

Raygor Readability Estimate
For Nothing but the Truth
By: Avi
New York, NY Orchard Books

Passage One (page 9) (From the Diary of Philip Malloy)

Winter term exams next week. Hate them. Studying is so boring! I read the biology book for about twenty minutes tonight. Then I realized I wasn't really reading. Must have been asleep or something.

Three exams scheduled in one day!! The trick is getting past the teacher. It's like a race. You have to have a strategy—know when to take it easy, know when to turn on the juice. Get teachers to think you're in control. Have to know when to kick. Like—put in one of their ideas. Or when all else fails make them laugh.

The exam* I really want to study for is math.

Passage Two (page 88) (School memo)

HARRISON SCHOOL DISTRICT
Where Our Children Are Educated, Not Just Taught

TO: BERNARD LUNSER
FROM: DR. JOSEPH PALLENI,
ASSISTANT PRINCIPAL,
HARRISON HIGH SCHOOL
RE: PHILIP MALLOY



Philip Malloy will be returning to you as his homeroom teacher effective April 3. He has been suspended for two days—effective today—for causing a disturbance in Miss Narwin's class. While what is involved here is only a minor infraction, more acting out than anything else, there may be some personal problems with the boy (at home?), so I would appreciate hearing from you as to Philip's behavior in your class. I should like* to be helpful to him.

Passage Three (page 198) (from a speech)

That I can be a forceful, productive member of the board is clear. It was I who made public this sad story regarding a boy who was removed from his class merely because of his desire to express his patriotism. Even though I am not yet a member of the board, I was able to meet with Superintendent Seymour—who has, I assure you, my deepest respect—and discuss in a clam, rational fashion what might be done. When it became clear that the problem was not with school policy itself, but the misguided judgment of a particular teacher—a* teacher out of touch with Harrison values—a solution was worked out that is equitable to all—and preserves the good name of our community. The boy is back in class, where he belongs and wanted to be. The teacher in question will get a needed refresher course in our values and return to her duties next year better able to teach.

	<u>Sentences</u>	<u>Words</u>
Passage One	14.2	17
Passage Two	9	37
Passage Three	<u>3.4</u>	<u>31</u>
Total	26.4	85
Average	8.8	28.33

This gives the novel a readability level of Seventh grade.

I don't know how accurate this reading is; I don't think that I would discuss these concepts in a seventh grade class, but I would definitely think about using it starting at a freshman level. I was a little surprised about getting such a low reading level—I thought that the passages I used were a higher reading level, though there seem to be more passages at a low reading level. However, I don't think that the issues of authority and patriotism could be discussed very well at a middle school level; a high school setting seems more appropriate to me, even an upper level high school setting.

I also think that the book would be a perfect lead in to a multi genre research paper, and because of that, could be used at any level in high school, no matter the reading level.

