

Summer Book Evaluation #1

Due July 15th

1. Before reading your chosen summer book, read through the questions provided in this packet.
2. Choose 2 specific questions to answer in your response.
3. While reading, keep notes that you can pull from later when writing your answers to each question.
4. After reading, type out your book evaluation and make sure it adheres to all format requirements specified below.
5. Rubric must be submitted with your evaluation!

Evaluation Guidelines:

1. Cover page with your name, book title, and photo of the book
2. 12 point font, Times New Roman
3. Double spaced
4. Indent each paragraph
5. No illegal elements (personal pronouns including “I, me, my, you, us, our,” contractions, “things” “stuff” “very” “a lot,” and writing about writing)
6. **IMPORTANT!** You must include one quote to show support for your stance.

List of Response Questions

Choose 2

Setting:

“In what ways does the setting help develop the story and characters?”

Character:

“How does the author develop the differences of certain characters, especially his main character?”

“What types of characters are included in the story? Why? (think protagonist, round character, dynamic character, etc).”

Plot:

“How does the plot keep you on the edge of your seat and wanting more?”

“How does the climax change the main character? How does his/her/their actions affect the story?”

Audience appeal:

“How does the author tell his story so that it appeals to (interests, pleases, stirs up) his audience?”

Figurative language:

“What figurative language does the author include to enhance the story and reader’s experience?”

Point of view:

“What point of view is the book written in?”

“Why did the author choose to write this story from this point of view?”

Rubric

	5	4	3	2	1
INTRODUCTION Attention getter Thesis Statement	Well-developed introduction engages the reader and creates interest. Thesis is significant and compelling. Conclusion creatively wraps up and clearly goes beyond restating the thesis.	Introduction creates interest. Thesis is clear and effective.	Introduction is present but may lack detail or interest. Thesis is clear.	There is little or no attempt at an attention getter. Thesis is vague or unclear.	There is no thesis or attention getter.
MAIN POINTS Body Paragraphs	Well developed main points directly relate to the thesis. Supporting examples are specific and detailed.	Three or more main points are related to the thesis, but one may lack details. The description shows a consistent point of view with a very good inclusion of vivid, creative, or accurate details.	Three or more main points are present. The description lacks sufficient details but there is evidence of some creativity, originality, and/or accuracy.	Less than three main points, and/or poor development of ideas. The description is undeveloped and not very creative, vivid, or accurate.	No precise three main points and do not connect to thesis.
ORGANIZATION Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout the essay. Paragraphing is sound. The organization fits the purpose of the essay.	Organization is clear. Some effective transitions are present. Paragraphing may need some work.	No discernable organization. Paragraphing needs major work. Transitions are weak or not present.	There is no clear organization and no transitions
STYLE Sentence flow, variety Diction	Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen, adding significant dimension to the description. There is a clear "voice."	Writing is clear and sentences have varied structure. Diction is consistent and engaging. Portions of the essay "shine" because of effective word choice. There is some sense of the author's "voice."	Writing is clear, but sentences may lack variety. Diction is descriptive but not consistently vivid or accurate. The writer needs to develop his/her own "voice."	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Diction is weak because the writer uses cliches or overused/generic words. Author's "voice" is lacking.	Writing makes no sense and is unable to follow.
MECHANICS Spelling, punctuation, capitalization	Punctuation, spelling, capitalization are correct. No errors. Student follows all guidelines and has no illegal elements	Punctuation, spelling, capitalization are generally correct, with few errors (1-2). Student has 1-2 illegal elements and makes an attempt to follow guidelines .	A few errors in punctuation, spelling, capitalization. (3-5) Student has 3-5 illegal elements and vaguely follows guidelines..	Many errors in punctuation, spelling, capitalization. (6-7) Student included 6-7 illegal elements and barely follows guidelines.	Distracting errors in punctuation, spelling, capitalization. Student included 7+ illegal elements and does not follow guidelines.

Book List for Evaluation

Math

<i>The Devil's Arithmetic</i>	Jane Yolen
<i>The Number Devil: A Mathematical Adventure</i>	Hans Magus Enzensberger
<i>Sir Cumference and All King's Tens: A Math Adventure</i>	Cindy Neuschwander
<i>Flatland: A Romance of Many Dimensions</i>	Edwin A. Abbott
<i>Math Curse</i>	Jon Scieszka
<i>Chasing Vermeer</i>	Blue Balliett

Science

<i>Phineas Gage: A Gruesome but True Story About Brain Science</i>	John Fleischman
<i>Bees on the Roof</i>	Robbie Shell
<i>Kelvin McCloud and the Seaside Storm</i>	Michael Erb
<i>The Walking Fish</i>	Rachelle Burk and Kopel Burk
<i>The Boy Who Harnessed the Wind</i>	William Kamkwamba and Bryan Maler

Spanish

<i>Tortilla Sun</i>	Jennifer Cervantes
<i>BRAZO! Poems About Amazing Hispanics</i>	Margarita Engle
<i>Lucky Broken Girl</i>	Ruth Behar
<i>Rooting for Rafael Rosales</i>	Kurtis Scaletta
<i>The Epic Fail of Arturo Zamora</i>	Pablo Cartaya
<i>The First Rule of Punk</i>	Celia C. Perez

Social Studies

<i>Echo</i>	Pam Munoz Ryan
<i>The Book Thief</i>	Marjus Zusak
<i>Bud, Not Buddy</i>	Chistopher Paul Curtis
<i>The Boy in the Striped Pajamas</i>	John Boyne
<i>The Pharaoh's Tale</i>	Julius Lester
<i>The Second Mrs. Gioconda</i>	E.L Konigsburg