



APA citation	Knowles, J. (1959). <i>A separate peace</i> . New York, NY: Scribner.
Number of pages	204
Genre	Fiction
Age range	Grades 9 – 12
Brief summary	I can still remember the first time I read John Knowles' <i>A Separate Peace</i> . I was a freshman in high school in the throws of adolescence and all of the complications that came along with it. I was in the middle of my own jealousy issues pertaining to my best friend. Knowles offers a very strong development of the main character, Gene, that is not always a pleasant portrayal yet it reflects the ugly personality trait of jealousy that I find to be universal in some way at some point in everyone's life. Among many other images, the backdrop of World War II is the most powerful imagery Knowles uses, reflecting not only the war taking place in the world at large but the internal battle that Gene is fighting with his best friend at their small boarding school.
Brief evaluation	18/18 A wonderfully written novel that powerfully addresses age-appropriate issues and dilemmas.
Awards	Richard and Hinda Rosenthal Foundation Award William Faulkner Award

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.