Instructional Material Critique & Redesign with Infographic

Name: Kalee Fan

Touro University - Graduate School of Education

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Instructor: Dr. Jasmin Cowin

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Introduction

Selecting instructional materials that are academically rigorous, culturally responsive, and linguistically accessible is an important responsibility for teachers of multilingual learners (MLs). Although many published curricula are aligned with academic standards, teachers must critically evaluate whether these materials provide appropriate language supports, meaningful opportunities for student interaction, and equitable access to grade-level content. This paper evaluates two instructional materials from the HMH Into Reading curriculum at different elementary grade levels to examine their effectiveness in supporting multilingual learners. Using the New York State Next Generation English Language Arts Learning Standards, the ESL Textbook Evaluation Checklist, the WIDA PRIME Protocol, and research-based principles for multilingual learners, this paper analyzes the strengths and limitations of each material in relation to language development, literacy instruction, cultural responsiveness, and access to academic content. Based on the analysis, each material will be redesigned to better support the linguistic and academic needs of multilingual learners while maintaining grade-level rigor, and an infographic will be created as an additional visual support to enhance student comprehension and engagement.

Material A: Kindergarten HMH Into Reading Module 6 – Martin Luther King, Jr.

The first instructional material selected for analysis is the Kindergarten HMH Into Reading Module 6 read-aloud Martin Luther King, Jr. by Marion Dane Bauer (see Appendix A.1 for the book cover). This material introduces young learners to an important historical figure while supporting foundational comprehension skills, vocabulary development, and oral language

practice. Across Lessons 11–13, students engage in activities that focus on identifying important people, places, and events, learning academic vocabulary, determining author's purpose, and responding to questions using information from the text. The instructional sequence provides multiple opportunities for students to build background knowledge before engaging with increasingly complex ideas related to fairness, equality, and leadership. Because the lesson combines literacy instruction with important historical content while providing multiple supports for multilingual learners, it is an appropriate choice for both instructional analysis and redesign.

The material demonstrates alignment with several New York State Next Generation English Language Arts Learning Standards. First, the lesson supports KRI2, which requires students to identify the main topic and retell key details from informational texts. Students identify important events in Dr. King's life and discuss how his actions contributed to changes in society. The lesson also aligns with KSL1 through structured partner discussions, Turn and Talk routines, and Think-Pair-Share activities. These collaborative conversations support multilingual learners because language develops through meaningful interaction and opportunities to express ideas with others (Celce-Murcia et al., 2014). In addition, the lesson supports KRI3 by helping students describe connections between historical events and their impact. A major strength of the lesson is its use of multimodal scaffolds to support access to challenging historical concepts. The teacher guide provides background information, illustrations, vocabulary instruction, comprehension questions, teacher modeling, and differentiated English learner supports that help make complex ideas more accessible for young learners (see Appendix A.2). These instructional practices reflect effective scaffolding because they connect new academic language to concrete examples and meaningful experiences (Díaz-Rico, 2012). Furthermore, discussions about

fairness, equal rights, and leadership encourage students to connect literacy learning with broader social values, reflecting culturally responsive teaching practices (Nieto & Bode, 2018).

Based on the ESL Textbook Evaluation Checklist (Miekley, 2005), this instructional material demonstrates strengths across content, instructional design, teacher support, and contextual appropriateness (see completed checklist in Appendix A.3). The biography presents information in a logical sequence and uses authentic language appropriate for kindergarten learners. The teacher's guide provides clear instructional objectives, explicit vocabulary instruction, comprehension questions, and step-by-step lesson procedures that support effective implementation. Interactive activities such as Turn and Talk, Think-Pair-Share, and repeated vocabulary practice encourage student engagement while reinforcing comprehension. The lesson is also appropriate for the intended curriculum and age group because the content is meaningful, visually supported, and accessible with teacher scaffolding. However, the material provides relatively few opportunities for multilingual learners to use their home languages, build cross-linguistic connections, or contribute personal cultural experiences. Incorporating these elements would further strengthen the lesson's support for multilingual learners.

When analyzed using the WIDA PRIME Protocol for Review of Instructional Materials, the lesson demonstrates several strengths in supporting multilingual learners. Students develop language through listening, speaking, vocabulary instruction, and collaborative discussions while engaging with grade-level content. Visual illustrations, teacher think-alouds, structured discussion routines, and differentiated English learner supports increase comprehensibility for learners across proficiency levels. These instructional features align with the WIDA principle of providing appropriate linguistic scaffolds. However, the lesson places greater emphasis on

language comprehension than language production and offers limited opportunities for translanguaging or connections to students' cultural and linguistic backgrounds. Expanding opportunities for multilingual learners to draw upon their full linguistic repertoires would strengthen alignment with the WIDA Standards Framework.

To address these limitations, the lesson was redesigned by incorporating a visual support created with the assistance of Microsoft Copilot. The prompt asked Copilot to generate a student-friendly infographic titled *"*How Can We Be Fair Like Dr. Martin Luther King, Jr.?" for kindergarten multilingual learners at the WIDA Entering–Developing proficiency levels. The design request emphasized simple English phrases, culturally inclusive illustrations, sentence frames, and visual supports to reduce language demands (see Copilot Prompt in Appendix A.4). Copilot generated an infographic organized around four student-friendly actions: Be Kind, Include Everyone, Use Kind Words, and Share and Help. The infographic also incorporated larger fonts, clear visuals, and ample white space to improve accessibility for young multilingual learners (see Appendix A.5).

The redesigned infographic extends the original lesson by helping multilingual learners connect Dr. Martin Luther King, Jr.'s message of fairness to their own classroom experiences. Rather than focusing only on recalling historical events, students are encouraged to apply newly learned vocabulary while discussing how they can demonstrate fairness in everyday situations. The use of simple language, visual supports, and sentence frames reduces linguistic demands while increasing opportunities for oral language development. In addition, representing children from diverse cultural backgrounds reinforces the lesson's message of inclusion and belonging. As a result, the redesign maintains the instructional goals of the original lesson while providing

additional language supports that make learning more meaningful and accessible for multilingual learners.

Material B: Grade 2 HMH Into Reading Shared Reading – Great Leaders

The second instructional material selected for analysis is the Grade 2 HMH Into Reading shared reading selection "Great Leaders" from Book 2 (see Appendix B.1 for the book cover). This instructional material focuses on developing students' ability to analyze informational and opinion texts while learning about historical figures who demonstrated leadership. The analysis of this material was based on the instructional sequence provided in the HMH Teacher's Guide (see Appendix B.2). Across Lessons 9 and 10, students engage in close reading activities that focus on evaluating important details, identifying key ideas, distinguishing fact from opinion, analyzing supporting evidence, and understanding how authors use reasons and details to persuade readers. Through guided reading, discussion routines, and writing activities, students are encouraged to explain their thinking using evidence from the text. This material provides an opportunity to examine how content-rich literacy instruction can support multilingual learners in developing academic language while engaging with complex informational concepts.

The material demonstrates alignment with several New York State Next Generation English Language Arts Learning Standards. First, the lesson supports 2R1, which requires students to develop an understanding of key ideas and details by asking and answering questions about texts and referring to evidence. Students analyze information from "Great Leaders" and identify details that support the authors' ideas. The lesson also aligns with 2R8, as students distinguish between points an author makes and the reasons or evidence used to support those points. Moreover, the lesson supports 2SL1 through collaborative conversations, including Turn

and Talk activities, where students practice explaining their ideas and responding to classmates. These structured interactions are especially beneficial for multilingual learners because academic language develops through meaningful communication and opportunities to negotiate meaning with others (Celce-Murcia et al., 2014).

A major strength of this instructional material is its emphasis on academic language development through authentic reading and discussion. Unlike lessons that isolate vocabulary or comprehension skills, “Great Leaders” integrates language learning with content understanding by asking students to analyze ideas, explain relationships between opinions and evidence, and communicate their interpretations. The teacher guide provides explicit instruction for academic vocabulary, including terms such as “persuade”, “opinion”, “reason”, and “fact”, while also modeling how readers identify important information. These supports reflect effective language instruction because multilingual learners benefit from explicit language instruction embedded within meaningful academic contexts (Celce-Murcia et al., 2014). In addition, the lesson incorporates visual supports, anchor charts, sentence structures, and guided discussions that help students access complex literacy skills. These scaffolds reflect Díaz-Rico’s (2012) emphasis on connecting new language demands with students’ existing knowledge and providing structured support toward independence.

The material also promotes culturally responsive learning by highlighting individuals who contributed to society through leadership and advocacy. Students are encouraged to examine how leaders used their voices, ideas, and actions to create change. The lesson’s focus on leadership creates opportunities for students to discuss fairness, responsibility, and community involvement. However, similar to many published instructional materials, the text provides

limited opportunities for students to connect these concepts to leaders, role models, or community experiences from their own cultural backgrounds. Providing opportunities for students to share examples from their families, communities, or home cultures would further support culturally sustaining instruction and recognize multilingual learners' identities as valuable classroom resources (Nieto & Bode, 2018).

Based on the completed ESL Textbook Evaluation Checklist (see Appendix B.3), this instructional material demonstrates strengths in content organization, instructional support, and student engagement. The reading selection presents information in a structured manner and provides opportunities for students to analyze ideas, supporting details, and author's purpose. The teacher guide offers clear objectives, instructional steps, vocabulary explanations, comprehension questions, and differentiation strategies that assist teachers in implementing the lessons effectively. The activities include interactive discussions, collaborative learning, and writing tasks that require students to apply new vocabulary and communicate their understanding. The material is also appropriate for Grade 2 learners because it maintains grade-level expectations while providing scaffolds for students who need additional support. However, the checklist analysis also reveals areas for improvement. Although the teacher guide includes English learner supports, many strategies focus primarily on making English texts understandable rather than encouraging students to use their complete linguistic repertoires. Additional opportunities for translanguaging, multilingual discussion, and connections to students' lived experiences would strengthen the material's support for multilingual learners.

When analyzed using the WIDA PRIME Protocol for Review of Instructional Materials, the lesson demonstrates several strengths in supporting multilingual learners' language

development. The material provides clear language objectives, opportunities for students to practice academic vocabulary, and structured activities that promote listening, speaking, reading, and writing. The use of anchor charts, teacher modeling, sentence frames, and collaborative discussion routines helps make complex literacy concepts more accessible for learners at different proficiency levels. The lesson also supports language functions such as explaining, comparing, and persuading, which align with the academic language demands described in the WIDA Standards Framework. However, the material provides fewer opportunities for students to draw upon multilingual resources or engage in cross-linguistic connections. While students are supported in understanding and discussing the text in English, additional activities that encourage students to use home languages, compare perspectives across cultures, or connect leadership concepts to their own experiences would further enhance the material's alignment with multilingual learner development.

To address these areas for improvement, the lesson was redesigned by incorporating a visual support created with the assistance of Microsoft Copilot. The Copilot interaction and generated design process are included in Appendix B.4. The prompt asked Copilot to create a student-friendly infographic for Grade 2 multilingual learners that highlights the characteristics of effective leadership using accessible language, visuals, and opportunities for student reflection. Copilot generated an infographic titled "What Makes a Great Leader?" that organizes leadership characteristics into four categories: Help Others, Use Your Voice, Work Together, and Make a Difference. Each section includes simple phrases and visual supports, such as "use kind actions," "share your ideas," "listen to others," and "help your community." The final infographic created through this redesign process is included in Appendix B.5. The visual was

refined to include readable text, appropriate spacing, and student-friendly design elements to better support multilingual learners.

Comparison and Reflection on Instructional Material Design

The analysis of both HMH Into Reading instructional materials reveals that effective support for multilingual learners requires a balance between maintaining grade-level academic expectations and providing meaningful access to content. Both the Kindergarten "Martin Luther King, Jr." biography and the Grade 2 "Great Leaders" shared reading lesson demonstrate strengths in building background knowledge, developing academic vocabulary, and supporting comprehension through visuals, teacher modeling, structured discussions, and differentiated scaffolds. The materials support multilingual learners' engagement with complex ideas by maintaining important literacy goals and incorporating instructional supports. These features reflect effective English language development practices because language learning occurs most successfully when students use language to understand meaningful content and communicate their ideas (Celce-Murcia et al., 2014).

Although both materials demonstrate strong instructional support for multilingual learners, the analysis also revealed areas where additional adaptation could strengthen their effectiveness. While the lessons provide meaningful support for understanding English texts, they offer fewer opportunities for multilingual learners to use their full linguistic repertoires, connect content to personal experiences, and engage in extended language production. The existing English learner supports primarily focus on increasing access to English while giving less attention to intentionally incorporating students' home languages and cultural knowledge as instructional resources. This finding highlights the importance of teachers critically evaluating published materials and adapting them based on the linguistic and cultural needs of their

students. Through thoughtful redesign, instructional materials can become more culturally and linguistically responsive by incorporating student voice, translanguaging opportunities, and connections between classroom learning and students' communities (García & Kleifgen, 2018; Nieto & Bode, 2018).

The redesign process demonstrated that relatively small adaptations can significantly increase accessibility and engagement for multilingual learners. The infographic created for "Martin Luther King, Jr." helped students connect historical concepts of fairness and equality to everyday classroom actions, while the "Great Leaders" infographic supported students in recognizing leadership qualities within themselves and their communities. Both redesigns used visual supports, simplified language, and sentence frames to reduce linguistic barriers while maintaining meaningful academic goals. These adaptations reinforce the idea that instructional materials should not only provide access to content but also empower multilingual learners to participate actively, express their identities, and see their experiences represented in the classroom.

Conclusion

Evaluating and redesigning instructional materials is an essential practice for creating equitable learning experiences for multilingual learners. The analysis of the two HMH Into Reading materials demonstrated that published curricula can provide valuable grade-level content, strong instructional structures, and effective scaffolding, while still requiring thoughtful adaptation to better address students' linguistic and cultural strengths. By examining materials through the ESL Textbook Evaluation Checklist, WIDA PRIME Protocol, and principles of culturally responsive teaching, educators can identify both strengths and areas for improvement. Ultimately, effective instructional materials should not only help multilingual learners access

academic content but also recognize their languages, experiences, and identities as valuable resources for learning. Through intentional redesign and reflective teaching practices, educators can create classrooms where multilingual learners are supported as capable thinkers, communicators, and active members of their communities.

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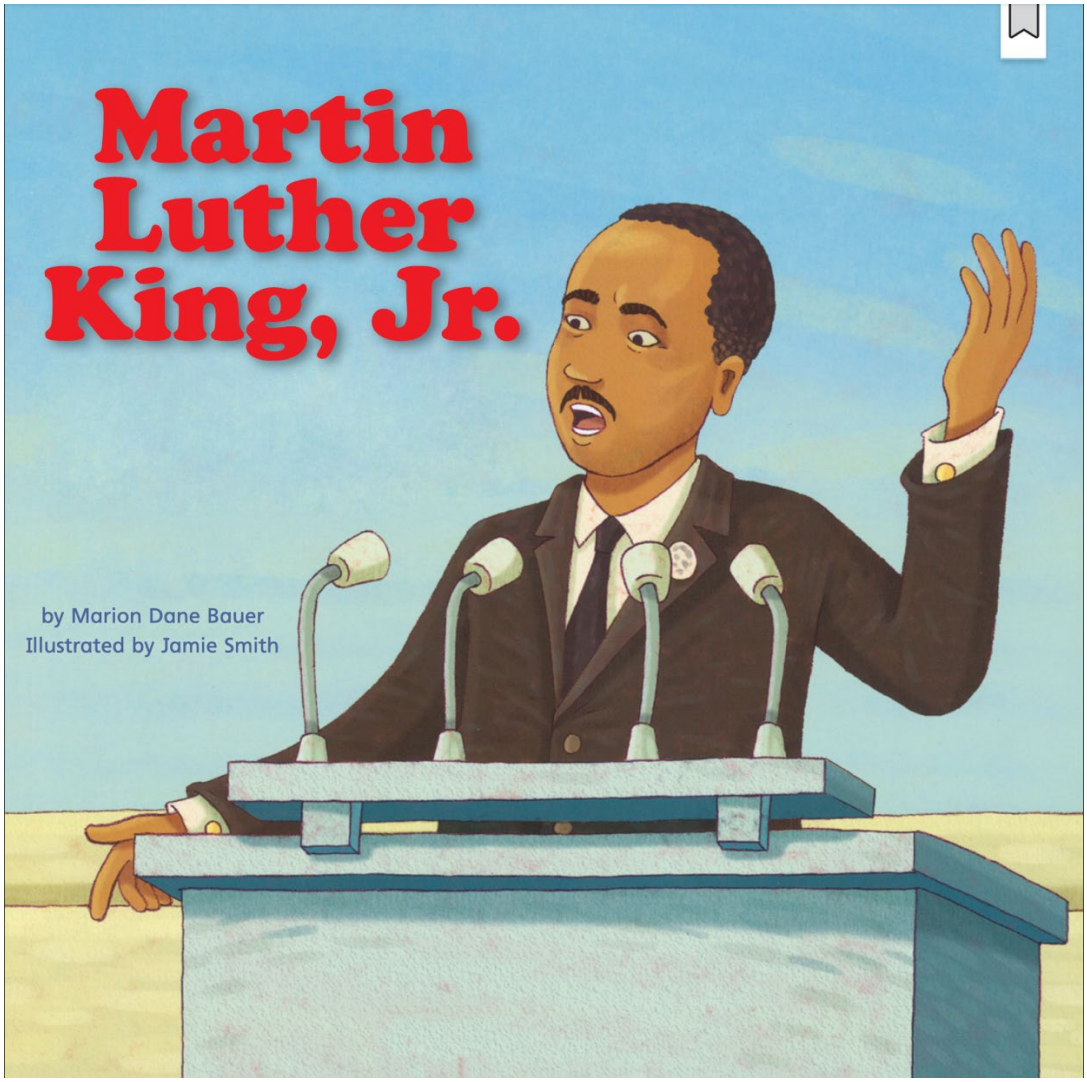
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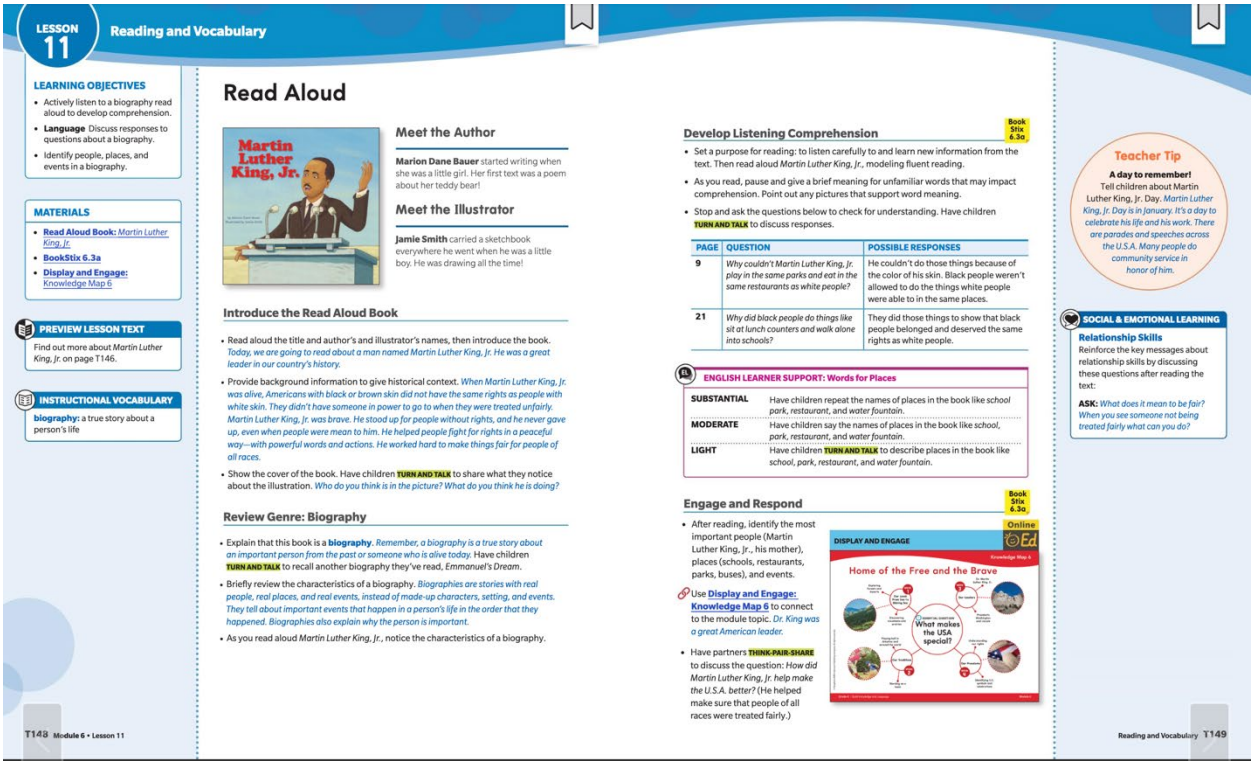
Appendix A.1

Book Cover for Material A



Appendix A.2

HMH Teacher's Guide for Material A



LESSON 11 Reading and Vocabulary

LEARNING OBJECTIVES
- Actively listen to a biography read aloud to develop comprehension.
- **Language** Discuss responses to questions about a biography.
- Identify people, places, and events in a biography.

MATERIALS
- **Read Aloud Book:** *Martin Luther King, Jr.*
- **BookStix 6.3a**
- **Display and Engage:** Knowledge Map 6

PREVIEW LESSON TEXT
Find out more about *Martin Luther King, Jr.* on page T146.

INSTRUCTIONAL VOCABULARY
biography: a true story about a person's life

Read Aloud

Meet the Author
Marion Dane Bauer started writing when she was a little girl. Her first text was a poem about her teddy bear!

Meet the Illustrator
Jamie Smith carried a sketchbook everywhere he went when he was a little boy. He was drawing all the time!

Introduce the Read Aloud Book
- Read aloud the title and author's and illustrator's names, then introduce the book. *Today, we are going to read about a man named Martin Luther King, Jr. He was a great leader in our country's history.*
- Provide background information to give historical context. *When Martin Luther King, Jr. was alive, Americans with black or brown skin did not have the same rights as people with white skin. They didn't have someone in power to go to when they were treated unfairly. Martin Luther King, Jr. was brave. He stood up for people without rights, and he never gave up, even when people were mean to him. He helped people fight for rights in a peaceful way—with powerful words and actions. He worked hard to make things fair for people of all races.*
- Show the cover of the book. Have children **TURN AND TALK** to share what they notice about the illustration. *Who do you think is in the picture? What do you think he is doing?*

Review Genre: Biography
- Explain that this book is a **biography**. *Remember, a biography is a true story about an important person from the past or someone who is alive today.* Have children **TURN AND TALK** to recall another biography they've read, *Emmanuel's Dream*.
- Briefly review the characteristics of a biography. *Biographies are stories with real people, real places, and real events, instead of made-up characters, setting, and events. They tell about important events that happen in a person's life in the order that they happened. Biographies also explain why the person is important.*
- As you read aloud *Martin Luther King, Jr.*, notice the characteristics of a biography.

Develop Listening Comprehension
Book Stix 6.3a
- Set a purpose for reading: to listen carefully to and learn new information from the text. Then read aloud *Martin Luther King, Jr.*, modeling fluent reading.
- As you read, pause and give a brief meaning for unfamiliar words that may impact comprehension. Point out any pictures that support word meaning.
- Stop and ask the questions below to check for understanding. Have children **TURN AND TALK** to discuss responses.

PAGE	QUESTION	POSSIBLE RESPONSES
9	*Why couldn't Martin Luther King, Jr. play in the same parks and eat in the same restaurants as white people?*	He couldn't do those things because of the color of his skin. Black people weren't allowed to do the things white people were able to in the same places.
21	*Why did black people do things like sit at lunch counters and walk alone into schools?*	They did those things to show that black people belonged and deserved the same rights as white people.

ENGLISH LEARNER SUPPORT: Words for Places

SUBSTANTIAL	Have children repeat the names of places in the book like school *park, restaurant,* and *water fountain.*
MODERATE	Have children say the names of places in the book like *school, park, restaurant,* and *water fountain.*
LIGHT	Have children **TURN AND TALK** to describe places in the book like *school, park, restaurant,* and *water fountain.*

Engage and Respond
Book Stix 6.3a
- After reading, identify the most important people (Martin Luther King, Jr., his mother), places (schools, restaurants, parks, buses), and events.

Use **Display and Engage: Knowledge Map 6** to connect to the module topic. *Dr. King was a great American leader.*

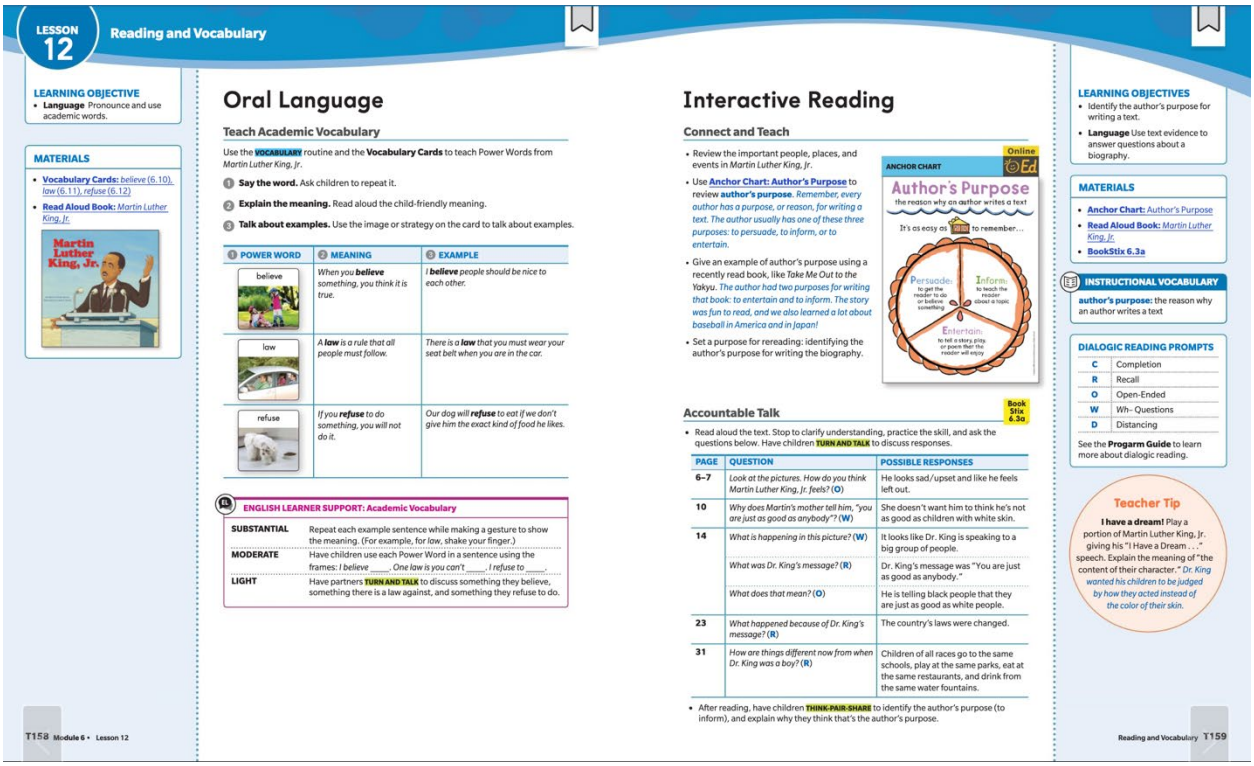
- Have partners **THINK-PAIR-SHARE** to discuss the question: *How did Martin Luther King, Jr. help make the U.S.A. better?* (He helped make sure that people of all races were treated fairly.)

Online

Teacher Tip
A day to remember! Tell children about Martin Luther King, Jr. Day. *Martin Luther King, Jr. Day is in January. It's a day to celebrate his life and his work. There are parades and speeches across the U.S.A. Many people do community service in honor of him.*

SOCIAL & EMOTIONAL LEARNING
Relationship Skills
Reinforce the key messages about relationship skills by discussing these questions after reading the text:

ASK: *What does it mean to be fair? When you see someone not being treated fairly what can you do?*



LESSON 12 Reading and Vocabulary

LEARNING OBJECTIVE
- **Language** Pronounce and use academic words.

MATERIALS
- **Vocabulary Cards:** *believe* (6.10), *law* (6.11), *refuse* (6.12)
- **Read Aloud Book:** *Martin Luther King, Jr.*

Oral Language

Teach Academic Vocabulary
Use the **VOCABULARY** routine and the **Vocabulary Cards** to teach Power Words from *Martin Luther King, Jr.*

1. **Say the word.** Ask children to repeat it.
2. **Explain the meaning.** Read aloud the child-friendly meaning.
3. **Talk about examples.** Use the image or strategy on the card to talk about examples.

1 POWER WORD	2 MEANING	3 EXAMPLE
believe	*When you* ***believe*** *something, you think it is true.*	*I* ***believe*** *people should be nice to each other.*
law	*A* ***law*** *is a rule that all people must follow.*	*There is a* ***law*** *that you must wear your seat belt when you are in the car.*
refuse	*If you* ***refuse*** *to do something, you will not do it.*	*Our dog will* ***refuse*** *to eat if we don't give him the exact kind of food he likes.*

ENGLISH LEARNER SUPPORT: Academic Vocabulary

SUBSTANTIAL	Repeat each example sentence while making a gesture to show the meaning. (For example, for *law*, shake your finger.)
MODERATE	Have children use each Power Word in a sentence using the frames: *I believe _____. One law is you can't _____. I refuse to _____.*
LIGHT	Have partners **TURN AND TALK** to discuss something they believe, something there is a law against, and something they refuse to do.

Interactive Reading

Connect and Teach
- Review the important people, places, and events in *Martin Luther King, Jr.*
- Use **Anchor Chart: Author's Purpose** to review **author's purpose**. *Remember, every author has a purpose, or reason, for writing a text. The author usually has one of these three purposes: to persuade, to inform, or to entertain.*
- Give an example of author's purpose using a recently read book, like *Take Me Out to the Yakyu*. *The author had two purposes for writing that book: to entertain and to inform. The story was fun to read, and we also learned a lot about baseball in America and in Japan!*
- Set a purpose for rereading: identifying the author's purpose for writing the biography.

Online

ANCHOR CHART

Accountable Talk
Book Stix 6.3a
- Read aloud the text. Stop to clarify understanding, practice the skill, and ask the questions below. Have children **TURN AND TALK** to discuss responses.

PAGE	QUESTION	POSSIBLE RESPONSES
6–7	*Look at the pictures. How do you think Martin Luther King, Jr. feels?* (O)	He looks sad/upset and like he feels left out.
10	*Why does Martin's mother tell him, "you are just as good as anybody"?* (W)	She doesn't want him to think he's not as good as children with white skin.
14	*What is happening in this picture?* (W)	It looks like Dr. King is speaking to a big group of people.
	What was Dr. King's message? (R)	Dr. King's message was "You are just as good as anybody."
	What does that mean? (O)	He is telling black people that they are just as good as white people.
23	*What happened because of Dr. King's message?* (R)	The country's laws were changed.
31	*How are things different now from when Dr. King was a boy?* (R)	Children of all races go to the same schools, play at the same parks, eat at the same restaurants, and drink from the same water fountains.

- After reading, have children **THINK-PAIR-SHARE** to identify the author's purpose (to inform), and explain why they think that's the author's purpose.

LEARNING OBJECTIVES
- Identify the author's purpose for writing a text.
- **Language** Use text evidence to answer questions about a biography.

MATERIALS
- **Anchor Chart:** Author's Purpose
- **Read Aloud Book:** *Martin Luther King, Jr.*
- **BookStix 6.3a**

INSTRUCTIONAL VOCABULARY
author's purpose: the reason why an author writes a text

DIALOGIC READING PROMPTS

C	Completion
R	Recall
O	Open-Ended
W	*Wh-* Questions
D	Distancing

See the **Progarm Guide** to learn more about dialogic reading.

Teacher Tip
I have a dream! Play a portion of Martin Luther King, Jr. giving his "I Have a Dream . . ." speech. Explain the meaning of "the content of their character." *Dr. King wanted his children to be judged by how they acted instead of the color of their skin.*

LEARNING OBJECTIVES

- Identify how text structure contributes to author's purpose.
- **Language** Discuss how text structure contributes to author's purpose.

MATERIALS

- **Read Aloud Book:** *Martin Luther King, Jr.*



- **Anchor Chart:** Author's Purpose
- ***myBook,*** p. 70
- Chart paper, markers, crayons

INSTRUCTIONAL VOCABULARY

author's purpose: the reason why an author writes a text

Author's Purpose

Connect and Teach

- Use **Anchor Chart: Author's Purpose** to review **author's purpose** and connect to the **Read Aloud Book.** *We read a biography about Martin Luther King, Jr. The author's purpose is to inform, or teach us, about the life of Dr. King.*
- Have children check the box for the author's purpose on **myBook, page 70**.
- Remind children that text structure can contribute to author's purpose. *Sometimes, the author writes the text in a way that makes it easier to persuade, inform, or entertain the reader.*
- Introduce the task: identifying how text structure helps the author inform.
- Reread the book. Stop on page 11 and model identifying what you learn at the beginning of the story.

SAMPLE CHART

Author's Purpose: Martin Luther King, Jr.

☐Persuade ☑Inform ☐Entertain





Page 11 | Beginning: Martin Luther King, Jr. as a boy

- Think aloud: *In the beginning, the author tells us about the things Martin Luther King, Jr. and other black children weren't allowed to do because of the color of their skin. Martin knew it wasn't fair that black people weren't treated the same as white people. This is why he fought for black people to have the same rights as white people.*

ENGLISH LEARNER SUPPORT: Sequence of Events

SUBSTANTIAL	Turn to page 5. *Martin Luther King, Jr. is a child in this part of the text.* Turn to page 13. *Martin Luther King, Jr. is an adult in this part.*
MODERATE	Flip through the book and have children indicate at which point the text shifts from Martin Luther King, Jr. as a child to an adult.
LIGHT	Have children tell something that happened when Martin Luther King, Jr. was a child and when he was an adult.

Apply to Text

- Continue to reread the story. Stop on page 23, and guide children to identify what they learn in the middle of the story.



Page 23 | Middle: Grown-up Dr. King

- Remind children of Dr. King's message: "You are just as good as anybody." *What did black people do to show that they were just as good as anybody?* (They marched/sat at lunch counters/refused to sit at the back of the bus/walked into schools alone.)
- Point out that Dr. King encouraged peaceful protests. *Dr. King did not believe in fighting or violence. He wanted people to use peaceful words and actions instead.*

- Continue to reread the story. Stop on page 32, and guide children to identify what they learn at the end of the story.



Page 32 | End: Present day

- Go back to page 24, and guide children to notice that the author is talking about the present. *What word do you hear that tells us that the author is talking about the present?* (now)
- Ask: *How did Martin Luther King, Jr. help change the lives of children today?* (He fought for equal rights so people of all races and skin tones would be treated fairly.)

- Summarize how the text structure helps the author inform. *Reading about the events in the order that they happened helped us learn how things changed over time!*
- Have children write or draw information they learned about Martin Luther King, Jr. to complete ***myBook*, page 70**.

Engage and Respond

- Have partners **TURN AND TALK**, using the sentence frames to discuss the author's purpose. *The author's purpose is to _____. One way she does that is by _____.*

SMALL-GROUP INSTRUCTION

Observe children as they identify and discuss the **author's purpose**.

IF... children are not yet able to identify and discuss the author's purpose,	**THEN... support** with the Targeted Skill Practice on page T178.
IF... children are able to identify and discuss the author's purpose,	**THEN... extend** with the Targeted Skill Practice on page T178.



***myBook*, p. 70**

Teacher Tip

R-E-S-P-E-C-T! Remind children that Dr. King wanted all people to be treated with respect. *What does it mean to treat someone with respect? How do you act when you are respectful?*

Appendix A.3

Completed ESL Textbook checklist for Material A

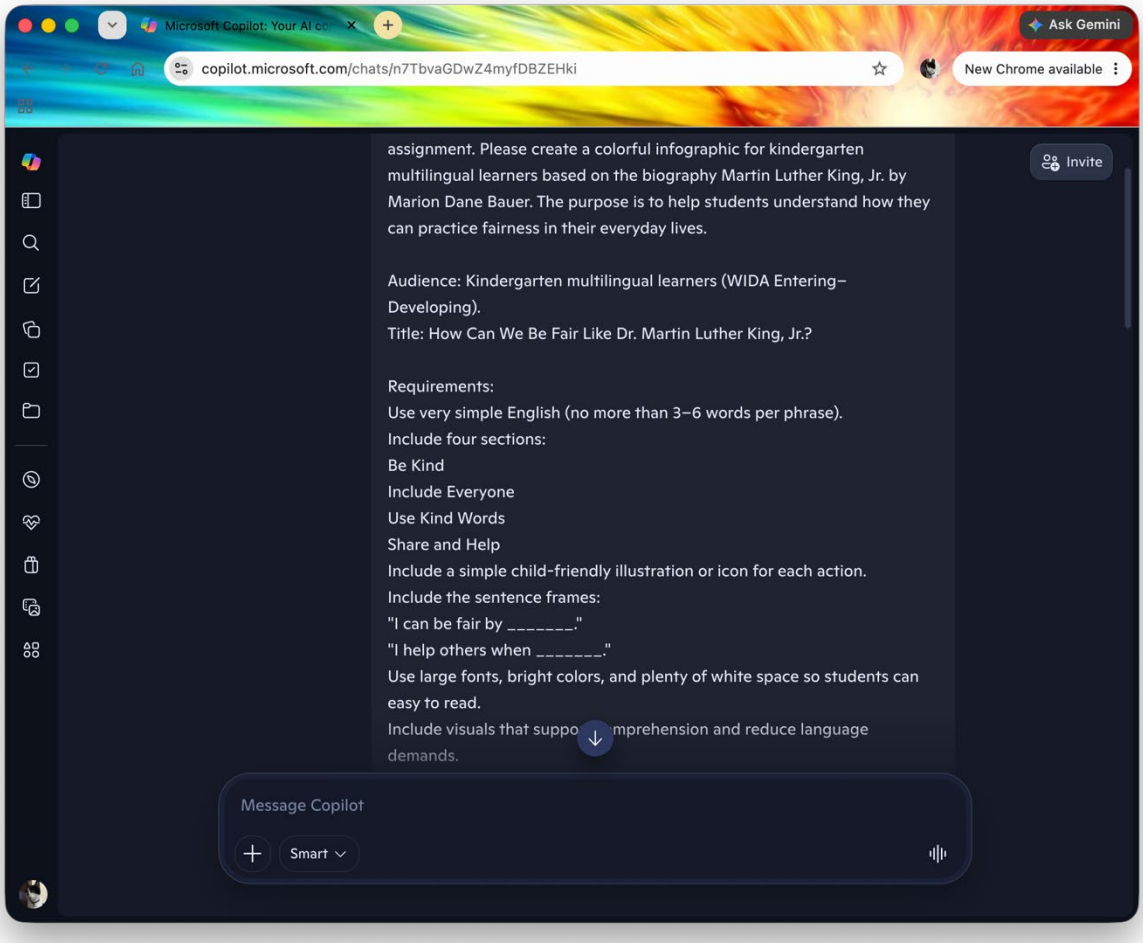
Material A: Martin Luther King, Jr. by Marion Dane Bauer

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

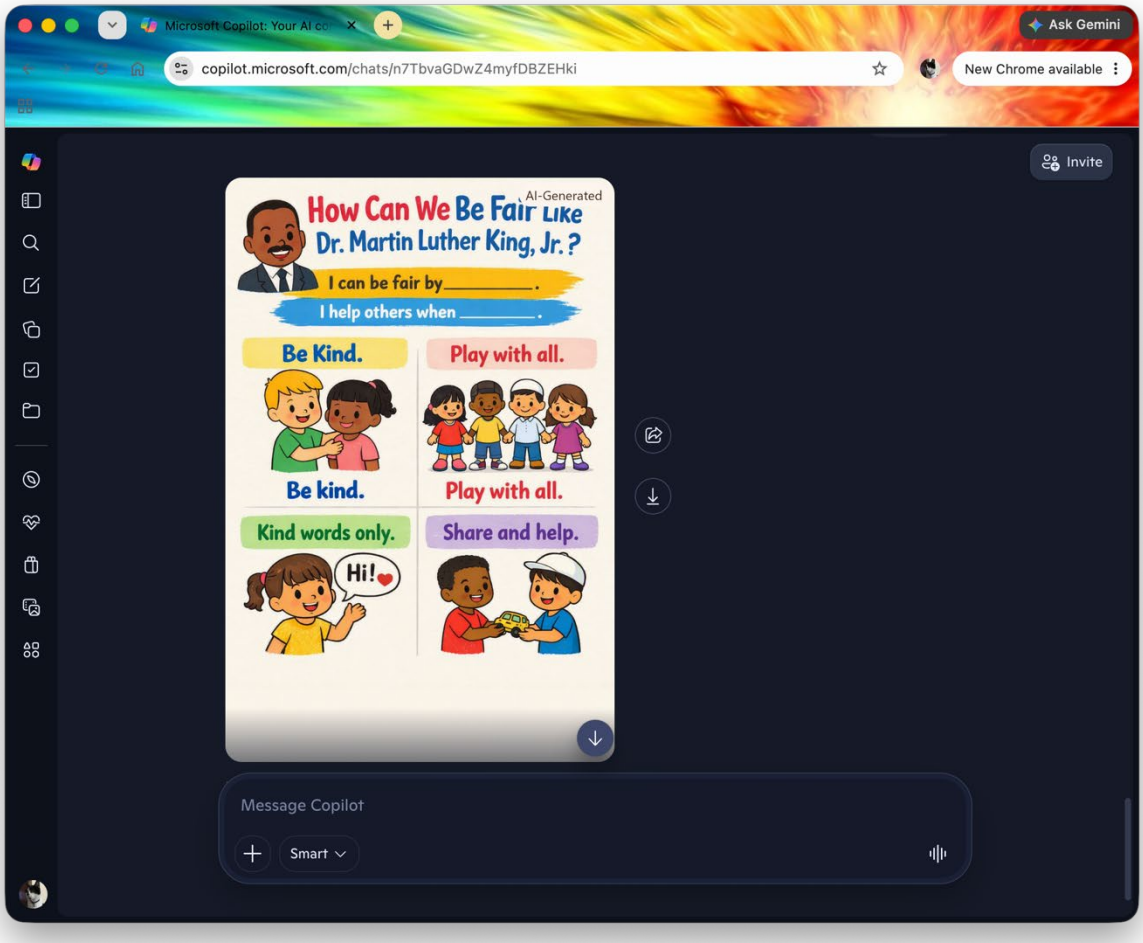
Appendix A.4

Copilot screenshot of Material A



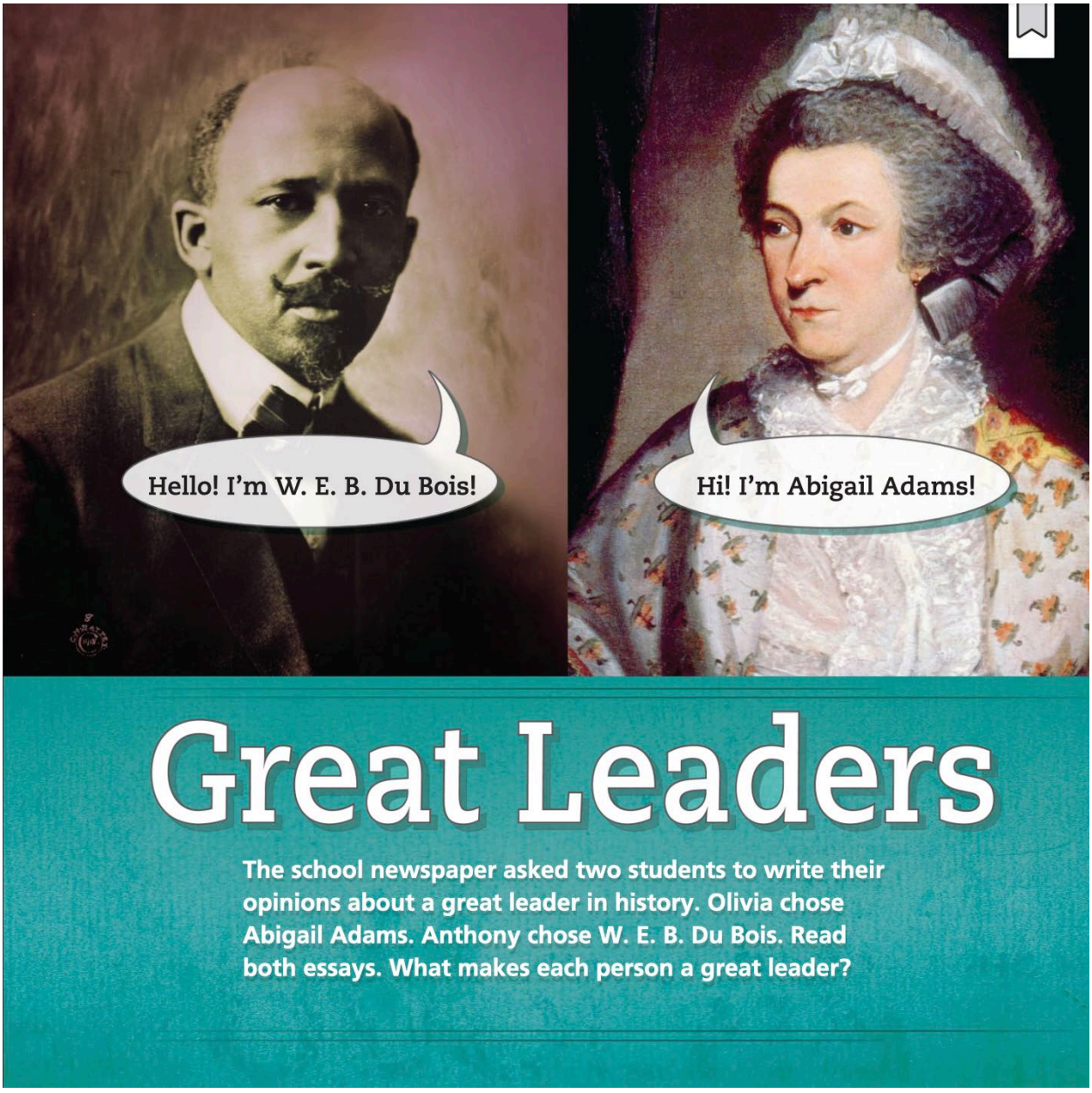
Appendix A.5

Infographic for Material A created by Copilot



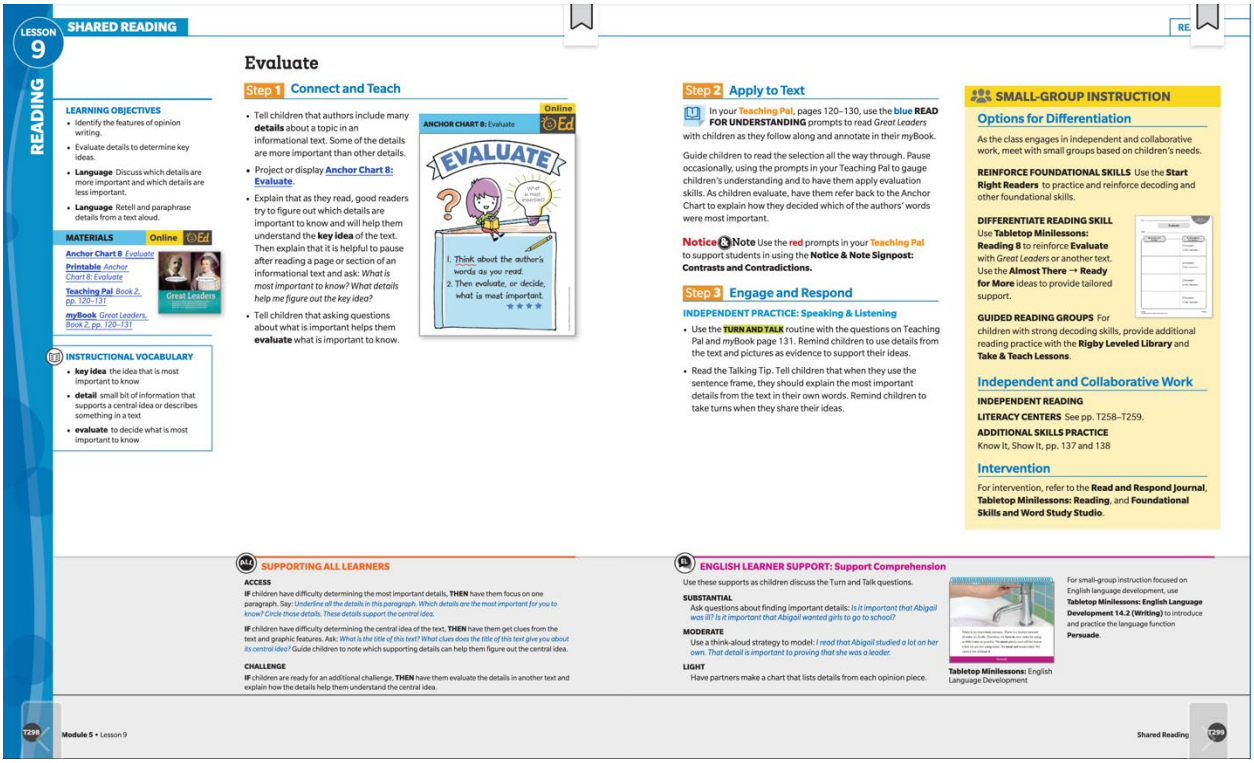
Appendix B.1

Book Cover for Material B



Appendix B.2

HMH Teacher's Guide for Material B



LESSON 9 SHARED READING

READING

Evaluate

LEARNING OBJECTIVES
- Identify the features of opinion writing.
- Evaluate details to determine key ideas.
- **Language** Discuss which details are more important and which details are less important.
- **Language** Retell and paraphrase details from a text aloud.

MATERIALS Online

Anchor Chart 8 *Evaluate*
Printable *Anchor Chart 8: Evaluate*
Teaching Pal *Book 2, pp. 120–131*
myBook *Great Leaders, Book 2, pp. 120–131*

INSTRUCTIONAL VOCABULARY
- **key idea** the idea that is most important to know
- **detail** small bit of information that supports a central idea or describes something in a text
- **evaluate** to decide what is most important to know

Step 1 Connect and Teach

- Tell children that authors include many **details** about a topic in an informational text. Some of the details are more important than other details.
- Project or display **Anchor Chart 8: Evaluate**.
- Explain that as they read, good readers try to figure out which details are important to know and will help them understand the **key idea** of the text. Then explain that it is helpful to pause after reading a page or section of an informational text and ask: *What is most important to know? What details help me figure out the key idea?*
- Tell children that asking questions about what is important helps them **evaluate** what is important to know.

ANCHOR CHART 8: Evaluate — Online

Step 2 Apply to Text

In your Teaching Pal, pages 120–130, use the blue **READ FOR UNDERSTANDING** prompts to read *Great Leaders* with children as they follow along and annotate in their *my*Book.

Guide children to read the selection all the way through. Pause occasionally, using the prompts in your Teaching Pal to gauge children's understanding and to have them apply evaluation skills. As children evaluate, have them refer back to the Anchor Chart to explain how they decided which of the authors' words were most important.

Notice & Note Use the red prompts in your Teaching Pal to support students in using the **Notice & Note Signpost: Contrasts and Contradictions.**

Step 3 Engage and Respond

INDEPENDENT PRACTICE: Speaking & Listening
- Use the **TURN AND TALK** routine with the questions on Teaching Pal and *my*Book page 131. Remind children to use details from the text and pictures as evidence to support their ideas.
- Read the Talking Tip. Tell children that when they use the sentence frame, they should explain the most important details from the text in their own words. Remind children to take turns when they share their ideas.

SMALL-GROUP INSTRUCTION

Options for Differentiation

As the class engages in independent and collaborative work, meet with small groups based on children's needs.

REINFORCE FOUNDATIONAL SKILLS Use the **Start Right Readers** to practice and reinforce decoding and other foundational skills.

DIFFERENTIATE READING SKILL Use **Tabletop Minilessons: Reading 8** to reinforce **Evaluate** with *Great Leaders* or another text. Use the **Almost There → Ready for More** ideas to provide tailored support.

GUIDED READING GROUPS For children with strong decoding skills, provide additional reading practice with the **Rigby Leveled Library** and **Take & Teach Lessons**.

Independent and Collaborative Work

INDEPENDENT READING
LITERACY CENTERS See pp. T258–T259.
ADDITIONAL SKILLS PRACTICE
Know It, Show It, pp. 137 and 138

Intervention

For intervention, refer to the **Read and Respond Journal**, **Tabletop Minilessons: Reading**, and **Foundational Skills and Word Study Studio**.

SUPPORTING ALL LEARNERS

ACCESS
IF children have difficulty determining the most important details, **THEN** have them focus on one paragraph. Say: *Underline all the details in this paragraph. Which details are the most important for you to know? Circle those details. These details support the central idea.*

IF children have difficulty determining the central idea of the text, **THEN** have them get clues from the text and graphic features. Ask: *What is the title of this text? What clues does the title of this text give you about its central idea?* Guide children to note which supporting details can help them figure out the central idea.

CHALLENGE
IF children are ready for an additional challenge, **THEN** have them evaluate the details in another text and explain how the details help them understand the central idea.

ENGLISH LEARNER SUPPORT: Support Comprehension

Use these supports as children discuss the Turn and Talk questions.

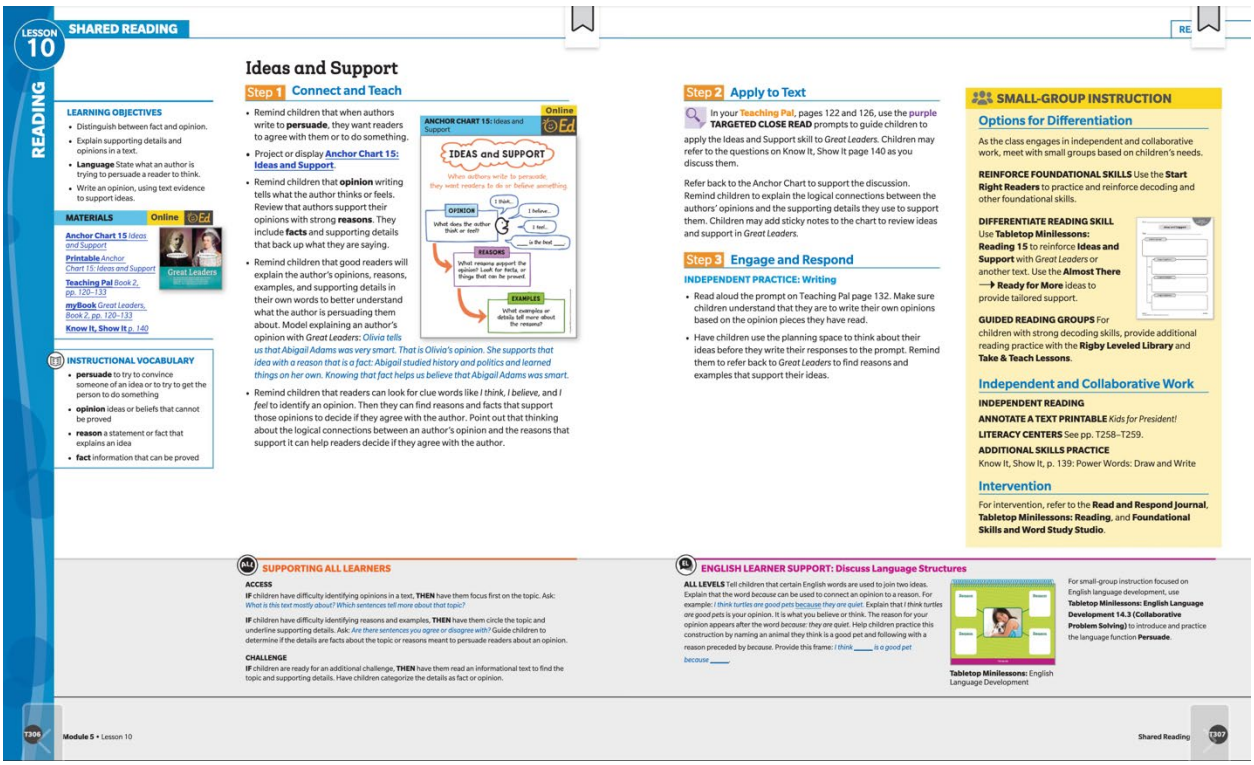
SUBSTANTIAL
Ask questions about finding important details: *Is it important that Abigail was ill? Is it important that Abigail wanted girls to go to school?*

MODERATE
Use a think-aloud strategy to model: *I read that Abigail studied a lot on her own. That detail is important to proving that she was a leader.*

LIGHT
Have partners make a chart that lists details from each opinion piece.

Tabletop Minilessons: English Language Development

For small-group instruction focused on English language development, use **Tabletop Minilessons: English Language Development 14.2 (Writing)** to introduce and practice the language function **Persuade**.



LESSON 10 SHARED READING

READING

Ideas and Support

LEARNING OBJECTIVES
- Distinguish between fact and opinion.
- Explain supporting details and opinions in a text.
- **Language** State what an author is trying to persuade a reader to think.
- Write an opinion, using text evidence to support ideas.

MATERIALS Online

Anchor Chart 15 *Ideas and Support*
Printable *Anchor Chart 15: Ideas and Support*
Teaching Pal *Book 2, pp. 120–133*
myBook *Great Leaders, Book 2, pp. 120–133*
Know It, Show It *p. 140*

INSTRUCTIONAL VOCABULARY
- **persuade** to try to convince someone of an idea or to try to get the person to do something
- **opinion** ideas or beliefs that cannot be proved
- **reason** a statement or fact that explains an idea
- **fact** information that can be proved

Step 1 Connect and Teach

- Remind children that when authors write to **persuade**, they want readers to agree with them or to do something.
- Project or display **Anchor Chart 15: Ideas and Support**.
- Remind children that **opinion** writing tells what the author thinks or feels. Review that authors support their opinions with strong **reasons**. They include **facts** and supporting details that back up what they are saying.
- Remind children that good readers will explain the author's opinions, reasons, examples, and supporting details in their own words to better understand what the author is persuading them about. Model explaining an author's opinion with *Great Leaders*: *Olivia tells us that Abigail Adams was very smart. That is Olivia's opinion. She supports that idea with a reason that is a fact: Abigail studied history and politics and learned things on her own. Knowing that fact helps us believe that Abigail Adams was smart.*
- Remind children that readers can look for clue words like *I think*, *I believe*, and *I feel* to identify an opinion. Then they can find reasons and facts that support those opinions to decide if they agree with the author. Point out that thinking about the logical connections between an author's opinion and the reasons that support it can help readers decide if they agree with the author.

ANCHOR CHART 15: Ideas and Support — Online

Step 2 Apply to Text

In your Teaching Pal, pages 122 and 126, use the purple **TARGETED CLOSE READ** prompts to guide children to apply the Ideas and Support skill to *Great Leaders*. Children may refer to the questions on Know It, Show It page 140 as you discuss them.

Refer back to the Anchor Chart to support the discussion. Remind children to explain the logical connections between the authors' opinions and the supporting details they use to support them. Children may add sticky notes to the chart to review ideas and support in *Great Leaders*.

Step 3 Engage and Respond

INDEPENDENT PRACTICE: Writing
- Read aloud the prompt on Teaching Pal page 132. Make sure children understand that they are to write their own opinions based on the opinion pieces they have read.
- Have children use the planning space to think about their ideas before they write their responses to the prompt. Remind them to refer back to *Great Leaders* to find reasons and examples that support their ideas.

SMALL-GROUP INSTRUCTION

Options for Differentiation

As the class engages in independent and collaborative work, meet with small groups based on children's needs.

REINFORCE FOUNDATIONAL SKILLS Use the **Start Right Readers** to practice and reinforce decoding and other foundational skills.

DIFFERENTIATE READING SKILL Use **Tabletop Minilessons: Reading 15** to reinforce **Ideas and Support** with *Great Leaders* or another text. Use the **Almost There → Ready for More** ideas to provide tailored support.

GUIDED READING GROUPS For children with strong decoding skills, provide additional reading practice with the **Rigby Leveled Library** and **Take & Teach Lessons**.

Independent and Collaborative Work

INDEPENDENT READING
ANNOTATE A TEXT PRINTABLE *Kids for President!*
LITERACY CENTERS See pp. T258–T259.
ADDITIONAL SKILLS PRACTICE
Know It, Show It, p. 139: Power Words: Draw and Write

Intervention

For intervention, refer to the **Read and Respond Journal**, **Tabletop Minilessons: Reading**, and **Foundational Skills and Word Study Studio**.

SUPPORTING ALL LEARNERS

ACCESS
IF children have difficulty identifying opinions in a text, **THEN** have them focus first on the topic. Ask: *What is this text mostly about? Which sentences tell more about that topic?*

IF children have difficulty identifying reasons and examples, **THEN** have them circle the topic and underline supporting details. Ask: *Are there sentences you agree or disagree with?* Guide children to determine if the details are facts about the topic or reasons meant to persuade readers about an opinion.

CHALLENGE
IF children are ready for an additional challenge, **THEN** have them read an informational text to find the topic and supporting details. Have children categorize the details as fact or opinion.

ENGLISH LEARNER SUPPORT: Discuss Language Structures

ALL LEVELS Tell children that certain English words are used to join two ideas. Explain that the word *because* can be used to connect an opinion to a reason. For example: *I think turtles are good pets because they are quiet.* Explain that *I think* turtles *are good pets* is your opinion. It is what you believe or think. The reason for your opinion appears after the word *because*: *they are quiet.* Help children practice this construction by naming an animal they think is a good pet and following with a reason preceded by *because*. Provide this frame: *I think ____ is a good pet because ____.*

Tabletop Minilessons: English Language Development

For small-group instruction focused on English language development, use **Tabletop Minilessons: English Language Development 14.3 (Collaborative Problem Solving)** to introduce and practice the language function **Persuade**.

Appendix B.3

Completed ESL Textbook checklist for Material B

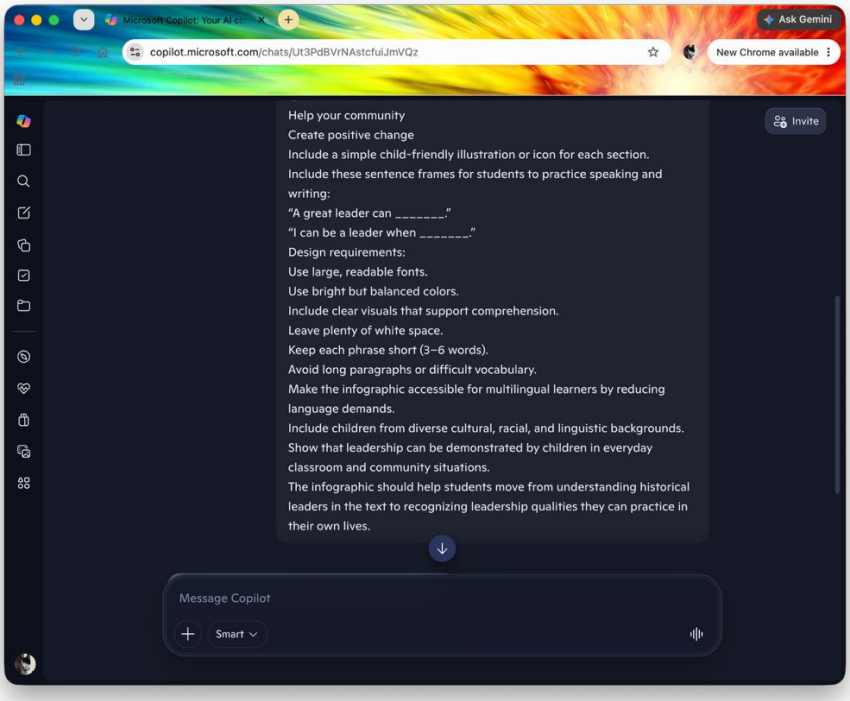
Material B: Great Leaders

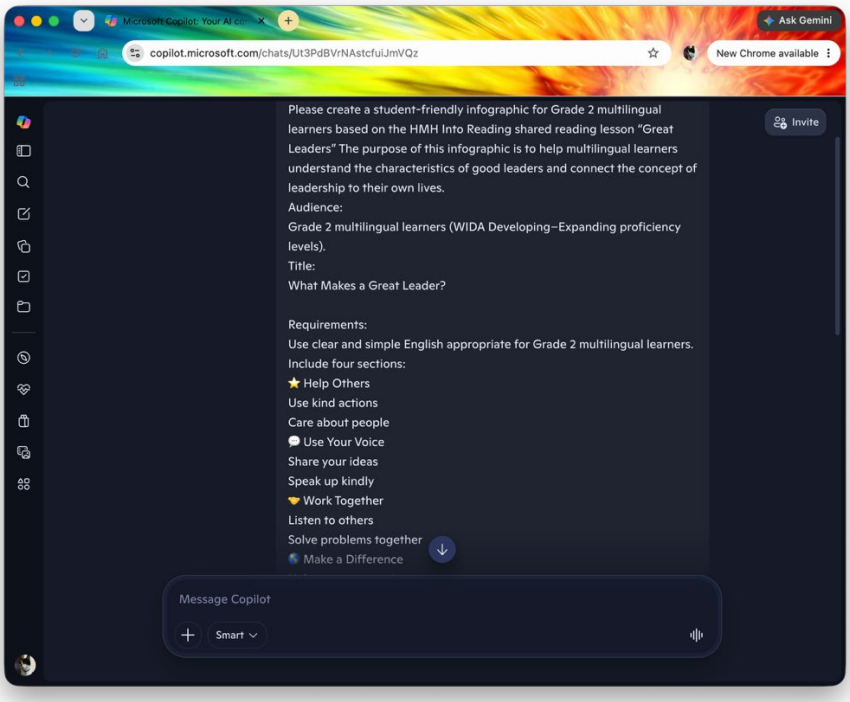
Textbook Evaluation Checklist I. Textbook		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
A. Content									
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)[ii]		4	3	2	1	0	M	O	N
ii. Does the content serve as 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

Appendix B.4

Copilot screenshots of Material B





Appendix B.5

Infographic for Material B created by Copilot

