



APA citation	Sachar, L. (1998). <i>Holes</i> . New York, NY: Scholastic Inc.
Number of pages	233
Genre	Fiction
Age range	Grades 4 – 7
Brief summary	<i>Holes</i> is the story of Stanley Yelnat, a young boy who is falsely imprisoned for stealing a pair of sneakers that literally fell into his hands as they were thrown from a freeway overpass. The story covers the misfortune bestowed upon Stanley due to a curse that was placed upon his great great grandfather, the mystery of the act of digging holes at the request of the Warden, and the budding friendship between Stanley and Zero. Sachar does a wonderful job of weaving the stories together through the common thread of the ancient curse.
Brief evaluation	<b>15/18</b>  Sachar has created a well-written, carefully woven storyline that is filled with suspense, mystery, cultivating friendships and allows for contemplation of injustice and, in effect, justice.
Awards	Newbery Medal National Book Award for Young People's Literature A Christopher Award for Juvenile Fiction An ALA Notable Book An ALA Best Book for Young Adults An ALA Quick Pick for Young Adults A New York Times Book Review Notable Children's Book of the Year A School Library Journal Best Book of the Year A Publishers Weekly Notable Children's Book of the Year A Publishers Weekly Bestseller A Horn Book Fanfare Title

**Literature for Children & Young Adults**  
**EDST 6301 NA**  
**Rubric for Book Title Evaluation**

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.