

Materials Critique & Redesign

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EDPN 673

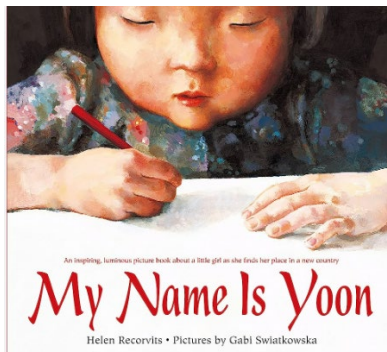
Professor Jasmin Cowin

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Schools in Brooklyn, NY are a melting pot of different cultures, languages, family dynamics and diverse experiences. With each year, more English Language Learners enter our schools and our classrooms. In fact, this past school year, I have had 20 English Language learners in my class with diverse language proficiency levels. With that said, it is crucial that teachers find ways to incorporate a multicultural curriculum/literacy into their instruction. Using children's literature is a great way to engage students in reading that they can relate to and explore a variety of cultural experiences. I chose two books from the Summer Rising summer school program. I wanted to critically analyze and evaluate books that were actually a required reading for students this summer. One of the books that I chose to analyze is "My Name is Yoon" by Helen Recorvitz. The next book I will be analyzing is "Book Fiesta" by Pat Mora. This is a bilingual English/ Spanish picture book. Finally, I will be analyzing is "Esperanza Rising" by Pam Munoz Ryan.

In this paper, I will analyze the text for its teaching purposes, identify the literacy skills and the Next Generation standards correlating with the book and the lesson. Next, I will evaluate the books appropriateness for the ELL population and the modifications necessary to accommodate students with their needs in order to ensure a successful learning experience. Furthermore, I will evaluate the books based on non-negotiable criteria to distinguish if they are able to facilitate rigorous language development, grant ELL's full access to grade -level content, evaluate the complexity of a text, align to the New York State Next Generation ELA standards. Additionally, I will utilize WIDA Prime tools to analyze the books. Lastly, I will create an infographic for each book to demonstrate a lesson modification in order to address the needs of the ELL students in my class.

My Name is Yoon by Helen Recorvits



This book is about a young girl names Yoon, who recently arrived from Korea to America. In Korean, Yoon means Shining Wisdom. Yoon loved her name written in Korean but not in English. Yoon was not happy being in America and wanted to go back to Korea. She did not want to write her name in English or practice the English alphabet. On her first day of school, she sat quietly not understanding what the teacher said or wrote, but she did understand the pictures in the book. The book continues following Yoon and her struggle of cultural differences and adjusting to her new life in America. Through out the book, Yoon learns new words (cupcake, bird, cat) and every time she is asked to write her name in English, she writes the word she just learned. Finally, at the end Yoon wrote her name in English with a big smile and acceptance that she is still Yoon and her name still means Shining Wisdom.

My name is Yoon is a great piece of multicultural literacy which many immigrant children can relate to no matter the cultural background. Moving to a new country and beginning a new life with cultural differences, not having a sense of belonging and having a difficult time adapting to a new place is beautifully portrayed in the books through the plot, dialogue and imagery to support the text on every page. The authentic writing in this book, gives an easier access to comprehension for students. My name is Yoon is a book that I would use with a second-grade class. It has a Lexile level of 440L. When converted to a Fountas and Pinnel

Guided Reading level, it is a level K. In New York City, a level K book is an appropriate reading level for the middle of second grade which would be a great independent reading material for students who read on level and a great read aloud for those who have a higher certain proficiency level.

During a literacy lesson, *My Name is Yoon*, could be used to teach analyzing how a character responds to challenges, key details and making predictions. Students can engage in listening and speaking activities to ask and answer questions while participating in conversations about their names and making connections to their experiences when they first came to America and Public School. The Next Generation Standards which would correlate to these lessons would be as follows:

-2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

-2R3: In literary texts, describe how characters respond to major events and challenges. (RL)

-2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

I will use the WIDA PRIME V2 Correlator to analyze the book *My Name is Yoon* deeper. When analyzing whether student's assets and contributions are considered when picking this book, the answer is YES. When looking through books which would lend themselves to multicultural instruction, I chose this book with a purpose. This was full of authentic writing, and a plot that I believed children can personally relate to which would boost engagement and excitement for the topic. Just like Yoon in the story, every student has their own story for how they felt when they first entered the classroom not knowing English, learning new words, making new friends and getting to know their new teacher which allows this book to serve as a tool

promoting conversations, vocabulary development and classroom community building. As far as language features, this book is only available in a Guided Reading level K. The sentences vary in length from 4 word structures to more complex compound sentences. Additionally, dialogue with quotation marks is a big part of the writing. The book consists of Tier 1 and Tier 2 words which have suffixes. The story starts out in the past tense, but on the last two pages it is told in the present tense. The language features of the sentence dimension are addressed through in-class activities, such as group discussions. This gives students of all skill levels oral practice in using diverse sentence structure and expressions that are within their proficiency level (WIDA, 2012, p.9). This book is written using general language which are words and expressions written and are not associated with any specific content (WIDA, 2012, p. 11). The vocabulary levels are appropriate for the intermediate proficiency levels of students in second grade. Many of the words can be decoded or are sight words (ex: said, learn, nose, print). Other more complex words can be pre-taught. In fact, a mini lesson can be pre-taught to review regular past tense verbs and other irregularly spelled multisyllabic words can be previewed as well prior to reading the book (ex: instead, wonderful, recess). Through this book and the instructional activities all four language domains (listening, speaking, reading and writing) are targeted. This book lends itself to text-to-self connection discussions, listening to each other, writing down predictions and character actions as well as decoding and comprehension practice.

Reading this book and having every student understand may be challenging due to the diverse levels of student language proficiency levels. Therefore, modifications may be necessary to engage students in the learning process. First, I would motivate the students by showing them a world map. Together we would find Korea, where Yoon came from and show the distance on the map. As part of engagement and making connections, we would also point out other

locations on the map signifying where the students in the class came from. For students with lower language proficiency a sentence frame can be provided such as “I came to New York from _____” for them to build oral language. To build background knowledge, we can have a discussion about our names. Many students, especially newcomer ELL’s are able to write their name in their native language in second grade. Additionally, many student’s names sound different in their L1 than in their L2. This is a terrific way to engage students, build connections to the text and create a culturally diverse and respectful classroom experience for all students.

Next, I would preteach important Tier 2 vocabulary. I would teach the words: imagination, belong and wisdom. I would provide students with a simple definition in English but also provide the translation of these words in their L1 for additional support. Tier 2 words are difficult to explain just through visuals and since these words are important, I would want to make sure they were understood. As an extension activity, ELL students can draw their own picture of these words to make their own representation. I would read the book in chunks and stop frequently to talk about what happened and what Yoon was feeling. Celce- Murcia, et al., (2014), suggests taking the opportunity to stop and conduct a comprehension check after reading as it helps to strengthen the student’s comprehension. The pictures help with the retelling of the events. As for the activity, scaffolds can be utilized to support ELL students. After the model, students will receive a chart. On one side students will write the challenges that Yoon faced. On the other side, students will write how she overcame those challenges. After the explicit model and the first example, some students can have a blank chart to work with. As a scaffold, others can get a chart with the challenges written in and the students have to write how she overcame these challenges.

Redesign

My redesign will focus on two parts of the lesson. The pre-teaching the vocabulary. When pre-teaching the vocabulary, I wanted to make sure that students really understood the meaning of the words and were able to use them in a sentence. Since the most common languages in my class are Russian, Spanish and Uzbek, I will be focusing on language support for those 3 languages. I try to create routines for my students, so if I use student's languages to support vocabulary I would place them in the same order every time (ex: Russian, Spanish, Uzbek). This way students know exactly where to look. Additionally, I added images from the book to spark student's memories. For example, Yoon uses her imagination in the book multiple times so understanding the vocabulary and connecting it to the part of the book where she is using her imagination will help students remember the meaning of the word.

My Name is Yoon - Vocabulary

imagination

The ability to form a picture in your mind of something that you have not seen or experienced



воображение
voobrazheniye

imaginación

tasavvur

belong

To be accepted and liked by the other people in a group



принадлежать
prinadlezhat'

pertenecer

tegishli

wisdom

Knowing things, being wise



мудрость
mudrost'

sabiduría

donolik

My Name is Yoon

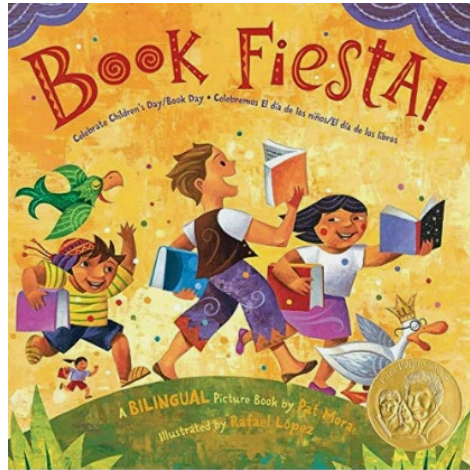
Textbook Evaluation Checklist

	Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook								
A. Content								
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)	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.)? (2,16)	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

My Name Is Yoon

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)								
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)								
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)								
i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

Book Fiesta by Pat Mora



Book Fiesta by Pat Mora is about celebrating the Children's day or El dia de los ninos. The Day of the Child or El dia de los ninos is a day of celebration in Mexico every April 30th or on a day that is near that day. This day has been celebrated since 1996 (Mora, 2009). This book tells about the way children celebrate "their" day. They celebrate by reading books in a variety of scenarios and with different people (Ex: alone, friends, families, puppies). This book is filled with vibrant pictures that help children visualize the sentences on the page which feels like a journey.

Book Fiesta is great for our younger ELL students for multiple reasons, especially those who speak Spanish and can read in Spanish. First, it has a great message of celebrating all children from all cultures. On one of the first pages the lines read "We read in English and Spanish, in Chinese and Navajo too. We read by ourselves, we read with a friend," (Mora, 2009, p4). The sentences on each page is translated in Spanish. This provides support to those speakers who are learning English and speak Spanish. The sentences are simple and there are a few on each page, so a student can read the Spanish sentence first and then the English to build vocabulary and comprehension. This type of bilingual language exposure can benefit Spanish

speaking ELL's who are still building proficiency in English, can use the text to help them transfer knowledge across both languages. The knowledge of Spanish vocabulary in combination of the imagery in the book can help students make connections between the vocabulary. Additionally, this book allows for teachers to build the connections between the English language and Spanish cognates (ex: favorite/favoritos, families/ familias). This also helps students develop vocabulary and a way to remember it easier.

Book Fiesta has a Lexile level of AD490L. This means that it is recommended that an adult reads the book like a read aloud, however a child who independently is able to read on a Lexile level of 490 or a Level M. In the classroom, I would use this book as a read aloud to teach first grade reading skills and to foster conversations. Book Fiesta can be used for teaching key details and for Social Emotional Learning. Additionally, students can engage in collaborative conversations with their peers which would allow them to practice listening, turn-taking, staying on topic and speaking in sentences. The Next Generation ELA standards which would correlate to story would be as follows:

-1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

-1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

-1R9: Make connections between self and text (texts and other people/ world). (RI&RL)

-1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

I will use the WIDA PRIME V2 Correlator to further analyze this book. When analyzing the Asset-Based Philosophy, the answer to both question 1 and 2 is YES. Asset -Based

Philosophy looks to see if student's interest is considered. This book is about celebrating children through an adventure of reading books. The vibrant pictures would engage the students which could lead to conversations about their own lives and books they love to read and where they like to read them. Emotions can also be connected to the book by asking students how the kids in the images look when they read and how students themselves feel when they read. In regards to academic language, this book may be too complex for readers in the first grade to read independently without teacher scaffolds or exposure to vocabulary. As previously stated, the independent level for this book is a Guided Level M, however students in the first grade are expected to read on levels E – J (Fountas and Pinnell, 2012). This book has some repetition (ex: We read...) and the sentences are short, however may be broken down with comas and separated by different pages. There are high frequency, Tier 1 and Tier 2 words in this book. Some words may be too complex for a first grade student to decode (ex: submarine, sailing, riding, floating). Additionally, this book is written in the present tense and uses the suffix -ing for many verbs. Although, this text may be too complex as a new independent book, with the different varying amounts of supports for this book and the tasks attached (listed in the next paragraph), can allow for discourse to effectively address every individual (WIDA, 2023, p. 9). As far as Performance Definitions, this book is not differentiated between different levels of language proficiency. However, it is a bilingual book and is written both in English and in Spanish. The Spanish portion of the book would be helpful for ELL's who are Spanish speaking and can also read in Spanish. The way the sentences are structured in English, matches the structure of them in Spanish, which allows for a close word by word translation and connection between words. All language domains can be targeted in this book. This book lends itself to listening and speaking activities through turns and talks with their peers. Reading and writing

activities can be completed with supports from the teacher. In fact, all four domains may require supports from the teacher as each student might have a different proficiency level in each domain (WIDA, 2023, p 17). With this book, the teacher can create an opportunity for language learners to engage in various cognitive functions, from answering “wh” questions and restating details, to creating their own story about the way they celebrate a day that is special to them.

There are a variety of scaffolds that I would utilize while teaching from this book. While using this book to teach and thinking about the needs of my students, the first thing I would want to do is build background knowledge. I would take the opportunity to speak with students about the events we can celebrate. Then, I would explain that books can be written in different languages and they can also be written in both sometimes. I would have my Spanish speaking students help me with Spanish vocabulary words, especially when introducing the book and the title “Book Fiesta.” They can practice using English to help explain the word “fiesta.” I would pre-teach vocabulary that I think would be crucial for understanding. For example, I would pre-teach the words: favorite, yard, ourselves. While reading the words, this book uses images to help figure out new words. For example, on page 15, the sentence reads “or sailing with a **whale**.” A child may not know what a whale is but the image on the page shows a big whale with the children on it. In fact, this book would be a great tool to helping students use picture cues to make sense of the new vocabulary and use their L2 to describe what they see. Therefore, to build vocabulary and comprehension, I would stop to discuss what is happening on every two pages. To deepen the conversation and connect this literature to all students, I would ask students to speak in pairs and share about their favorite books and where they love to I would provide students with a sentence starter books (“My favorite book is _____. I like it

because _____.” And “My favorite place to read is _____. I like it because _____.”) and an accountable talk stems so that they can have a dialogue.

Redesign:

My redesign will focus on my ELL students speaking and listening domain. After reading the book “Book Fiesta” I want to connect the message of the book to students personal lives. As a scaffold, I created a Turn and Talk chart focusing on the question, “Where is your favorite place to read and why?” It is important for our students to practice speaking with others as much as possible and keeping our students focused on the question of *why?* (Celce-Murcia, 2014, p.180). Additionally, to encourage a dialogue between the students, I included what I thought would be the most valuable accountable talk stems for this conversation. The infographic is presented on the following page.

Turn and Talk

Look  at your partner

Listen  to their words

Speak  so only your partner can hear



Where is your favorite place to read? Why?



You can say:

My favorite place to read is _____. I like it because _____.

Partner Talk

 Can you tell me more?

 This reminds me of _____.

 I agree with _____.

 I disagree with _____.

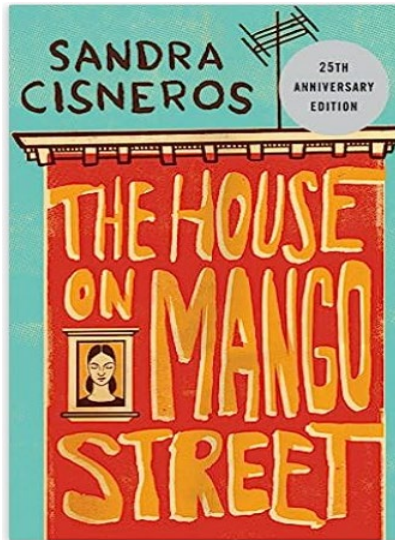
Book Fiesta

Textbook Evaluation Checklist

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) ¹	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 inferring? (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)									
	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)									
	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)									
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

The House on Mango Street



The last book I chose to analyze is *The House on Mango Street* by Sandra Cisneros. In the book, the main character is a Mexican-American girl who moves with her family to a house on Mango street in a low-income urban neighborhood. Esperanza meets the other residents of Mango Street and describes their often difficult lives in a series of vignettes, or short sketches through first – person narration. In order to analyze, I decided to use chapter 20: Chanclas. In this chapter, Esperanza goes to a party for a baptism. She has a new dress and new socks but her mom forgot to buy her new shoes. Esperanza has to wear her old shoes which she wears to school every day, with her new dress. In this chapter, Esperanza uses imagery and figurative language to explain her shoes and her feelings at the party.

I teach in a Title 1 school in Brooklyn where many students come from low income households and may have difficulties in their lives and unfortunately students as young as second grade are very well aware of the struggles their families go through. The stories of social and economical problems that Esperanza tells about her own life and the lives of those in her neighborhood may be relatable to the students not only of Latino descent but of any cultural

background. For example, in Chapter 20: Chanclas, Esperanza is feeling embarrassed by wearing her old, brown “saddle” shoes, which have uneven heels. The way the author uses imagery to describe the situation and show Esperanza’s emotions, even I was able to relate to being uncomfortable at some points in my life.

The House on Mango Street has a Lexile level of 860L which when converted to a Guided Reading level is an independent level V. This is an appropriate level for the fifth grade (Read Theory, 2020). However, each chapter can be broken down and its own Lexile calculation is identified. More specifically, Chapter 20: Chanclas is evaluated to be read on a Lexile level of 1130L (Lexile, 2016). This converts to an independent Guided reading level Z+. Typically, this book is taught to students in grades 6 – 8. “Students in these grades should be reading texts that have reading demand of 925L through 1185L to be college and career ready by the end of Grade 12” (Lexile, 2016). For the purpose of this evaluation and critique, I will focus on teaching this book to ELL students in grade 8. I would use this text to work with students on making inferences and understanding figurative language. The Next Generation ELA Standard that correlates to it is:

-8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

-8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

I will use the WIDA PRIME V2 Correlator to analyze the chapter. In regards to Asset – Based Philosophy, I think this book and this chapter offers considerations for student assets. Students want to read texts focused on topics that they have either background knowledge or

interest in and I believe this book has many features that our ELL students will relate to. As stated earlier, Esperanza is a young girl around the same age as the students reading the book. She is going through hardships in her life which many of our ELL children may be going through as well. The feeling of embarrassment as a pre-teen is something that most students have felt before. With academic language this book uses a figurative language, adjectives and verbs along with imagery to paint a picture. For example, Esperanza says “My feet swell big and heavy like plungers, but I drag them across the linoleum floor straight center where uncle wants to shows off the new dance we learned. (Cisneros, 2009). In order to understand the meaning of “my feet swell big and heavy like plungers,” ELL students need to understand the words “swell” and “plungers.” With pre-teaching some vocabulary or providing students a picture dictionary of words that may cause confusion prior to reading, students can create images in their minds thus getting a better understand of what the texts are saying. Additionally, many sentences are run on and may be hard to follow for some students. Although this may be overwhelming for some ELL students, the vignettes are short and allow for extra time to be spent on each one. Additionally, Hadaway & Young (2010), suggest that books should not be too easy or too hard for the reader. The aim is to find books that are in a reader’s “zone of proximal development” (p. 34). With the short chapters, this is an opportunity for teachers to spend time teaching reading strategies such as breaking sentences down into parts, rereading, visualizing and making inferences. Finally, this chapter uses some terms that may not be familiar with for all students. First the title of the chapter is “Chanclas”, which Spanish speaking students may know but other ELL students may not. This is a chance for the Spanish speaking ELL students to shine and help explain and translate the terminology. “Tamales” is another word that is used in the chapter that would need a short explanation. These two words can easily be shown through an image. As, an additional scaffold this chapter can be

created as a book on tape. Since each chapter is short, about two and half pages long, this can easily be created. ELL students can follow along with the tape to read and then to build. Unfortunately, this is one book and there is no differentiated reading material for different proficiency levels. However, with the right scaffolds this text can be appropriate for all designated ELL students in the class. Within the lesson, all language domains can be met. For example, students can work together in groups to make inferences about how Esperanza is feeling. Students would read, share their inference with their group, listen to each other, take turns and use accountable talk (ex: I agree, I disagree, Can you explain...). Students reading this text would have access to linguistically and developmentally appropriate level curriculum. The chapters in this book range in Lexile levels which cover the appropriate reading levels of students grade 6 to 8. Some chapters may be a little more challenging than others but each chapter can serve its own literacy skill purpose. With the appropriate supports, I believe this book would be appropriate for ELL students.

Redesign

In order to support students making inferences about the way that Esperanza is feeling, I would provide students with a vocabulary feelings chart. Many ELL students know the words like “happy” or “sad” to describe feelings but may not have the language to say “embarrassed” or “depressed.” Since this is an older group, I am presenting the feeling chart with Bitmoji’s to make it a little more fun for them. Additinally, to get students started for their discussions I will provide them with a sentence starter and accountable talk chart.

Let's Make Inferences about Esperanza's Feelings



You Can say:

On page _____, Esperanza is feeling _____.

I know this because _____.



Partner Talk

<h3>Clarify</h3> <ul style="list-style-type: none"> • Can you explain that again? • How did you figure that out? • I don't understand the part about ____ 	<h3>Agree</h3> <ul style="list-style-type: none"> • I agree with ____ because ____ • I agree, but also think ____ • I feel the same way because ____
<h3>Piggy Back</h3> <ul style="list-style-type: none"> • I would like to add on to ____ thinking. • Another reason could be ____ • In addition, I also think ____ 	<h3>Disagree</h3> <ul style="list-style-type: none"> • I disagree with ____ because ____ • I respectfully disagree. • I see your point, but ____

The House on Mango Street

Textbook Evaluation Checklist

	Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook								
A. Content								
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ^a	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 inferring? (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)								
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)								
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)								
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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