Materials Critique and Redesign

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EDPN 673

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A Long Walk To Water

I choose to concentrate on analyzing and reviewing the novel <u>A Long Walk to Water</u> by Linda Sue Park. The book <u>A Long Walk To Water</u> begins as two stories about two 11-year-old Sudanese children, a boy in 1985 and a girl in 2008, told in alternate sections. The young woman, named Nya, travels twice daily to a pond two hours walk from her house to get water. Salva, the child, ends himself as one of Sudan's "lost boys," refugees who travel across Africa on foot in search of their families and a secure place to remain. The narrative is portrayed from the views of two characters: Nya, a girl, and Salva, a boy. The story of Salva and Nya's trip through Sudan with limited family and water. A Long Walk to Water is a realistic fiction novel. Realistic fiction is a common genre among students at this age. The fictitious characters in this story behave in ways reminiscent of actual people. The themes throughout the story are composed of family and community, survival, perseverance, courage, and doing good for others. The symbolism of water is essential to understanding the novel as a whole. I am reworking and differentiating this book for the English Language Learners in the class. This book's content can be challenging for English Language Learners to understand. I'll study one chapter in depth and come up with two tech-infused activities to use in classroom instruction. I'll be doing a complete analysis of the book and determining how comprehendible it would be for ELLs.

This book is intended to be used with students ages 11-14. I would use this novel in a 6th-grade class with English Language Learners with a native language of Spanish. According to the Lexile and Quantile tools, <u>A Long Walk To Water</u> has longer sentences containing harder, rare words. The book consists of many words that are considered Tier 3 vocabularies which have lowe frequency and content specific. The names of Sudanese people(Nya, Salva, Marial, Akeer, Dep, Uncle Jewiir,Buska) and places(Loun-Arrik, Dinka, Arout) could be hard for students to pronounce and understand because they do not use these words in everyday conversation. In addition, the top ten words from the novel that are most difficult to understand and would be considered Tier 2 vocabulary are tense, content, resolve, hollow, accent, raw, survey, notion, gauge, and and current. These words multiple meanings and are not typically used in everyday conversations. These words are the most relevant in this text and help students better understand the text. The text presents new vocabulary in the meaningful contextual language. The author uses many examples of figurative language, comparing and contrasting, theme, point of view/perspective, character development, and setting to help the readers understand.

This novel is an introduction to the conceptual development of content. Related to non-fiction book studies portraying Sudan history. An English learner's level of familiarity with the content provided in the story can range from each child's prior knowledge and background experiences about the topic. For example, the students might have difficulty understanding the Sudanese people and places because they may not have prior background knowledge about this culture. I think English Language Learners might have trouble comprehending past and present tense concepts, points of view, and figurative language throughout the novel. These concepts are higher-level thinking and require scaffolding. The author, Linda Sue Park, utilizes the idea of point of view throughout the story. The concept of point of view is usually taught to students in grades 4th and 5th, meaning that students may be familiar with the concept but have a hard time genuinely grasping this idea. Students need to be aware of the different perspectives that go into the point of view, including first person, second person, third person limited, objective, and omniscient.

The text structure of the text is unique in the sense that two different characters with alternating stories tell it. The author uses a narrative text structure to combine two alternating stories throughout the book's chapters. A third-person omniscient narrator initially introduces Salva and Nya. The text structure also focuses on different tenses in which the two stories are told. For example, Nya's story takes place in the present tense,, and Salva's story takes place in the past tense. English Language Learners at this age level should be able to recognize the past and present tense in novels based on their English Language proficiency levels. Although the reader has few hints at this time as to what this relationship might be, the format of the two stories switching back and forth suggests a connection between the two central characters. We learn that the characters Salva and Nya have some similarities that include their age and where they are both from(Southern Sudan). This story does not include pictures or visuals since it is a chapter book. In sixth grade, students are already able to listen and read chapter books. The class would read a chapter or two weekly and discuss their findings, especially the academic vocabulary and meaningful contextual language.

This book represents African Culture. It takes place in two different time periods (1985 and 2008) that are in relation to each other. Students learn more about Sudan's culture and history. This text helps readers determine and comprehend Sudan's political and social problems and and describes how the Sudanese people are affected by the dry season in terms of water scarcity and

migration. This book also allows the readers to trace the development of Salva from a boy to a young man and examine how these two storylines converge. The dual perspectives of Nya and Salva give a more comprehensive picture of life in Sudan than a single point of view would.

The text is less likely to reflect the background or experiences of recent immigrants but maybe their ancestors or different generations of students. It is important for teachers to acknowledge that many English Learners emigrate form other countries and bring an array of experiences that are quite different than the majorite of culture in the United States. Although the characters in the novel are from other cultures than the English Language Learners that would be reading and studying this in their classroom, it is imperative to bring culturally responsive teaching practices in the classroom. The students can relate to the main characters since they are around 11 years old. In addition, the two main characters of the story are a female and a male. From my perspective and knowledge of the school district, I would be implementing this story because most students have not gone through the experiences described in the story. I am not sure if the English learners in the classroom have lived in or visited places such as Sudan from the story. This story provides students with a great wealth of understanding of the history of the Sudanese people. This story is not very far removed from the current times of the world since part of Salva's story takes place in 2008, considered a little more than a decade ago. Nya's persepective of the story takes place in 1985, which is far removed from our world today, but still a very crucial part of history. Some of the students who have the opportunity to read this novel may not have been born yet.

Chapter 5

Chapter 5 begins in 2008 in Southern Sudan, where the readers learn more about Nya's point of view. Nya's family is relocating to the lake which is very risky because there have been disputes over water rights between Nya's tribe, the Nuer, and the Dinkas. Nya's main job is to get water which is a hard task because of digging into the clay and waiting for water. Although sluggish, the procedure is essential for survival. The lack of resources makes it difficult for Nya and her family to survive and affects every part of their lives. However, waiting for the water to fill her gourd is her day. Nya's family's way of life is to wait for the rains to come before going home. The tribes ultimately fight for the water as it is there only way to survive. In this beginning part of the chapter, you will see what Nya has to go through to survive and how water

is a key component to her and her family's lives. According to the text analyzes the sentence length of this first section of the chapter has longer sentences that are harder to understand. The chapter is told in a narrative voice explaining what happens when the rain stops and the large poind dries up. Although the author uses many Tier 1 vocabulary words throughout the story, she also includes many high frequency and robust Tier 2 vocabulary words. A few unfamilar vocabulary words from Nya's story that could be challenging for English Language Learners are rival, seep, crouch, and filthy. I would consider these vocabulary words Tier 2 because students are most likely to encounter these words across content areas but not in daily speech and conversation.

In the second part of Chapter 5, the author explains Salva's point of view. This part of the chapter takes place in 1985 in Southern Sudan. We learn about Salva and the other men suffering from numerous bee stings while trying to get food. Salva and his fellow migrants receive much-needed physical and mental nutrition from the honeycomb. Their appetite is satisfied by the food. Salva ends up meeting a friend which makes the walk simpler and responsibilities divided. Even in the face of difficulty, Salva and Marial can laugh together and support one another.

Along with the first section of this chapter the sentence length is long and harder for students to comprehend. The use of English dialogue throughout this book and chapter. The specific vocabulary words such as little, day, water, boy, walking, etc. are considered Tier 1 vocabulary words. Students commonly use these words in their everyday conversations. According to the Lexile and Quantile Tools, The vocabulary words that could help inform instruction in his section are survey, raw, luscious, fistfight, and sweetness. These words would be taught expilcitly and emphasized through whole class instruction.

I would redesign this chapter by using the technological tool of Jamboard. Jamboard is a website that allows students and teachers to create pages and simplify texts by using an interactive whiteboard. Jamboard is effective education tool that enable visual collaboration. Jamboard allows all participants in the "jam session" to see and access learning.

Before presenting the key ideas from Chapter 5 onto the Jamboard, I created pages that contained important Tier 2 content specific vocabulary words that will help English Language Learners understand the story better. I included rival, filthy, seep, crouch, survery, fistfight,

sweetness, raw, and luscious. In the example I provided below, I defined the meaning of the word, the Spanish translation of the vocabulary word, as well as an example of the word in context in the story. I designed the vocabulary slides by using a color code for each part of the speech(noun, adjective, verb). For example, for the vocabulary words that are considered nouns, I made them all blue. When introducing a new concept to students, it is important to use visuals to provide them with a reference point and context(Echevarria & Vogt & Short, 2017). I wanted to present the chapter's key ideas by providing visual aides to help students visualize and understand the story. I used different color fonts to display the two different perspectives and characters. As a result, the Jamboard allows the students to understand the new concepts of the main characters perspectives as well as the new academic vocabulary that is presented. I believe that redesigning this chapter in a way that is more pleasing and visually appealing can help the students comprehend the chapter better.

Jamboard Link- https://jamboard.google.com/d/1mrBnrxZ4iAy7QlBO7VjPf3ByI3-fgH4dsxCY4jSw-bg/edit?usp=sharing
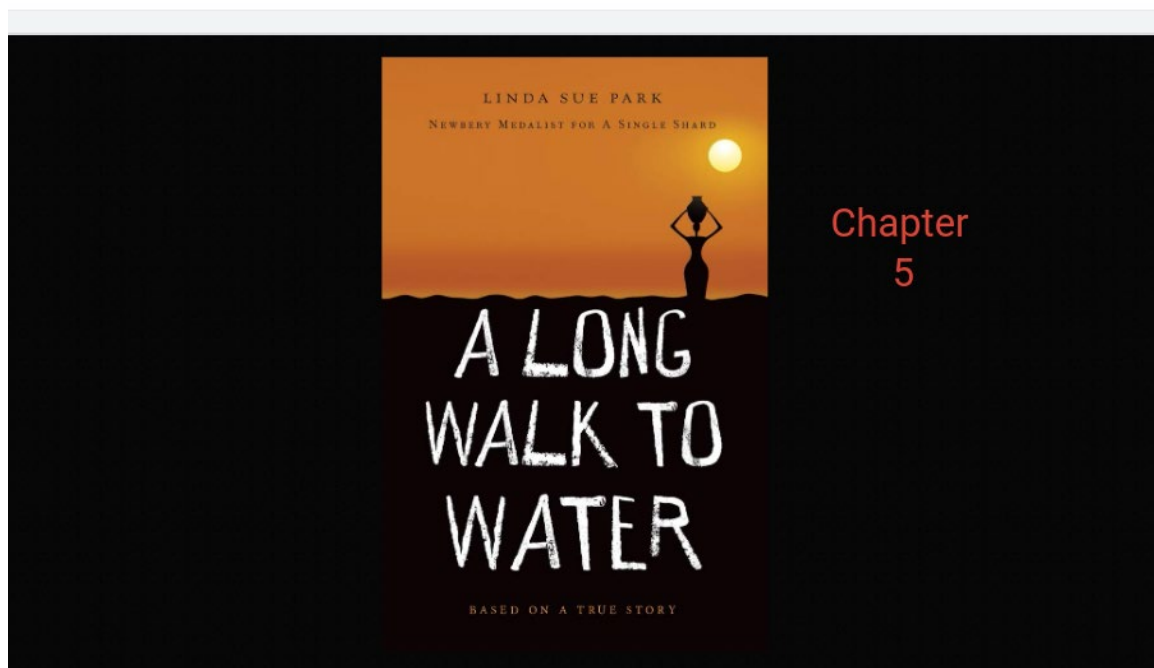
Vocabulary

Rival- (noun) a person or thing competing with another for the same objective or for superiority in the same field of activity
Example: "often fought with the rival Dinka tribe over the land surrounding the lake. "

Seep- (verb)
Spanish- filtrarse
(of a liquid) flow or leak slowly through porous material or small holes
Example: " The clay got wetter as she dug, until, at last, water began to seep into the bottom of the hole."

Filthy- (adjective)
Spanish- sucio
disgustingly dirty
Example: "The water that filled the hole was filthy, more mud than liquid."

Crouch - (verb)
Spanish-agacharse
adopt a position where the knees are bent and the upper body is brought forward and down, typically in order to avoid detection or to defend oneself
Example: "Nya would crouch by the hole, waiting."

Vocabulary

Survery- (noun) a general view, examination, or description of someone or something
Spanish-encuesta
Example- "Salva made it a habit to survey the whole group every morning and evening.."

Fistfight-(noun) a fight with your fists
Spanish- pelea a puñetazos
Example-"They all looked as though they had been in a terrible fistfight."

Sweetness- (noun) the quality of being sweet
Spanish- dulzura
Example-
"Salva kept the beeswax in his mouth and chewed it for the memory of sweetness."

Raw-(adjective) (of a part of the body) red and painful, especially as the result of skin abrasion
Spanish- bruto
Example- "Buksa's forearms were lumpy and raw."

Luscious- (adjective) (of food or drink) having a pleasingly rich, sweet taste
Spanish-deliciouso
Example- "Nothing had ever tasted so good as those pieces of honeycomb dripping with rich, luscious gold sweetness."

Southern Sudan, 2008

Nya

There was a big lake three days' walk from Nya's village. Every year when it stopped raining and the pond closer to their village dried up, Nya's family moved to live closer to the big lake so they could get water.

They didn't live by the big lake all year round because there was so much fighting nearby. Her tribe, the Nuer , fought with the Dinka tribe over who got to live by the big lake. So, Nya's family only lived at the lake during the dry season when there was less fighting.

At the big lake, Nya's job was to dig holes as deep as she could to try and get water out. The water was dirty, but it was better than nothing.

Southern Sudan, 1985

Salva

Salva's eye was swollen shut. Buksa's arms were lumpy and in pain. A friend of Buksa's had afat lip . Everyone looked as if they had just been in a huge fight.

But, instead of a fight, their injuries had come from the bees. When they went to get the honey from the beehive, the bees had attacked and stung them all. Even though his eyes hurt, Salva thought the pain was worth finally having some good food.

Salva had been walking for a month. Now, Salva and his group were walking through the land of the Atuot people . In his language, the Atuot were called "The people of the lion" because where they lived was filled with lions. Their legends said that when an Atuot person died they came back as a lion in their next life.

Salva was nervous to be walking through their land because he was afraid of being killed by a hungry lion.

Salva and Marial

The next day Salva walked with Marial. Salva asked Marial where they were walking to.
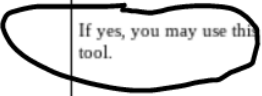
Marial said he thought they were walking to Ethiopia .

Salva was upset. He said, "Ethiopia?! But that's another country! How will our families ever find us if we leave Sudan?"

Marial put his arm around Salva and said, "One day we will come all the way back to Sudan and both find our families".

Salva smiled.

Checklist for using a digital tool with students under 13.

These steps must be completed in order	Yes	No
Have I looked at both the user agreement and the privacy policy for the tool?	✓	If no, you must do this to proceed.
Are students under 13 allowed to use the product? Some tools do not allow use by children under 13.	✓	If no, You can not use this tool.
Does the student have to create an account to use the tool or does it require permissions to access the student's Edina Apps Google account?	✓ Yes, have a conversation with your principal, Media Specialist or Digital Learning Specialist for approval before continuing.	
Does the tool collect student data?	✓ Yes, have a conversation with your principal, Media Specialist or Digital Learning Specialist for approval before continuing.	✓ No, Jamboard does not collect student data but allows students to collaborate using the Google platform.
Does the tool require permission for students under 13?		No, it is intended for students in grades 4th-12th
Have you obtained the required permission (Implied or Express/Written)? A note home with enough time for parents to respond for parental permission or A parent signature for each student for written or express permission	If yes, you may use this tool.	If no, this step must be completed before you may use this tool.

Storyboard That

   Another Technology tool I would use to redesign the text <u>A Long Walk To Water</u> in a way that would best support my English Langauge learners would be Storyboard That. Storyboard: This technology tool is intended for 5th- 10th-grade students. Storyboard That makes it simple for anyone to build a storyboard to tell a tale in a captivating way. Teachers can utilize this to provide material to students in a way that is appealing and mesmerizing. Storyboard That offers easy-to-use graphic tools that are intelligent and focused on the Four Cs (Critical Thinking, Creativity, Communication, and Collaboration) to enhance the potential for and potential of thinking throughout the world.

   Although I designed a Storyboard specifically for chapter five, teachers can implement Storyboard That to simplify and create an easier understanding of chapter book for students, especially English Language Learners. Students can also be creative and make their storyboards based on a chapter from the text and across content areas. Storyboard That promotes culturally and linguistically responsive classrooms and instructional practices by providing different cultural backgrounds, races, gender, and identities. Storyboard That can apply to a variety of activities in all English as a New language teaching domains, including vocabulary and grammar. This digital tool is apealing and helps English Language learners build upon the skills they already know and understand. Specifically this tool allows students to demonstrate a new understanding of the concepts in the texts.

   English Langauge learners rely heavily on visuals to comprehend. Visuals give communication an added dimension that can make it easier for students to learn the subject matter. By providing my students with visuals, they have a higher chance of remembering what content I am teaching them. Combining text and speech with visuals can be easier to fill up the knowledge gaps. Students who are visual learners will benefit from these visual aids. By reducing the quantity of instructor talk in a session, pictures can give your students more time to participate in the learning process actively. Images can convey complicated topics in less time, allowing the teacher to focus on other tasks.

   I think that this technology tool is a great way for teachers who use the novel, <u>A Long Walk to Water</u> because it can help students understand the author's use of point of view throughout the

whole story. By creating scenes with the characters in it, I can use speech bubbles to show the students who is saying what in the story. As you can see in my example below, I showed that Salva was talking to Marial when he was by the fire. I think it is a fun and interactive way to better understand a chapter book. Storyboard That is a great digital resource that closely aligns to the instructional goals for this instructing this text.

Although I have created my own redesign of the text, I have found through research that many other teachers have created Storyboard That's using this text. I decided to include this to show the possibilities that Storyboard That provides for teachers and students. I love how Lauren Ayube separates each important idea of the text in each storyboard.

https://www.storyboardthat.com/lesson-plans/a-long-walk-to-water-by-linda-sue-park

JamBoard Evaluation:

Checklist for using a digital tool with students under 13.

These steps must be completed in order	Yes	No
Have I looked at both the user agreement and the privacy policy for the tool?	✓	If no, you must do this to proceed.
Are students under 13 allowed to use the product? Some tools do not allow use by children under 13.	✓	If no, You can not use this tool.
Does the student have to create an account to use the tool or does it require permissions to access the student's Edina Apps Google account?	✓ Yes, have a conversation with your principal, Media Specialist or Digital Learning Specialist for approval before continuing.	

Does the tool require permission for students under 13?		If no, You may use this tool. ✓
Have you obtained the required permission (Implied or Express/Written)? A note home with enough time for parents to respond for parental permission or A parent signature for each student for written or express permission	If yes, you may use this tool.	If no, this step must be completed before you may use this tool. ✓

WordSift

I would critique the novel <u>A Long Walk To Water</u> by using the website Wordsift.org. WordSift makes it simple for anyone to search through and analyze texts by swiftly locating keywords that are used in the text. Vocabulary development is critical for all students but specifically for English Language Learners. Deep knowledge of the academic vocabulary of the content subjects taught in schools is necessary for overall academic success. WordSift allows English Langauge learners to achieve a deeper understanding of vocabulary terms.

Even after the students have acquired sufficient English competency to the point where they are "reclassified" as fluent English speakers, vocabulary still presents a barrier (Butler and Hakuta, 2006). High-achieving English Learners (and former English Learners) nonetheless struggle to acquire the kinds of advanced academic vocabulary needed to perform competitively on college entrance exams like the SAT, which restricts their access to selective higher education. Therefore, teachers must effectively address vocabulary development in adolescence throughout the full spectrum of student experiences, skills, and educational goals (Educational Testing Service, 2008).

Before a reading comprehension lesson of the novel "A Long Walk to Water" I would use WordSift to study assigned text, identify difficult terms or topics, and choose visuals and videos to utilize in class. The text can be previewed by students in groups or individually. According to reading comprehension research, previewing material is a helpful tactic for enhancing understanding. Students who might ordinarily struggle with the text's intricacy might be helped by utilizing WordSift to find the relevant terminology, interacting with the visuals, and using the sample source sentence function to "skim" the text. As a pre-reading activity for this novel, I would take the first chapter and put it through the WordSift website. The critical vocabulary, character names, and ideas presented throughout the book appear nicely colorful. Although this example shows words, the website allows you to look deeper into the terms by looking at images of the word, origins, and occurrences in the text.

A specific reason why I love using this resource is that it allows you to organize the words in many different ways. The example shown below shows the words sorted by how common they are to how rare they are. This is especially important in supporting English language learners in their language development. In sixth grade, the "common" words shown are considered Tier 1 vocabulary words that are easy for the students to understand. The "rare" words are more complex and content specific.

Specifically, in the example I created for chapter five of the novel, you can see below these 50 words in the chapter that are important for the reader to understand. The words that appear bigger(Salva, Nya, Marial, walking, Dinka, lake, Atuot) are the words that appear the most throughout this specific chapter. English Language learners would be familiar with a few words: family, even, back, going, day, little, etc. The vocabulary words that might cause difficulty for

English Language learners to understand are Salva, Marial, Nya, Dinka, Atuot, Sudan, Ethiopia, and Buska.

The design of WordSift assists teachers in managing the demands of academic language and vocabulary in their text resources. The digital resource aligns with the instructional goals of studying this text. WordSift provides students of adolescence age a new way for students to demonstrate their understanding of new concepts. This technological tool builds upon students' prior knowledge and helps build on students' skills.
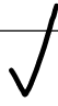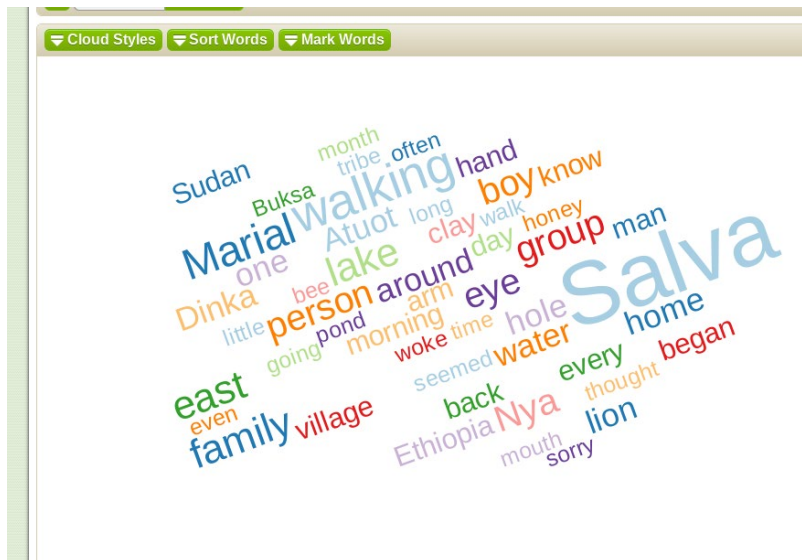
 Chapter One WordSift:
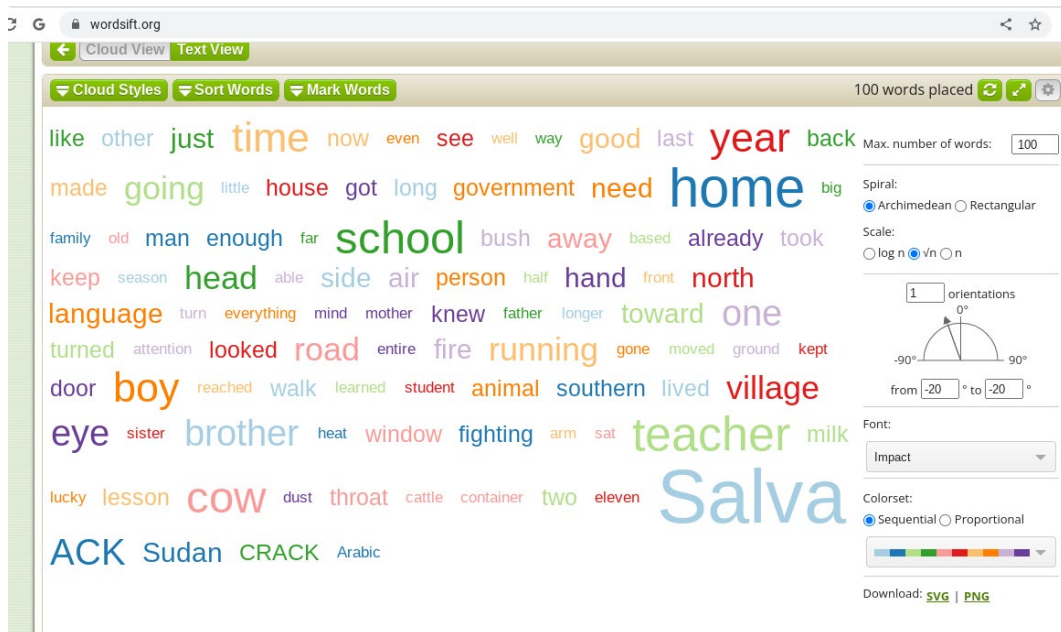
Chapter Five WordSift:
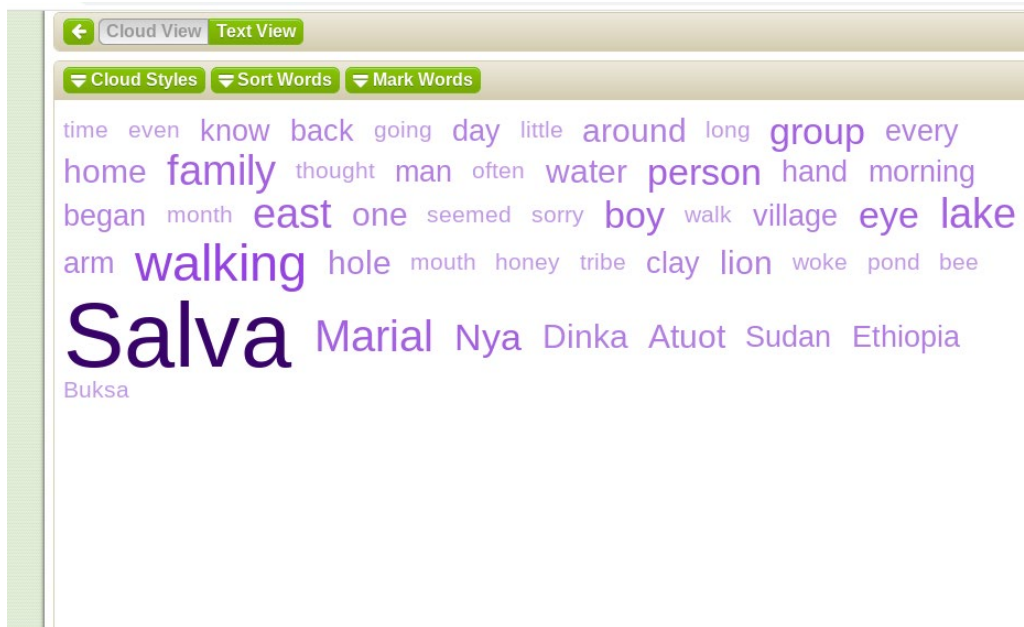
Chapter Five Cloud Display:

Checklist for using a digital tool with students under 13.

These steps must be completed in order	Yes	No
Have I looked at both the user agreement and the privacy policy for the tool?	✓	If no, you must do this to proceed.
Are students under 13 allowed to use the product? Some tools do not allow use by children under 13.	✓	If no, You can not use this tool.
Does the student have to create an account to use the tool or does it require permissions to access the student's Edina Apps Google account?	✓ Yes, have a conversation with your principal, Media Specialist or Digital Learning Specialist for approval before continuing.	
Does the tool collect student data?	Yes, have a conversation with your principal, Media Specialist or Digital Learning Specialist for approval before continuing.	✓
Does the tool require permission for students under 13?		If no, You may use this tool. ✓
Have you obtained the required permission (Implied or Express/Written)?\n\nA note home with enough time for parents to respond for parental permission\nor\nA parent signature for each student for written or express permission	If yes, you may use this tool.	If no, this step must be completed before you may use this tool. ✓

Textbook Evaluation Checklist

A Long Walk To Water
By: Linda Sue Park

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)[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

Question	4	3	2	1	0	M	O	N
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

Question	4	3	2	1	0	M	O	N
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

Question	4	3	2	1	0	M	O	N
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

Question	4	3	2	1	0	M	O	N
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

Question	4	3	2	1	0	M	O	N
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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