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| Author | White, N. (1995). <i>Why do dogs do that? Facts about real dogs and why they act the way they do!</i> New York, NY; Scholastic, Inc. |
| Number of pages | 31 |
| Illustrator's name | Fiammenghi, G. |
| Genre | Informational |
| Age range | Pre-K to Grade 2 |
| Brief summary | Nancy White provides answers to questions that young minds (and even more mature minds!) have that arise from basic observations of dogs. Fiammenghi's illustrations are colorful and playful and accurately mirror the text. White's writing style is colloquial and her words are easy to follow for new readers or for a young audience who is being read to aloud. |
| Brief evaluation | 7/9 In evaluating a text that provides facts and information on a specific topic - in this case, dogs – half of the categories for my basis of evaluation really do not apply. There are no characters and the reader probably wouldn't have reaction to the text. I catered my rubric to consider issue/theme in the sense of topic, which I think is intriguing to young readers. Overall, I think White and Fiammenghi combine their talents to create an enjoyable, informative book that will capture and hold the attention of young readers and allow them to retain what they learn through the text. |

| Criteria for Evaluation | 0 Does not meet curriculum standards | 1 Acceptable but not a first choice | 2 Satisfactory | 3 Right on target! |
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| 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 | n/a | n/a | n/a | n/a |
| Dialogue | n/a | n/a | n/a | n/a |
| 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 | n/a | n/a | n/a | n/a |