

# ELA Textbook Review Instrument

The ELA Textbook Review Instrument was created to assist local education agencies in selecting textbooks and curricular materials aligned to the Missouri Learning Standards. It provides criteria to assist educators in determining the quality and alignment of reading materials to the College and Career Ready Standards. This instrument can assist in textbook adoptions and in the review of current textbooks and curricular materials to determine if revisions are needed.

## How to Use this Document

Before using this Instrument, study the textbook and all supplementary materials, e.g. teacher manual, ancillary materials, technological materials, assessments, etc. to familiarize yourself with all components. Assess the textbook by analyzing the range of text, text complexity, quality of text-dependent questions, incorporation of writing and integration of vocabulary.

### Step 1 – Review Materials for Non-Negotiable Requirements

- Select the appropriate grade band instrument K-5, 6-8 or 9-12.
- Review the textbook and materials for the Non-Negotiable Requirements.
- Provide evidence to support your thinking for each requirement.
- Evaluate the non-negotiable requirements met and determine if the text is worthy of further study.

### Step 2 – Evaluate Materials for Key Criteria in each Section

- Closely examine the materials through the “lens” of each criterion.
- Check each criterion if clear and substantial evidence is found. Provide evidence to support your thinking in the notes column.
- Identify weaknesses and note specific improvements to meet criteria or strengthen alignment.
- Determine an overall rating for each section based on the Descriptors for Key Criteria at the bottom of the page and circle your rating.

*When working in a group, individuals may choose to compare ratings after each section or delay conversation until everyone has rated all sections.*

### Step 3 – Determine a Recommendation

- Using the Textbook Review Instrument Summary page, record the scores for each section and add notes as needed.
- Determine an overall recommendation for the textbook based on the Overall Recommendation Descriptors listed.
- Indicate final recommendation on the summary page along with a rationale.

### Step 4 – Compare Overall Recommendations and Determine Next Steps

- Note the evidence cited to arrive at a final recommendation, along with evidence statements and similarities and differences among raters. Recommend next steps for the materials and provide suggestions for improvement and/or supplemental materials.

# ELA Textbook Review Instrument: Reading (9-12)

Publisher: \_\_\_\_\_ Title of Textbook: \_\_\_\_\_ Grade: \_\_\_\_\_

NON-NEGOTIABLE REQUIREMENTS	Y/N	Notes
<b>1. RANGE OF TEXT:</b> <ul style="list-style-type: none"> <li>Reading selections are high quality literary and informational texts.</li> <li>Instructional time is divided to reflect a balance of literary and informational text.</li> </ul>		
<b>2. COMPLEXITY OF TEXT:</b> The textbook/series selections: <ul style="list-style-type: none"> <li>exhibit concrete evidence of quantitative and qualitative measures.</li> <li>are appropriate for each grade level in the 9-12 grade band.</li> <li>represent a progression of text complexity as materials progress across the grade band.</li> </ul>		
<b>3. SUFFICIENT PRACTICE IN READING COMPLEX TEXTS:</b> <ul style="list-style-type: none"> <li>Text/textbook series provides all students, including those who are below grade level, with extensive opportunities to encounter and comprehend grade-level complex text.</li> <li>Materials systematically direct teachers to return to focused parts of the text to guide students through re-reading, discussion, and writing about the ideas, events, and information.</li> </ul>		
<b>4. FOCUS ON THE TEXT IS THE CENTER OF ALL LESSONS:</b> <ul style="list-style-type: none"> <li>Pre-reading activities carefully consider reader and task and do not deflate the rigor of the text.</li> <li>Suggested approaches to teacher scaffolding are student-centered, research and evidenced-based, and begin with the text.</li> </ul>		
<b>5. INCLUSION OF TEXT DEPENDENT QUESTIONS:</b> The questions in the text: <ul style="list-style-type: none"> <li>reflect a variety of types (SR, CR, PT).</li> <li>align to reading standards 1-9.</li> <li>demonstrate a range of depth of knowledge and require text dependent analysis.</li> </ul>		
<b>6. WRITING TO SOURCES:</b> Tasks in the 9-12 grade band: <ul style="list-style-type: none"> <li>require students to confront the text directly.</li> <li>draw on textual evidence to support claims, valid inferences, reflections and research from the text.</li> <li>reflect informational/explanatory, narrative, and argumentative writing.</li> </ul>		
<b>7. QUALITY VOCABULARY:</b> <ul style="list-style-type: none"> <li>Materials focus of academic vocabulary prevalent in complex texts through reading, writing, listening and speaking instruction.</li> </ul>		

**Note: Does this resource meet the non-negotiable qualities?**

## Key Criteria (9-12)

Section I Structure & Design of Textbook	Section II Instruction & Assessment	Section III Instructional Supports/Materials	NOTES
<ul style="list-style-type: none"> <li>□ <b>SEQUENCE:</b> The materials and sections within books are researched based and are arranged in a logically-ordered/organized, clear structure so that teachers and students can easily access the content. Within a sequence or collection of texts, anchor texts are selected for careful reading.</li> <li>□ <b>STRUCTURE:</b> The materials and sections within books are arranged in a logically-ordered/organized, clear structure so that teachers and students can easily access the content while engaging student interest while reading text carefully.</li> <li>□ <b>DESIGN:</b> Design for whole-group, small-group, and individual instruction builds student responsibility and independence while promoting academic discussions. Materials include features to help in searching and locating information (e.g., table of contents, menu or map of content, index, goals/objectives, outlines, checklists, etc.) and a list explaining where the relevant standards are covered in the textbook.</li> <li>□ <b>EQUITY:</b> Content is accurate and free of bias (social, religious, racial, gender, ethnic, etc). Content represents a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences.</li> <li>□ <b>ACADEMIC AND DOMAIN-SPECIFIC VOCABULARY:</b> Materials focus on academic vocabulary as well as domain-specific vocabulary. Prevalent in complex texts through reading, writing, listening, and speaking instruction.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>INCLUSION OF TEXT DEPENDENT QUESTIONS:</b> A significant percentage of tasks and questions are text-dependent and require the use of textual evidence, including supporting valid inferences from the text.</li> <li>□ <b>TASKS:</b> Questions and tasks attend to analyzing the arguments and information presented in informational text.</li> <li>□ <b>WRITING TO SOURCES:</b> Materials make it clear that student writing should be responsive to the rhetorical situation and the needs of the audience, purpose and the particulars of the text in question.</li> <li>□ <b>RESEARCH:</b> Students are given extensive practice with short, focused research projects as well as longer research events. Materials should include significant opportunities to conduct research and produce and consume media both print and non-print.</li> <li>□ <b>ASSESSMENT:</b> The textbook offers multiple assessments for use in diagnosing student ability and monitoring ongoing progress. Assessment tasks come in multiple formats (including both quick-response items and extended constructed response/performance-based items) and assess a variety of skills; the format is chosen carefully and specifically is aligned to grade-level standards and learning outcomes. The textbook includes aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and offers suggestions for follow-up.</li> <li>□ <b>LISTENING AND SPEAKING:</b> Materials adhere to the most significant grammar and language conventions. Materials use multimedia and technology to deepen attention to evidence and texts. Materials help teachers plan substantive academic discussions. Materials provide systematic opportunities for students to read complex text with fluency.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>INSTRUCTIONAL SUPPORTS:</b> The textbook incorporates strategies, materials, activities, scaffolds, extensions etc., that consider the needs of ALL students (ELL, special needs, gifted, etc) and follows the principles of Universal Design and provides students with rich and rigorous grade-level texts, questions, and writing prompts. Scaffolds enable all students to experience rather than avoid the complexity of the text. Reading strategies support comprehension of texts and the focus on building knowledge and insight.</li> <li>□ <b>SUPPLEMENTAL MATERIALS:</b> Additional materials aim to increase independent reading of texts that appeal to students' interests to developing both their knowledge base and promote reading for enjoyment.</li> <li>□ <b>TECHNOLOGY &amp; MEDIA:</b> Materials use multimedia and technology to deepen attention to evidence and texts. All technology and media components serve the crucial purpose of enhancing instruction/learning and support scientifically-based instructional practices. Resources are user-friendly and interactive, have an easy-to-operate interface, and allow the user to control the pace and choice of activity.</li> <li>□ <b>ENGAGEMENT:</b> Research-based strategies and activities are engaging, interactive, authentic, and of high-interest, using grade-appropriate content relevant to students' lives.</li> </ul>	
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	

### Descriptors for Key Criteria

- 3: Exemplifies-meets most to all criteria in the section**
- 2: Approaching-meets many of the criteria in the section**
- 2: Developing-meets some of the criteria in the section**
- 0: Not representing-does not meet the criteria in the section**

## ELA Textbook Review Instrument Summary (9-12)

Publisher: \_\_\_\_\_

Title of Textbook: \_\_\_\_\_

Grade: \_\_\_\_\_

Indicators	Scores	Notes
Non-Negotiable Requirements	Number Met:	
Key Criteria Section 1: Structure and Design	Rating:	
Key Criteria Section 2: Instruction and Assessment	Rating:	
Key Criteria Section 3: Instructional Supports/Materials	Rating:	

### Overall Recommendation Descriptors

- Recommended:** Exemplifies MLS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across all sections of the rubric.
- Recommended with Supplements:** Approaching MLS Quality – Aligned and exemplifies the quality standard in some sections but will benefit from supplemental materials in others.
- Not Recommended as Primary:** Developing toward MLS Quality – Aligned partially and approaches the quality standard in some sections but needs significant supplemental materials revision in others OR may serve as a supplement, but not as a primary resource.
- Not Recommended:** Not representing MLS Quality – Not aligned and does not address criteria.

**Rationale:**