

2020F3

Instructional Materials Committee CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: Kelly Esping/Sue Reid

School: WMS

Subject: English

Department/Grade: 6th

Intended Use: Class Study

Number of Copies Needed: 14

Text/Resource Title: OLD YELLER (THIS IS TO REPLACE LOST BOOKS FROM THE CLASS SET WE HAVE)

Author: FRED GIPSON

Publisher:

Copyright Date: 12-57

I have taken the following steps to determine the suitability of the above text:

- (X) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including Criteria for the elimination of sex bias. This is a mandatory step.
- (X) 2. I have compared it with these other available texts.
- (X) 3. I have compared review of it with review of these other available texts.
- (X) 4. I have evaluated the reading level and found it averages about grade.
- () 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum director's approval.
- (X) 6. I taught this book to my current extension class.

Approval Dates

Text Selector Signature :

Approval Date:

Principal Signature:

Approval Date:

Assistant Superintendent Signature:

Instructional Material Committee

Approval Date:

Board of Directors

Approval Date:

Evaluation Reading Level (CCSS Qualitative and Quantitative Measures):

1. Qualitative evaluation of the text:

Great text that is engaging and enjoying for kids to read. You can do many projects and assignments that are tied to the core.

2. Quantitative evaluation of the text:

3. Matching reader to text and task:

This book is suitable for our 6th grade readers. They'll be able to make connections, comprehend the text.

Selection Process

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

It will supplement our current ELA textbook

2. What process did you use to evaluate the appropriateness and effectiveness of this text/resource?

I've used this book in my previous 6th grade ELA classes

3. What other set materials of instructional did you materials consider?

None

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

It's engaging, a fast read and holds the kid's attention.

5. How does this material fit the learning objectives for the subject area?

Ties in with the standards of reading, comprehension, writing.

6. How Does this material insure continuity with the district's overall program?

We can teach writing, cite based evidence, research with this book.

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Instructional Materials Committee Evaluation Form cont.

Bias Content: Please circle a rating for each answer.

1. Presents more than one view point of controversial issues.
Excellent Good Fair Poor Non-App. **GOOD**
2. Presents Minorities realistically.
Excellent Good Fair Poor Non-App.
3. Includes contributions of minority authors.
Excellent Good Fair Poor Non-App.
4. Presents non-stereotypic models
Excellent Good Fair Poor Non-App. **EXCELLENT**
5. Facilitates the sharing of cultural differences.
Excellent Good Fair Poor Non-App.
6. Promotes the positive nature of differences
Excellent Good Fair Poor Non-App.
7. Includes the contributions, inventions, or discoveries of minorities.
Excellent Good Fair Poor Non-App.
8. Includes the contributions, inventions, or discoveries of women.
Excellent Good Fair Poor Non-App.)
9. Presents minorities in a manner that promotes ethnic pride.
Excellent Good Fair Poor Non-App.
10. Facilitates an environment open to discovery and experimentation
Excellent Good Fair Poor Non-App. **EXCELLENT**