_\_\_ he must sit, a \_\_\_\_\_ between his father and \_\_\_\_\_ Kate in what they \_\_\_\_\_ the Great Spirit's lodge, \_\_\_\_\_ the strong scent of \_\_\_\_\_ white people and their \_\_\_\_\_ about him. The whites \_\_\_\_\_ very childish to believe \_\_\_\_\_ the God of the \_\_\_\_\_ Universe would stay in \_\_\_\_\_ a closed-up and \_\_\_\_\_ place. The Indians knew \_\_\_\_\_ - that the Great Spirit \_\_\_\_\_ the freedom of woods \_\_\_\_\_ streams where the air \_\_\_\_\_ pure, where the birds \_\_\_\_\_ sweet, and nature made \_\_\_\_\_ endless bower of praying \_\_\_\_\_ and worship places.

Sometimes \_\_\_\_\_ fled the Great Spirit \_\_\_\_\_ utterly forgotten him in \_\_\_\_\_ white man's land. Then \_\_\_\_\_ would remember what Kringas \_\_\_\_\_ along the Tuscarawas had \_\_\_\_\_ them. Kringas was old \_\_\_\_\_ rheumatic, a great-uncle \_\_\_\_\_ Half Arrow. True Son \_\_\_\_\_ recall most every word. "Nephews. Never think the Great Spirit forgets you."



**CLOZE TEST ANSWER KEYS**

W-a	W-b	W-c	W-d
asked	said	they	to
said	what	on	she
not	you	me	She
the	had	thing	earn
door	possession	to	Every
notice	Mr.	get	the
said	the	attracted	the
so	And	I	before
to	thinking	moccasins	into
you	better	Indians.	long
I	Home	up	that
Blossom	to	it	the
Be	and	to	and
said	one	The	it
said	he	discovered	she
the	Smith	tree	pan
had	you	than	scattered
key	him	on	ground
good	man	larger	pleasure
as	I	key	hens
may	was	and	settle
like	and	happily	work
like	sure	I	turned
trains	because	with	where
toy	the	my	task
night	His	dismal	collected
A	if	to	nests
he	You	down	then
think	that	myself	the
kid	Priscilla	sounded	where
bits	amount	For	Mrs.
and	Well	are	how
in	in	this	lift
the	wide	eyes	out
He	The	himself	lying
forgot	younger	same	it
on	on	Oswald	to
dusted	keep	my	for
was	because	radio	was
any	such	here	at
on	Helen	the	as
home	through	were	not
lights	They	Oswald	noises
lighting	you	Tell	waved
the	had	you	made
outside	coming	get	did
the	turning	shortly	Alice
waited	that	a	the
have	but	here	There
noise	ghost	that	she

W-e

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 cowbird  
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Y-a	Y-b	Y-c	Y-d
that	on	curiously	the
and	and	something	about
stone	had	stared	skill
scarce	stood	space	the
to	to	the	far
came	but	grew	birth
bears	dead	a	had
deep	a	three	the
buried	the	There	filigree
the	edge	amazement	which
flown	the	position	made
of	new	teeth	it
the	quietly	face	sang
mightiest	was	it	the
children	at	Hold	tiny
starving	of	arm	silver
more	off	plonk	drawing
come	with	pained	bedcovers
it	in	had	we
can	and	the	him
bow	shabby	creepers	the
Kal-een	had	Miss	his
the	the	in	bedridden
straight	moldy	to	some
was	as	were	heard
run	straw	rubbed	from
with	was	sideways	way
arrows	been	witch	the
whole	tied	wild	table
the	in	He	and
but	corner	He	And
for	of	broomstick	watch
Then	him	time	to
where	a	the	every
She	The	a	they
of	and	the	of
the	the	and	and
bull	day	his	would
raised	and	Price's	blamed
across	of	He	because
her	of	his	She
arrow	hadn't	the	poor
from	given	happen	after
and	He	And	Great
over	although	But	in
moose	You'll	feeling	thinks
moved	get	that	of
found	harshly	her	and
She	you	Price	older
with	buy	There	me

Y-e	Y-f	Y-g	Y-h
I	drapes	to	sleep
and	Hallams	When	you're
Emily	now	the	Ron
fairies	prying	his	were
never	pinned	the	I
India	that	over	What
Santa	would	as	do
liked	the	he	have
you	Holt	girls	clocks
Emily	Mindy	of	eleven
shook	cheerfully	snow	I
Not	put	solid	going
to	motioned	them	here
did	opposite	he	watch
Seometimes	you	into	TV
for	had	not	can
tree	the	see	way
they	was	inside	be
the	toffee	only	then
past	in	forehead	said
pools	explained	stealthy	hedge
afloat	do	on	OK
I	can't	was	When
last	by	to	he
the	it	I	put
trace	was	it	of
words	the	are	buzzed
for	are	the	come
Martha	things	tree	see
place	pork	worry	it
have	milk	Ole	sleep
volunteered	to	more	an
for	drawer	all	to
reason	opener	of	Monaal
year	spoiled	of	like
of	as	one	be
didn't	be	here	spaceman
out	lucky	you	what
that	fruits	with	like
be	of	Well	to
never	as	said	the
it	over	come	The
kind	sealed	I	spaceship
read	won't	of	on
the	Mrs.	many	that
duchesses	cheerful	know	and
strolling	you	make	the
the	Um	myself	his
sounding	around	you	spaceship
young	raised	out	spaceman

Y-i

with  
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P-a	P-b	P-c	P-d
<p>this world It now a neutrinos He back he stars name his force and to the as the fingers hand longer out mist When the of of go asked Go a see to nodded her pilot stop into still of and long glow Aldebaran He for The become the ship</p>	<p>house They see been the all braced Birdie hat all the stained pink flat said down she The Giddap mule end Birdie back hoped today cane The dug in on potato had the peanuts for been of made good take to would and and year mule whacked she had vertically</p>	<p>were her some and Hannah still They and find and with puzzled as bills saying in contribution and dear it I anything honestly or think I my Jo and her As hugged Jo which She and if will vanity getting wig light barber have will to satisfied money What asked</p>	<p>them conceitedly to Michael not pigeons chatty and Uncles I've like anxious like and flew head as then her through on Paul's heads didn't Michael's bag last to held the said she crumbs tucked the black have Then Feed Bag and no more had she she to Birds as say</p>



P-e	P-f	P-g	P-h
at	one	and	a
Mama	just	narrow	it
was	ten	got	It
weren't	came	to	of
life	and	to	I
of	a	Dee	them
again	moved	right	earlier
told	acted	moment	over
out	movie	we'll	had
Almkvist	fog	in	how
arranged	his	other	manage
tenant	in	Not	the
dinner	be	October	closed
in	reality	filter	the
time	live	clouds	open
right	stiff	had	the
dumbfounded	after	tall	the
to	Now	the	called
too	sore	but	his
Mama	on	branches	At
unthinkable	without	against	pebble
one	His	looked	and
a	and	threatening	He
is	completely	to	it
person	burned	main	smashed
the	as	wooded	it
good	because	the	of
She	of	river	Lips
without	sense	cars'd	quickly
at	him	said	looked
Lillan	the	the	about
with	traitors	any	him
Mama	papers	funny	saw
Lillan	were	and	cell
on	preparing	stopped	get
for	Who	his	said
You	they	road	get
for	the	sound	you
the	plumber's	from	and
for	get	three	following
if	where	first	open
whole	suddenly	and	darted
like	racer	was	their
keep	was	around	Purdy
schoolwork	He	to	but
speak	a	bank	from
when	across	that	him
work	the	the	way
dressed	coves	car	and
dress	there	the	no

P-i

P-j

entrance	workshop
because	tell
or	seemed
miss	I
the	basement
he	around
he	electronic
running	interesting
or	a
think	leaving
the	little
year	was
somebody	little
a	for
mean	a
hour	More
guy	although
chasing	found
him	gone
little	when
I	stream
be	from
me	let
tell	himself
be	touch
him	to
tail	hours
road	They
going	to
anyway	problem
that	them
too	bring
I	shape
station	with
now	he
him	Midge
do	get
stay	explained
him	mind
too	an
where	Go
then	and
My	those
him	people
making	the
with	to
my	she's
on	it
were	get
five	get

A-a	A-b	A-c	A-d
fancy	round	quite	come
of	he	was	menu
that	mit	think	Martha
the	jackets	But	and
tasted	be	urgency	and
on	cap	on	quite
also	Just	hard	person
the	need	future	going
sandwiches	the	you	was
tea	another	like	club
we	Harz	far	would
drop	we	would	went
chocolate	speak	to	and
so	him	about	when
like	the	thing	there
the	his	years	explain
so	told	labor	or
the	and	myself	just
said	you	course	whenever
of	dog	one	the
although	midnight	bound	Martha
with	opened	the	great
cold	left	rescue	with
we	the	long	started
Ladies	that	been	sorts
us	witnesses	Around	Martha
was	opened	was	that
hands	allow	Everyone	important
and	into	a	up
a	on	up	brothers
Grimes	gate	the	the
gone	he	bodies	usual
the	were	of	So
us	shaggy	father	Josie
several	but	packing	Abbotts'
I	were	with	back
I	closer	I	Peters
the	horse	warm	friend
indignantly	order	need	might
something	of	and	through
head	the	yet	towing
took	the	the	a
it	a	happened	airborne
it	I	it	Abbott's
bravely	just	wasn't	made
why	Digby	trying	why
the	muffled	to	had
our	and	its	said
portions	steps	sunshine	trees
Norwegian	safely	to	My

A-e	A-f	A-g	A-h
<p>crowd were bed the Myles cried his It the standing others the toward gradually and and speak said had where make livery words a a My he said you return a changed better What with He what could letter to day groom and the quadrangle Earl's brace meet his he</p>	<p>to the buy vendor day for Muncrief and have sir when you peripatetic Homer's under it on after cuffs barely heels didn't and Phillip I I has not hookey said Homer date to what now he a dogs an explain didn't thinking knew to for school island Trudy were Considering</p>	<p>in the a sniffed where He camp river herds moving ending lines one of them in They crossing the was to he to him the Along wide that mat sight river picked the this exclaimed think mattress The to come know now summer is us the so it the miles</p>	<p>definitely taken a even a so slept Long out waiting paled of When he had than large at cliffs watching low foot began in small some was drift land that hundred waterline hung bottom the boat mile a spotted A he Eskimo from as stood outside his Then the could</p>

A-i

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CLASSROOM CHART

COLOR CODES	
SPINE	COVER
GREEN	SILVER EASIEST
SILVER	WHITE EASY
RED	YELLOW MEDIUM
BLACK FREE	PINK HARD
GOLD CLOZE	AQUA HARDEST
NO COLOR REPORT	BLACK CHANCE! **

\* Due to tape shortage

\*\* No grade level available from Scholastic catalog.

RECORD KEEPING SAMPLES

STUDENT NAME TITLE OR COMMENTS	
	DATE
	TEST
	SCORE
TITLE OR COMMENTS	
	DATE
	TEST
	SCORE

STUDENT CARD FOR CLOZE TESTING







STUDENT CARD FOR FREE,  
REPORT AND QUESTION BOOKS

STUDENT NAME	FREE TITLES	
LEVEL		
	REPORT TITLES	
LEVEL		
GRADE		
	QUESTION TITLES	
LEVEL		
GRADE		

APPENDIX

## VOCABULARY TIC-TAC-TOE

This game is the standard tic-tac-toe design using X's and O's. Draw a crosshatch - two parallel vertical lines crossed by two parallel horizontal lines.

The first player gives a definition of a vocabulary word. If the second player is able to identify the word defined, he places an X in a square. If he cannot identify it, he loses his turn. The second player then gives a definition and the first player tries to identify it.

Alternating turns, each player tries to win by being the first to have three X's or three O's in a row - vertically, horizontally, or diagonally.

The winner of each game gives the first definition of the next game.

A variation of this game is to give vocabulary words and require a definition in order to score.

## VOCABULARY FENCES

Make a game board by placing a series of dots in rows so they make parallel lines, both vertically and horizontally. Ten columns, or ten rows, make a good game.

Player A gives a vocabulary word or definition. If Player B can give the correct definition or vocabulary word, he draws a line, either vertically or horizontally, between any two dots. If he cannot respond correctly, he loses his turn. Player B then gives the word or definition and Player A responds and draws a line, or loses a turn. Play continues, alternating turns. When a player can draw a line that "fences" in a square, he claims it by writing his initial in it. It's his turn as long as he can complete a square with each line he is entitled to draw. When he has completed every square available, he must then draw another line and relinquish his turn.

When there are no dots left to connect, the player who has initialed the most squares wins the game.

As a variation, play Don't Fence Me In, the object of which is to fence in and initial as few squares as possible. In this game, however, if three sides are already fenced in, the player whose turn it is must complete the square.

BOOK REPORT FORM

NAME \_\_\_\_\_ DATE \_\_\_\_\_

BOOK TITLE \_\_\_\_\_

AUTHOR \_\_\_\_\_

MAIN CHARACTERS \_\_\_\_\_

FAVORITE CHARACTER \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

SUMMARY \_\_\_\_\_

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WOULD YOU RECOMMEND THIS BOOK TO A FRIEND? \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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