With the aim of relating reading with wider social action, this paper discusses the macro-cloze procedure for reading a novel, which promotes social interaction while reading and helps develop students' ability to predict, ask questions, and summarize. The paper includes a brief rationale for the procedure (in which each small group of students reads and analyzes only one chapter of a book); instructions for the teacher in implementing the procedure; a 22-item list of children's books appropriate for the macro-cloze procedure; a 9-item bibliography; sample questions based on the books; and student's "letters" to the teacher discussing readings. (RS)
Collaborative Reading of a Novel: Adapting the Macro-Cloze Procedure for Reading a Novel

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Rationale:
Research indicates that students of any age read little for enjoyment. They prefer watching television and choose movies to books. Teenagers view reading, particularly of fiction, as a lonely, solitary act, indulged in by unpopular individuals who do not have many friends. The practice of teaching reading as something done alone with a book, silent and solitary makes reading a symbol of withdrawal.

Social interaction is essential in learning particularly in the area of language and literacy. We should try to create new models of reading behavior, new ways to interact with books and new ways of relating reading with wider social action. One way of accomplishing this is adapting the macro-cloze procedure for reading a novel. The procedure promotes social interaction while reading. The strategy helps to develop the students' ability to predict, ask questions, and summarize. With the teacher's guidance, the students will be aware of plot, theme, character development, and style while discussing the material in their own groups.
Macro-Cloze Procedure

1. Introduce the story
   - Take note of the title and illustrations

2. Ask the students to predict:
   - What the story is about
   - Where it might have happened
   - Who the characters might be
   - Others?

3. Group students with four to five members

4. Give each student a chapter to read. Distribute the chapters to each group in sequential order.

5. As they read, encourage students to write down questions. This procedure is designed to take advantage of our natural tendency to make sense of anything that is not complete.

6. Ask students to summarize their chapters. Some structure may be provided by giving students a framework for summarizing. Example:

   This chapter begins when__________________________.

   Later__________________________________________

   Then___________________________________________

   Finally__________________________________________
7. Encourage students to take note of extraordinary expressions the author used in the chapters they are reading.

8. Each member of the group will share his/her summary to his particular group. Questions answered by their sharing will be eliminated. They will decide how they will share their parts of the story to the whole class. They will also decide what expressions the author used will be highlighted in their report and why they chose the expression.

9. At the end of the sharing, questions not answered will be discussed.

10. The whole class will then develop one summary of the story. Discussion of the story will follow with emphasis on their reaction to the story, issues, and style. Students will be made aware of style by choosing lines they like to read orally and giving reasons why they chose those lines.
SAMPLE LIST OF CHILDREN’S LITERATURE
APPROPRIATE FOR MACRO-CLOZE PROCEDURE


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Bibliography - Questions


Kinds of questions

Text Implicit - the information is contained in the reading but students must infer in order to answer the question.
Example: Westing Game
Did Mr. Hoo close his restaurant because of the coffee shop?

Script Implicit - the reader must use background knowledge and experience to answer. (open-ended)
Example: Of Mice and Men
Was Lenny mentally retarded?

Text Explicit - the information is found easily in the text. (fact)
Example: Westing Game
Who was not supposed to move in?
What are good questions for?

When teachers model good questions:

Students find a purpose for reading and set their own goals

Students understand and interpret what they read by finding the main ideas

Students become more critical in their thinking

Students with reluctance toward reading begin to comprehend what they read
Dear MRS. Joyner

The book I'm reading is called *Melvin and the Make-over.* It was very good book cause it had 6 graders in it and friends that were not sharing on being nice to each other cause they did not talk to them. Who didn't talk to them? Sincerely,

Dear

That sounds like you can relate to this book because it has sixth graders in it. I was like to know more about what happens. Do they get back friends? Do the girls go to modeling school? Please write back.

Sincerely,

A. Griffin

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Dear Ms. Joyner,

I am reading this book called "Casting Masters." This book is written by Bonnie Worsh. My favorite character in the book is Steve Unkel. Steve is a class nerd. He has big eyes with his pants pulled up to his neck. Steve is also a real genius though. He uses enormous words that nobody can even pronounce. He is in love with Laura Winslow. He thinks she is the most beautiful and nicest girl in the world. What made me want to read on today was when Willie and Steve got in a fight about who was going to take Laura to the school dance. They started fighting in the hall and the Glee coach stopped them to meet at the boxing arena on Saturday. It being a real fight, Crystal Blake kind of reminds me of Laura because she would never go to a dance with a guy because they were just nice.

I like the part where Steve walks up to Willie and starts bluffing. Willie just starts laughing. I thought it was funny.

I also thought today's section was exciting because I felt excited because Steve and Willie were about to get into a fight and they were blushing. I couldn't teach and fourth. I couldn't wait until they actually did! I like this book a lot. It is very funny.

Great letter... Keep writing!

(웃)

Closing
Dear Mrs. Joyner,

My book that I'm reading is called *The Best of the West*. Why? I like the book because there are cowboys, horses, and you live out in the west. I mean it that my Uncle Arnie has cows and horses.

I like it, because they live in Texas, Tennessee, and... That is why I like that book. Cool characters make it come alive and everything I wish it was in the book.

Note: Mrs. Joyner, when you read this diaries, you will find out what I mean, and I know. Why do have those in there because, I think it is easier for me to relate to what I'm reading.

What's your favorite book? Have you read out its all-right. Socks's owner was just a child. He is feeling left out. He wants attention. He this book started out boring but it is starting to pick up. Good! I'm glad.

I'm glad that you are beginning to enjoy your book. Sincerely:

Please write me back and try to elaborate on your answers to the questions I asked.

Sincerely,

G. Joyner
WE REMEMBER:
20% OF WHAT WE HEAR
50% OF WHAT WE HEAR
AND SEE
70% OF WHAT WE HEAR,
SEE, AND DO
90% OF WHAT WE HEAR,
SEE, DO, AND TELL
OTHERS ABOUT!