

Instructional Materials Critique & Redesign with Infographic

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EDPN 673

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For the Instructional Material Critique & Redesign assignment, I am tailoring two of the books for students in my 4th-grade general education classroom with English Language Learners. In contrast, the third book is intended for a 6th-grade general education class. In my 4th-grade classroom, I have a diverse group of students with varying cultural backgrounds, including Asian, Hispanic, and Middle Eastern. The selected texts are read aloud, a common practice in my classroom, complementing the use of decodable readers to enhance reading skills development. These texts align with my classroom's cultural and linguistic diversity, fostering cultural appreciation and inclusivity. "If young people see their culture devalued in things such as political initiatives (e.g., propositions to limit immigration, abolish bilingual education, or ban gay marriage), they are certain to develop conflicted attitudes concerning their ethnic group, family, and social culture" (Nieto, 2018), so in turn if young people see their culture celebrated and respected, it fosters a sense of belonging, positive self-image, and pride, contributing to their overall well-being and identity formation. Therefore, educating students about different cultures is essential for promoting a sense of belonging and understanding in the classroom community.

In selecting instructional materials for my 4th-grade general education classroom my goal was to curate texts that stimulate my students' intellectual curiosity, resonate with their diverse cultural backgrounds, and foster a sense of empathy and understanding. The book "Angel Child, Dragon Child" by Michele Maria Surat captures the essence of acceptance and friendship through the story of a girl named Ut from Vietnam and a boy named Raymond from the United States, who navigate cultural differences to form a deep bond. By immersing my students in narratives that celebrate diversity and promote empathy, I hope to cultivate an inclusive classroom environment where every student feels respected and valued.

The book "Frida" by Jonah Winter offers a captivating exploration of the life and art of Frida Kahlo, a renowned Mexican artist known for her indomitable spirit and vibrant paintings. Through Frida's story, students are not only exposed to Mexican culture and traditions but also inspired to embrace their creativity and express themselves authentically. By delving into Frida's

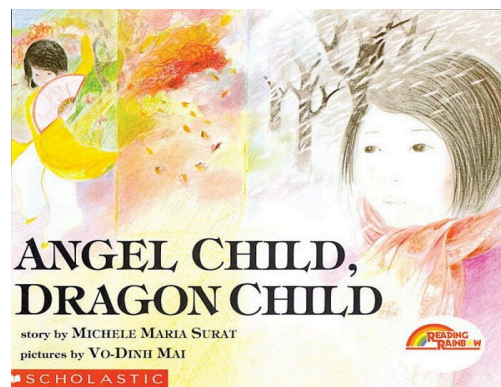
life and artistic journey, students gain a deeper understanding of Mexican heritage and the importance of self-expression, fostering a sense of cultural pride and identity.

In parallel, the chapter book, "Esperanza Rising" by Pam Muñoz Ryan transports readers to the tumultuous era of the Great Depression, where Esperanza Ortega, a young girl from Mexico, grapples with unexpected hardships and challenges as she immigrates to California. This book resonates with students as they explore Esperanza's immigration story. Through Esperanza's journey, students gain insights or make connections into the experiences of immigrant families and the importance of perseverance, resilience, and solidarity in the face of adversity.

By incorporating these rich and diverse narratives into my instructional materials, I aim to provide students with mirrors and windows into different cultures and perspectives, fostering a deeper appreciation for the world around them. As educators, it is our responsibility to create learning environments that cultivate and reflect cultural awareness, empathy, and a sense of global citizenship, empowering students to become empathetic and engaged members of society.

Book 1

Step 1: Critical Analysis and Evaluation



Title: "Angel Child, Dragon Child" by Michele Maria Surat

Surat, M. M. (2007). *Angel Child, Dragon Child*. Scholastic.

“*Angel Child, Dragon Child*” by Michele Maria Surat is a compelling story that skillfully explores themes of acceptance, cultural identity, and friendship, making it an excellent resource for fourth-grade students. The story is about Ut, a young Vietnamese girl who immigrates to the United States and faces the challenges of adapting to a new culture while preserving her heritage.

As stated above, “*Angel Child, Dragon Child*” addresses themes of acceptance, cultural identity, and friendship which aligns with the New York State Next Generation English Language Arts Learning Standards for fourth-grade students. In addition, the book's guided reading level of M and lexile level of 600L-700L make it accessible for fourth-grade students, providing opportunities for guided reading, independent reading, or a read-aloud. Additionally, the Vietnamese translations embedded in the text enhances the learning experience for English Language Learners, allowing them to engage with the story on a deeper level by connecting with Ut's cultural background.

English Language Learners or students from Asian backgrounds, may benefit from seeing their cultural experiences reflected in the story, fostering a sense of inclusion and validation in the classroom. For example, a Vietnamese student of mine felt excited to see his language represented in the text and eagerly participated in discussions about Ut's journey. However, it's essential to consider how “*Angel Child, Dragon Child*” relates to non-Asian English Language Learners as well. While the story centers on a Vietnamese protagonist, its themes are universal and can resonate with students from diverse cultural backgrounds. By highlighting these shared experiences, educators can create a more inclusive learning environment where all students feel represented, respected, and valued.

Despite its strengths, “*Angel Child, Dragon Child*” may present challenges for some English Language Learners, particularly those still developing their English language skills.

Including Vietnamese translations may be helpful for Vietnamese-speaking students but could pose difficulties for students from other linguistic backgrounds. Teachers should provide their students with additional scaffolding and support to ensure that all students can access and understand the text effectively, such as employing language modeling techniques, incorporating frequent comprehension checks, and providing vocabulary support.

Step 2: Evaluation Based on Non-Negotiable Criteria

"Angel Child, Dragon Child" by Michele Maria Surat effectively meets the non-negotiable criteria for meeting the needs of English Language Learners. The story maintains grade-level rigor while promoting academic language development and knowledge-building by exploring cultural identity and acceptance. By incorporating Vietnamese translations and cultural references, the text ensures cultural relevance for Vietnamese-speaking students, fostering a sense of belonging and connection. For example, the protagonist, Ut, shares elements of her Vietnamese heritage, such as traditional clothing like the áo dài, Vietnamese cuisine like pho, and cultural customs like honoring ancestors during Tết (Lunar New Year). Surat seamlessly integrates Vietnamese words and phrases into the narrative, providing English translations within the text to aid comprehension for non-Vietnamese speakers. These cultural elements enrich the story and provide opportunities for all students to engage with diverse perspectives and traditions. Additionally, scaffolding strategies, such as contextual clues and embedded translations, support English Language Learners without compromising content or rigor.

Step 3: Close Review and Selection

The evaluation criteria for this text encompass areas such as collective conversation, cultural pertinence, individual and personal reflection, lexical development, and understanding. Applying a checklist or rubric for assessment ensures the text's effectiveness in engaging students. Emphasis would be placed on gauging students' comprehension and insights

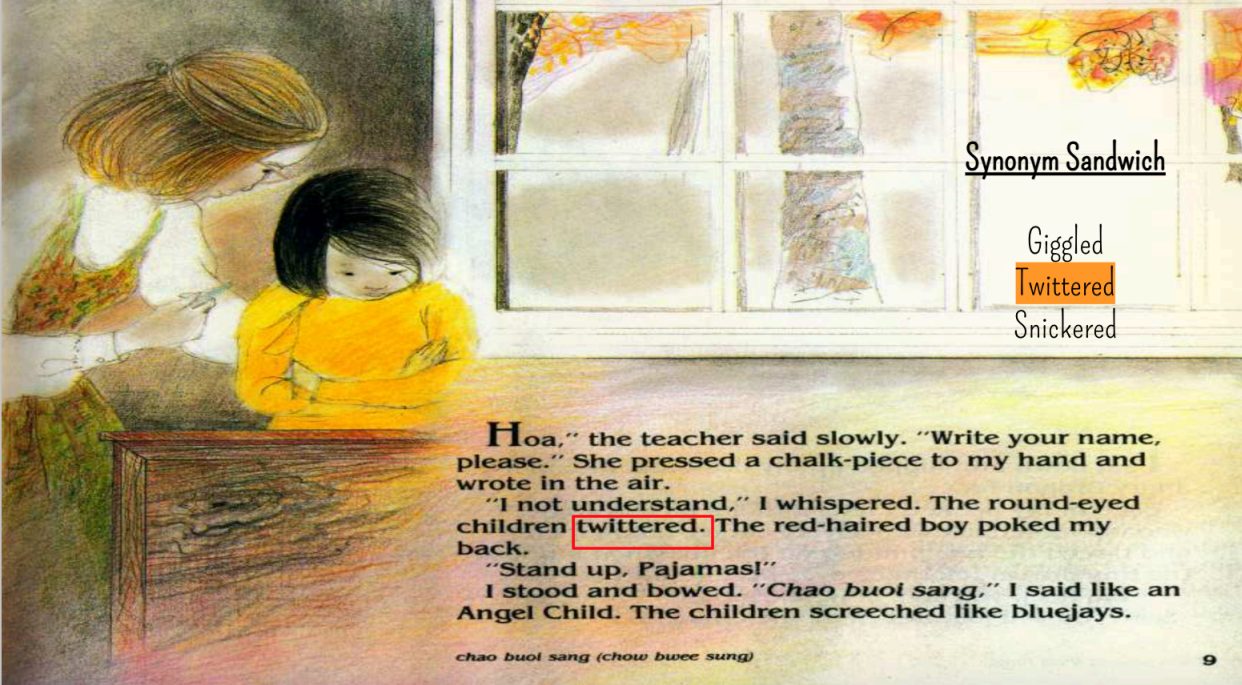
derived from small group interactions and whole class discussions, supplemented by a related writing task. This method enables the assessment of students' prior knowledge, comprehension during reading, and reflections afterward, all achieved through specific questions and discussions tailored to their needs.

Step 4: Utilizing the WIDA PRIME Tool

Evaluating "Angel Child, Dragon Child" with the WIDA PRIME tool for text-to-self connection lessons underscores the material's effective integration with the WIDA Standards Framework. This book successfully fostered language development by connecting students' personal experiences to those of the protagonist, Ut. The narrative encourages English Language Learners to make personal connections, therefore deepening their comprehension and expanding their linguistic skills in a contextually rich manner. The book employs instructional supports like visual aids, translations, and glossaries, making complex concepts accessible to learners at various proficiency levels. This approach not only supports language acquisition but also encourages critical thinking and personal engagement with the text, positioning "Angel Child, Dragon Child" as an exemplary resource for enriching English Language Learners language learning and content comprehension in a culturally sensitive framework.

Step 5: Infographic Creation

For the text redesign, including "synonym sandwiches" alongside definitions and visuals for select words would enhance understanding and engagement. This strategy involves presenting new vocabulary with synonyms, making it easier for students to grasp the meanings in context. Adding visuals can further support comprehension by providing concrete examples of the discussed concepts, especially for ESL students. This approach not only aids in vocabulary development but also enriches the reading experience, making complex ideas more accessible and engaging for all students.



Synonym Sandwich

Giggled
Twittered
 Snickered

Hoa," the teacher said slowly. "Write your name, please." She pressed a chalk-piece to my hand and wrote in the air.

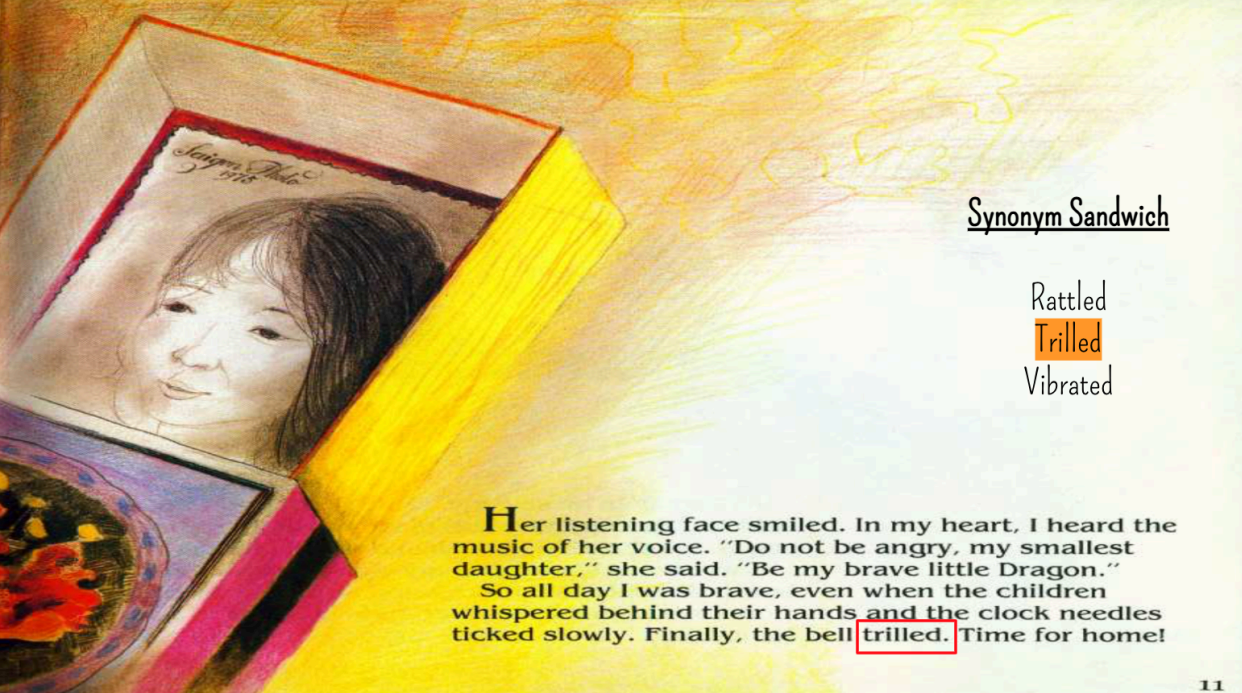
"I not understand," I whispered. The round-eyed children **twittered**. The red-haired boy poked my back.

"Stand up, Pajamas!"

I stood and bowed. "*Chao buoi sang*," I said like an Angel Child. The children screeched like bluejays.

chao buoi sang (chow bwec sung)

9



Synonym Sandwich

Rattled
Trilled
 Vibrated

Her listening face smiled. In my heart, I heard the music of her voice. "Do not be angry, my smallest daughter," she said. "Be my brave little Dragon."

So all day I was brave, even when the children whispered behind their hands **and** the clock needles ticked slowly. Finally, the bell **trilled**. Time for home!

11

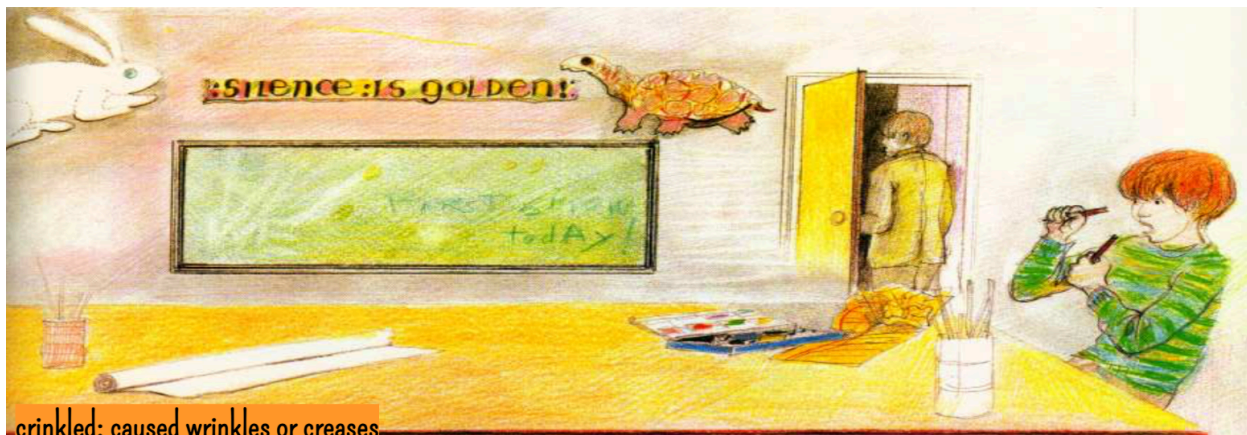
glared: stared at angrily



We can't have this fighting. You two have to help each other," ordered the principal. He pointed at me. "Hoa, you need to speak to Raymond. Use our words. Tell him about Vietnam." Raymond **glared**. "And you, Raymond, you must learn to listen. You will write Hoa's story."

"But I can't understand her funny words," Raymond whined. "Anyway, I don't have a pencil."

"Use this one, then," said the principal. He slapped down a pencil, turned and slammed the door. His shoes squeeged down the hall.



crinkled: caused wrinkles or creases



Pajamas!" Raymond hissed. He **crinkled** his paper and snapped the pencil in two. He hid his head in his arms. How could I tell my story to *him*?

The clock needles blurred before my eyes. No! I would not be an Angel Child for this cruel-hearted boy.

Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
Angel child, Dragon child									
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 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: Critical Analysis and Evaluation**

Title: "Frida" by Jonah Winter

Winter, J. (2016). *Frida*. Scholastic.

"Frida" by Jonah Winter is a captivating and gorgeously illustrated book that delves into the life and art of Frida Kahlo, providing students with an engaging introduction to her unique style and inspiring story. The book's guided reading level of Q and Lexile level of 760L, offers valuable opportunities for English Language Learners in my fourth-grade classroom. As a teacher, I appreciate how "Frida" aligns with ELA standards, offering diverse perspectives and promoting cultural understanding among students.

By integrating this book into our curriculum, we can empower students to appreciate the richness of Mexican culture and find inspiration in Kahlo's remarkable life journey. During read-aloud, "Frida" sparks meaningful discussions about Kahlo's resilience and the power of self-expression through art. Students connect with Kahlo's experiences, exploring themes of identity and overcoming adversity. However, it's important to approach sensitive topics, such as Kahlo's health struggles, with care and age-appropriate explanations.

I supplemented the book with interactive activities, such as art projects inspired by Kahlo's work, to enhance comprehension and engagement. These hands-on experiences allowed students, especially English Language Learners, to connect more deeply with Kahlo's artistic vision while honing their creative skills.

However, I've found that while "Frida" presents opportunities, it also presents challenges when teaching English Language Learners. While the text's vibrant illustrations enhance cultural relevance and engagement for all students, including English Language Learners, certain aspects, such as implicit information, can be particularly challenging. For instance, when the text describes Frida's perpetual pain while the illustration depicts her wrapped in thorns, some English Language Learners may struggle to make the connection without additional support. But, by incorporating visual cues and explicitly guiding students through the interpretation process, I was able to empower my students to effectively develop their comprehension skills and engage with the text more deeply.

Step 2: Evaluation Based on Non-Negotiable Criteria

When evaluating "Frida" based on non-negotiable criteria, it's essential to consider its accessibility for English Language Learners, alignment with standards, and cultural relevance. The book effectively meets these criteria by providing a rich narrative about Frida Kahlo's life and art, which enhances cultural diversity and relevance in fourth-grade literature. The text's guided reading level and Lexile level ensure accessibility for English Language Learners, while its inclusion of visual elements and embedded translations supports comprehension and engagement. Additionally, the fact that many students may be familiar with Frida Kahlo from art class provides a valuable foundation for making connections and deepening understanding.

Step 3: Close Review and Selection

Using the WIDA PRIME tool, I can further evaluate this text based on academic language, performance definitions, and performance indicators. The students have been considered when choosing this text based on the overall message it sends, their background knowledge, and vocabulary challenges. "Frida" presents its narrative using language that is both straightforward and deeply expressive, ensuring its accessibility to fourth-grade students. For instance, when describing Frida Kahlo's struggles with physical pain, Winter employs vivid imagery, such as "her body is a canvas of thorns," to convey the intensity of her suffering. This imagery not only captures students' attention but also prompts them to consider the metaphorical significance of Frida's art in expressing her inner turmoil. Additionally, the text introduces cultural elements, such as Frida's iconic self-portraits and her Mexican heritage, providing opportunities for students to connect with the story personally and expand their cultural awareness. These examples illustrate how "Frida" effectively balances simplicity with depth, engaging students while challenging them to explore complex themes. Therefore, I will need to support students with a redesign using infographics to aid their comprehension.

Step 4: Utilizing the WIDA PRIME Tool

Upon evaluation using the WIDA PRIME tool, it is evident that "Frida" by Jonah Winter is a highly suitable resource for 4th-grade classrooms. The text exhibits language complexity appropriate for English Language Learners, offering contextual support and opportunities for language development. Moreover, "Frida" encompasses cultural relevance, providing students with a rich exploration of Frida Kahlo's life and art and fostering cross-cultural understanding. Its alignment with language development standards effectively supports English Language Learners' language acquisition and academic growth. Additionally, "Frida" encourages student engagement and facilitates meaningful interactions and discussions, promoting language development in an immersive learning environment.

Step 5: Infographic Creation



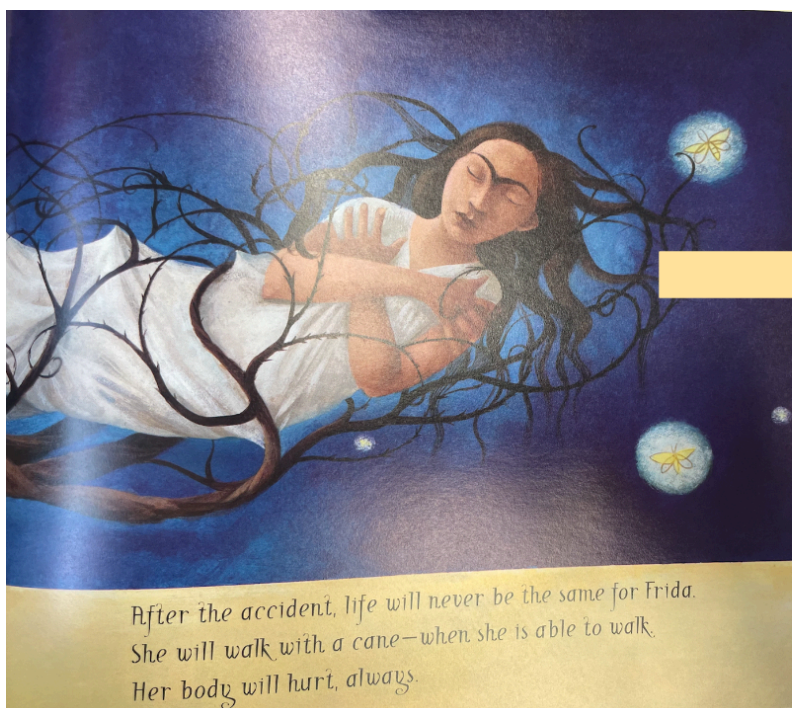
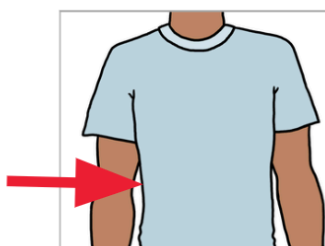
"FRIDA" VOCABULARY

imaginary (p. 8): made up

microscope (p. 14): an instrument that makes something small appear larger



torso (p. 25): the central part of the body, which does not include the head, arms, and legs

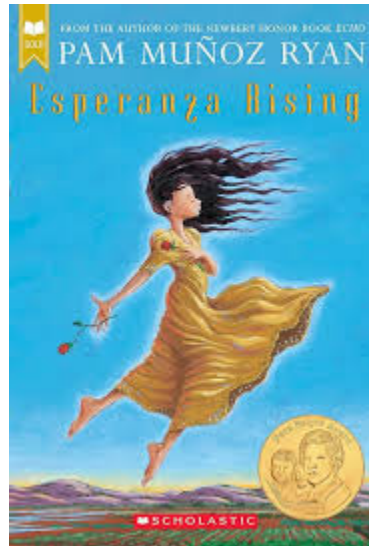


The **thorns** show us that Frida felt hurt inside and out. It shows that she went through a lot of pain during her life.



Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
Frida									
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.)? (2,18)		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
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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
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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	
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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: Critical Analysis and Evaluation**

Title: "Esperanza Rising" by Ryan P. Muñoz

Muñoz Ryan, P. (2000). *Esperanza Rising*. Scholastic.

"Esperanza Rising" is a compelling narrative that explores complex themes relevant to middle school students, such as cultural identity and socio-economic disparity. The story's realistic characters and vivid descriptions draw readers in, encouraging students to think deeply about the plot. However, the complex language and historical background might be a challenge for English Language Learners. English Language Learners may need extra guidance and support to fully understand and take part in the story.

Step 2: Evaluation Based on Non-Negotiable Criteria

"Esperanza Rising" effectively maintains grade-level rigor by addressing complex themes such as cultural identity and socio-economic disparity, which align with academic expectations

for middle school students. The narrative promotes knowledge-building by immersing readers in cultural and historical contexts. Additionally, the text ensures cultural relevance by centering on the experiences of Mexican immigrants during the Great Depression, providing diverse perspectives that resonate with students from similar backgrounds. However, while the story offers rich opportunities for cultural exploration and language development, it may present challenges for newcomers and lower proficiency level students due to its elevated language and historical references. These students may require additional support and scaffolding, such as guided discussions, simplified vocabulary, and visual aids, to access and comprehend the text effectively.

Step 3: Close Review and Selection

"Esperanza Rising" offers rich, versatile opportunities to teach various topics across the curriculum. In English Language Arts, the novel can be used to explore themes such as identity, resilience, and social justice through close reading and literary analysis. In History or social studies, the historical backdrop of the Great Depression provides context for discussions on economic disparities and immigration. Additionally, the novel's cultural elements offer avenues for exploring Mexican heritage and traditions, making it relevant for multicultural education.

Step 4: Utilizing the WIDA PRIME Tool

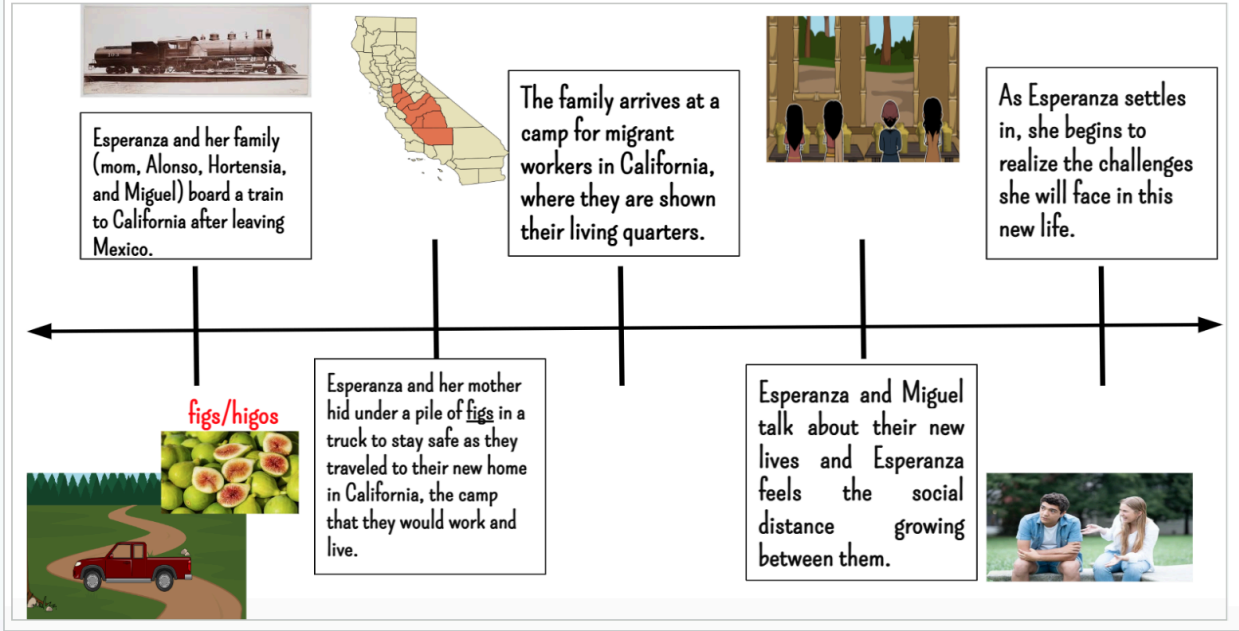
In Chapter 3 of "Esperanza Rising," students may encounter several challenges that could affect their comprehension, particularly when considering the criteria outlined in the WIDA PRIME tool. The cultural and historical context surrounding Esperanza's experiences as a Mexican immigrant in the United States during the Great Depression may be unfamiliar territory for students not well-versed in Mexican culture or that historical period. Additionally, the chapter introduces themes of discrimination and prejudice, which are sensitive topics for some students and require careful handling by the teacher in alignment with WIDA standards. Furthermore, the

complex sentence structures and vocabulary used to describe Esperanza's emotions and experiences may also pose challenges for students, particularly those still developing their English language proficiency, according to WIDA indicators. Overall, the nuanced portrayal of Esperanza's internal struggles and external conflicts may demand deeper critical thinking and analysis to fully grasp the text, aligning with WIDA's expectations for language development. It is important that teachers support their students in navigating these complexities providing opportunities for clarification and discussion.

Step 5: Infographic Creation

I created a timeline for Chapter 3: Los Higos because it helps ELLs by visually organizing the sequence of events. It provides a clear chronological structure, making it easier for students to understand the story's progression and remember key details. Additionally, the timeline serves as a reference point for discussing the story in English and helps reinforce vocabulary related to time and events.

Esperanza Rising: Chapter 3: Los Higos



Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
Esperanza Rising									
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 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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