Instructional Material Critique & Redesign with Infographic

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EDPN 673

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For the Instructional Material Critique & Redesign assignment, I am basing two of the books on the students in my 1st grade self-contained classroom, and the third book on a 6th grade general education class. In my 1st grade classroom, I have students with many different cultures and backgrounds including Hispanic, Polish, and Arabic.

The two texts I chose are read aloud which I use often in my classroom during instruction as students use decodable readers to develop their reading skills. The three texts I chose for this assignment correlate to the student's culture and religion in the classroom. I often use texts that include student's culture to embrace and educate students' culture in the classroom. It is beneficial to other students to understand and be exposed to different cultures and to have multiple perspectives of cultures. It allows students to feel a part of the classroom community and feel welcome to share their culture with the class. The first text that I chose is *You Matter* by Christian Robinson. This text represents how no matter what you look like or do you are important in the world. I chose this book because it uses a variety of examples students will understand and be able to make connections to. The second text is *Mommy's Khimar* by Jamilah Thompkins-Bigelow. This text represents a Muslim mom and daughter that wears a Khimar or Hijab outside of their house. I chose this text specifically because I have a student in my classroom who is Muslim and his mother wears a hijab. The student is very comfortable sharing his culture and religion in his classroom. His mom even came to the school to read the class a story. I can use this text to represent and share how wearing a hijab is different, but is normal in his family and educate students about a khimar. The third text is a chapter book that will be used in a 6th-grade classroom *Esperanza Rising* by Pam Muñoz Ryan. This text is about a family dealing with various hardships during the great depression and settling in California where they are introduced to hard labor and a new lifestyle. I chose this text based on the connections and

understanding the students will gain from reading this text. Although this text includes various Spanish lingo, it is still a complex text and students will have difficulty fully understanding and comprehending the meaning.

Book 1

Step 1:
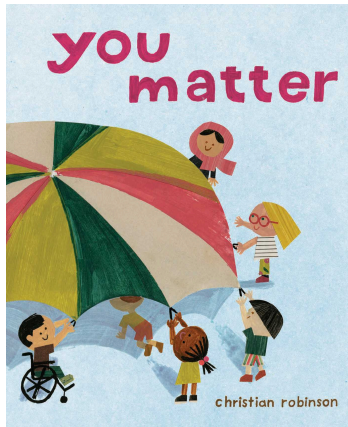
Robinson, C. (2020). *You matter*. Library Ideas, LLC.

This story is a bright, colorful, and visually pleasing text. The text includes visuals connected to the page's text, allowing students to reference the pictures while reading. The text includes different perspectives on understanding empathy and worth no matter what or who you are. This story is engaging for early readers to develop an understanding of the impact of importance and connections.

This text is for grades preschool to 3rd grade, lexile level 310L, and Fontas and Pinnell level J (Robinson, 2020). This text is used as a read-aloud as students would be unable to successfully read and comprehend the text independently. In my classroom the 3 students who receive ENL service's native language is Spanish, therefore I will specifically gear the redesign and infographic to Spanish-speaking students. I chose this specific book to critically analyze and

redesign based on the vocabulary and syntax of the text. The sentence structure is simple and short, but the vocabulary usage and use of metaphors throughout the text can be confusing to entering and emerging ML student's comprehension of the text.

After analyzing the text, I found that the author used metaphoric language throughout the text. The sentence structure is short and simple, but the specific language features and phrases will be difficult for students to comprehend. For example, the author wrote, "When everyone thinks you are a pest". A pest can mean a bug or something annoying, and in this context, the word is used as something annoying and shows a picture of a mosquito biting. Therefore both of the meanings are used, an ML student at this level may not know the word pest and would not be able to understand that this means the bug is a pest because it bites and then you become itchy which is annoying. This text will challenge the students with new vocabulary and understanding. The students will be successful with the text with the redesign as the students will understand the metaphoric language and make connections. For this text, I would support ML students based on their language proficiency

Step 2:

Multiple factors in this text fit the nonnegotiable criteria that are essential for instructing ML students. This text is grade and age-appropriate for students based on the context of the book on supporting inclusion and equity. Students can develop knowledge based on this text based on the specific vocabulary used throughout the text, and make real-life connections used in the text to represent that no matter what you are important. This text promotes culture and inclusion based on the promotion of empathy and understanding of all things and people. Using this text I would focus on specific literacy skills including main idea, text-to-self connections, story maps, character analysis, writing prompts, etc. Based on the 1st-grade next-generation learning

standards the students will create a writing response based on the text, participate in small and whole group discussions, and describe the events in the story with detailed sentences (*English Language Arts Learning Standards)*. Using this text I can scaffold literacy skills and background knowledge based on the connections students can make with their personal experiences.

Step 3:

The rubric factors for this text include comprehension, vocabulary, small and group discussion, culturally relevant, and self-connections. Using a rubric to evaluate this text would ensure this text is beneficial for students to be exposed to. I would focus on the student's understanding and interpretation of the text based on small and whole group discussions and a writing assignment. I would be able to assess students' knowledge before, during, and after reading through questioning and discussions.

Step 4:

Using the WIDA PRIME tool I can further evaluate this text based on the academic language, performance definitions, and performance indicators (*HMHCO*). The students have been considered when choosing this text based on the overall message this text sends to students, the student's background knowledge, and the challenge of vocabulary. This text includes various levels of discourse dimension based on the structure of the sentences and the words used throughout the text. The structure of the text is simple yet complex to comprehend with the word usage. The use of symbolism will cause students to be challenged including the use of ideologies throughout the text. Students will need a further explanation of the meaning of sentences to understand the deeper meaning. As well as the word dimensions as the text includes words with multiple meanings and specific language used. Therefore I will need to support the students with a redesign using infographics to support their comprehension.

Step 5:

I would redesign the text with a simple sentence structure and an explanation. I also would support students with the Spanish vocabulary to make connections to their native language.


You Matter
by Christian Robinson

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)[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

Book 2:

Step 1:
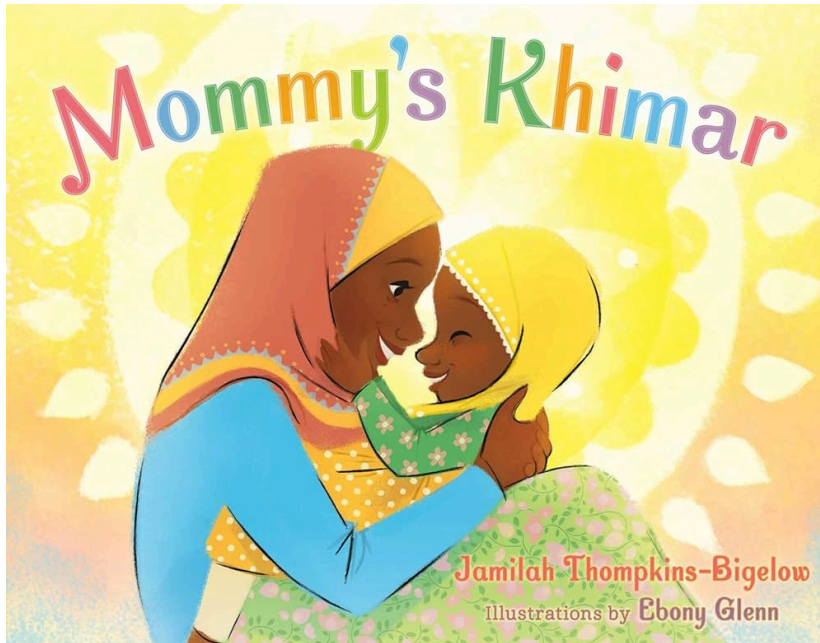
Thompkins-Bigelow, J. (2018). *Mommy's Khimar*. Scholastic.

The second text I will analyze and critique is *Mommy's Khimar* by Jamilagh Thopkins-Bigelow. This text includes bright vibrant colors and realistic illustrations of a young girl and her mother. This text is a warming story of a young girl showing off her mother khimar. The girl is proud and grateful she can wear and try on her mother's scarf. This story correlates with the muslim religion and women wearing khimar/hijab scarves outside of their homes. This story is a mix of realistic values and fantasy.

This text is for grades kindergarten to second grade, Lexile level 560L, and the guided reading level L. This text would be used as a read-aloud based complexity and on the student's ability to independently read this text. This story represents culture and religion. I would use this

story to share and educate students on how in this family it is normal to wear a scarf over their hair outside of their home. This story also illustrates cultural acceptance and reflection.

Step 2:

Many factors in this text fit the nonnegotiable criteria that are essential for instructing ML students about culture and inclusivity. This text builds student background knowledge of the muslim religion in a positive warm way. Students can understand that in some families a woman may wear a headscarf and students can build knowledge of traditions and beliefs in the muslim culture. The students will be able to scaffold and build learning based on different cultures and beliefs in different cultures. The students will also be able to develop their language development with rebus of vocabulary including adjectives, language directly related to muslim culture, and academic vocabulary. The text includes various vocabulary the students will be able to comprehend and grow in their language. I can scaffold the language before the text and with activities after the reading. Using the next-generation learning standards, students can describe and write about the characters, setting, and events in the story, make self-connections with the culture, explore new vocabulary, use words to identify and describe, and use illustrations and writing to decide the text (*English Language Arts Learning Standards*). This text is a straightforward and engaging read for students to learn and develop an understanding of muslim culture. This text will challenge students with complex sentences and vocabulary. With scaffolding and differentiation, the students will be successfully able to comprehend this story.

Step 3:

Based on my analysis the rubric factors for this text will include language development, small and whole group discussions, world-to-text connections, and cultural relevance. Using this rubric to evaluate this text I can ensure this text is beneficial for students to be exposed to. I

would focus on the student's comprehension and understanding of the culture based on small and whole group discussions and writing assignments. I would be able to assess students' knowledge before, during, and after reading through questioning and discussions.

Step 4:

Using the WIDA PRIME tool I can further evaluate this text based on the academic language, performance definitions, and performance indicators (*HMHCO*). The students have been considered when choosing this text based on a student in the classroom who is muslim and whose mother wears a khimar/hijab. Based on the academic language in the text there are multiple complex sentences on each page. This does not align with the student's independent reading level which is why this text would be used as a read-aloud. The sentence dimension in the text varies as some pages include fantasy writing, whereas other sentences are realistic. For example, the author writes "When I wear Mommy's khimar, I am a mama bird. I spread my golden wings and shield my baby brother as he sleeps in his nest". This is a fantasy sentence as the child is not a bird taking care of her brother. With further explanation, the teacher can explain that the girl may feel like a mom helping take care of her brother while he is in his crib. As for the word dimensions, the words are general and specific, many of the words describe the khimar and how the girl feels while wearing it, and other words are more specific to the muslim culture. There is no differentiation included in this text. As the teacher, I would need to differentiate and scaffold the content and vocabulary for the students to comprehend the material and culture in the text.

Step 5:

For this text, I created an infographic explaining what a khimar is, why Muslims wear khimars, and what a khimar can look like. I think it is important for students to focus on the positivity and

empathy of the muslim culture and be understanding of their differences. I think the takeaway from reading this text and the redesign is the focus on understanding the muslim culture and what it looks like.
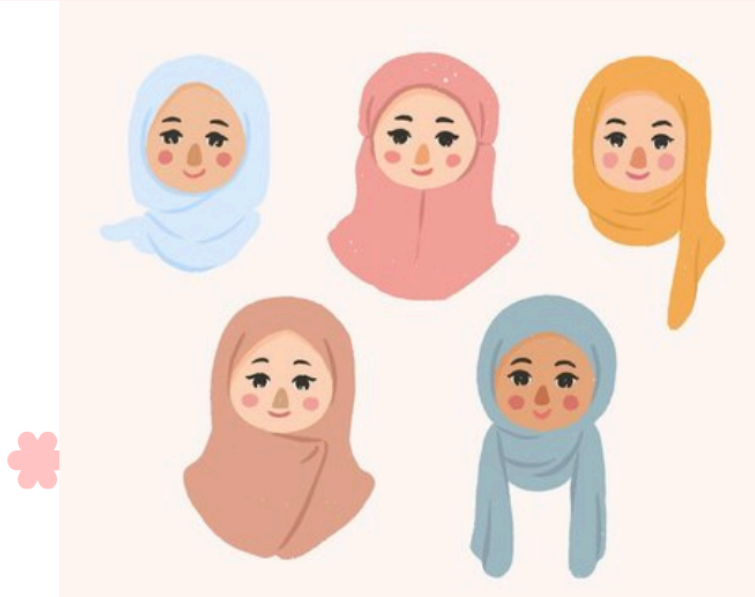

Mommys Khimar
by Jamilah Thompkins-Bigelow

What is a khimar?
it is a headscarf worn by Muslim women it also can be called a hijab.
They put it on when they are outside of their home.
Why do muslims wear a khimar?
Muslim women wear a khimar/hijab as part of their beliefs of modesty.

Khimar can be any color , have patterns, tassels, beads, and sparkles

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)[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	Ⓝ
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	Ⓝ
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

Book 3:

Step 1:
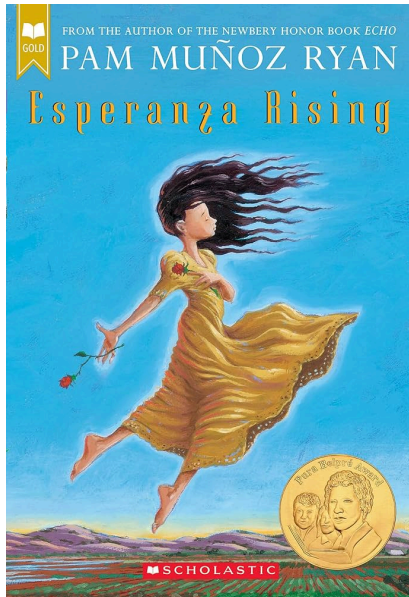
Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

This chapter book includes over 200 pages of a girl's experience of various changes in her life. This text is available in Spanish and as an audiobook. This book has received a Pura Belpré Award. This story is about a girl who lives on a ranch in Mexico and after the tragedy of her father dying the girl and her mother have to flee Mexico where they start a new life. The girl and her mother face many challenges including hard labor, lack of acceptance, the great depression, and her mother getting sick. This book allows students to focus on a variety of skills including change, character analysis, and adjectives.

This text is for grades 5th to 7th, a Lexile level 750L, and a reading level V. This text can be used as an independent read or as a whole class read. The genre of the text is realistic fiction with the themes of change, identity, and journey. The students will be able to learn about the history of immigrant farm workers during the great depression, predictions, vocabulary,

comprehension, text-to-self, text-to-world, text-to-text connections, content area connections, and various writing activities.

Step 2:

Many factors in this text fit the nonnegotiable criteria that are essential for instructing ML students about culture and realistic history. This book fits the grade level rigor based on the appropriateness of the context of the text, and the academic connections of social studies and language. This book promotes academic language for a 6th-grade class as it has various challenging but standard language throughout the text. The students will be able to build their background knowledge of new vocabulary and scaffold prior knowledge. This book includes cultural relevance as it is based on a Mexican family and the hardships they went through as immigrants in the United States. It also has a historical context of farm life and the great depression. I can scaffold material by making multiple connections to culture, history, character development, pre reading activities, during read analyzation, post read discussions and assignments, and connections to academics. This text aligns with NYS next generation state standards for a 6th grade general education classroom including describing the text, identifying author's point of view and purpose, cultural and personal connections, collaborative discussions, and defining meaning of words and phrases (*English Language Arts Learning Standards*).

Step 3:

Based on my analysis the rubric factors for this text will include language and vocabulary development, peer and whole group discussions, world-to-text connections, historical connections, self to text connections, cultural relevance, and writing activities. This book is appropriate for a 6th grade class based on the history and culture relevance of the text. I would
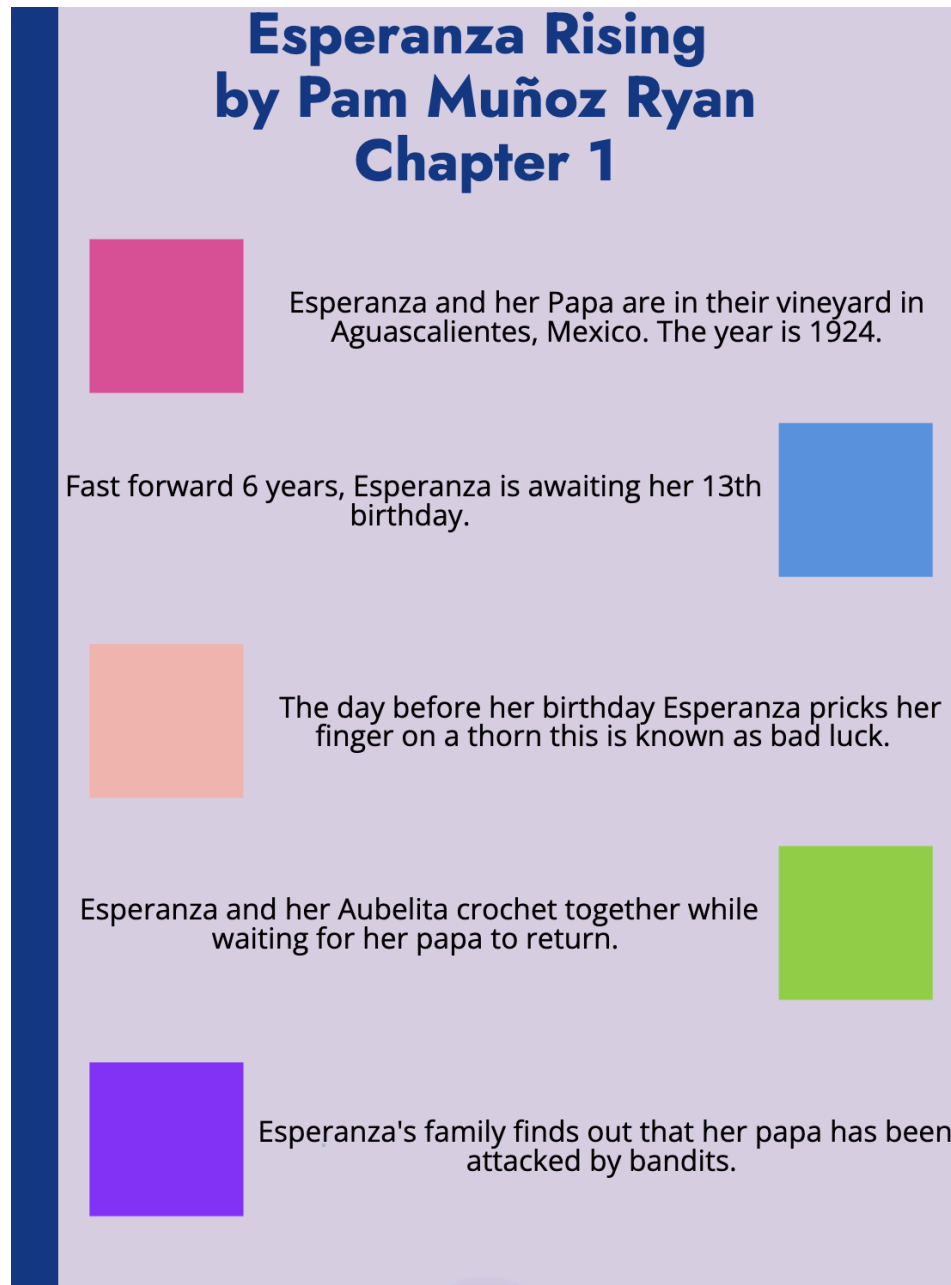
ensure students are able to make the connections between culture and history, and the various text comprehension and language focuses.

Step 4:

For this book I am analyzing the 1st chapter of the text Las Uvas: Grapes (six years later). This chapter is the introduction to begin to get to know Esperanza and her family. The first part of the chapter begins in Aguascalientes, Mexico in 1924. It begins with Esperanza and her papa in the vineyard. The story then fast forwards 6 years, and Esperanza is excited for her birthday the following day. She pricks her finger on a thorn and believes it is bad luck. Her mother is worried that her father has not yet returned from his journey and sent two of the workers to look for her papa. At the very end of the chapter they return with only a belt buckle and bad news. Based on the WIDA PRIME materials, the students are considered for this text based on the interactive and engaging text, and the hispanic cultures. The students will be able to make connections with the culture and the history. The discourse dimension of the text is complex as there are multiple meanings throughout the chapter with symbolisms and metaphors. Students will have difficulty fully comprehending the text without further explanations and discussions. The sentence structure includes simple and compound sentences. The vocabulary in the text is simple but the use of the language is complex. This allows students to be challenged with complex thinking. There is no differentiation of this text, therefore the teacher will need to effectively modify the language with class and small group discussions and scaffolding the material.

Step 5

For this infographic I will include a map of the sequence of the important events that occur in the first chapter. This will support the students' understanding of the text and to comprehend what exactly has happened in the text.

Esperanza Rising
by Pam Muñoz Ryan
Chapter 1

Esperanza and her Papa are in their vineyard in Aguascalientes, Mexico. The year is 1924.

Fast forward 6 years, Esperanza is awaiting her 13th birthday.

The day before her birthday Esperanza pricks her finger on a thorn this is known as bad luck.

Esperanza and her Aubelita crochet together while waiting for her papa to return.

Esperanza's family finds out that her papa has been attacked by bandits.

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)[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

References

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