One day, my friend said to me, “I was on my way to the party. Of course, I was dressed to the nines. Then it started to rain cats and dogs. I got ________________! I was fit to be tied!”

Did you understand what she said? If not, it’s because she used idioms. Idioms are sayings that have special meanings. “Dressed to the nines” means, “looking your best.” That makes ________________—she was going to a party!

“Raining cats and dogs” is an idiom, too. It doesn’t have to do with falling animals! It just means that it’s really ________________ outside.

And what did my friend mean when she said she was “fit to be tied?” She meant that she was very upset. Well, I can understand why! Her party clothes were probably ________________ in that rain. I’d be fit to be tied, too!

Why do people use idioms when they speak and write?
About the Cloze Passages

- Each word list includes all of the word choices students need to complete the passage, helping them identify vocabulary that might otherwise be beyond their reach. The target words, like the passages, progress from easier to more challenging. These words have been chosen to build reading skills and stretch students’ vocabulary with words they are likely to encounter in other contexts.

- To determine the right word for each blank, students practice key reading comprehension skills, such as tapping prior knowledge of the topic and using context clues.

- At the end of each passage, a Think About It question gives students practice in building different reading comprehension skills, such as analyzing character, identifying details, summarizing, and making inferences.

Introducing the Cloze Passages

Model for students how to work with the cloze passages by having them follow these steps:

1. Read the title, introduction, and then the passage. Get a feel for what it’s about and why it was written. Don’t try to fill in any words yet.

2. Reread the entire passage. Think about the kind of word that might fit each blank. Look at the other words in the sentence for clues about the word that is missing.

3. Read through the word list. Look for the words that are closest in meaning to the words you’re already considering.

4. When you find a match, write it in the blank.

5. When you’ve completed the passage, read it through with your answers in place to make sure it makes sense.

Ways to Use the Cloze Passages

The cloze passage activities are flexible and easy to use in a variety of ways:

- **Small Group:** Distribute copies of the same passage to each member of a small group (4-5 students). Have students read and fill in the blanks. Then have them trade passages to check each other’s work. One student can read the completed passage aloud.

- **Individual Desk Work While Conferencing:** Distribute a passage to each student to work on while you conference with individual students about their cloze passages or about other academic subjects.

- **Homework:** Send copies of passages home for vocabulary reinforcement and reading practice, and for students reinforcement and reading practice, and for kids to complete with their families as a school-home connection.

Below is the Flesch-Kincaid reading level for this passage.

| 5 | What Did You Say? | RL 1.7 |

Below is the reading comprehension skill targeted in the Think About It question for this passage.

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Make Inferences</td>
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**Answers for Passage 5:** drenched, meanings, sense, pouring, ruined