



APA citation	Brashares, A. (2001). <i>The sisterhood of the traveling pants</i> . New York, NY: Delacorte Press.
Number of pages	294
Genre	Fiction
Age range	Grade 7 and up
Brief summary	<i>The Sisterhood of the Traveling Pants</i> touches upon the power of so many issues and forces that adolescents must confront during the process of maturing – all against the backdrop of friendship. Carmen, Tibby, Lena, and Bridget are best friends who are spending the first summer of their lives apart. As they set off to different states and different adventures, their bond is nurtured through a pair of “magical” pants that give the girls the strength to face obstacles and succeed in their respective endeavors. Their individual stories are told through narration but the strength of their friendship and their reliance on each other is woven in their letters throughout the summer. Brashares touches upon issues of blended families, ethnicity, sexual curiosity, the lasting effect of the loss of a parent and subsequent long-term nature of the grieving process, as well as the death of Tibby’s new friend to leukemia.
Brief evaluation	<b>15/18</b> Brashares’s style is effective in the first in series of <i>The Sisterhood of the Traveling Pants</i> . The reader must become familiar with the characters to be able to follow her style alternating between prose and correspondence between the girls throughout the summer.
Awards	ALA Best Books for Young Adults

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