

**ALABAMA STATE TEXTBOOK COMMITTEE’S
REVIEW FORMS, COMPLETED FORMS, AND RECOMMENDATIONS
ENGLISH LANGUAGE ARTS
2012-2013**

READING – COMPREHENSIVE WITH MERIT

The Alabama State Textbook Committee is charged with recommending acceptance or rejection of textbooks to the State Board of Education. During our review, taking into consideration all information available, it became apparent that some comprehensive programs better addressed the needs of Alabama students because the programs met the college- and career-ready standards (CCRS) in the 2010 *Alabama Course of Study: English Language Arts* and had greater merit as evidenced by the research-based Reading Indicators. The definition of a comprehensive reading program with merit is given below.

A comprehensive reading textbook/program with merit is defined as one that is sufficient to be used as the sole textbook/program for a particular grade and meets 80% or more of the CCRS outlined in the 2010 Alabama Course of Study: English Language Arts and meets or exceeds 95% of the research-based items outlined in the Reading Indicators.

READING – COMPREHENSIVE WITH RESERVATION

The Alabama State Textbook Committee is charged with recommending acceptance or rejection of textbooks to the State Board of Education. During our review, taking into consideration all information available, it became apparent that some comprehensive programs met the required 80% of CCRS but met fewer of those standards and were weak in more of the Reading Indicators. The definition of a comprehensive reading program with reservation is given below.

A comprehensive reading textbook/program with reservation is defined as one that is sufficient to be used as the sole textbook/program for a particular grade and meets 80% or more of the standards outlined in the 2010 Alabama Course of Study: English Language Arts but does not meet 95% of the research-based items outlined in the Reading Indicators.

The following three pages provide the review forms for checking Reading Indicators for reading series and General Considerations for all textbooks.

TEXTBOOK REVIEW FORM – READING INDICATORS

Textbook/Series: _____ Grade _____

Edition _____ Copyright _____ Publisher _____

Indicators	Circle One:	Comments
1. Is there empirical research on this program's efficacy?	Yes No N/A	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	Yes No N/A	
3. Does the comprehensive program address the five components of reading (phonological/ phonemic awareness, phonics, fluency, vocabulary, and comprehension)?	Yes No N/A	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	Yes No N/A	
5. Does the supplemental/intervention program adequately address the component(s) targeted? (Some programs concentrate on one, two, or a few of the components.)	Yes No N/A	
6. Is there a scope and sequence?	Yes No N/A	
7. Are goals and objectives clearly stated?	Yes No N/A	
8. Are student materials aligned with instructional objective of the lesson?	Yes No N/A	
9. Do instructional materials increase in difficulty as students' skills strengthen?	Yes No N/A	
10. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	Yes No N/A	
11. Is there a clear and logical organization to the lesson in: The order and procedure of each day's lesson? The inclusion of all necessary materials? The consistency of each day's lesson format? Addressing the components of reading every day?	<p>Yes No N/A</p> <p>Yes No N/A</p> <p>Yes No N/A</p> <p>Yes No N/A</p>	

12. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	Yes	No	N/A	
13. Are teacher directives highly detailed to ensure accurate implementation?	Yes	No	N/A	
14. Does the lesson format facilitate frequent interactions between teacher and students?	Yes	No	N/A	
15. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	Yes	No	N/A	
16. Are there coordinated instructional sequences and instructional routines which include: Modeling? Guided practice with feedback? Student practice and application? Cumulative review?	Yes	No	N/A	
17. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	Yes	No	N/A	
18. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	Yes	No	N/A	
19. Does instruction make a clear connection among all five components?	Yes	No	N/A	
20. Is scaffolding a prominent part of the lessons?	Yes	No	N/A	
21. Are instructions for scaffolding specific within each lesson?	Yes	No	N/A	
22. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	Yes	No	N/A	
23. Is differentiated instruction prominent?	Yes	No	N/A	
24. Is instruction differentiated based on assessment?	Yes	No	N/A	
25. Are directions for differentiating instruction specific?	Yes	No	N/A	
26. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	Yes	No	N/A	
27. Are there guidelines for forming flexible groups based on student progress?	Yes	No	N/A	
28. Are enrichment activities included for advanced students?	Yes	No	N/A	

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS

GENERAL CONSIDERATIONS

Textbook/Series: _____ **Grade** _____

Edition _____ **Copyright** _____ **Publisher** _____

	Yes	No	N/A
1. Appropriate rigor to match verbs			
2. Leads students toward appropriate content discourse			
3. Appropriate skill development and problem-solving skills			
4. Assessment resources that are clear and measurable			
5. Engaging			
6. Allows for multiple learning styles; other differentiation			
7. Appropriate reading levels to match standard specifications			
8. Suggests connections to other standards and strands			

Reading Indicators: Indicate numbers of inadequate or missing indicators: _____

NA

Comments:

Accept: _____ **Reject** _____

Signature: _____

Date: _____

COMPREHENSIVE SERIES

Series: *Wonders*

Publisher: McMillan/McGraw-Hill

Grade	Percentage of CCRS Addressed	Percentage of Yes Reading Indicators	Percentage of Yes General Considerations
K	69%	79%	
1	100%	100%	
2	99%	100%	
3	98%	100%	
4	99%	97%	
5	100%	97%	
6	100%	97%	
Average Percentages	95%	96%	100%

Recommendation: Reading – Comprehensive with Merit

Committee Comments:

- 95% of CCRS were addressed.
- Grades 1-6 has clear consistency in the five components of reading and other dimensions of reading such as spelling, writing, oral language, and listening comprehension.
- Scaffolding is a prominent component in all lessons.
- The lesson format facilitates frequent interactions between teacher and students as well as student to student interaction.
- Lack of references to technology resources in teacher's edition.
- No separate Tier III component.
- Lack of foundational skills in Kindergarten to meet requirements of CCRS.

Series: *Reading Street*

Publisher: Scott Foresman

Grade	Percentage of CCRS Addressed	Percentage of Yes Reading Indicators	Percentage of Yes General Considerations
K	92%	94%	
1	94%	97%	
2	84%	94%	
3	100%	97%	
4	100%	97%	
5	86%	97%	
6	81%	94%	
Average Percentages	91%	96%	88%

Recommendation: Reading – Comprehensive with Merit

Committee Comments:

- Assessment resources are clear and measurable.
- Common Core Teacher Index for easy reference to standards.
- Strong support to paired fiction and non-fiction genres.
- Strong implementation of digital assessments.
- Performance-based student assessments that encourage application of higher-order thinking skills.
- Support for RtI through separate Response to Intervention Kit.
- Tier III component (My Sidewalks) is inadequate to meet all student needs.

Series: *Benchmark Literacy*

Publisher: Benchmark

Grade	Percentage of CCRS Addressed	Percentage of Yes Reading Indicators	Percentage of Yes General Considerations
K	95%	100%	
1	98%	100%	
2	88%	100%	
3	99%	100%	
4	100%	100%	
5	91%	100%	
6	95%	100%	
Average Percentages	95%	100%	100%

Recommendation: Reading – Comprehensive with Merit

Committee Comments:

- Strong writing instruction.
- Teacher’s edition provides clear and concise organization.
- Strong support for development of comprehension strategies.
- Incorporates “Best Practices” in instruction.
- Standards were clearly met and easily observed.
- Comprehensive assessment component.
- Includes cross-curricular projects.

Series: *Journeys*

Publisher: Houghton Mifflin Harcourt

Grade	Percentage of CCRS Addressed	Percentage of Yes Reading Indicators	Percentage of Yes General Considerations
K	85%	71%	
1	94%	75%	
2	65%	65%	
3	94%	91%	
4	80%	74%	
5	92%	62%	
6	73%	59%	
Average Percentages	83%	71%	50%

Recommendation: Reading – Comprehensive with Reservation

Committee Comments:

- Organization of teacher’s edition was unclear.
- Lessons are difficult to follow.
- Scaffolding of instruction is weak.
- Technology resources are not clearly referenced in teacher’s edition.
- Some of the publisher’s correlations to CCRS were found to be invalid.
- Opportunities for student engagement are not adequately addressed in teacher’s edition.
- Assessment resources are not clear and measurable.

Series: *Bookshop*

Publisher: Mondo Publishing

Grade	Percentage of CCRS Addressed	Percentage of Yes Reading Indicators	Percentage of Yes General Considerations
K	78%	85%	
1	87%	88%	
2	80%	79%	
3	85%	85%	
4	73%	88%	
5	78%	91%	
6	N/A	N/A	
Average Percentages	80%	86%	88%

Recommendation: Reading – Comprehensive with Reservation

Committee Comments:

- Small group instruction is not explicit.
- Program is weak in supporting implementation of CCRS.
- There are gaps in instruction as related to the other dimensions of reading (i.e. spelling, writing, oral language, and listening comprehension).
- Strong intervention for phonics.
- Effective instructional strategies for teaching argument, debate, and citing evidence in text.

Supplementary Materials

Series: *StoryTown Common Core Classroom Enhancement Package*

Publisher: Houghton Mifflin Harcourt

Committee Comments:

- This package correlates the 2009 *StoryTown* series to the CCRS in the 2010 Alabama Course of Study: *English Language Arts*.

Series: *Scott Foresman Reading Street Focus on Common Core State Standards*

Publisher: Scott Foresman

Committee Comments:

- This package correlates the 2008 Reading Street series to the CCRS in the 2010 Alabama Course of Study: *English Language Arts*.

English Language Arts Comprehensive

Series: *Strategies for Writers*

Publisher: Zaner Bloser

Committee Comments:

- Met 91% of standards in the areas of writing, language, listening, and speaking in the CCRS for grades Kindergarten through 6th. Reading indicators are not applicable because this is not a reading series. These texts may not be used as the sole books in a classroom.

Grades 6-12 Comprehensive

Mirrors and Windows 6-12 Publisher: EMC

Grade	Percentage of CCRS Standards Addressed	Reading Indicators	General Considerations	
6	100%	This is not a Reading Series		
7	99%			
8	99%			
9	100%			
10	100%			
11	100%			
12	100%			
Average Percentage	99%			100%

Literature 6-12 Publisher: Holt McDougal

Grade	Percentage of CCRS Standards Addressed	Reading Indicators	General Considerations	
6	98%	This is not a Reading Series		
7	98%			
8	100%			
9	100%			
10	98%			
11	100%			
12	100%			
Average Percentage	99%			100%

Literature Publisher: Prentice Hall

Grade	Percentage of CCRS Standards Addressed	Reading Indicators	General Considerations	
6	100%	This is not a Reading Series		
7	100%			
8	100%			
9	99%			
10	100%			
11	99%			
12	96%			
Average Percentage	99%			100%

Grades 9-12 Approved Supplementary/Elective Course Text(s)

Literature and Composition, 1st edition

Publisher: Bedford/St. Martin's, Freeman, and Worth

Committee's Comments: Some mature language due to college-level content.

Projects in Speech Communication

Publisher: Perfection Learning

Committee's Comments: Excellent material for a speech course or for including in an English class.

Writing Coach: Writing and Grammar for the 21st Century

Publisher: Prentice Hall

Committee's Comments: Contains essential elements for writing and grammar instruction 6-12 except direct connections to literature students are reading.

Debate

Publisher: South-Western/CENGAGE Learning

Committee's Comments: Contains all essential components for a debate course. Contains assessment suggestions.

Grades 9-12 Rejected Texts

An Invitation to Know Him for Yourself

Publisher: Author House

Committee's Comments: Did not meet content standards. No objections to content.

The Story and Its Writer

Publisher: Bedford/St. Martins, Freeman, and Worth

Committee's Comments: Offensive language.

***The Bedford Introduction to Literature: Reading, Thinking, Writing*, AP, 9th edition**

Publisher: Bedford/ St. Martin's, Freeman, and Worth

Committee's Comments: Mature language, sexual references.

***Approaching Literature: Reading + Thinking + Writing*, 3rd edition**

Publisher: Bedford/St. Martin's, Freeman, and Worth

Committee's Comment: Content is mature for a high school level.

***An Introduction to Reading and Writing*, AP 2nd edition**

Publisher: Prentice Hall, Pearson Education, Inc.

Committee's Comments: Some mature content.

Literature: An Introduction to Reading and Writing

Publisher: Prentice Hall Pearson Education, Inc.

Committee's Comments: Inclusion of assessment materials a positive. Mature content.

***Literature: Reading, Reacting, Writing*, 8th edition**

Publisher: Wadsworth/CENGAGE Learning

Committee's Comments: Some adult content/themes.

Perrine's Literature: Structure, Sound, and Sense

Publisher: Wadsworth/CENGAGE Learning

Committee's Comments: Offensive language.

Readings for Writers

Publisher: Wadsworth/CENGAGE Learning

Committee's Comments: Rubrics provided; readings from many viewpoints.