

ELA High-Value Action Revision Tool

Title of Resource: **Ventures 1 Workbook**Source/Publisher: **Cambridge University Press**Date of Publication: **2014**Evaluation Date: **March 2018**

Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.

Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to the CCRS.

Criterion #1—Text Complexity: Does the resource provide regular practice with complex text and its academic language?

Dimension 1.1 Text Complexity and Quality: Most of the texts included in the resource are at the appropriate level of complexity as defined by the CCR standards; all texts are worth reading.	Dimension 1.2 Academic Vocabulary: The resource <i>regularly</i> focuses on understanding words and phrases, their relationships, and nuances, particularly general academic words and phrases.
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Resource Criterion Rating¹: Strong Modifications Necessary **X** Weak

High-value actions needed to fill the gaps (check all actions that apply):

X Gather information about the quantitative and qualitative complexity of the text. (For published material, contact the program, publisher, or sales representative for the information.)

X Identify high-value academic vocabulary that should be addressed.

X Create questions/activities that engage learners with academic vocabulary.

X Other:

- a. Supplement with simple nonfiction texts.
- b. Use academic terms to explain tasks.

Additional notes on above actions

b. It will be difficult to add additional academic vocabulary to established exercises as the tasks and answers are already tightly aligned to each other. **Suggestion is to use academic vocabulary to describe how to do the tasks, and the components of the task and descriptors for text visuals.** Some example academic vocabulary follows that can be recycled into many activities, regardless of the unit theme - ie: *directions, column, row, question mark, mind map, word search, bulletin board, chart, paragraph, conversation, complete, exercise.*

¹Use ELA CCRS Alignment Evaluation Tool

Adapted From College and Career Readiness Standards-in-Action and EQuIP Rubric for Lessons and Units: ELA

Criterion #2—Evidence: Does the resource provide reading, writing, and speaking activities grounded in evidence from text?

<p>Dimension 2.1</p> <p>Growth of Comprehension and Using Evidence From Texts: An overwhelming majority (80%) of all questions reviewed are high-quality, text-dependent, and text-specific questions.</p>	<p>Dimension 2.2</p> <p>Emphasis on Argumentative and Informative Writing and Speaking: An overwhelming majority (80%) of all writing and speaking assignments reviewed require argumentative and informative writing and speaking. They require students to draw on evidence from texts to present careful analyses and well-defended claims.</p>
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Resource Criterion Rating¹: Strong Modifications Necessary Weak X

High-value actions needed to fill the gaps (check all actions that apply):

- ✗ Replace non-text-dependent questions with valuable text-dependent questions that target level-specific standards.
- ✗ Create coherent sequences of text dependent questions to build understanding and analysis.
- ✗ Add a variety of text-based writing assignments, including short and longer writing assignments developed from the central ideas of the text.
- ✗ Add a culminating writing assignment developed from the central understanding of the text(s).

Additional notes on above actions

- Book lacks in authentic writing opportunities. Create appropriately scaffolded writing task that uses the central ideas from the unit which they can apply to themselves in an authentic fashion.
- It's possible to write for multiple purposes for each unit. Students can generate an email, list, reflection, description, defense or argument.

Criterion #3—Knowledge: Does the resource build knowledge through content-rich nonfiction?

<p>Dimension 3.1</p> <p>Emphasis on Reading Content-Rich Texts: The resource <i>accentuates</i> comprehending quality informational texts independently across disciplines.</p>	<p>Dimension 3.2</p> <p>Building Knowledge Through Reading Widely About a Topic and Research: Most passages reviewed are organized around a topic or line of inquiry; the resource includes regular research assignments.</p>
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Resource Criterion Rating ¹ :	Strong	<input type="checkbox"/>	Modifications Necessary	X	Weak	<input type="checkbox"/>
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High-value actions needed to fill the gaps (check all actions that apply):

- X** Create a list of supplemental texts on the same topic to promote volume of reading and build knowledge.
- X** Add writing and discussion tasks that encourage students to draw information from multiple texts around a topic.

Additional notes on above actions:

- Prior to providing students a supplemental text list, choose one additional text on same topic. After students learn how to compare and contrast the Ventures 1 Workbook reading with the supplement and have practice, students can move along to choosing an additional text from the list. Take students through the process of synthesizing the supplemental text with the one provided in the *Ventures 1 Workbook*.

Criterion #4—Instructional Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?

Dimension 4.1 Instructional Support: The resource is responsive to varied student learning needs.	Dimension 4.2 Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.
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Resource Criterion Rating ¹ :	Strong	<input type="checkbox"/>	Modifications Necessary	X	Weak	<input type="checkbox"/>
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High-value actions needed to fill the gaps (check all actions that apply):

- X** Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.
- X** Provide evidence-based reading resources to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.

X Other:

- Supplement Ventures 1 Workbook with tasks to address varied student learning needs.
- Use higher level students to help teach individuals needing extra attention.

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- Additional notes on above actions

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