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A Content Analysis of Reviews for Desirable Characteristics of High Interest-Low Vocabulary Books

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Abstract

Because media specialists cannot possibly read all of the high interest-low reading level (high-low) titles considered for purchase, the use of book reviews to guide choices is practical. Media specialists need book reviews which give specific information about the strengths and weaknesses of books being considered for purchase. Thus the problem statements emerged for this research paper. What information was given in reviews of high-low books that revealed their strengths and weaknesses? Did reviews identify the characteristics of a high-low book which were desirable for reluctant or disabled readers? Do reviews found in two reputable review sources, Booklist and SLJ/School Library Journal (SLJ), reveal these characteristics?

Content analysis was used in the examination of book reviews to determine the presence or absence of characteristics desirable for high-low materials. Using these characteristics, a checklist of criteria was prepared for the analysis. A book review analysis form was completed for each of thirty-seven pairs of reviews showing the presence, implication, or absence of the established criteria. Using a weighted scale, composite scores for each of the three parts of the book review analysis form, physical characteristics, reading level, and style and approach, were determined for each review analyzed.

On the basis of the data results, it may be inferred that the reviews of high-low books found in the two most popular review sources·, Booklist and SLJ, are not providing enough information about the presence or absence of desirable characteristics of these books. The results of this study seem to indicate that media specialists may need to look beyond the traditional, general selection tools for guidance when purchasing high-low books.

A CONTENT ANALYSIS OF REVIEWS FOR DESIRABLE

CHARACTERISTICS OF HIGH INTEREST-LOW VOCABULARY BOOKS

A Research Paper

Presented to the

Faculty of the Library Science Department

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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Cheryl A. Nielsen

July 10, 1985

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Read and approved by
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CHAPTER ONE

Introduction

Librarians have had problems serving teenage remedial readers for many years. Most young adult and adult titles are too difficult for these readers, and using children's picture books or easy readers is usually out of the question. Most high school students would be insulted; moreover, most children's books do not meet their needs or interests. What librarians really need is more recreational fiction and nonfiction titles for teens reading on the second to sixth grade reading levels. Yet, the genre of high interest-low reading level (high-low) books was not developed until the 1960's.

In 1965, Lydia LaFleur of the New York Public Library System compiled an experimental list, drawn from her shelves, entitled "Easy-to-Read Books for Teenagers," to be used within the system. Most of the fiction titles came from the Double-day Signal series, possibly the first real high-low fiction written for teenagers. These books were simple in both plot and format and so were quite unlike the more sophisticated high-low books of today. These early books were on subjects which appealed to teens. Some examples were: Runaway Teen (1963) by Ann Finlayson, and High School Drop-out (1964) by

John Clarke. Some of the titles on LaFleur's list were good, some only fair, but they all filled a need.[1] Although the list was prepared as an aid for the librarians in LaFleur's own library system, librarians from other public libraries, as well as teachers and school librarians, began to ask for the list. This was evidence that reading problems were not confined to the inner city of New York. Because of the high demand, the decision was made to revise the list periodically as new materials came out.[2]

As secondary school and young adult librarians became increasingly aware of the need for easy-to-read materials, and the money to purchase them became available through the federally funded programs then available under the Johnson administration, publishers began to respond to the need for materials. By the late 1960's, publishers began to produce easy reading materials whose format and content were designed to appeal to the audience for which they were intended. Some examples were: the Opportunity Knocks series published by McGraw-Hill, and the City Limits I series, also published by McGraw-Hill. Many books being published at that time had as their theme the black or other minority experience, e.g. Children's Press Open Door series (1970). Doubleday and Putnam each published a series of high-low biographies, and Doubleday also published the fiction series of Signal books

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[1]Lydia LaFleur, "The Development of the High-Low Genre," High-Low Handbook, ed. Ellen V. LiBretto (New York: Bowker, 1981), p. xii.

[2]Ibid.

and the nonfiction series called Zenith books. The most sophisticated high-low fiction aimed at teens in the late 1960's were the Holt, Rinehart, and Winston Pacesetter novels.[3] During this period, there were some authors who wrote junior novels that were not intended to be high-low books, but that were easy enough for moderately slow readers. These authors included Jeanette Eyerly, Zoa Sherburne, Frank Bonham, and Jay Bennett.[4]

Not until the early 1970's, however, did a high school reading teacher, Phyllis Anderson Wood, begin to write authentic high-low fiction for the moderately slow reader, thus calling attention to the genre. Wood's books dealt with important teenage concerns, and best of all, her books looked like all the other junior novels, except they were shorter.[5] The early seventies also marked the beginning of the publication of materials for teens reading on only the second or third grade levels. Scholastic began publishing its Action series for the very slow reader, and Watts used a similar format for its Triumph series. Fearon-Pitman (now known as Pitman Learning, Inc.) would soon come out with even easier materials. Many more publishers jumped on the high-low band-

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[3]Ibid., pp. xiii-xiv.

[4]Ibid.

[5]Ibid., p. xvi.

wagon during the 1970's, Bowman-Noble and New Reader's to name just two.[6]

As evidenced by the short history of the development of the high-low books, the growth of this genre has been fast-paced. The need for high-low books was evident twenty years ago, and the need continues today. Publishers of today continue to try to fill the need. With limited budgets, expanded subject demands and varied reading levels of the users of today's libraries, media specialists are faced with one of the most enjoyable, yet most frustrating responsibilities-book selection.

The Problem

Media specialists cannot possibly read all of the titles considered for purchase, so the use of book reviews to guide choices is practical. Media specialists need book reviews of high-low materials which give specific information about the strengths and the weaknesses of the books being considered for purchase. Thus the problem statements emerged for this research paper. What information was given in reviews of high-low books that revealed their strengths and weaknesses? Did reviews identify the physical characteristics of a book which were desirable for reluctant or disabled readers? Did reviews indicate when the reading level was below the interest level, another very important characteristic of a high-low book? Did reviews specify those characteristics of an

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[6]Ibid.

author's style and approach to writing which were important aspects of books suitable for a high-low label? More specifically, do reviews found in two reputable review sources used by media specialists, <u>Booklist</u> and <u>SLJ/School Library Journal (SLJ)</u>, reveal these characteristics?

The title of this research paper indicates that content analysis was the procedure used in the examination of book reviews to determine the presence or absence of characteristics desirable for high-low materials. Content analysis is "a research technique for the objective, systematic, and quantitative description of manifest content of communication."[7] Content analysis is aimed at exactness and the elimination of bias in the investigative process. Its methods are used to decrease the degree of subjectivity inherent in analyzing or evaluating the content of materials.[8] By breaking down the content of materials into meaningful units of information, certain characteristics of the messages can be discovered. The messages analyzed in this research paper were book reviews of high-low materials which appeared in <u>Booklist</u> and reviews of the same books in <u>SLJ</u>.

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[7]Charles H. Busha and Stephen P. Harter, <u>Research Methods in Librarianship</u> (New York: Academic Press, 1980), p. 171.

[8]Ibid., p. 172.

Hypotheses

Each of the following hypotheses have been tested using Booklist and SLJ:

1. Based on a perfect score of twenty, 50 percent or more of the reviews will be rated ten or higher on a set of criteria identified as important physical characteristics for high-low books.

2. Based on a perfect score of eight, 50 percent or more of the reviews will be rated four or higher on a set of criteria dealing with reading level identified as important for high-low books.

3. Based on a perfect score of twenty-six, 50 percent or more of the reviews will be rated thirteen or higher on a set of criteria which deal with an author's style and approach and which have been identified as important for high-low books.

4. There will be no significant difference at the .05 level in the number of established criteria present or implied in reviews found in Booklist of high-low books as compared with reviews of the same books found in SLJ. A listing and an explanation of the analysis criteria appears in the methodology section of this research paper.

Significance

This study is significant because the book review analysis form which was devised for this study may aid media specialists in their selection of high-low books, pointing out key factors to look for in book reviews. One reading spe-

cialist, writing about high-low books and their selection, said "There's a lot of junk on our shelves we would never have ordered if we had had a good review mechanism in the past."[9] This quotation illustrates the importance of the quality of high-low book reviewing by the review media. This research study contributes to current knowledge by revealing just how well the reviewers are meeting the challenge of providing reviews of high-low books which are specific in their content.

Assumptions

The underlying assumptions were that the authorities have successfully identified the characteristics important for high-low books, and that the mention of the presence or absence of these characteristics in book reviews aids media specialists in their selection of high-low books.

Limitations

A limitation of this study was that only books reviewed in the "High-low Reading" and "Easy Reading" columns in Booklist for which reviews can also be found in SLJ have been used. A second limitation was that in choosing the population for this study only one recently published high-low bibliography was used.

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[9]Thetis Powers Reeves, "The High-Low Report: A Review Medium for High-Low Books," High-low Handbook, ed. Ellen V. LiBretto (New York: Bowker, 1981), p. 63.

Definitions

At this point, definitions of terms used in this research proposal are appropriate. High interest-low reading level (high-low) books are described as those books which are "designed for or are useful to reluctant, disabled, or problem readers among older students who need books with reading levels below their interest levels."[10] A disabled teenage reader scores on the fourth grade level or below on reading tests.[11] A reluctant teenage reader scores above the fourth grade reading level and, therefore, has some reading skill, yet lacks the motivation to read.[12]

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[10]Helen Elizabeth Williams, The High-Low Consensus (New York: Bro-Dart, 1980), p. 1.

[11]Ellen V. LiBretto, ed., High-Low Handbook (New York: Bowker, 1981), p. vii.

[12]Ibid.

CHAPTER TWO

Literature Review

The literature review is arranged according to several broad topics covered in books and in journal articles dealing with reluctant and disabled readers and with high-low books and their reviewing. One section of the review deals with learning disabled students and their reactions to reading. In addition, the causes of reading reluctance and some of the principles of remedial reading instruction as they relate to the use of high-low materials are given. Another section of the review deals with the perceptions of a book reviewer of high-low materials. A third section covers a current author of high-low books and her views on the genre. Some tips for the selection of these materials are related. The concluding section of the literature review identifies major review sources of high-low materials.

Learning disabled students, especially at the secondary levels, frequently develop a love-hate relationship with reading. These students realize that reading plays a central role in the classroom and in society, and they desperately wish they could keep up with their peers, yet the frustration caused by a reading problem forces them to shy away from reading. Books remain a mystery to many older learning

disabled students. Standard books on library shelves present them with a number of potentially frustrating problems, such as reading level, length, and teacher-imposed deadlines.[13] This gloomy picture has been brightened by the advent of the high-low book. These books may be the key that unlocks the world of books for the learning disabled student and also for the student who has the ability to read, yet lacks the motivation to do so.

A sampling of research clearly indicates that the problem of reading indifference is tied in with the accessibility of materials to both students and teachers and with the use of a wide variety of materials on the part of the teacher.[14] Richard S. Alm compiled a list of eight causes of reading reluctance which center around the learner, the teacher, and the environment in which the learner lives.[15] He stated that the individual:

1. does not know how to read.

2. does not know what to read.

3. has little or no opportunity to read.

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[13]Mark J. Hallenbeck, "A Free Reading Journal for Secondary LD Students," Academic Therapy, 18 (1983), p. 479.

[14]Jean E. Lowrie, "Helping the Reluctant Reader," The Underachiever in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1962), p. 111.

[15]Richard S. Alm, "Causes of Reluctance," The Underachiever in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1962, p. 101.

4. discovers early that in his world reading has little or nor prestige.

5. is often never given any glimpse of the wider horizons of reading.

6. is bored with reading.

7. is faced with pressures of many kinds - parents, teachers, the readers themselves.

8. has innumerable demands on his time, many more fascinating or satisfying for him than reading.[16]

Some of the principles of remedial reading instruction can provide insights to media specialists in their work with reluctant or disabled readers. One very important principle is to begin at the level where the reader is, not where he or she should be. Instruction and guidance must be individualized and should occur in a climate in which a student can make progress. Meaningful practice is essential if newly learned reading skills are to be habituated and maintained. Emphasis should be placed on the use of skills in meaningful situations, such as in reading a book for pleasure. Instructional materials should be chosen in harmony with the goals of instruction, along with the reading level and interests of the students. No one book is adequate for all students. In every stage of development, the students should be given guidance in becoming independent readers. Success must be the keynote of

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[16]Ibid., pp. 101-109.

every remedial reading program.[17] Media specialists must realize that these students may not be interested in reading because they have never found a book they can read, much less enjoy. Much guidance should be given to the reluctant or disabled reader in locating a book which will give him or her immediate satisfaction and enjoyment.[18] Learning disabled and reluctant readers need to experience the pleasure of reading to develop permanent reading interests and to acquire the habit of turning frequently to reading for purposes of information, recreation, and personal need.[19] Media specialists must meet the challenge of providing suitable resources for these students.

The use of high-low books is important to the reading development of reluctant or disabled readers. Disabled readers who use only basal texts are not exposed to concepts at an appropriate level, nor are they required to comprehend material needing higher cognitive skills. High-low books are designed to incorporate these elements in the text. These books may include tasks such as analyzing adult situations and making judgments. In addition, with more mature materials the oral and reading vocabularies of the reluctant or disabled

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[17]Helen K. Smith, "Corrective and Remedial Instruction," The Underachiever in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1962), p. 42.

[18]Ibid., p. 48.

[19]Miriam E. Peterson, "Mobilizing School Resources for Stimulating the Reluctant Reader," The Underachiever in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1962), p. 173.

readers enlarge, their general knowledge increases, and their functioning in reading and nonreading tasks becomes more effective.[20]

Media specialists must take care not to select high-low materials on the basis of reading level alone. This method is confining in that only two factors are measured: vocabulary difficulty and syntax difficulty. Factors not considered are student interest and motivation, prior knowledge of subject, writing style, and use of illustrative material.[21] George Mason pointed out that many books written for the poorest readers are choppy and disjointed because the sentences have been kept so short, and because of the overuse of short, very common words. Studies have indicated that when materials are created by using rigid and mechanical controls over structural elements, the materials often do not make sense to the reader.[22] Writing material into an apparently simpler form often made it harder to understand because of the elimination of connectives that reveal relationships.[23] Research (Smith, 1971) provided the answer to that problem. After investigating children's writing maturity and reading performance, Smith concluded that children comprehend best those written language

[20]Marilyn Thypin, "Selection of Books of High Interest and Low Reading Level," Journal of Learning Disabilities, 12 (June/July 1979), p. 76.

[21]Reeves, p. 62.

[22]George E. Mason, "High Interest-Low Vocabulary Books: Their Past and Future," Journal of Reading, 24 (1981), p. 606.

[23]Ibid.

structures most similar to their own writing. Smith's work indicated that short sentences were hard for older students and sophisticated writers to understand.[24] Smith and Mason (1972) later recommended that sentence length not be reduced in order to cause high-low passages to earn low scores on readability tests. Simple vocabulary for books for poor readers appears to be warranted, but short sentences do not.[25] The choppiness and lack of comprehension resulting from overuse of formulas and shortening of sentences can be avoided by writing sentences that do not conform to a readability formula, but rather to the oral and written language constructions of the intended reader.[26]

Alice Handy, a junior high media specialist, has searched for quality high-low fiction to add to the library collection. In the process, she looked for books with integrity, that were well-written, smooth, natural, and believable. The high-low books had to have a definite setting, theme, and mood, as well as enough character development to sustain interest. Most important was that the high-low book did not patronize its readers. Handy looked for something about the plot that was memorable or original.[27] She said that "while the act of reading, of just getting through a book, may be gratifying to

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[24]Ibid.

[25]Ibid., p. 607.

[26]Ibid.

[27]Alice Evans Handy, "The Quest for Quality High-Low Fiction," The Book Report, 2 (1983), p. 23.

low-ability readers, what counts is what they take away from the book with them: the content. Is it memorable? Entertaining? Did it provide insights? Was it worth the struggle to read it?"[28] "Disabled or disenchanted readers are not necessarily stupid. Quality high-low books respect their readers while giving them what they want."[29]

Judith Goldberger, a reviewer of high-low books, criticized the narrow concept of the disabled or reluctant reader that is based first on the person's limitations and not on his or her interests. She said the publishers and writers of high-low books often fall into the trap of writing for this narrow concept. As a result, there has evolved a narrowly confined "supergenre" - the high-low book - short on creativity, short on subject matter variety, and short of attention to high standards of writing that is evident in other current books for young people.[30] These books are supposed to be for an audience that needs the most stimulating materials because self-motivation is often buried under years of reading frustration.[31] When Goldberger reviews books, she applies the same standards of excellence to all juvenile books. This parallels her view of the reluctant or disabled

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[28]Ibid.

[29]Ibid., p. 24.

[30]Judith Goldberger, "Evaluating High-Low Books: A Reviewers Perspective," High-Low Handbook, ed. Ellen V. LiBretto (New York: Bowker, 1981), p. 56.

[31]Ibid.

reader as a whole person who needs a book, fiction or nonfiction, that is whole.[32]

The question, "Is this easy-to-read book easy to read?", must often be asked of the high-low books.[33] Goldberger revealed that many times the answer is no. She questioned the practice of publishers who produce books with the same or nearly the same reading level as interest or age level and then call them high-low books. She also expressed reservations about writers who think of a high-low book only in terms of one that is no more than two or three grade levels easier than interest level.[34] A statement by George Spache reads, "When interest is high, children do read some materials above their own measured reading levels. . . At the same time, books are often rated by children as too hard to read even though below the pupil's reading levels, when interest is low."[35]

Phyllis Anderson Wood, an author of high-low books and a high school reading teacher, looked at the future of the genre and its uses. She stated that the people who are in a panic about crumbling standards for young adult readers should remind themselves that "remedial" after all, comes from the

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[32]Ibid., p. 57.

[33]Ibid., p. 58.

[34]Ibid.

[35]Ibid., p. 56.

word, "remedy."[36] Although many people worry about it, there does not seem to be any problem with youth wanting to stay with high-low books forever. Once they acquire the feel of reading a whole book, nature takes over and moves them on. An instinctive upgrading process seems to go on, until one day this new reader, without thinking, reaches for a "hard" book and does not even know it is hard.[37]

High-low books as a marketed product have certain characteristics in common. They are short. The story line is clear and direct. The number of characters is small. The vocabulary and sentence structure are reasonably simple. These ingredients may be all present but they, in themselves, do not make a good high-low book. The successful high-low must work as a book. The book must draw the reader in, hold the interest, and touch the reader emotionally.[38]

Wood has written nine young adult novels. They are in fact high-low books. Yet she never sets out to write a high-low. She sets out to write a book. She established characters, types of responses, problems, interactions, and solutions. Then she writes a book about these things bearing in mind what she knows about the reading and reacting capability of the students.[39] Wood believes that there is

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[36]Phyllis Anderson Wood, "Looking at High-Low Books: An 80's Perspective," High-Low Report, 2 (1981), p. 1.

[37]Ibid.

[38]Ibid., p. 2.

[39]Ibid.

nothing wrong with the thinking of unskilled readers. Their
thinking is often better than that of the good reader, because
the poor reader's survival has depended on thinking rather
than reading. The good high-low book gets to the essence
quickly in order to capitalize on this capacity of the limited
reader.[40] As Wood looks into the 1980's, she is certain more
high-low books will be needed because of two factors. One
factor is the advent of competency testing and the other is
the large influx of students new to the English language.[41]

The concluding section of the literature review
identifies some of the major review sources for high low
books. They are: The High Interest-Low Reading Level
Booklist, an annual list produced by a special committee
within the Young Adult Services Division of the American
Library Association; Booklist's "High-Low Reading" column,
initiated in October of 1977; Easy Reads for Teens, a product
of the Eastern Massachusetts Regional Library System; The
Journal of Education, which devotes space to the identifica-
tion of high-low books; The Best in Children's Books by
Sutherland; Good Reading for Poor Readers by Spache; Gateways
to Readable Books by Withrow, Carey, and Hirzel; and Easy
Reading for Junior and Senior High School Students by the
National Council of Teachers of English.[42]

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[40]Ibid.

[41]Ibid., p. 6.

[42]Williams, p. 1.

The High-Low Report is a fairly recent addition to the
major sources which review high-low materials; the periodical
began in 1979. The High-Low Report is a monthly (September to
June) newsletter devoted entirely to reviewing high interest-
low reading level materials. In its first issue was the
quote: "It's our hope that the newsletter will be more than
an aid in selecting books. We'd like to see it as a means for
communicating with librarians, teachers, editors, and
publishers to broaden the understanding of this special kind
of literature."[43]

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[43]Reeves, p. 63.

CHAPTER THREE

Methodology

"Easy reading books require more tests of acceptability, more filters of quality. In fact, easy reading books need all the high literary standards they can get because of the great need for books that consistently motivate and instill a love of reading."[44] It is essential that media specialists understand high-low books, buy them with realistic expectations, and get as much mileage from them as possible after the investment is made. The first three hypotheses in this study have been tested by analyzing high-low reviews in Booklist and reviews of the same books in SLJ, using a structured list of criteria. Each individual review has been examined to determine the presence or absence of the criteria.

To develop the population for this study, a recently published bibliography of high-low materials, High-Low Handbook, edited and compiled by Ellen V. LiBretto, was used. LiBretto lists a "core collection" of 175 high-low books for disabled teenage readers. Using the Book Review Index, this researcher attempted to locate reviews for each of the 175 books in LiBretto's core collection. In order for a high-low book to

[44]Judith Goldberger, "Easy to Read: Hard to Review," Booklist, 73 (1976), p. 480.

be included in this researcher's sample, the book had to have
been reviewed in Booklist's "High-Low Reading" or "Easy
Reading" columns, and also to have been reviewed in SLJ. The
reasoning behind the choice of these two review journals was
that they were the most widely used by media specialists as
selection tools. In an article for Library Quarterly, Louise
Galloway concluded that since SLJ and Booklist received more
than 50 percent of the 1959 children's books, they are the two
media that offer the greatest review coverage for persons
choosing juvenile books.[45] In a more recent study conducted
by a University of Northern Iowa graduate student, forty media
specialists employed in the state of Iowa were surveyed on
their use of selection tools. A total of 83 percent of these
media specialists were found to use Booklist, while 88 percent
were found to use SLJ.[46] A total of thirty-seven books from
Libretto's core collection were found to be reviewed both in
Booklist's "High-low Reading" or "Easy Reading" columns and
in SLJ. These thirty-seven books and their reviews in the
review journals were the sample for this study.

Busha and Harter have stated, "No content analysis is
better than its categories, for a system or set of categories
is, in essence, a conceptual scheme."[47] Since content

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[45]Zena Sutherland, "Current Reviewing of Children's
Books," Library Quarterly, 37 (1967), p. 115.

[46]Johanna Anderson, "Use of Recommended Selection Aids,
Procedures and Budget Priorities for Library Media," Research
Paper. University of Northern Iowa, 1984, p. 27.

[47]Busha and Harter, p. 171.

analysis was the research method used in this study, the researcher developed a set of categories or criteria to use in the content analysis of the book reviews in the sample. Several desirable characteristics for high-low books were described in two journal articles: "Identifying High Interest-Low Reading Level Books" by Barbara S. Bates and "A Checklist for High-Low Books for Young Adults" by Florence Howe Munat.[48] Using these characteristics, a checklist of criteria (see Appendix A) was then prepared for the book review analysis.

Part I of the form, physical characteristics, identifies the most easily measured aspects of a book. These are important because a book's cover, typography, and layout provide the initial contact with readers. They are the "hooks" that pull readers in to the books. Without an appealing appearance, an otherwise acceptable high-low book will not circulate. Paperbacks are widely accepted by the majority of students, but whether paperback or hardcover, the book should have a mature appearance. The rectangular adult-size (4 1/4" by 7") is preferred. Studies indicate that thick books are rejected by teens with reading problems. Therefore, a high-low book should also look thin, ideally having fewer

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[48]Barbara S. Bates, "Identifying High Interest-Low Reading Level Books," School Library Journal, 24 (November 1977), pp. 20-22; Florence Howe Munat, "A Checklist for High-Low Books for Young Adults," School Library Journal, 28 (April 1981), pp. 23-27.

than 100 pages, to encourage the reader to believe that it can be completed.[49]

Chapters should be short with frequent breaks. However, these divisions should occur at logical points in the text. The paper should be of good quality, not glossy or see-through. Print should be clear, black, and easy to read. The type size must look easy to read, but not as though it were intended for younger readers. A moderate type size (10 - 12 points) is recommended. Generous leadings (space between lines) and margins make a page look easier to a poor reader who may be able to read faster because of less clutter on a page. Moderate line length also helps the poor reader. Illustrations are important both to comprehension and motivation for the poor reader. Photographs and illustrations should be used generously, but logically. Their purpose is to reinforce the text, not substitute for a lack of content.

The criteria statements developed in this study for analyzing the physical characteristics included in book reviews were: paperback; attractive cover; mature appearance overall; page number, fewer than 100; short chapter; good quality paper; clear, black print - typesize; generous leading-margins; moderate line length; and illustrations to reinforce text.

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[49]All items included in the book review analysis form were devised using the two journal articles cited in footnote 48. Ibid. footnotes will be omitted from this point.

Part II of the form deals with the reading levels of high-low books. Obviously the reading level of a high-low book must be carefully controlled. A book cannot be considered a high-low without a substantial difference between age or interest level and the reading level. Reading level may be determined by publisher's designation or by estimation using a reading formula such as Fry, Dale-Chall, or Spache. A note was made if these books were labeled as possible high-lows by the reviewers.

The criteria statements for analyzing the reading level information included in book reviews were: interest level; reading level; readability formula used; and high-low label.

Part III, style and approach, contains some key factors. High-low books must avoid difficult concepts. The use of figurative speech, allegory, or symbolism detract from a poor reader's understanding of a book. The vocabulary should be relatively simple. Desirable writing style shows smooth, even pacing and is conversational in tone, rather than condescending. Emphasis should be on dialog and action, with enough description to move the story along. To avoid confusion, the organization of a high-low book should be logical, preferably chronological. A straightforward, uncomplicated narration, with summaries as needed, is recommended. Poor readers rarely relate to books that assume a familiarity with foreign cultures or historical perspectives. Situations and settings, therefore, should be limited in number and be either familiar or clearly explained. A poor reader should also be able to

identify with the characters in a high-low book. Teenage
characters dealing with typical teenage problems have appeal
to most high school students. Teenage or not, characters
should be limited in number. In effect, the style and
approach of a high-low book should conform rather closely to
the unities of action, characters, time, and setting.
Ideally, a high-low book will contain one main plot with one
main character, and take place over one limited period and in
one specific, familiar setting.

The criteria statements for analyzing the information
dealing with an author's style and approach included in book
reviews were: avoids difficult concepts; simple use of
language; uncomplicated writing style; conversational tone;
action-filled; use of dialog; fast-paced; chronological
organization; familiar - limited settings; typical problems -
situations; identify with characters; limited number of
characters; and limited time span.

A weighted scale was used to mark the checklist, giving
two points for the specific mention of a criterion in the
review, one point for the implication of the presence of a
criterion, and zero points for no mention.

A notes section was also provided on the form for
miscellaneous information included in the reviews not covered
by the criteria, such as unique features, values, and
recommendations for purchase.

The fourth hypothesis, which predicted that there will be
no significant difference at the .05 level in the number of

established criteria present or implied in reviews found in Booklist of high-low books as compared with reviews of the same books found in SLJ, was tested by using the chi-square measure.

CHAPTER FOUR

Data Analysis

The sample for this study was the reviews of thirty-seven books that were found to meet the criteria listed in the methodology section of this research paper. A list of the book review pairs is found in Appendix B. A total of seventy-four reviews were analyzed. In analyzing these book reviews, this researcher looked only for the mention or implication of the characteristics of high-low books as described and as expressed in the criteria statements. Using a weighted scale, composite scores for each of the three parts of the book review analysis form, physical characteristics, reading level, and style and approach, were determined for each review analyzed. The first three hypotheses of this research paper were tested using these composite scores.

The first hypothesis was stated: based on a perfect score of twenty, 50 percent or more of the reviews will be rated ten or higher on a set of criteria identified as important physical characteristics for high-low books. In tabulating the results of part one of the book review analysis form, physical characteristics, seventy reviews were rated less than ten and four reviews were rated ten or higher. See

Table 1 in the text that follows for a detailed breakdown of the book review scores for physical characteristics criteria.

Table 1

Number of Reviews by Score for Physical
Characteristics Criteria

Review Scores	Booklist	SLJ	Cumulative %
0	2	2	100
1	0	1	95
2	9	9	93
3	2	1	69
4	11	13	65
5	2	2	32
6	5	3	27
7	1	2	16
8	3	2	12
9	0	0	5
10	2	1	5
11	0	1	1
12-20	0	0	0

The first hypothesis dealing with part one of the book review analysis form, physical characteristics, was rejected. While this researcher hypothesized that 50 percent or more or the reviews would be rated ten or higher on the established criteria, based on a perfect score of twenty, only four reviews, or 5.4 percent, were rated ten or higher. This

percentage is significantly lower than the 50 percent
predicted. In fact, 94.5 percent of the reviews analyzed were
rated nine or lower.

Table 2 presents the data for the individual criterion
under part one of the book review analysis form, physical
characteristics.

Table 2

Number of Criteria Present or Implied
for Physical Characteristics

Criteria	Booklist			SLJ		
	pre-sent	im-plied	ab-sent	pre-sent	im-plied	ab-sent
Paperback	13	0	24	25	0	12
Attractive cover	1	0	36	1	0	36
Mature appearance overall	4	1	32	1	2	34
Page number, fewer than 100	26	0	11	23	0	14
Short chapters	6	5	26	1	6	30
Good quality paper	0	0	37	0	0	37
Clear black print-type size	6	0	31	4	0	33
Generous leadings-margins	3	1	33	2	1	34
Moderate line length	0	0	37	0	2	35
Illustrations-reinforce text	16	2	19	14	0	23
Total present or implied	84			81		

Experts state that physical characteristics are the most
easily measured aspects of a book. These characteristics are
important because they provide the initial contact with the

readers. The data in Table 2 showed that reviewers are not providing information about many physical characteristics criteria in their reviews. The criterion of good quality paper was not mentioned in any of the reviews in this sample. Other criteria markedly absent from the reviews analyzed were: attractive cover, generous leadings-margins, and moderate line length. The physical characteristics criterion mentioned most often was page number, fewer than 100. The criteria of paperback and illustrations-reinforce text were also mentioned with some regularity.

Table 3 displays a detailed breakdown of the book review scores for reading level criteria.

Table 3

Number of Reviews by Score for Reading
Level Criteria

Review Scores	Booklist	SLJ	Cumulative %
0	0	0	100
1	0	0	100
2	0	24	100
3	0	1	68
4	0	12	66
5	0	0	50
6	0	0	50
7	0	0	50
8	37	0	50

The second hypothesis was stated: based on a perfect
score of eight, 50 percent or more of the reviews will be
rated four or higher on a set of criteria dealing with reading
level identified as important for high-low books. In
tabulating the results for part two of the book review
analysis form, reading level, twenty-five reviews were rated
less than four and forty-nine of the reviews were rated four
or higher. The second hypothesis of this research paper
dealing with reading level was accepted. This researcher
predicted that 50 percent or more of the reviews would be
rated four or higher, based on a perfect score of eight.
Forty-nine, or 66.2 percent, of the reviews were scored four
or higher.

Table 4 presents the data for the individual criterion
under part two of the book review analysis form, reading
level.

Table 4

Number of Criteria Present or Implied
for Reading Level

Criteria	Booklist			SLJ		
	pre-sent	im-plied	ab-sent	pre-sent	im-plied	ab-sent
Interest level	37	0	0	37	0	0
Reading level	37	0	0	3	1	33
Readability formula used	37	0	0	0	0	37
High-low label	37	0	0	9	0	28
Total present or implied	148			50		

The second hypothesis dealing with part two of the book review analysis form, reading level, was accepted largely due to the fact that <u>Booklist</u> reviews are required to include information about the established criteria of interest level, reading level, readability formula used, and a high-low label. The <u>SLJ</u> reviews always contained information about the interest level of the high-low books, but the other criteria were not mentioned with regularity.

The third hypothesis was stated: based on a perfect score of twenty-six, 50 percent or more of the reviews will be rated thirteen or higher on a set of criteria which deal with an author's style and approach and which have been identified as important for high-low books. In tabulating the results of part three of the book review analysis form, style and approach, seventy-two reviews were rated less than thirteen and two reviews were rated thirteen or higher.

The third hypothesis dealing with the established criteria for part three of the book review analysis form, style and approach, was rejected. While this researcher hypothesized that 50 percent or more of the reviews would be rated thirteen or higher, based on a perfect score of twenty-six, only two, or 2.7 percent, of the reviews were found to meet the necessary score. A total of 97.2 percent of the reviews were rated twelve or lower on part three of the book review analysis form.

Table 5 displays a detailed breakdown of the book review scores for style and approach criteria.

Table 5

Number of Reviews by Score for Style
and Approach Criteria

Review Scores	Booklist	SLJ	Cumulative %
0	0	3	100
1	0	5	96
2	5	4	89
3	4	3	77
4	4	5	68
5	5	4	55
6	5	4	43
7	5	0	31
8	1	1	24
9	3	1	22
10	3	2	16
11	2	1	9
12	0	2	5
13	0	1	3
14	0	1	1
15-26	0	0	0

Table 6 presents the data for the criteria under part three of the book review analysis form, style and approach.

Table 6

Number of Criteria Present or Implied
for Style and Approach

Criteria	Booklist			SLJ		
	pre-sent	im-plied	ab-sent	pre-sent	im-plied	ab-sent
Avoids difficult concepts	6	9	22	2	3	32
Simple use of language	3	9	25	9	3	25
Uncomplicated writing style	10	5	22	8	3	26
Conversational tone	4	9	24	2	6	29
Action-filled	9	7	21	6	8	23
Use of dialog	1	1	35	4	2	31
Fast-paced plot	7	4	26	7	1	29
Chronological organization	2	3	32	2	3	32
Familiar-limited settings	1	4	32	3	1	33
Typical problems-situations	13	4	20	9	7	21
Character identifications	9	6	22	7	6	24
Limited no. of characters	3	2	32	6	0	31
Limited time span	3	8	26	5	5	27
Total present or implied	142			118		

Part three contains some key factors. The style and approach of a high-low book should conform rather closely to the unities of action, characters, time, and setting as described in the methodology section of this paper. The data in Table 6

showed that the criteria under style and approach are largely
ignored by the reviewers in this sample. The numbers under
the absent columns for Booklist and SLJ are higher than the
numbers in the present and implied columns combined. The
criterion of typical problems-situations was mentioned the
most often by the two journals, while familiar-limited
settings and use of dialog received particularly low scores.

The fourth hypothesis was stated: there will be no
significant difference at the .05 level in the number of
established criteria present or implied in reviews found in
Booklist of high-low books as compared with reviews of the
same books found in SLJ. Table 7 displays the data for the
comparison between Booklist and SLJ reviews of high-low books.

Table 7

Number of Criteria Present or Implied
in Reviews in Booklist and SLJ

Criteria	Booklist	SLJ	Total
Physical Characteristics	84	81	165
Reading Level	148	50	198
Style and Approach	142	118	260
Total	374	249	623

X^2 = 26.77, 2 df, significant at > .001

The fourth hypothesis was rejected. The chi-square result of 26.77 was significant at greater than the .001 level. The two cells dealing with part two of the book review analysis form, reading level, contributed the most to the significant difference found.

In tabulating the results for part one, physical characteristics, Booklist reviews had 84 criteria present or implied, while SLJ reviews had 81. On part two, reading level, Booklist reviews had 148 criteria present or implied; SLJ reviews had 50. The total points possible for part two of the book review analysis form was 148. On part three, style and approach, Booklist reviews had 142 criteria present or implied, while SLJ reviews had 118. Due to the fact that several cells of the data contained zero or less than five observations for each criterion within three parts, this researcher collapsed the data tabulation results for the book review analysis criteria and used the total number for each part only.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

This study was designed to collect data on the content of reviews of high-low books by Booklist and SLJ. Thirty-seven pairs of reviews were compared. Several desirable characteristics for high-low books were described in the literature. Using these characteristics, a checklist of criteria was prepared for the book review analysis. A book review analysis form was completed for each pair of reviews showing the presence, implication, or absence of the established criteria. The completed data sheets may be found in Appendix C. Using a weighted scale, composite scores for each of the three parts of the book review analysis form, physical characteristics, reading level, and style and approach, were determined for each review analyzed.

The first three hypotheses were tested using these composite scores. This researcher predicted for each of the first three hypotheses that 50 percent or more of the reviews would be found to contain direct mention or implication of at least 50 percent of the criteria established as important characteristics of high-low books. The first hypothesis dealing with part one of the book review analysis form, physical characteristics, was rejected. The second hypothesis

dealing with part two of the book review analysis form, reading level, was accepted. The third hypothesis dealing with the established criteria for part three of the book review analysis form, style and approach, was rejected.

The fourth hypothesis predicted that there would be no significant difference at the .05 level in the number of established criteria present or implied in reviews of high-low books found in Booklist and SLJ. This hypothesis was rejected using a chi-square measurement of the data.

Conclusions

Because the first three hypotheses were based on compilations of point totals on the three parts of the book review analysis form, the conclusions drawn by this researcher have been grouped together. The first hypotheses dealing with part one, physical characteristics, was rejected. While this researcher hypothesized that 50 percent or more of the reviews would be rated ten or higher on the established criteria for physical characteristics, based on a perfect score of twenty, only four reviews, or 5.4 percent, were rated ten or higher. This percentage was significantly lower than the 50 percent predicted.

Experts believe that the physical characteristics of a high-low book are important because a book's cover, typography, and layout provide the initial contact with readers. Generous leadings and margins make a page look easier to a poor reader. Without an appealing appearance, an otherwise acceptable high-low book will not circulate.

Reviewers in this sample were not providing the information about the physical characteristics of a high-low book in their reviews which media specialists need in the selection of these books.

The second hypothesis dealing with part two, reading level, was accepted. This researcher predicted that 50 percent or more of the reviews would be rated four or higher, based on a perfect score of eight on the criteria for reading level. Forty-nine, or 66.2 percent, of the reviews were found to support this hypothesis.

The second hypothesis was accepted largely due to the fact that Booklist reviews are required to include information about the established criteria of interest level, reading level, readability formula used, and a high-low label. The SLJ reviews always contained information about the interest level of the high-low books, but the other criteria were not mentioned with regularity.

The third hypothesis dealing with part three, style and approach, was rejected. While this researcher hypothesized that 50 percent or more of the reviews would be rated thirteen or higher, based on a perfect score of twenty-six on the style and approach criteria, only two, or 2.7 percent, of the reviews were found to meet the necessary point total of thirteen. Again, this percentage was significantly lower than the 50 percent predicted.

Part three contains some key factors. The style and approach of a high-low book should conform rather closely to

the unities of action, characters, time, and setting as described in the methodology section of this paper. Ideally, a high-low book contains one main plot with one main character, and takes place over one limited period and in one specific, familiar setting. Again, reviewers in this sample were not providing the information about the style and approach of a high-low book in their reviews which media specialists need.

The fourth hypothesis of this research paper was stated: there will be no significant difference at the .05 level in the number of established criteria present or implied in reviews found in Booklist and SLJ. This hypothesis was rejected using a chi-square measurement of the data, which showed that there was a significant difference in the number or established criteria present or implied when comparing the reviews of the two journals. Booklist did a better job of including information about desirable characteristics of high-low books than did SLJ. The two data cells dealing with part two of the book review analysis form, reading level, contributed the most to the significant difference found.

On the basis of the results of this research study, it may be inferred that the reviews of high-low books found in the two most popular review sources, Booklist and SLJ, are not providing enough information about the presence or absence of desirable characteristics of these books. As a result, media specialists using these two selection tools may not be able to make informed choices in their selection of high-low books.

Perhaps the reviewers for these journals do not feel the characteristics are important enough to include information about them in the reviews. Experts on the subject of high-low books, however, do feel that these characteristics are important, and that the presence or absence of these characteristics in a high-low book reflects upon the quality and usefulness of that book.

Recommendations

One problem in conducting this study was in the scoring of reviews using the book review analysis criteria. Many reviews were written using a plot summary format. This researcher experienced difficulty in determining the presence or implication of specific criteria with this review format. The criteria for a research study dealing with the analysis of book reviews must be very specific and include criteria related to the plot of a story.

The several limitations to this study leave room for modification for further study. Only the reviews from two general selection tools were analyzed; perhaps a specialized high-low selection tool, such as the High-Low Report, could be added to a research study comparing general and specialized review sources. Another study could be done by choosing books that have been reviewed more recently than those chosen for this study. Using a list of desirable characteristics for high-low books, a study of the books themselves could be conducted to determine how well the authors of high-low books are meeting the criteria for style and approach.

The results of the study seem to indicate that media specialists may need to look beyond the traditional, general selection tools for guidance when purchasing high-low books. "Reading should be perceived not only as a necessity for survival in today's complex society, but also as one of life's greatest pleasures."[50] No one should be deprived of this pleasure due to a lack of materials scaled to his or her needs.

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[50]Wood, p. 6.

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APPENDIX A

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author:	Date:			Date:		
Title:	By:			By:		
PART I	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback						
Attractive cover						
Mature appearance overall						
Page number, fewer than 100						
Short Chapters						
Good quality paper						
Clear black print-type size						
Generous leading-margins						
Moderate line length						
Illustrations-reinforce text						
PART II						
Reading Level						
Interest level						
Reading level						
Readability formula used						
High-low label						
PART III						
Style and Approach						
Avoids difficult concepts						
Simple use of language						
Uncomplicated writing style						
Conversational tone						
Action-filled						
Use of dialog						
Fast-paced plot						
Chronological organization						
Familiar-limited settings						
Typical problems-situations						
Character identifications						
Limited no. of characters						
Limited time span						

NOTES:

APPENDIX B

LIST OF BOOK REVIEW PAIRS

1. Alexander, Sue. <u>Finding Your First Job</u>.
    <u>Booklist</u> October 15, 1980
    <u>SLJ</u> March, 1981

2. Atkinson, Linda. <u>Incredible Crimes</u>.
    <u>Booklist</u> January 15, 1981
    <u>SLJ</u> April, 1981

3. Carlsen, Dale. <u>A Wild Heart</u>.
    <u>Booklist</u> November 15, 1977
    <u>SLJ</u> December, 1977

4. Cohen, Daniel. <u>Frauds, Hoaxes, and Swindles</u>.
    <u>Booklist</u> May 15, 1979
    <u>SLJ</u> May, 1979

5. Cohen, Daniel. <u>The World's Most Famous Ghosts</u>.
    <u>Booklist</u> July 15, 1978
    <u>SLJ</u> September, 1978

6. Cook, Fred J. <u>City Cop</u>.
    <u>Booklist</u> June 15, 1979
    <u>SLJ</u> April, 1979

7. DeWeese, Gene. <u>Major Corby and the Unidentified Flapping Object</u>.
    <u>Booklist</u> April 15, 1979
    <u>SLJ</u> April, 1979

8. Dolan, Edward F. <u>The Bermuda Triangle</u>.
    <u>Booklist</u> April 15, 1980
    <u>SLJ</u> October, 1980

9. Dolan, Edward F. & Richard B. Lyttle. <u>Jimmy Young</u>.
    <u>Booklist</u> April 15, 1979
    <u>SLJ</u> May, 1979

10. Dolan, Edward F. & Richard B. Lyttle. <u>Martina Navratilova</u>.
    <u>Booklist</u> January 15, 1978
    <u>SLJ</u> December, 1977

11. Eisenberg, Lisa. <u>Fast-Food King</u>.
    <u>Booklist</u> March 15, 1980
    <u>SLJ</u> December, 1980

12. Filson, Brent. <u>The Puma</u>.
    <u>Booklist</u> May 15, 1979
    <u>SLJ</u> May, 1979

13. French, Dorothy K. I Don't Belong Here.
     Booklist July 15, 1980
     SLJ April, 1980

14. Gathje, Curtis. The Disco Kid.
     Booklist October 15, 1979
     SLJ November, 1979

15. Gutman, Bill. Modern Women Superstars.
     Booklist January 15, 1978
     SLJ March, 1978

16. Gutman, Bill. More Modern Women Superstars.
     Booklist November 15, 1979
     SLJ December, 1979

17. Gutman, Bill. The Picture Life of Reggie Jackson.
     Booklist June 15, 1978
     SLJ September, 1978

18. Hallman, Ruth. I Gotta Be Free.
     Booklist November 15, 1977
     SLJ December, 1977

19. Kelley, Leo. Vacation in Space.
     Booklist July 15, 1979
     SLJ February, 1981

20. Kluger, Ruth & Peggy Mann. The Secret Ship.
     Booklist June 15, 1978
     SLJ February, 1978

21. Knight, David C. The Spy Who Never Was.
     Booklist December 15, 1978
     SLJ December, 1978

22. Litsky, Frank. Winners in Gymnastics.
     Booklist April 15, 1978
     SLJ May, 1978

23. Madison, Arnold. Great Unsolved Cases.
     Booklist October 15, 1978
     SLJ December, 1978

24. Phillips, Maxine. Your Right When You're Young.
     Booklist December 15, 1979
     SLJ December, 1980

25. Platt, Kin. The Ape Inside Me.
     Booklist January 1, 1980
     SLJ November, 1979

26. Platt, Kin, Dracula Go Home.
    Booklist May 15, 1979
    SLJ May, 1979

27. Platt, Kin. Run For Your Life.
    Booklist November 15, 1977
    SLJ December, 1977

28. Powers, Bill. A Test of Love.
    Booklist July 15, 1979
    SLJ May, 1979

29. Powers, Bill. The Weekend.
    Booklist April 15, 1978
    SLJ September, 1978

30. Praeger, Arthur. World War II Resistance Stories.
    Booklist July 15, 1979
    SLJ September, 1979

31. Rabinowich, Ellen. Rock Fever.
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    SLJ February, 1980

32. Rabinowich, Ellen. Toni's Crowd.
    Booklist October 15, 1978
    SLJ November, 1978

33. Slote, Alfred. The Hotshot.
    Booklist May 15, 1977
    SLJ May, 1977

34. Spencer, Zane & Jay Leech. Branded Runaway.
    Booklist July 15, 1980
    SLJ August, 1980

35. Van Ryzin, Lani. Cutting a Record in Nashville.
    Booklist June 15, 1980
    SLJ October, 1980

36. Wheeler, William H. Counterfeit.
    Booklist July 15, 1979
    SLJ December, 1979

37. White, Wallace. One Dark Night.
    Booklist October 15, 1979
    SLJ October, 1979

APPENDIX C

BOOK REVIEW ANALYSIS FORM

Author: Alexander, Sue

Title: Finding Your First Job

	Booklist present 2	Booklist imp-lied 1	Booklist abs-ent 0	SLJ present 2	SLJ imp-lied 1	SLJ abs-ent 0
Booklist — Date: 10-15-80 — By:						
SLJ — Date: 3-81 — By: Sybilla Cook						
PART I **Physical Characteristics**						
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall		X			X	
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II **Reading Level**						
Interest level	X			X		
Reading level	X				X	
Readability formula used	X					X
High-low label	X					X
PART III **Style and Approach**						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style	X					X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization	X					X
Familiar-limited settings			X			X
Typical problems-situations	X			X		
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Skinny Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Atkinson, Linda	Date: 1-15-81			Date: 4-81		
Title: Incredible Crimes	By:			By: Wendy Dellett		
PART I	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall	X					X
Page number, fewer than 100	X		X			
Short Chapters	X					X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts			X	X		
Simple use of language			X	X		
Uncomplicated writing style			X	X		
Conversational tone			X		X	
Action-filled	X				X	
Use of dialog			X	X		
Fast-paced plot	X			X		
Chronological organization			X	X		
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Carlsen, Dale	Date: 11-15-77			Date: 12-77		
Title: A Wild Heart	By:			By: Peggy Sullivan		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X	X		
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style	X			X		
Conversational tone			X		X	
Action-filled	X					X
Use of dialog			X	X		
Fast-paced plot			X			X
Chronological organization			X		X	
Familiar-limited settings			X			X
Typical problems-situations		X			X	
Character identifications	X				X	
Limited no. of characters			X			X
Limited time span			X	X		

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

Author: Cohen, Daniel

Title: Frauds, Hoaxes, and Swindles

Booklist — Date: 5-15-79 — By: Judith Goldberger

SLJ — Date: 5-79 — By: Saul J. Amdursky

	Booklist present 2	Booklist implied 1	Booklist absent 0	SLJ present 2	SLJ implied 1	SLJ absent 0
PART I — Physical Characteristics						
Paperback			X	X		
Attractive cover	X					X
Mature appearance overall	X					X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size	X					X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II — Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III — Style and Approach						
Avoids difficult concepts			X			X
Simple use of language		X				X
Uncomplicated writing style	X			X		
Conversational tone		X		X		
Action-filled		X			X	
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications	X					X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

Author: Cohen, Daniel

Title: The World's Most Famous Ghosts

	Booklist present 2	Booklist imp-lied 1	Booklist abs-ent 0	SLJ present 2	SLJ imp-lied 1	SLJ abs-ent 0
Booklist Date: 7-15-78 By: Judith Goldberger — **SLJ** Date: 9-78 By: Anne C. Raymer						
PART I Physical Characteristics						
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X			X
Short Chapters	X				X	
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins	X					X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts	X					X
Simple use of language	X			X		
Uncomplicated writing style		X				X
Conversational tone			X		X	
Action-filled			X		X	
Use of dialog			X			X
Fast-paced plot			X	X		
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Cook, Fred J.	Date: 6-15-79			Date: 4-79		
Title: City Cop	By:			By: Robert Unsworth		
PART I Physical Characteristics	present 2	imp-lied 1	abs-ent 0	present 2	imp-lied 1	abs-ent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X	X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X	X		
Uncomplicated writing style			X			X
Conversational tone			X		X	
Action-filled			X		X	
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization		X				X
Familiar-limited settings		X		X		
Typical problems-situations			X	X		
Character identifications			X			X
Limited no. of characters		X				X
Limited time span		X			X	

NOTES:

series: Signal Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: DeWeese, Gene	Date: 4-15-79			Date: 3-79		
Title: Major Corby and the Unidentified Flapping Object	By: Judith Goldberger			By: Linda Blaha		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X	X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone		X		X		
Action-filled		X			X	
Use of dialog			X		X	
Fast-paced plot	X				X	
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations		X				X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Signal Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Dolan, Edward F.	Date: 4-15-80			Date: 10-80		
Title: <u>The Bermuda Triangle</u>	By:			By: Ellen Rosenberg		
PART I <u>Physical Characteristics</u>	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III <u>Style and Approach</u>						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style		X		X		
Conversational tone			X			X
Action-filled	X					X
Use of dialog			X			X
Fast-paced plot		X		X		
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X	X		
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Dolan, Edward F. and Richard B. Lyttle Title: Jimmy Young	Date: 4-15-79 By:			Date: 5-79 By:		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X			X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III Style and Approach						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style		X				X
Conversational tone			X			X
Action-filled	X					X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span		X			X	

NOTES:

series: Signal Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Dolan, Edward F. and Richard B. Lyttle Title: <u>Martina Navratilova</u>	Date: 1-15-78 By:			Date: 12-77 By:		
PART I <u>Physical Characteristics</u>	.pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X .					X
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III <u>Style and Approach</u>						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone	X					X
Action-filled	X					X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization		X				X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span		X				X

NOTES:

series: Signal Books

BOOK REVIEW ANALYSIS FORM

Author: Eisenberg, Lisa

Title: Fast-Food King

	Booklist			SLJ		
	Date:3-15-80			Date: 12-80		
	By:			By:		
PART I	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters		X			X	
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style	X					X
Conversational tone			X			X
Action-filled	X			X		
Use of dialog			X			X
Fast-paced plot		X		X		
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications		X				X
Limited no. of characters	X					X
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Filson, Brent	Date: 5-15-79			Date: 5-79		
Title: The Puma	By:			By:		
PART I	present 2	imp-lied 1	abs-ent 0	present 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X			X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size	X					X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X				X	
Character identifications		X				X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: French, Dorothy K. Title: I Don't Belong Here	Date: 7-15-80 By:			Date: 4-80 By: Karen L. Cochran		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X	X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II **Reading Level**						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III **Style and Approach**						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X			X		
Character identifications			X	X		
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Hiway Books

BOOK REVIEW ANALYSIS FORM

Author: Gathje, Curtis

Title: The Disco Kid

	Booklist present 2	Booklist imp-lied 1	Booklist abs-ent 0	SLJ present 2	SLJ imp-lied 1	SLJ abs-ent 0
Booklist Date: 10-15-79 By:						
SLJ Date: 11-79 By: Diane Haas						
PART I						
Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X	X		
Good quality paper			X			X
Clear black print-type size			X	X		
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X	X		
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X	X		
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled		X				X
Use of dialog			X			X
Fast-paced plot		X				X
Chronological organization			X			X
Familiar-limited settings		X				X
Typical problems-situations	X				X	
Character identifications	X				X	
Limited no. of characters			X			X
Limited time span		X				X

NOTES:

BOOK REVIEW ANALYSIS FORM

Author: Gutman, Bill

Title: Modern Women Superstars

	Booklist			SLJ		
	Date: 1-15-78			Date: 3-78		
	By: Judith Goldberger			By: Martha Barnes		
PART I	.pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall	X					X
Page number, fewer than 100			X			X
Short Chapters		X			X	
Good quality paper			X			X
Clear black print-type size	X			X		
Generous leadings-margins			X		X	
Moderate line length			X			X
Illustrations-reinforce text		X				X
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III						
Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X		X	
Uncomplicated writing style			X	X		
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters	X			X		
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Gutman, Bill	Date:11-15-79			Date:12-79		
Title: More Modern Women Superstars	By:			By:		
PART I **Physical Characteristics**	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall	X					X
Page number, fewer than 100			X			X
Short Chapters		X				X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II **Reading Level**						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III **Style and Approach**						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters	X			X		
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist present 2	imp-lied 1	abs-ent 0	SLJ present 2	imp-lied 1	abs-ent 0
Author: Gutman, Bill — **Date:** 6-15-78 (By: Judith Goldberger) — **Date:** 9-78 (By: Robert Unsworth)						
Title: The Picture Life of Reggie Jackson						
PART I — Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size	X					X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II — Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III — Style and Approach						
Avoids difficult concepts		X			X	
Simple use of language		X			X	
Uncomplicated writing style		X			X	
Conversational tone		X				X
Action-filled		X				X
Use of dialog		X		X		
Fast-paced plot		X				X
Chronological organization		X			X	
Familiar-limited settings		X				X
Typical problems-situations		X				X
Character identifications		X				X
Limited no. of characters		X				X
Limited time span	X			X		

NOTES:

series: Picture Life Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Hallman, Ruth	Date: 11-15-77			Date: 12-77		
Title: I Gotta Be Free	By:			By:		
PART I	present 2	imp-lied 1	abs-ent 0	present 2	imp-lied 1	abs-ent 0
Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II						
Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts		X				X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X		X	
Action-filled			X	X		
Use of dialog			X	X		
Fast-paced plot			X	X		
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations		X		X		
Character identifications		X		X		
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Kelley, Leo	**Date:** 7-15-79			**Date:** 2-81		
Title: <u>Vacation in Space</u>	**By:**			**By:** Margaret L. Chatham		
PART I <u>Physical Characteristics</u>	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback	X					X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X				X	
Readability formula used	X				X	
High-low label	X			X		
PART III <u>Style and Approach</u>						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled	X			X		
Use of dialog			X			X
Fast-paced plot	X					X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

part of a six book science fiction series

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Kluger, Ruth and Peggy Mann Title: The Secret Ship	Date: 6-15-78 By:			Date: 2-78 By: Idelle S. Wood		
PART I	pre- sent 2	imp- lied 1	abs- ent 0	pre- sent 2	imp- lied 1	abs- ent 0
<u>Physical Characteristics</u>						
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X	X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II						
<u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III						
<u>Style and Approach</u>						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X	X		
Conversational tone	X					X
Action-filled		X			X	
Use of dialog		X				X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span		X				X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist Date: 12-15-78 By:			SLJ Date: 12-78 By: Saul J. Amdursky		
Author: Knight, David C. **Title:** The Spy Who Never Was						
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100			X	X		
Short Chapters	X					X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style	X					X
Conversational tone			X			X
Action-filled		X				X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X		X	
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X		X	
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Litsky, Frank Title: Winners in Gymnastics	Date: 4-15-78 By: Judith Goldberger			Date: 5-78 By:		
PART I Physical Characteristics	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters	X				X	
Good quality paper			X			X
Clear black print-type size	X			X		
Generous leadings-margins		X				X
Moderate line length			X			X
Illustrations-reinforce text		X		X		
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts			X		X	
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters	X			X		
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

Author: Madison, Arnold

Title: Great Unsolved Cases

	Booklist			SLJ		
	Date: 10-15-78			Date: 12-78		
	By:			By: Saul J. Amdursky		
PART I — Physical Characteristics	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II — Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III — Style and Approach						
Avoids difficult concepts	X					X
Simple use of language	X					X
Uncomplicated writing style	X					X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist Date: 12-15-79 By:			SLJ Date: 12-80 By: Kenneth F. Kister		
Author: Phillips, Maxine Title: Your Rights When You're Young						
PART I Physical Characteristics	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters	X					X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins	X					X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts	X					X
Simple use of language	X					X
Uncomplicated writing style	X					X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X					X
Character identifications	X					X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

SLJ: brief annotation in "Recommended Reference Sources for School Media Centers" article

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Platt, Kin	Date: 1-1-80			Date: 11-79		
Title: <u>The Ape Inside Me</u>	By:			By: Lillian N. Gerhardt		
PART I <u>Physical Characteristics</u>	present 2	imp-lied 1	abs-ent 0	present 2	imp-lied 1	abs-ent 0
Paperback	X			X		
Attractive cover			X	X		
Mature appearance overall			X		X	
Page number, fewer than 100			X	X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X		X	
Illustrations-reinforce text			X			X
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III <u>Style and Approach</u>						
Avoids difficult concepts		X			X	
Simple use of language		X		X		
Uncomplicated writing style	X			X		
Conversational tone		X		X		
Action-filled			X	X		
Use of dialog			X		X	
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X				X	
Character identifications	X			X		
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

BOOK REVIEW ANALYSIS FORM

Author: Platt, Kin

Title: Dracula Go Home

	Booklist			SLJ		
	Date: 5-15-79			Date: 5-79		
	By:			By:		
PART I Physical Characteristics	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X	X		
Conversational tone	X					X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X		X	
Character identifications		X				X
Limited no. of characters			X			X
Limited time span			X		X	

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Platt, Kin	Date: 11-15-77 By:			Date: 12-77 By:		
Title: Run for Your Life						
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size	X					X
Generous leadings-margins	X					X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III Style and Approach						
Avoids difficult concepts		X				X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X				X	
Character identifications	X					X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author:Powers, Bill	Date: 7-15-79			Date: 5-79		
Title:A Test of Love	By:			By:Carol Bentley		
PART I <u>Physical Characteristics</u>	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III <u>Style and Approach</u>						
Avoids difficult concepts	X					X
Simple use of language			X	X		
Uncomplicated writing style			X			X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot	X					X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X			X		
Character identifications	X				X	
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Powers, Bill	Date:4-15-78			Date: 9-78		
Title:The Weekend	By:			By:Robert Unsworth		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts	X					X
Simple use of language			X	X		
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled		X			X	
Use of dialog			X			X
Fast-paced plot	X			X		
Chronological organization			X		X	
Familiar-limited settings		X			X	
Typical problems-situations	X			X		
Character identifications		X		X		
Limited no. of characters			X			X
Limited time span	X			X		

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

Author: Praeger, Arthur

Title: World War II Resistance Stories

	Booklist			SLJ		
	Date: 7-15-79			Date: 9-79		
	By:			By: Susan Rosenkoetter		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters		X			X	
Good quality paper			X			X
Clear black print-type size			X	X		
Generous leadings-margins			X	X		
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts		X				X
Simple use of language		X				X
Uncomplicated writing style		X				X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X		X	
Limited no. of characters			X			X
Limited time span		X			X	

NOTES:

SLJ: may motivate slow readers
series: Triumph Books

BOOK REVIEW ANALYSIS FORM

Author: Rabinowich, Ellen

Title: <u>Rock Fever</u>

	Booklist present 2	implied 1	absent 0	SLJ present 2	implied 1	absent 0
Date / By	Date: 11-15-79 By:			Date: 2-80 By: Marcia L. Perry		
PART I						
Physical Characteristics						
Paperback			X	X		
Attractive cover			X			X
Mature appearance overall			X	X		
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X	X		
PART II						
Reading Level						
Interest level	X			X		
Reading level	X			X		
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style		X				X
Conversational tone			X			X
Action-filled			X			X
Use of dialog	X					X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X			X		
Character identifications	X				X	
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Rabinowich, Ellen	Date: 10-15-78			Date: 11-78		
Title: Toni's Crowd	By:			By: Cyrisse Jaffee		
PART I Physical Characteristics	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X		X	
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X	X		
Moderate line length			X			X
Illustrations-reinforce text	X.			X		
PART II Reading Level						
Interest level	X			X		
Reading level	X			X		
Readability formula used	X					X
High-low label	X					X
PART III Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone		X				X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X			X		
Character identifications		X		X		
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

    series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Slote, Alfred	Date: 5-15-77			Date: 5-77		
Title: The Hotshot	By: Judith Goldberger			By:		
PART I **Physical Characteristics**	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X					X
PART II **Reading Level**						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III **Style and Approach**						
Avoids difficult concepts			X			X
Simple use of language		X		X		
Uncomplicated writing style	X					X
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations	X					X
Character identifications	X					X
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

SLJ: not recommended
series: Triumph Books

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Spencer, Zane and Jay Leech Title: Branded Runaway	Date: 7-15-80 By:			Date: 8-80 By: Constance Allen		
PART I Physical Characteristics	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Paperback	X			X		
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters	X					X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X		X	
Illustrations-reinforce text			X			X
PART II Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X		X	
Conversational tone			X			X
Action-filled	X			X		
Use of dialog			X			X
Fast-paced plot	X			X		
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations		X		X		
Character identifications			X	X		
Limited no. of characters			X			X
Limited time span		X			X	

NOTES:

SLJ: book not recommended

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: Van Ryzin, Lani	Date: 6-15-80			Date: 10-80		
Title: Cutting a Record in Nashville	By: Stephanie Zvirin			By: Marcia L. Perry		
PART I <u>Physical Characteristics</u>	pre-sent 2	imp-lied 1	abs-ent 0	pre-sent 2	imp-lied 1	abs-ent 0
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text	X			X		
PART II <u>Reading Level</u>						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X					X
PART III <u>Style and Approach</u>						
Avoids difficult concepts	X			X		
Simple use of language			X		X	
Uncomplicated writing style	X				X	
Conversational tone			X			X
Action-filled			X			X
Use of dialog			X			X
Fast-paced plot			X			X
Chronological organization	X			X		
Familiar-limited settings	X			X		
Typical problems-situations			X			X
Character identifications			X			X
Limited no. of characters			X	X		
Limited time span	X			X		

NOTES:

series: Triumph Books

BOOK REVIEW ANALYSIS FORM

Author: Wheeler, William H.

Title: Counterfeit

	Booklist present 2	Booklist implied 1	Booklist absent 0	SLJ present 2	SLJ implied 1	SLJ absent 0
Booklist Date: 7-15-79 By:						
SLJ Date: 12-79 By:						
PART I — Physical Characteristics						
Paperback	X					X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X					X
Short Chapters			X			X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X	X		
PART II — Reading Level						
Interest level	X			X		
Reading level	X					X
Readability formula used	X					X
High-low label	X			X		
PART III — Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X	X		
Uncomplicated writing style			X			X
Conversational tone			X			X
Action-filled		X		X		
Use of dialog			X			X
Fast-paced plot		X				X
Chronological organization			X			X
Familiar-limited settings			X			X
Typical problems-situations			X			X
Character identifications			X	X		
Limited no. of characters			X			X
Limited time span			X			X

NOTES:

series: Children's Press Pacesetter

BOOK REVIEW ANALYSIS FORM

	Booklist			SLJ		
Author: White, Wallace	Date: 10-15-79			Date: 10-79		
Title: One Dark Night	By:			By: Kathy Piehl		
PART I	present 2	implied 1	absent 0	present 2	implied 1	absent 0
Physical Characteristics						
Paperback			X			X
Attractive cover			X			X
Mature appearance overall			X			X
Page number, fewer than 100	X			X		
Short Chapters		X				X
Good quality paper			X			X
Clear black print-type size			X			X
Generous leadings-margins			X			X
Moderate line length			X			X
Illustrations-reinforce text			X	X		
PART II						
Reading Level						
Interest level	X			X		
Reading level	X			X		
Readability formula used	X					X
High-low label	X					X
PART III						
Style and Approach						
Avoids difficult concepts			X			X
Simple use of language			X			X
Uncomplicated writing style			X			X
Conversational tone	X					X
Action-filled	X			X		
Use of dialog			X			X
Fast-paced plot	X					X
Chronological organization			X			X
Familiar-limited settings		X				X
Typical problems-situations	X				X	
Character identifications			X		X	
Limited no. of characters			XX			X
Limited time span	X			X		

NOTES:

series: Triumph Books