INTRODUCTION

You will review and compile a list of print, digital, and community resources that can be used to support literacy in your content area – resources that teachers can use to plan or that students can use to support content. You will create a Literacy Resource Book that includes your original descriptions and evaluations of these materials (details below), and you will share your resources with the class. This assignment asks you to preview or read all resources for content, themes, connections, and / or clear subject integration; you need not read all materials in their entirety (for exceptions, see below).

To be able to support literacy (not to mention life-long learning) in any content area, educators must be familiar with and be enthusiastic about a variety of effective resources. Making quality selections is important to this assignment; this experience will help you begin / expand your knowledge of quality resources in your content area and to create a working resource that you can use as you begin your career as an educator.

The assignment contains these parts (details below):
1. an electronic document with all required information, consisting of front matter and a minimum of 14 sources (LABELED by category and containing all entry requirements)
2. digital interactions on Canvas (posting and commenting)

DOCUMENT REQUIREMENTS
(see template on Canvas for ease in completing your assignment)

• Title Page
  o Title of Compilation (for example, “7th Grade Math Literacy Resource Book”)
  o Student Name, Date
  o State or National Standards
    ▪ Research state or national standards for your content area (see some suggestions on Canvas) or the Common Core State Standards for Literacy in English Language Arts or History / Social Studies, Science, & Technical Subjects
    ▪ Choose at least three standards that can be met by students using any of your resources
    ▪ Briefly list the source of your standards (for example, corestandards.org)

• Table of Contents with pagination
• Fourteen (14) Resource entries (see template below)
  o Textbook Readability Checklist (details below in “Category Requirements”; form template below and on Canvas)
  o Children’s Book Bias Analysis (details below in “Category Requirements”; questions and guidelines are at the end of this assignment document and on Canvas)
Resource Entry Requirements

Title:
APA Bibliographic citation (for print / text, digital, audio resources):
Annotation:
  • 1-2 sentence original description of the source
Rationale:
  • One paragraph explaining why you selected this resource
Possibilities for Use:
  • At least two specific ways you might use this resource (as a teacher or with students) to promote literacy / engage children and adolescents in literacy learning
Possibilities for Diverse Learners:
  • At least one way you might use this resource to meet the needs of diverse learners. (be sure to specify the subgroup for which this resource is appropriate: for example, English Language Learners, Gifted and Talented students, students who read below grade level, students who identify as LGBT, students who are minorities, or any subgroup of your choice). You may use multiple subgroups throughout your assignment.

Sample Resource Entries

Sample 1: Biology, English, or History | Trade book: Adult book - nonfiction
Annotation: This resource highlights the Lacks family and the use of Henrietta Lacks’ cells for scientific research. This source connects history with science.
Rationale: This book includes information on the use of HeLa cells for scientific research over the past 60 years. The book subsequently highlights scientific experimentation on slaves, and the scientific advances such as polio vaccines. It is also a well-known, controversial, award-winning book with great potential for cross-curricular lessons and projects.
Possibilities for Use:
Bridging the two subjects of science and history is advantageous for history teachers to engage students who are interested in science. A decent portion of the book focuses on the biographical information of the Lacks family, and the information concerning the scientific innovations made possible through use of the HeLa cells is also historically relevant. Students will take inspiration from the book in order to choose a topic for a research paper. Given the stress on ethics in the text, I would also use this as an opportunity to remind students about plagiarism and how to cite texts properly.
Also, the bioethical controversy of using someone’s cells without their consent is a discussion relevant to human rights and slaves’ rights. After reading the book, students would use it for a debate in class; students would prepare their arguments in advance using the text (and maybe some outside sources) and write about the debate experience after they are done.
Possibilities for Diverse Learners: Students in any subgroup who feel as if they are held back or who don’t have the rights they feel they deserve may be interested in the controversies surrounding the HeLa cells. Therefore, I would ask students to consider “voice,” and if there was ever a time when they felt their voice was not heard because of who they are (sex, gender, age, race, nationality, etc.). They would write a brief essay or create a public service announcement (PSA) video, explaining to their target audience why it is important for all voices to be heard – and what can happen when they are not.

Sample 2: Art, | Institution
Title: Newseum, Washington, D.C.
Annotation: This resource is dedicated to the five freedoms of the First Amendment, religion, speech, press, assembly, and petition. The museum’s interactive exhibits cover history, politics, communication and technology, and photography.
Rationale: So many of the museum’s exhibits highlight literacy skills; newspaper articles, photographs, videos, and multimedia presentations make up many of the exhibits, and all exhibits feature supplemental text or audio. Students of all disciplines can find material in their area of interest, both contemporary and historical.
Possibilities for Use: I will be sure that students are aware that some exhibits are quite graphic and may not be appropriate or recommended.
The Pulitzer Prize Photograph gallery contains every image to win the award since it was created in 1942. Students will visit the gallery and study each individual image. They will then choose one or two images that they believe are “good art,” based on what we’ve learned in class. Students should include in their analysis a discussion of art elements (line, color, space, etc.) and principles of design (balance, scale and proportion, etc.) and an original sketch.
of the chosen photograph(s). The final draft will also contain a copy of the original image, if it is available online and with appropriate permissions.

Students will choose one of three exhibits on which to focus: the 9/11 Gallery, the Berlin Wall Gallery, or “Make Some Noise: Students and the Civil Rights Movement.” After viewing the exhibit in its entirety, they will spend at least 10 minutes observing other patrons in the exhibit and taking notes. Students will use these notes to create a piece to represent the emotions on display in the room; text and at least one other medium must be used. Students are expected to create a draft at the museum, but will have time to work on the final piece in the art room for more flexibility of media.

*Possibilities for Diverse Learners:* Gifted and talented students will be challenged to create an interactive element for the small “First dogs: American presidents and their pets” exhibit. They should take notes (and photographs, as allowed) while at the exhibit, then use Nearpod or wix.com to create their informational and interactive supplement to the text and images on the wall at the museum. [Other students will have a less complex assignment on the same exhibit]

**CATEGORY REQUIREMENTS (14 resources total)**
Be sure that as you compile your list, each entry is clearly labeled with the appropriate heading (headings are listed in bold below).

**A Content Area, Grade-Appropriate Textbook (1)**
(preferably a Teachers Edition)
- In addition to the Resource Entry, you will also use this book to complete the “General Textbook Readability Checklist” that is included as front matter to this assignment.
  - Work with a teacher in your content area / the course instructor to obtain a textbook and complete this assignment.

**Tradebooks (6)**
2. Children’s book (grades preK-6): nonfiction
   - In addition to these two Resource Entries, you will also choose one (1) of these two children’s books to complete the “Analyzing Books for Bias” assignment (see resources below). This book MUST be read in its entirety.
3. Adolescent book (grades 7-12): fiction
4. Adolescent book (grades 7-12): nonfiction
5. Adult book: fiction
6. Adult book: nonfiction

**Methods books (2)**
1. A book about teaching your content
2. Your choice of teaching book

**Digital resources (2)**
1.
2.

**Individuals / Organizations / Institutions (2)**
1.
2.

**Non-Course Based Campus Event / Lecture / Presentation (1)**

**DIGITAL INTERACTIONS**
Because one of the greatest things about being a teacher is life-long learning (and helping others do so), you’ll contribute to your classmates’ collective knowledge of literacy by doing the following (due dates listed under “Submission” below) on the Literacy Resource Book Discussion Board on Canvas.

- add resources that you think could be most helpful to someone in the class. Include the entire resource entry (copy and paste from your full document) in your post. You will submit four total – two original posts each submission.
- critically review a total four of your classmates’ resources by replying to their posts on the discussion board
  - review two of the resources submitted by the person whose last name comes before yours in alphabetical order (one for each submission)
  - review two of the resources submitted by the person whose last name comes after yours in alphabetical order (one for each submission)
include at least one positive comment on each, with an explanation as to why you liked this entry / strategy / part of the resource description
include at least one constructive criticism on each, with an explanation as to why you would like more information / additional detail ("I would like to know more about...")

SUBMISSIONS
1. Tuesday, 2/20:
   a. First 6 sources (your choice) submitted as one document on Canvas,
   b. 2 sources posted to Canvas Discussion board,
   c. 2 critical reviews of two peers’ posts (see which peers above)

2. Tuesday, 4/24:
   a. Entire resource book document submitted as one document on Canvas (including title page, textbook checklist, bias analysis, table of contents),
   b. 2 sources posted to Discussion board,
   c. remaining critical reviews on Discussion board (4 total for the semester)
   d. Please indicate on Table of Contents which 8 entries are new for this submission
## SUBMISSION 1 RUBRIC

(6 entries graded)

<table>
<thead>
<tr>
<th>Category</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the log entry have all of the components?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the source fit the category?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is the entry free of grammatical / spelling errors?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the rationale clearly explain why you chose this source in one paragraph?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do the two strategies for teaching adequately demonstrate the student’s developing knowledge of teaching / literacy strategies and show the ability to apply this knowledge?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Does the strategy for diverse learners adequately demonstrate the student’s developing knowledge of teaching a variety of learners?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
</tbody>
</table>

**Total for Sources 1-6 (out of 54)**

<table>
<thead>
<tr>
<th>What are the two sources posted to the discussion board?</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the critical review provide helpful positive and constructive feedback and adequately demonstrate your ability to evaluate?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Total Points (out of 57)**
## SUBMISSION 2 RUBRIC
(entire document graded)

<table>
<thead>
<tr>
<th>Category</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the log entry have all of the components?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the source fit the category?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is the entry free of grammatical / spelling errors?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the rationale clearly explain why you chose this source in one paragraph?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Do the two strategies for teaching adequately demonstrate the student’s developing knowledge of teaching / literacy strategies and show the ability to apply this knowledge?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Does the strategy for diverse learners adequately demonstrate the student’s developing knowledge of teaching a variety of learners?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td><strong>Total for Sources 7-14 (out of 72)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the two sources posted to the discussion board?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do the critical reviews provide helpful positive and constructive feedback and adequately demonstrate your ability to evaluate?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>Is the entire document submitted?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are the learning standards appropriate to the course and cited appropriately?</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the “Textbook Readability Checklist” adequately demonstrate your ability to evaluate / apply knowledge of good sources?</td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td><strong>Does the “Children’s Book Bias Analysis” adequately show developing mastery of the ability to evaluate sources for bias?</strong></td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Does the final presentation demonstrate thorough preparation and represent the student’s best work?</strong></td>
<td>Yes</td>
<td>Partially</td>
<td>No</td>
</tr>
<tr>
<td><strong>Total Points (out of 83)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Throughout the semester, we will be discussing how to bring reading and writing into your content area classroom in a way that enhances student learning. One way that this can be done is through the use of trade books, books meant to be sold to the public (as opposed to textbooks).

One important guideline, as we have discussed, is to be sure that the reading and writing you do is culturally responsible, so **there is a cultural bias portion built in to your literacy resource book assignment**, the book “Analyzing Children’s Books for Bias” requirement.

You can complete this analysis requirement in one of two ways:

**Choice 1**
- Attend the African American Read-In (co-sponsored by the Education Department and the Black Studies Program),
- Bring a book or short story written by an African American author, **and**
- Be prepared to read a selection and explain why this piece is worthy of being shared. Choose one “What to do” prompt from the “Analyzing Children’s Books for Racism and Sexism” chart (below and on Canvas) to use to formulate your discussion.

**What to turn in and when:** Turn in your written notes in response to the appropriate prompt (include the relevant probing questions). Be sure that the name of the work you chose is included in your notes. **Turn in at the end of the Read-In event** and include in the final draft of your Literacy Resource Guide.

**OR**

**Choice 2**
If you would rather not (or can’t) attend the Read-In, complete the following using one of the sources you have chosen for your Literacy Resource Book. Be sure that it is a trade book, written for children (feel free to use the children’s book “library” in Goldstein 114, Miss Cathy’s office), and that you have **read it in its entirety**.
- Choose three “What to do” prompts from the “Analyzing Children’s Books for Racism and Sexism” chart (below and on Canvas). Using the prompts, the questions, and the “probing questions,” draw conclusions about your book’s biases, and add your conclusions from each prompt to the page dedicated to this source in your Literacy Resource Book.

**What to turn in and when:** The written answers to the prompts should be included on the appropriate page of your resource book, which is due 2/20 (first 6 sources) and 4/24 (remaining 8 sources).
Analyzing Children’s Books for Racism and Sexism

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Ask</th>
<th>Probing Questions</th>
</tr>
</thead>
</table>
| 1. Look at the illustrations | • Are there stereotypes or is there tokenism?  
• How are minority roles depicted? | • Although not always obvious, look for variations that in any way demean or ridicule characters because of their sex.  
• If there are racial minority characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike or are they depicted as genuine individuals with distinctive features?  
• Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active “doers” and females the inactive observers? |
| 2. Examine the story line.  | • Are white roles and ideas of success the only standards for success?  
• How are problems of minorities presented and viewed?  
• Are the causes of poverty and oppression explained?  
• Is passive acceptance or active resistance encouraged?  
• Are the achievements of female characters based on initiative or superficial, stereotypic traits? | • Does it take “white” behavior standards for a minority person to “get ahead”?  
• Is “making it” in the dominant white society projected as the only ideal?  
• To gain acceptance and approval do persons of color have to exhibit extraordinary qualities – excel in sports, get all A’s, and so on?  
• In friendships between white and nonwhite children, is the child of color the one who does most of the understanding and forgiving?  
• Are minority people considered to be “the problem”?  
• Are the oppressions faced by minorities and women represented as related to social injustice?  
• Does the story line encourage passive acceptance or active resistance?  
• Is a particular problem that is faced by racial minority person or female resolved through the benevolent intervention of a white person or male?  
• Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationships with boys?  
• Are sex roles incidental or critical to characterization and the plot?  
• Could the same story be told if the sex roles were reversed? |
| 3. Look at the characters’ lives. | • Do the lives of people of color represent stereotypes or contrast unfavorably with white norms?  
• Are the lives of minorities represented in a simplistic way, or do they offer genuine insights? | • Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia?  
• If the minority group in question is depicted as “different,” are negative value judgments implied?  
• Are minorities depicted exclusively in ghettos, barrios, or migrant camps?  
If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insight into another lifestyle?  
• Look for inaccuracy and inappropriateness in the depiction of other cultures.  
• Watch for instances of the “quaint-natives-in-costume” syndrome (most noticeable in areas like clothing and custom but extending to behavior and personality traits as well). |

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Ask</th>
<th>Probing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Analyze the relationships between people.</td>
<td>• Do whites have power and leadership, relegating people of color and females to subordinate roles?</td>
<td>• Do the whites in the story possess the power, take the leadership, and make the important decisions?</td>
</tr>
<tr>
<td></td>
<td>• Are the family relationships presented in a stereotypic way?</td>
<td>• Do racial minorities and females of all races function in essentially supporting roles?</td>
</tr>
<tr>
<td></td>
<td>• Is it recognized that societal conditions are among the reasons for family problems and separations?</td>
<td>• How are family relationships depicted? In black families, is the mother always dominant? In Hispanic families, are there always a lot of children?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If the family is separated, are societal conditions – for example, unemployment, poverty – cited among the reasons for separation?</td>
</tr>
<tr>
<td>5. Discover the role of models and heroes.</td>
<td>• Are people of color depicted as “safe” heroes who avoid conflict with the establishment?</td>
<td>• For many years, books showed only “safe” minority heroes – those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice.</td>
</tr>
<tr>
<td></td>
<td>• Do minority heroes resemble white heroes?</td>
<td>• When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done has benefited white people?</td>
</tr>
<tr>
<td></td>
<td>• In whose interests does the hero work?</td>
<td>• Are norms established that limit any child’s aspirations and self-concept?</td>
</tr>
<tr>
<td></td>
<td>• Are there persons with whom children of color can readily identify with positive results?</td>
<td>• What effect can it have on images of the color white as the ultimate in beauty, cleanliness, and virtue and black as evil, dirty, and menacing?</td>
</tr>
<tr>
<td></td>
<td>• Does the story portray norms that are within the aspirations of children of color?</td>
<td>• Does the book counteract or reinforce this positive association with the color white and negative association with black?</td>
</tr>
<tr>
<td></td>
<td>• Does the story portray norms that are within the reach of females who do not conform to stereotyped standards of beauty?</td>
<td>• What happens to a girl’s self-image when she reads that boys perform all of the brave and important deeds? What about a girl’s self-esteem if the is not “fair” of skin or slim of body?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In a particular story, is there any character with whom a minority child can readily identify to a positive and constructive end?</td>
</tr>
<tr>
<td>6. Consider the author’s or illustrator’s background and perspective.</td>
<td>• Is the author or illustrator a member of the group being written about?</td>
<td>• Analyze the biographical material on the jacket flap or back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject?</td>
</tr>
<tr>
<td></td>
<td>• If not, what qualifies the author or illustrator to present the subject?</td>
<td>• If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?</td>
</tr>
<tr>
<td></td>
<td>• Does the author’s perspective substantially weaken or strengthen the value of work?</td>
<td>• No author can be wholly objective. All authors write out of a cultural, as well as a personal context. Children’s books in the past have traditionally come from authors who were white and who were members of the middle class, with one result being that a single ethnocentric perspective has dominated children’s literature in the United States.</td>
</tr>
<tr>
<td></td>
<td>• Do omissions and distortions directly influence the overall message of the book?</td>
<td>• Is the perspective patriarchal or feminist? Is it solely Eurocentric, or do minority cultural perspectives also appear?</td>
</tr>
<tr>
<td><strong>What to Do</strong></td>
<td><strong>What to Ask</strong></td>
<td><strong>Probing Questions</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 7. Look at the language. | • Are there “loaded” words that have insulting overtones?  
• Is there sexist language that excludes or diminishes women?  
• How is the male pronoun used? | • Examples of loaded adjectives (usually racist) are savage, primitive, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.  
• Look for use of the male pronoun to refer to both males and females. Although the generic use of the word man was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man. |
| 8. Use copyright dates as a warning to examine the book closely. | • Given the time of writing, indicated by publication, how likely is the book to be racist or sexist? | • Not until the early 1970s has the children’s book world begun to even remotely reflect the realities of a multiracial society. The new direction resulted from the emergence of minority authors writing about their own experiences.  
• Nonsexist books, with rare exceptions, were not published before 1973.  
• The copyright dates can be a clue as to how likely the book is to be overly racist or sexist, although a recent copyright date, of course, is no guarantee of a book’s relevance or sensitivity.  
• The copyright date only means the year the book was published. It usually takes about two years from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children’s book publishing is attempting to become “relevant,” it is becoming increasingly significant. |
General Textbook Readability Checklist (Vacca and Vacca 2011, 118)

In the blank before each item, indicate Y for “yes,” + for “to some extent,” or X for “no” or “does not apply.”

Understandability

______ 1. Are the assumptions about students’ vocabulary knowledge appropriate?
______ 2. Are the assumptions about students’ prior knowledge of this content area appropriate?
______ 3. Are the assumptions about students’ general experiential background appropriate?
______ 4. Does the teacher’s manual provide the teacher with ways to develop and review the students’ conceptual and experiential background?
______ 5. Are new concepts explicitly linked to the students’ prior knowledge or to their experiential background?
______ 6. Does the text introduce abstract concepts by accompanying them with many concrete examples?
______ 7. Does the text introduce new concepts one at a time, with a sufficient number of examples for each one?
______ 8. Are definitions understandable and at a lower level of abstraction than the concept being defined?
______ 9. Does the text avoid irrelevant details?
______ 10. Does the text explicitly state important complex relationships (e.g., causality and conditionality) rather than always expecting the reader to infer them from the context?
______ 11. Does the teacher’s manual provide lists of accessible resources containing alternative readings for very poor or very advanced readers?
______ 12. Is the readability level appropriate (see pp. 113 – 115 of Vacca text)?

Usability

External Organizational Aids

______ 1. Does the table of contents provide a clear overview of the contents of the textbook?
______ 2. Do the chapter headings clearly define the content of the chapter?
______ 3. Do the chapter subheadings clearly break out the important concepts of the chapter?
______ 4. Do the topic headings provide assistance in breaking the chapter into relevant parts?
______ 5. Does the glossary contain all the technical terms in the textbook?
______ 6. Are the graphs and charts clear and supportive of the textual material?
______ 7. Are the illustrations well done and appropriate to the level of students?
______ 8. Is the print size of the text appropriate to the level of student readers?
______ 9. Are the lines of text an appropriate length for the level of students who will use the textbook?
______ 10. Is a teacher’s manual available and adequate for guidance to teachers?
______ 11. Are the important terms in italic or boldface type for easy identification by readers?
______ 12. Are the end-of-chapter questions on literal, interpretive and applied levels of comprehension?

Internal Organizational Aids

______ 1. Are the concepts spaced appropriately throughout the text, rather than being too many in too short a space or too few words?
______ 2. Is an adequate context provided to allow the students to determine the meanings of technical terms?
______ 3. Are the sentence lengths appropriate to the level of students who will be using the text?
______ 4. Is the author’s style (word length, sentence length, sentence complexity, paragraph length, number of examples) appropriate to the level of students who will be using the text?
Does the author use a predominant structure or pattern of organization (compare – contrast, cause – effect, time order, problem – solution) within the writing to assist students in interpreting the text?

**Interestability**

1. Does the teacher’s manual provide introductory activities that will capture students’ interest?

2. Are the chapter titles and subheadings concrete, meaningful, or interesting?

3. Is the writing style of the text appealing to the students?

4. Are the activities motivating? Will they make the students want to pursue the topic further?

5. Does the book clearly show how what is being learned might be used by the learner in the future?

6. Are the cover, format, print size, and pictures appealing to students?

7. Does the text provide positive and motivating models for both sexes as well as for a variety of racial, ethnic, and socioeconomic groups?

8. Does the text help students generate interest as they relate experiences and develop visual and sensory images?

**Summary Rating**

Clearly choose one choice for each item.

- The text rates highest in understandability / usability / interest.
- The text rates lowest in understandability / usability / interest.
- My teaching can best supplement understandability / usability / interest.
- I would still need assistance with understandability / usability / interest.

**Statement of Text Strengths:**

**Statement of Text Weaknesses:**