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| Student/Classroom: _____ Examiner: _____ Assessment Date: _____ |
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Last Summer with Maizon

In Last Summer with Maizon, Margaret Tory is adjusting to two difficult changes. Early in the summer, her father **(died)**, and now her best friend, Maizon, **(is)** leaving New York City for boarding **(school)**. As the two friends go to **(the)** train station, they promise to write **(to)** each other.

A week after Maizon's **(s)** departure, Margaret hasn't heard from **(her)**. In school, she can't concentrate. **(Concerned)**, her teacher, Ms. Peazle, asks Margaret **(to)** stay after school. Ms. Peazle understands **(Margaret)**'s sadness and wants to help **(her)**. She asks Margaret to express her **(feelings)** about her father or about Maizon **(by)** writing a poem or story about **(one)** of them.

The next day, a **(nervous)** Margaret reads aloud to the class **(a)** poem she has written about her **(father)**. When she is finished, the class **(is)** silent. Margaret receives a note from **(Ms)**. Peazle saying that she liked the **(poem)**. But, because of their silence, Margaret **(thinks)** that the class didn't like **(it)**.

After school, Margaret finds her neighbors, **(Ms)**. Dell, Hattie, and Li'l Jay, **(sitting)** on the stoop of their apartment **(building)**. When Margaret tells them that her **(class)** didn't like her poem, Hattie **(recites)** a poem she has written. The **(group)** is quiet, thinking about the words. **(Then)** Margaret realizes that maybe her class **(liked)** her poem after all, and was **(quiet)** because they were thinking about it. **(Ms)**. Dell tells Margaret that she has **(a)** gift for writing, just as her **(father)** had a gift for woodworking. Hattie **(asks)** Margaret if Maizon has written to **(her)**. Margaret shakes her head, wondering if **(Maizon)** is still her best friend.



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| Student Name: _____ Classroom: _____ Date: _____ |
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Last Summer with Maizon

In Last Summer with Maizon, Margaret Tory is adjusting to two difficult changes. Early in the summer, her father (**rejoice, died, alert**), and now her best friend, Maizon, (**drawer, scared, is**) leaving New York City for boarding (**school, argue, smoke**). As the two friends go to (**the, prose, quiet**) train station, they promise to write (**tasteless, basin, to**) each other.

A week after Maizon'(**s, event, disapprove**) departure, Margaret hasn't heard from (**terrify, her, faithful**). In school, she can't concentrate. (**Concerned, Outrageous, Blindly**), her teacher, Ms. Peazle, asks Margaret (**exactly, dirty, to**) stay after school. Ms. Peazle understands (**light, Margaret, calmly**)'s sadness and wants to help (**little, her, broken**). She asks Margaret to express her (**feelings, crooked, position**) about her father or about Maizon (**by, amongst, hear**) writing a poem or story about (**bucket, tax, one**) of them.

The next day, a (**so, fantastic, nervous**) Margaret reads aloud to the class (**a, forgave, through**) poem she has written about her (**father, earth, anxious**). When she is finished, the class (**oh, is, doubtful**) silent. Margaret receives a note from (**Ms, madly, tempt**). Peazle saying that she liked the (**successful, throat, poem**). But, because of their silence, Margaret (**tooth, thinks, jagged**) that the class didn't like (**it, regarding, bad**).

After school, Margaret finds her neighbors, (**Ms, encourage, exuberant**). Dell, Hattie, and Li'l Jay, (**sitting, rough, blindly**) on the stoop of their apartment (**building, describe, somebody**). When Margaret tells them that her (**unusual, sea, class**) didn't like her poem, Hattie (**belief, recites, broken**) a poem she has written. The (**group, spade, market**) is quiet, thinking about the words. (**Know, Quickly, Then**) Margaret realizes that maybe her class (**puzzled, liked, perform**) her poem after all, and was (**quiet, hastily, dislike**) because they were thinking about it. (**Ms, Army, Solemnly**). Dell tells Margaret that she has (**successfully, a, prevent**) gift for writing, just as her (**chalk, myself, father**) had a gift for woodworking. Hattie (**regret,**



asks, floor)Margaret if Maizon has written to **(cute, be, her)**. Margaret shakes her head, wondering if **(butter, Maizon, cart)** is still her best friend.