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Dr. Cowin

EDPN 673

Instructional Material Critique & Redesign

      I chose to focus this materials critique and redesign assignment on my Pre-K class. In my school there is a large population of Chinese English Language Learners (ELLs), especially in this classroom. There are many students who came into the school year in September not knowing any English and are learning English as their second language as the year is progressing. Within the past two months, there have been two brand new students who have just arrived from China, who only speak Chinese. I will critique materials that I have used in the classroom and will differentiate them to better fit the needs of my ELL students. Before redesigning the materials, I want to be sure that I understand the academic standings of my ELL students, including their language development in their native language, as well as their second language so that my redesign correlates to their academic strengths and needs. The materials that I am critiquing, and redesigning are on two children's books. I chose *Henny Penny* by Paul Galdone and *Pete the Cat and His Four Groovy Buttons* by Eric Litwin. I chose these books because of the use of language, text features and the types of illustrations they contain in the books. These books focus on repetition and are engaging for students to follow along. I will use the WIDA PRIME tool to analyze my materials for the presence of the WIDA Standards Framework as well as the New York State Standards. My goal is to analyze, evaluate and redesign these books so that they are suitable for teaching ELLs.
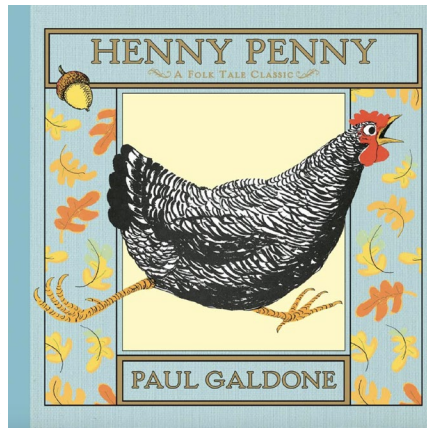
Henny Penny

The first book I will analyze and critique is *Henny Penny* written and illustrated by Paul Galdone for the Pre-K Grade level. This book is a commonly used read aloud text for Early Elementary students at this age range (6 months to 6 years old) who are in the emerging pre-reading stage (The Literacy Bug). This story is an original folktale that was published in 1915 but originated from Mathias Thiele who published this story in the Danish language back in 1823 (Ness, 2016). This book tells the story of a hen who experiences an acorn falling on her head and is convinced that "the sky is falling" and on her way to tell the King of this news, she runs into other animals along the way. This book can be used when teaching about fiction folktales from the past and the moral of the story, which is commonly known as "don't believe everything you are told". This story also can also be used to teach about different animals and what they look and sound like. The content knowledge of the animals and the story line in this text should be familiar and easy to follow with most students including English Language Learners. While reading this book, students can use their prior knowledge about animals to predict what will happen next in the story, as the story takes a turn once Henny Penny meets Foxy Loxy. While young readers might be familiar with some of these animals, this story introduces each animal with a silly rhyming name which can also introduce students to the text features of rhyming and repetition.

This book has a few consistent text features which makes the story easy to follow for young readers in a read aloud. For example, there is repetition and rhyming consistently throughout the text. The rhyming in the story is the names of all the animals, such as "Henny Penny, Cocky, Locky, Ducky Lucky, Goosey Loosey, Turkey Lurkey, Foxy Loxy" (Galdone, 1968). The names are consistently repeated in the story as Henny Penny moves along on her journey to the King. The silly rhyming names of each character makes it engaging for the students as they listen to the story. Another repeating line throughout the text is "went along and went along and went along" that occurs on almost every page to show that Henny Penny is traveling with the animals that she met along the way to the King (Galdone, 1968). When the animals are introduced on each page, the noises they make are also introduced. For example, when Ducky Lucky is introduced, it says "Quack, quack, quack!" and when Turkey Lurkey is introduced, the text states, "Gobble, gobble, gobble!" (Galdone, 1968). For this story, ELLs should have prior knowledge about these types of animals, the sounds that they make and the meaning of "went along". The illustrations on the pages support the fact the animals are traveling throughout the story as well. The repetition of the text and the names of the animals can expand on students' prior knowledge and experiences on this type of content by building their vocabulary, improving pronunciation and memorization skills. Students should also have prior knowledge about the sky and know that it cannot be falling. "The sky is falling" is an idiom that can be taught to students if they do not know this already. All the ELL Pre-K students in my class are from China. China has a similar idiom as the one in the text, "杞人忧天" (Qǐrényōutiān), which means the man of Qi fears that the sky is falling, which comes

from a story about a man who was living in the State of Qi during the Zhou Dynasty more than 3,000 years ago. In the Chinese story, the man thought that a mass of air that moved around meant that the sky was falling. So today, Chinese speakers use the idiom previously stated to describe

anyone who has unnecessary worries (*Tingroom*). This prior knowledge from students of this culture can help ELLs to understand the meaning of this English idiom.

Illustration of animals traveling example:

When choosing materials for educating our ELL students, educators must be knowledgeable about the ELL's vocabulary and language proficiency levels in order to meet their academic needs. The vocabulary for this text is basic and should be familiar to most students at the Pre-K level. It uses simple and repetitive dialogue and introduces new characters on each page through the text and illustrations, repeating the sequence of events. For example, the text states, "They went along and they went along and they went along until they met Ducky Lucky. 'Quack, quack, quack! Where are you going, Henny Penny and Cocky Locky?' asked Ducky Lucky. 'Oh, we are going to tell the King that the sky is falling.' said Henny Penny and Cocky Locky." (Galdone, 1968). Students should be able to follow the dialogue in the story to comprehend the sequence of events in the text. The types of animals being presented in the book could be presented as new vocabulary such as, hen, cock (rooster), duck, goose, turkey, and fox. Some more vocabulary being introduced could be king, acorn, shortcut, palace, and cave. With illustrations corresponding directly to the text, students can rely on the colorful illustrations on each page to gain a better understanding of the story.
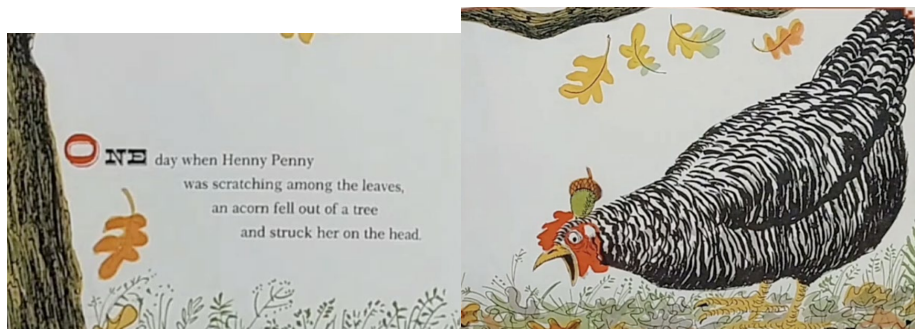
Example of animals following Foxy Loxy into the cave (rocks shown to represent what a cave
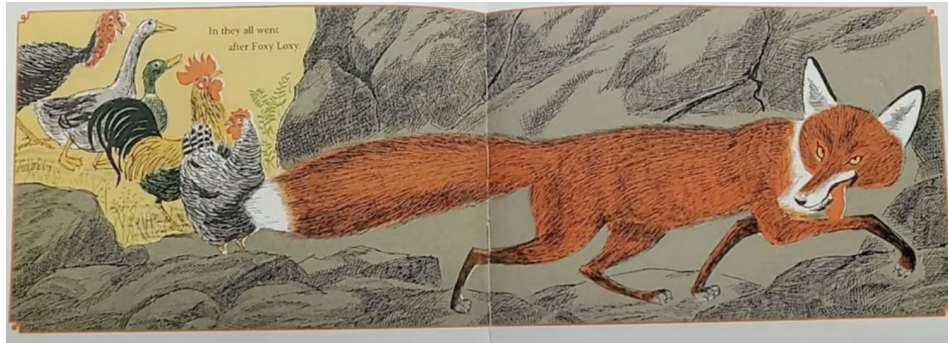
looks like): **Showing what happened to Henny Penny in the beginning of the story:**

ELL students are most likely going to encounter these vocabulary words in other readings about folktales, animals, and everyday conversations. Students have also most likely seen these types of animals at farms, zoos, or parks, seen them on TV and seen them in other texts. The storyline is related to the movie, *Chicken Little*, so students could also be familiar with the storyline from watching the film. Even though this book was created long ago, it can still be connected and relevant to this period, because there are animals in the story that still exist today. This book uses sequences and listing text structures to name animals on each page. At this point, ELL students are familiar with the sequence of events in a story, because they have read books that have sequence of events such as *Knuffle Bunny* by Mo Willems. We also discuss character feelings during other read alouds, so that can be addressed during this read aloud as well. The genre of this book is fiction folklore, which ELLs also have been exposed to in stories such as *The Tortoise and The Hare* and *The Ugly Duckling*. Based on the proficiency level and prior knowledge of my ELL

students, this book would be appropriate to use.

According to Colorincolorado, there are multiple ways educators can increase engagement and understanding with ELLs while reading a story, by creating an interactive read aloud (Motta, 2019). Before reading the story, I could ask a question about students' own experiences to activate prior knowledge and create a text-to-self connection. For example, "Have you ever felt worried about something and the first thing you wanted to do was to let someone know right away!? Well, that is what Henny Penny did when she realized that the 'sky was falling'!". During the read aloud, I could ask questions about how characters are feeling, what sounds the animals make (to mimic the text) and ask students to make predictions about what will happen next in the text to promote deeper thinking. After the story, we can talk about what Henny Penny should have done instead, or I can teach a lesson about certain words that rhyme with each other. Teaching Point: Students will be able to make predictions based on sequential events in a story OR Students will be able to identify words that rhyme by recognizing similar word ending sounds. This can help to achieve the standards, "PK.AC.4. Demonstrates a growing receptive vocabulary" and "PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)" (*NYS Early Learning Guidelines*, 2019). To connect to other contents, such as math, this can also be taught by counting the number of animals on each page as a class and deciding how many are left at the end. Teaching point: Students will be able to add and subtract by counting the number of animals that take place in a text. This would correlate to the standard, "PK.MATH.1. [NY-PK.CC.1.] Counts to 20" (*NYS Early Learning Guidelines*, 2019). To teach the text in the context of Social Emotional Learning, we can discuss feelings and what to do when you are feeling worried. Teaching Point: Students will be able to formulate positive problem-solving skills. This correlates to the NYS PreK Learning Standards, "PK.SEL.5. Demonstrates pro-social problem-

solving skills in social interactions" (*NYS Early Learning Guidelines*, 2019).

When using this book in my Pre-K class with ELL students, I would redesign it in order to meet the academic and cultural needs of all students. I would add translations on each page in Chinese so that students can fully understand the story. I would translate the idiom introduced in the story, so that it correlates to the similar idiom in Chinese culture. On each page I would label the type of animal being shown in case the silly rhyming nicknames will confuse the students whose native language is not English. When reading this story to my class, I would read the story in English, while pausing to translate the text in Chinese for my class. This will allow my ELLs to feel more supported culturally and academically and to feel more connected to the read aloud.

Another modification that could be made is to redesign the setting and the types of animals included in the story. I would choose animals that are more prevalent in my students' home country of China. Some animals that are native to China include the Giant Panda, the Golden Snub Nosed Monkey, the Tibetan Macaque, the Clouded Leopard and the North China Leopard. ELL students would feel more connected to the text and may be more familiar with the animals named in the text if they were from their home country. ELLs may feel more confident to participate in the read aloud because it relates to their culture in many ways. Differentiating lessons and materials to meet the needs of all of our students is essential in order to ensure that each student has the opportunity to learn in our classroom.

Vocabulary: **Acorn** in Chinese

Animals translated in Chinese:
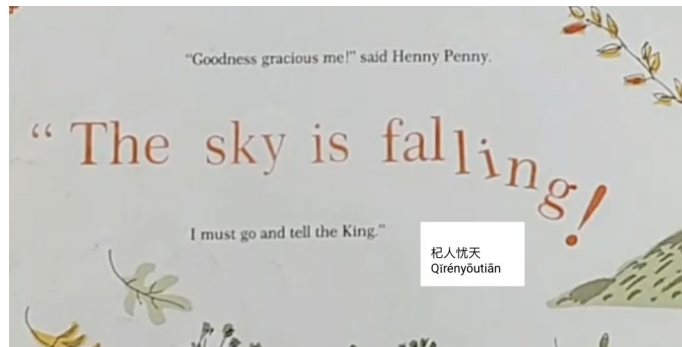
Chinese Idiom:

Culturally relevant animals:
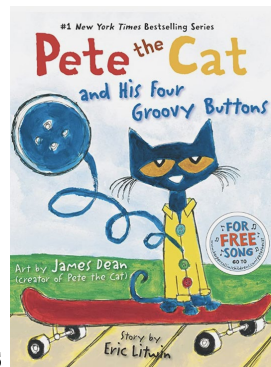
Pete the Cat and His Four Groovy Buttons

The second book I am choosing to analyze and redesign is *Pete the Cat and his Four Groovy Buttons* by Eric Litwin. Pete the Cat is a very popular children's book character, and my class is very familiar with this character because we read these books often. The text in these books is simple with little to no complex vocabulary. This book is a commonly used read aloud text for Early Elementary students at this age range (6 months to 6 years old) who are in the emerging pre-reading stage (The Literacy Bug). Students enjoy following along to these stories as well because there are songs to go along Pete the Cat books like this one. Students can easily begin to sing the lines from the text on their own due to its repetitive text. For example, "Did Pete cry? Goodness,

no! Buttons come and buttons go" and "My buttons, my buttons, my two groovy buttons. My buttons, my buttons, my two groovy buttons" can be sung by students (Litwin, 2016). Students are always eager to join in on singing the text together. This makes for very interactive read aloud!

This book is about Pete the Cat and his four groovy buttons on his shirt that slowly come off throughout the story. Despite the buttons that fall off one by one, Pete the Cat remains positive throughout the whole text, even when he is left with no more buttons. "Buttons come and buttons go" (Litwin, 2016). The story ends with Pete looking down to see his belly button and continues singing his song. Students can always learn about remaining calm and positive regardless of the circumstance from Pete the Cat books.

This picture book is very easy for young readers to understand due to its consistent text features. The text on each page matches the actions of what is happening in the bright and colorful illustrations. As the buttons are popping off Pete's shirt, the action is being presented in the illustration. Also, the number of buttons is shown on each page with the numerical value of it as well. The book also has subtraction problems to show exactly how he is left with that specific number of buttons. This provides many visual aids to ELLs as they follow along with the story. The text is consistently repeated through song as well. For example, "Did Pete cry? Goodness, no! Buttons come and buttons go" and "My buttons, my buttons, my two groovy buttons. My buttons, my buttons, my two groovy buttons" can be sung by students (Litwin, 2016). Students can sing along to the text, while changing the number of buttons present, showing that they comprehend the number of buttons is decreasing as Pete is losing each one. The genre of this book is fiction and students have been exposed to many works of fiction, including many Pete the Cat texts, such as *Pete the Cat I Love My White Shoes* and *Pete the Cat and the Missing Cupcakes*. The vocabulary in this text is also easy to understand. Some new vocabulary that could be taught is buttons, the

colors of the buttons, and how to count to and down from 0 through 4. Based on the proficiency level and prior knowledge of my ELL students, this book would be appropriate to use in my classroom.
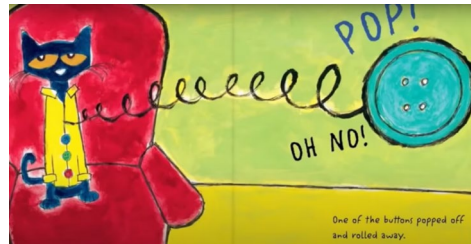
Illustrations showing action/ matching text:

Illustrations matching text. Counting and subtracting:
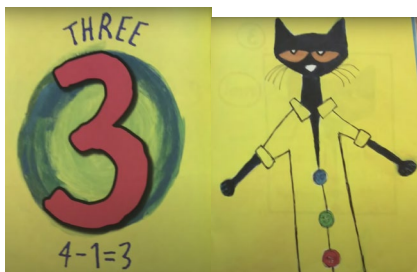
**Repeated Song:**

In order to incorporate *Pete the Cat and His Four Groovy Buttons* into a lesson, I can establish prior knowledge with my class before reading the text. For the content of math, I can focus on teaching counting and subtracting by using the text. Teaching Point: Students will be able to subtract numbers by using manipulatives. I can pre teach counting from 0 to 4 and counting

down from 4 to 0. I would bring in four buttons as manipulatives to represent this. As I read the text, I will stop consistently to count the number of buttons with students, read the subtraction sentences together and have them show me the number of buttons left with their fingers as well. After reading, students can receive their own buttons and I would ask them to show me what happens when you have four buttons and you give two away, etc. This will show me that students have met the teaching point objective. This story can be used as a great introduction lesson to subtract small numbers. This lesson can correlate to the NYS PreK standard, "PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations" (*NYS Early Learning Guidelines*, 2019). I could also teach this story in the context of Social Emotional Learning (SEL). If I wanted to teach about remaining calm and positive in a situation where you could lose things, I would ask the students a personal question before I begin to read the text. Teaching Point: Students will be able to identify positive ways to respond to feelings, needs and events. As a pre reading activity, I would ask, "Have you ever lost something that you love, like a cool t-shirt or a fun toy? How did you feel when that happened? Sometimes you might feel sad or worried when this happens or maybe you could stay positive and remain calm. Today we are going to read a story about Pete the Cat losing something he thinks is so cool and we are going to notice how he is feeling when this happens to him". Teaching the story like this shifts the content to Social Emotional Learning and correlates to the NYS PreK standard, "PK.SEL.1. Regulates responses to needs, feelings and events" (*NYS Early Learning Guidelines*, 2019).

When using this book in my Pre-K class with ELL students, I would redesign it in order to meet the academic and linguistic needs of all students. I would add translations on each page in Chinese so students can fully comprehend the text. I would translate the numbers so they can

understand the meaning of the numbers in both their native language and second language. I would also translate the repeated text, including the text that is sung by students. When reading this story to my class, I would read the story in English, while pausing to translate the text in Chinese for my class. This will allow my ELLs to feel more supported linguistically and academically to feel more connected to the read aloud. They will feel more confident to participate in this interactive read aloud, because it is differentiated according to their needs. Differentiating lessons and materials to meet the needs of all our students is essential to ensure that each student has the opportunity to learn in our classroom.

Redesign:
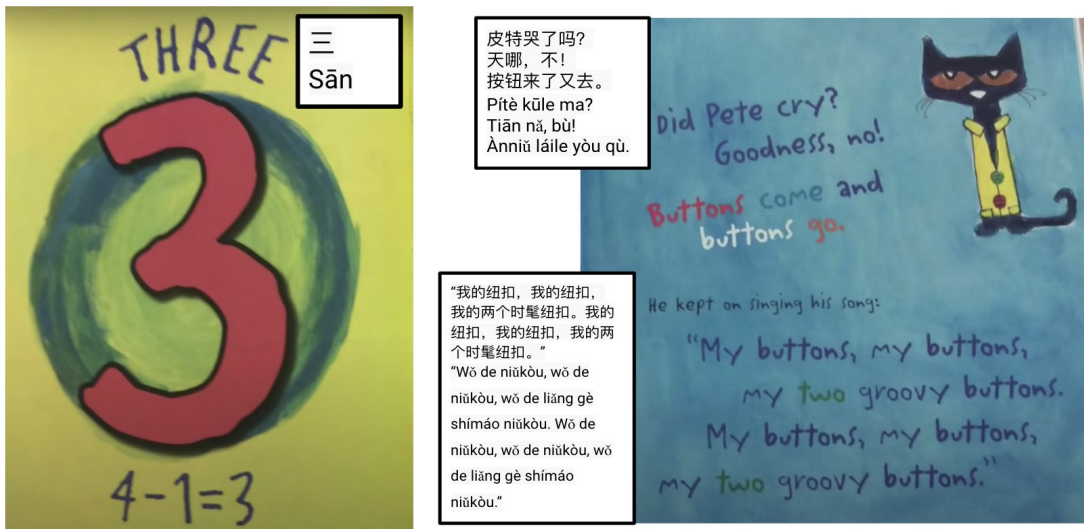
Textbook Evaluation Checklist	Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
Henny Penny By Paul Galdone								
I. Textbook								
A. Content								
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)[ii]	**4**	3	2	1	0	M	O	N
ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)	**4**	3	2	1	0	M	O	N
iii. Are the reading selections authentic pieces of language? (5,10)	4	**3**	2	1	0	M	O	N
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	4	3	**2**	1	0	M	O	N
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	**3**	2	1	0	M	O	N
B. Vocabulary and Grammar								
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	**3**	2	1	0	M	O	N
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	**3**	2	1	0	M	O	N
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	**4**	3	2	1	0	M	O	N
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)	**4**	3	2	1	0	M	O	N
v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	**N**
C. Exercises and Activities								
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	**N**
ii. Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	**N**
iii. Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	**N**
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	**N**
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	**N**
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	**N**
vii. Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	**N**
D. Attractiveness of the Text and Physical Make-up								
i. Is the cover of the book appealing? (1,2,3)	4	3	**2**	1	0	M	O	N
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)	**4**	3	2	1	0	M	O	N
iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	**4**	3	2	1	0	M	O	N
iv. Is the text interesting enough that students will enjoy reading it? (15)	**4**	3	2	1	0	M	O	N

II Teacher's Manual								
A. General Features								
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)	4	3	2	1	0	M	O	**(N)**
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	4	3	2	1	0	M	O	**(N)**
B. Background Information								
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)	4	3	2	1	0	M	O	**(N)**
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)	4	3	2	1	0	M	O	**(N)**
C. Methodological Guidance								
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)	4	3	2	1	0	M	O	**(N)**
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)	4	3	2	1	0	M	O	**(N)**
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)	4	3	2	1	0	M	O	**(N)**
D. Supplementary Exercises and Materials								
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	4	3	2	1	0	M	O	**(N)**
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	4	3	2	1	0	M	O	**(N)**
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	4	3	2	1	0	M	O	**(N)**
III. Context								
A. Is the textbook appropriate for the curriculum? (1,2,19,20)	**(4)**	3	2	1	0	M	O	N
i. Does the text coincide with the course goals? (1,2,3,19,20)	**(4)**	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)	**(4)**	3	2	1	0	M	O	N
i. Is the text free of material that might be offensive? (1,6,16)	**(4)**	3	2	1	0	M	O	N
ii. Are the examples and explanations understandable? (1)	4	**(3)**	2	1	0	M	O	N
iii. Will students enjoy reading the text selections? (1,2,3,15)	**(4)**	3	2	1	0	M	O	N
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	**(4)**	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)	4	3	2	1	0	M	O	**(N)**
i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	**(N)**

Textbook Evaluation Checklist *Pete the Cat and His Four Groovy Buttons* by Eric Litwin I. Textbook	Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
A. Content								
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)ⁱⁱ	**(4)**	3	2	1	0	M	O	N
ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)	**(4)**	3	2	1	0	M	O	N
iii. Are the reading selections authentic pieces of language? (5,10)	**(4)**	3	2	1	0	M	O	N
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	**(4)**	3	2	1	0	M	O	N
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	**(3)**	2	1	0	M	O	N
B. Vocabulary and Grammar								
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	**(3)**	2	1	0	M	O	N
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	**(3)**	2	1	0	M	O	N
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	**(4)**	3	2	1	0	M	O	N
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)	**(4)**	3	2	1	0	M	O	N
v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	**(N)**
C. Exercises and Activities								
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	**(N)**
ii. Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	**(N)**
iii. Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	**(N)**
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	**(N)**
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	**(N)**
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	**(N)**
vii. Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	**(N)**
D. Attractiveness of the Text and Physical Make-up								
i. Is the cover of the book appealing? (1,2,3)	**(4)**	3	2	1	0	M	O	N
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)	**(4)**	3	2	1	0	M	O	N
iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	**(4)**	3	2	1	0	M	O	N
iv. Is the text interesting enough that students will enjoy reading it? (15)	**(4)**	3	2	1	0	M	O	N

II Teacher's Manual								
A. General Features								
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)	4	3	2	1	0	M	O	(N)
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	4	3	2	1	0	M	O	(N)
B. Background Information								
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)	4	3	2	1	0	M	O	(N)
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)	4	3	2	1	0	M	O	(N)
C. Methodological Guidance								
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)	4	3	2	1	0	M	O	(N)
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)	4	3	2	1	0	M	O	(N)
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)	4	3	2	1	0	M	O	(N)
D. Supplementary Exercises and Materials								
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	4	3	2	1	0	M	O	(N)
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	4	3	2	1	0	M	O	(N)
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	4	3	2	1	0	M	O	(N)
III. Context								
A. Is the textbook appropriate for the curriculum? (1,2,19,20)	(4)	3	2	1	0	M	O	N
i. Does the text coincide with the course goals? (1,2,3,19,20)	(4)	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)	(4)	3	2	1	0	M	O	N
i. Is the text free of material that might be offensive? (1,6,16)	(4)	3	2	1	0	M	O	N
ii. Are the examples and explanations understandable? (1)	(4)	3	2	1	0	M	O	N
iii. Will students enjoy reading the text selections? (1,2,3,15)	(4)	3	2	1	0	M	O	N
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	(4)	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)	4	3	2	1	0	M	O	(N)
i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	(N)

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