



Author	Pilkey, D. (1997). <i>The adventures of captain underpants</i> . New York, NY: The Blue Sky Press/Scholastic Inc.
Number of pages	128
Illustrator's name	Pilkey, D.
Genre	Fantasy
Age range	Grades 2 - 5
Brief summary	In the first "epic novel" of the series, Dav Pilkey explains how Captain Underpants came into existence. He recounts the mischievous antics of George and Harold and shows how the character the two boys create in their own comic book comes to life through their principal – and nemesis – Mr. Krupp.
Brief evaluation	11.5/18 The misadventures of Captain Underpants are very amusing, Pilkey's writing is easy to follow, and the illustrations are hysterical. However, I would use caution in putting these books in the hands of certain readers. While most children understand what is and is not appropriate, I think a certain level of maturity is required to handle this type of book. George and Harold are pranksters and many of their antics should not be repeated. The other aspect of Pilkey's book that troubles me a bit is his deliberate misspelling of certain words. Particularly with the younger readers who are acquiring their writing and spelling habits, showing these misspellings in a book, in black and white, could negatively impact a child's learning.

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the reader to turn to the next page!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The book carefully and effectively addresses a critical issue/theme for the intended age group.	The book appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	The dialogue is not effective and does not flow.	The dialogue strengthens the story and character development but is, at times, misplaced and overused.	The use of dialogue is appropriate and effectively provides character attributes, motivation, and assists with story development.	The dialogue is strong and the author makes careful word choices, effectively telling the story while letting the story tell itself.
Writing Style	The writing style is poor, the story line unclear. It is difficult to follow the progression of events.	The writing style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The writing style is enjoyable and the story flows in a natural, coherent progression.	The book is well-written, clearly relays critical information, and exemplifies exceptional mechanics of writing.
Reaction & Response	The book does not provide insight or provoke independent thought, opinions, or ideas.	The book causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The book effectively evokes a personal reaction to the text.	The book elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.