

Textbook evaluation justification

Education



Textbook Evaluation Justification: Harcourt Language Justification for Selection of Harcourt Language Textbook

The Content of the Book

The limited context of the textbook title Language by Beech and Cramer (1989) in dealing with out-of-class activities renders its redundant. On the other hand, the book Harcourt Language has both out-of-class activities and coursework across and within the levels of school. As such, the book becomes more relevant especially to the fourth grade students (Harcourt School Publishers Staff 2012).

Fourth grade students need to acquire skills applicable both to classroom-based activities and outside activities so as to make them useful people immediately after graduating. The first textbook limits the fourth grade students to classroom-based activities thus making it inappropriate. The second book enables teachers to equip students with the skills applicable both within and outside class.

Unlike the first textbook, the second book offers real life examples thus connecting students to real life situations or experiences.

Fourth grade students should be connected to the real world. The textbook Harcourt Language perfectly does that thus making it more relevant and appropriate.

In many institutions of learning, teachers are recommended to use different learning strategies in order to make students complete and resourceful people both in school and after graduating. The second textbook balance the content provided to students thus making it the best for teaching fourth grade students (Harcourt School Publishers Staff 2012).

Content of some textbooks such as the first one lack sequence thus sabotaging efforts of students to build upon their prior knowledge and

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foundation skills. The second textbook Harcourt Language becomes preferred choice because sequence of content.

A good textbook should offer continuity of the prior lessons. In order to achieve this, the second textbook allows teachers to begin lessons with a warm spiral review through relevant examples.

The sequence of the content of the book is relevant and offers continuity. It enables the student to easily pass to the next level

Harcourt Language is one of the few books which effectively transfer content from one writing level to another. It equips students with language and writing skills necessary in other levels of education.

The book integrate all curriculum disciplines something which cannot be achieved by other books

Null curriculum is unnecessary thus should not have any impact on learning operations of the students. The second book does this best thus making it the most suitable for teaching fourth grade students.

Learning institutions comprises of students of different sex and they come from different social, ethnic, political and religious backgrounds. As such, the content taught should factor this aspect. The evaluation of the second book indicates that it meets this criterion thus making it more appropriate.

A good textbook uses unlimited primary source materials. It should also encourage students to use higher order thinking skills through examples.

Harcourt Language perfectly does it (Harcourt School Publishers Staff 2012).

Organization of the Book

The organization of the chapters and the format of the book are excellent thus enabling the teachers and the students to easily use it. This is also facilitated by outstanding organizational structure.

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The writing style of any textbook is something paramount. Harcourt Language has a clear writing style hence it is user friendly.

Production Quality

Harcourt Language is generally attractive, durable and has high print or color quality.

Generally speaking, the second book is far much better in almost all aspects than the first book and this justify its selection.

References

Beech, L. & Cramer, R. (1989). Language: Grade 5. Scott, Foresman and Company.

Harcourt School Publishers Staff (2012). Harcourt Language Arts, Grade 4: Vocabulary Power. Harcourt School Publishers.