



APA citation	Silverstein, S. (1964). <i>The giving tree</i> . HarperCollins Publishers.
Number of pages	52
Genre	Fiction / Picture Book
Age range	All Ages
Brief summary	<p><i>The Giving Tree</i> is a fabulous story about the altruistic nature and the selfless art of giving. Silverstein's book sends a timeless message that I find to be a useful tool to all ages. Though it is a children's book, I would love to incorporate this story – one that I consider a classic - into my curriculum at the middle to high school level. I think that one of the most powerful lines in the book is when we find out that "...the tree was happy...but not really." While it appears that the tree unselfishly make sacrifices for the boy it loves and give of itself unconditionally, it is not happy being neglected. Although the boy takes advantage of the tree's goodness, in the end, all the tree wants is his company.</p>
Brief evaluation	<p>15/18</p> <p><i>The Giving Tree</i> is an excellent children's book with a wonderful message for all ages. While it received a 15 out of 18 possible points based on my rubric, I think its shortcomings based on my rubric are strictly because my assessment tool is catered more towards the middle and high-schooled aged readers whereas Silverstein's book is intended for younger readers.</p>

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

	0	1	2	3
Criteria for Evaluation	Does not meet curriculum standards	Acceptable but not a first choice	Satisfactory	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.