



## Demo Account Walkthrough



# Demo Account Walkthrough

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## STUDYSYNC DEMO ACCOUNT WALKTHROUGH

StudySync is a comprehensive literacy solution with hundreds of core texts, dynamic video and media guaranteed to inspire and advance reading, writing, listening, and critical thinking skills to prepare your students for college and careers.

With this Demo Account, you will be able to explore all of the content and features available within StudySync, as well as view sample completed work from both the student and teacher points-of-view. Just follow the instructions below to see for yourself!

### GETTING STARTED

1

Register for a demo account at [mheonline.com/samplestudysync-cela](http://mheonline.com/samplestudysync-cela)



#### Start your free 30-day Trial!

To sample teacher materials, you must enter a school e-mail address. If you would like to sample student materials, please [contact](#) your McGraw-Hill Education Sales Representative.

Already started a trial? [Log in now.](#)

FIRST NAME: *	LAST NAME: *
<input type="text"/>	<input type="text"/>
ROLE: *	EMAIL: *
Select...	<input type="text"/>
COUNTRY: *	
Select...	

SUBMIT

2

Visit: [www.Connected.Mcgraw-Hill.com](http://www.Connected.Mcgraw-Hill.com)



# connectED

Username	<input type="text"/>
Password	<input type="password"/>

Enter the Username and Password provided via email after registration

Log In

Click the Log In button

[FORGOT YOUR PASSWORD?](#)  
[FORGOT YOUR USERNAME?](#)

3

Click on the image of the **Teacher Edition**.



#### StudySync ELA

Teacher Edition

Associated Course Content:  
 StudySync ELA



#### StudySync ELA

Student Edition

Associated Course Content:  
 StudySync ELA



4

Click on the **Launch StudySync** link to start exploring.

**StudySync ELA**

StudySync ELA

- StudySync ELA
  - Professional Learning

**Filters**

**Current Filters**

Select from the filters below to narrow your results

**Available Filters**

**Grade**

- 6
- 7
- 8
- 9
- 10
- 11

**Launch StudySync**

Launch StudySync

Assessment | On Grade Level | Assessment

**eAssessment**

eAssessment

Online assessments powered by eAssessment. Use this to launch your online assessment tool for the 2016-2017 school year.

Assessment | On Grade Level | Assessment

Click here

Click the **Professional Learning** link to explore StudySync's built-in PD training modules.

Assessment options for test generation can also be accessed on this page. (View separate assessment guide in the PD training course for more information.)

5

Welcome to the StudySync Home page. To return to this screen at any time you can click the StudySync logo in the top left corner of your screen. Information about new content and features is regularly updated here.

In the *Getting Started* section you can find helpful resources & links, e.g., User Guides, tutorial videos, plus a Scope and Sequence and Table of Contents for the Core Curriculum.

**studysync** USERS ASSIGNMENTS LIBRARY CORE ELA StudySync Demo

TOGETHER WE'RE SMARTER

Recently Viewed

The Human Condition Unit

INSIDE THE HOUSE

**Getting Started in ConnectED**

It's easy to get started with StudySync.

Follow a few simple steps to quickly assign students a lesson directly from our Units or our Library of over 1,300 texts and text excerpts. Explore the following resources to get started.

**Important:** All Student and Class administration is managed in ConnectED and then synced with StudySync.

**StudySync Training Webinars**

Register Here

**Teacher Guides**

StudySync Demo Walkthrough

StudySync Plus Demo Walkthrough

Click Path Walkthrough (PDF)

Getting Started (PDF)

StudySync FAQs (PDF)

StudySync Tutorial Videos

SyncStart Units (PDF)

**New StudySync Teaching Lab Videos**

Teaching a Reading Skills Lesson

Teaching a First Read Lesson

Teaching a Close Read Lesson

Teaching a Writing Skills Lesson

Teaching a StudySync Blast: 1 to 1 Device Access

Teaching a StudySync Blast: Limited Device Access

Teaching a StudySync Blast: No Student Device Access

**StudySync Blog**

SyncUp

Student User Guide

Mobile Apps (PDF)

Getting Started Student Guide (PDF)

**Teacher Resources & Instructions**

Google Docs Integration (PDF)

Grammar Resources (PDF)

Limited Tech Resources (PDF)

Core ELA Table of Contents & Library Titles (PDF)

Scope & Sequence 6-8 (PDF)

Scope & Sequence 9-12 (PDF)

**Featured Videos**

Blended Learning with Catlin Tucker

Bringing Literacy to Life with Dr. Doug Fisher

StudySync on YouTube

## EXPLORE STUDYSYNC CONTENT & FEATURES

### STUDYSYNC CONTENT: CORE ELA CURRICULUM

1

Click the **Core ELA** tab on the top right to view StudySync's Core ELA Curriculum for grades 6–12.

Each grade level includes four (4) Thematic Units, as well as a Core Program Guide, two Scope and Sequence documents and two Grade Level Overviews of the Core ELA and Designated English Language learner programs. If teachers move through all 4 units, they will have addressed all of the necessary standards for that grade.

2

Click on any grade in the gray bar to explore the *Core Curriculum Path* for that grade level. For this example, we will view Grade 6 Unit 4.

For each grade level, teachers have access to a **SyncStart Unit** with introductory lessons on the instructional routines found within StudySync's curriculum.

Select one of the 4 Core Thematic Units by clicking **Core ELA Unit**. This example uses Grade 6 Unit 4.

Covering 45 days of study, each Thematic Unit contains the following:

- An **Instructional Path** with 10-12 texts, broken into First Read and Close Read assignments, Skill lessons with direct instruction on skills found in most standards, and engaging Blast assignments.
- An **Extended Writing Project**, in which students work toward a larger argumentative, informative/explanatory, or narrative essay, with specific Skills lessons supporting them along the way.
- An in-depth **Research Project** exploring the Unit's theme and essential question.
- A **Full Text Study**, with resources to support the reading of the full text recommended with this Unit.

3

In the Thematic Unit, starting with **Overview**, click through the blades down the left side to explore the unit's contents.

### Our Heroes

Core ELA  
Grade 6  
45 Days

Remove from bookshelf



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

#### Overview



What are the qualities of a hero? Bravery? Fearlessness? Super human powers? Can heroes only be people in positions of power or the characters we see in comics, in movies, and on TV? Or can heroes also be ordinary citizens who do extraordinary things? People have different opinions about what qualities define a hero and who their heroes are.

The Overview provides a video preview introducing the theme and driving question of the Unit. This blade also contains lists of readings, key Skills, Common Core State Standards and other important details about the Unit for teachers.

4

Click on the **Instructional Path** blade to explore the unit's lessons. The text selections that are covered will be listed. To view the reading routine for a text, click the drop-down arrow to the right of the text title.

### Our Heroes

Core ELA  
Grade 6  
45 Days

Remove from bookshelf



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

#### Instructional Path

The Big Idea



Rosa Parks: My Story



The Story Behind the Bus



Rosa



Freedom Walkers: The Story of the Montgomery Bus Boycott



Sunrise Over Fallujah



The text highlighted in green is the recommended anchor text for the Unit, and has an accompanying Full Text Study.

The Education of George Washington



Eleanor Roosevelt: A Life of Discovery



Eleanor Roosevelt and Marian Anderson



My Father is a Simple Man



5

Each text selection reading routine is structured as: First Read, Skills Lesson(s), Close Read.

View the links below each lesson for a comprehensive Lesson Plan, Access Handouts with integrated English Language learner supports, and Core Handouts including Vocabulary and Grammar exercises, as well as Graphic Organizers.

Click the **Student Preview** for a Skills lesson.

### First Read: Freedom Walkers: The Story of the Montgomery Bus Boycott

The informational text *Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman, describes the experiences of three teenagers who contributed to the growing protest over Montgomery's segregated bus laws. The First Read gives students the opportunity to experience the text with a limited context.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)



Assign



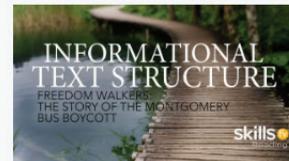
Click the Student Preview Icon to explore a First Read lesson.

### Skill: Informational Text Structure

Identifying the structure of a text is key to understanding an author's purpose and message. This lesson plan for *Freedom Walkers: The Story of the Montgomery Bus Boycott* provides follow-up questions and useful enrichments to help teachers guide students toward a usable, repeatable method for identifying and analyzing informational text structure.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)



Assign



Click the Student Preview Icon to explore a Skills lesson.

### Close Read: Freedom Walkers: The Story of the Montgomery Bus Boycott

The informational text *Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman, describes the experiences of three teenagers who contributed to the growing protest over Montgomery's segregated bus laws. The Close Read gives students the opportunity to identify and analyze the informational text structure.

**Teacher Resources:** [Lesson Plan](#)

**Core Handouts:** [Vocabulary](#), [Graphic Organizer](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)



Assign



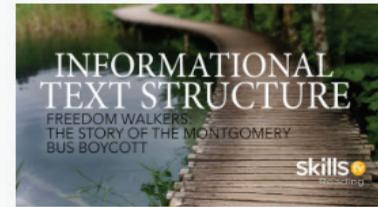
Click the Student Preview icon to explore a Close Read lesson.

6

Skills lessons include 3 sections: **Define**, **Model**, and **Your Turn**. Within the Student Preview of a Skills lesson, explore the tabs to see the video and text supports, as well as the 2-part selected response skill practice.

### Skill: Informational Text Structure

Identifying the structure of a text is key to understanding an author's purpose and message. This lesson plan for *Freedom Walkers: The Story of the Montgomery Bus Boycott* provides follow-up questions and useful enrichments to help teachers guide students toward a usable, repeatable method for identifying and analyzing informational text structure.



Assign



**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)

### Student Preview



### Informational Text Structure - Freedom Walkers: The Story of the Montgomery Bus Boycott

1. DEFINE
2. MODEL
3. YOUR TURN

Read these sections from Chapter 2 of *Freedom Walkers* to determine how the two paragraphs are connected and contribute to the development of the topic. Then answer the follow-up questions.

The driver called the police, and Edwina and Marshall were arrested. Held in jail for two days, they were convicted at a court hearing of violating the city's segregation laws. Judge Wiley C. Hill threatened to send them to reform school until they were twenty-one, but relatives managed to get them an attorney. They were fined and sent back to New Jersey. . .

Blacks had been arrested before for talking back to white officials. Now it was Claudette's turn. She was crying and madder than ever when the police told her she was under arrest. "You have no right to do this," she protested. She struggled as they knocked her books aside, grabbed her wrists, and dragged her off the bus, and she screamed when they put on the handcuffs.

#### Part A

Which of the following explains how the two paragraphs are connected and contribute to the development of the ideas in the text?

- A. The police were harsh and rough in both instances.
- B. Things were much worse in 1955 than they were in 1949.
- C. Edwina and Marshall were treated better than Claudette was.
- D. All three teenagers were arrested for standing up for their civil rights.

#### Part B

Which sentences or phrases from the passage support your answer in Part A?

- A. "Edwina and Marshall were arrested"/"police told [Claudette] she was under arrest"
- B. "violating the city's segregation laws"/"talking back to white officials"
- C. "You have no right to do this," she protested.
- D. "She struggled as they knocked her books aside, grabbed her wrists, and dragged her off the bus, and she screamed when they put on the handcuffs."

Submit Assignment

Core Path

Access Path

#### 1. Define

##### Watch.

Watch the Concept Definition video on informational text structure with your students. Pause the video at these key moments to discuss the information with your students:

1. 0:43 – If the purpose of an informational text is to *inform*, why would an author choose to withhold certain information to create drama or suspense? Could this get in the way of the straightforward reporting of facts? Discuss.
- 1:02 – What is the basic structure of a story? Why do you think historical texts and/or journalism frequently use the same structure as a story? Explain.
- 1:38 – Can you think of any other categories of informational text that are not mentioned in this video? Discuss.

##### Read and Discuss.

After watching the Concept Definition video, have students read the definition of informational text structure. Either in small groups or as a whole class, use these

All lessons also have a wrap-around Teacher's Edition on the right-hand side.

7

Explore the **Extended Writing Project** and **Research Project** blades.

### Our Heroes

Core ELA  
Grade 6  
45 Days



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Remove from bookshelf

#### Extended Writing Project

##### Extended Writing Project: Argumentative Writing

For this unit's Extended Writing Project, students will be writing an argumentative essay that makes a claim about which individual featured in the unit 4 selections best exemplifies the qualities of a hero. This lesson provides students with a definition of an argument and its major features, as well as a sample argumentative essay.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#), [Access 4](#)

Assign

##### Extended Writing Project: Prewrite

This lesson asks students to complete several prewriting activities in preparation for writing their argumentative essay. They will need to define what a hero is in their own terms, identify a subject (one of the individuals featured in a unit selection), and prepare a set of research questions. Students should use prewriting strategies (listing, brainstorming, freewriting, etc.) to define what a hero is, answer

Assign

8

Review the **Full Text Study** blade, where you will find PDFs of Reading Guides for both teachers and students, to support the reading of the recommended anchor text.

### Our Heroes

Core ELA  
Grade 6  
45 Days



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Remove from bookshelf

#### Full Text Study

*Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman



Full-text Unit with Comparative Texts  
Library Unit



Full-text Study Reading Guide - Teacher Edition  
PDF Document



Full-text Study Reading Guide - Student Edition  
PDF Document

##### Introduction

After several black women, including Rosa Parks, refused to give up their seats so that white bus riders could have them, African-American ministers in Montgomery, Alabama, organized a bus boycott to demand equal treatment for black bus riders. For months, participants in the boycott walked or caught rides in car pools. At night, they gathered to hear inspiring speeches from

StudySync provides complete **Full Text Units**, with supplementary texts and comparative writing assignments, to support the reading of each full work in the Full Text Study in each Thematic Unit. The complete Full Text Unit is not part of the Core Curriculum and is outside of the 45 days of instruction. For teachers that want to dive deeper into a particular text, the Full Text Units can either be assigned alongside the full reading of a Thematic Unit's core text, or can be used as a stand-alone novel unit. Full Text Units can be viewed by clicking on the link in the **Full Text Study** blade.

## STUDYSYNC CONTENT: DESIGNATED EL CURRICULUM

1

Click the **Core ELA** tab on the top right to view StudySync's Designated EL Curriculum for grades 6–12.

You will see that in addition to the four Core ELA Units, there are four corresponding Designated EL Units that align to, support, and extend the Core ELA instruction.

2

Click on any grade in the gray bar to explore the *Designated EL Path* for that grade level. For this example, we will view Grade 6 Unit 4.

The screenshot shows the StudySync website interface. At the top, the navigation bar includes 'CORE ELA', 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA'. The 'CORE ELA' tab is highlighted. Below the navigation bar, the 'Grade 6' section is visible, featuring a 'SyncStart Unit' button. Below this, there are three tabs: 'StudySync Core Program Guide', 'Grade 6 ELA Scope and Sequence', and 'Grade 6 ELA Overview'. The main content area displays four units: Unit 1: Turning Points, Unit 2: Ancient Realms, Unit 3: Facing Challenges, and Unit 4: Our Heroes. Each unit card includes a 'Core ELA Unit' button, an 'EL Unit' button, and a 'Pacing Guide' button. A blue callout box points to the 'EL Unit' button for Unit 4.

Select one of the four EL units by clicking **EL Unit**. This example uses Grade 6 Unit 4, the EL Unit that corresponds to the ELA Unit from the previous section.

Covering 45 days of study, each Thematic Unit contains the following:

- An **Instructional Path** with 6 texts, including both created, leveled texts that build background knowledge and authentic grade-level ELA unit texts.
- An **Extended Oral Project**, in which students work toward an oral presentation on topics such as informative, narrative, persuasive, and argumentative presentations, with specific lessons supporting them along the way.

3

In the EL Unit, starting with **Overview**, click through the blades down the left side to explore the unit's contents.

### Our Heroes

English Learner  
Grade 6  
45 Days

Add to bookshelf



Overview

Instructional Path

Extended Oral Project

#### Overview



In this EL Grade 6 unit, your students will have an opportunity to re-read the following texts from the corresponding ELA unit and practice the skills required by the EL standards: *Freedom Walkers*, "Celebrities As Heroes," and "My Father Is a Simple Man." In addition, this unit includes the selections "A Story of the South" and "A Great American Hero," texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

The Overview provides a video preview introducing the theme and driving question of the Unit. This blade also contains lists of readings, key skills, and other important details about the unit for teachers.

4

Click on the **Instructional Path** blade to explore the unit's lessons. The top of the Instructional Path shows the text selections included in the unit.

### Our Heroes

English Learner  
Grade 6  
45 Days

Add to bookshelf



Overview

Instructional Path

Extended Oral Project

#### Instructional Path

The Big Idea

A Story of the South

Freedom Walkers

A Great American Hero

Celebrities as Heroes

5

Scroll down through the Instructional Path.

Click to explore the various text selections and Skills lessons. Each text selection reading routine includes lessons that pre-teach, support, and reinforce the core reading selection, providing additional Skills practice before reading grade-level literature.

View the links below each lesson for a comprehensive Lesson Plan and Access Handouts with ELL supports. You will see that each lesson is available at three levels for **Beginner**, **Intermediate**, and **Advanced** students.

### Introduction: Freedom Walkers

The book *Freedom Walkers*, by Russell Freedman, documents the 1955–56 Montgomery Bus Boycott in Montgomery, Alabama. The Text Intro gives students the opportunity to understand some of the basic facts about what led to the boycott and, eventually, the Civil Rights Movement.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#)



- Assign Beginner
- Assign Intermediate
- Assign Advanced

Click the first Student Preview Icon to explore the lesson for Beginner students.

### Re-Read 1: Freedom Walkers

The book *Freedom Walkers*, by Russell Freedman, documents the Montgomery Bus Boycott in Montgomery, Alabama. The Close Read gives students the opportunity to more deeply analyze the author's use of words that link ideas and show a sequential progression.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#)



- Assign Beginner
- Assign Intermediate
- Assign Advanced

Click the second Student Preview Icon to explore the lesson for Intermediate students.

### Re-Read 2: Freedom Walkers

The book *Freedom Walkers*, by Russell Freedman, documents the Montgomery Bus Boycott in Montgomery, Alabama in the 1950s. The Close Read gives students the opportunity to more deeply analyze the author's choice of verbs and verb tenses in a sequential text.

**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#)



- Assign Beginner
- Assign Intermediate
- Assign Advanced

Click the third Student Preview Icon to explore the lesson for Advanced students.

6

These three leveled lessons contain interactive visual vocabulary activities that progress as you move from an **Beginner** version of the lesson up to an **Advanced** version.

In the **Beginner** version students are asked to match visuals with the appropriate word and its meaning.

In the **Intermediate** version students are asked to match visuals with the appropriate word.

In the **Advanced** version students are asked to match visuals and write in the meaning for the appropriate word.

**Instructions**

Complete the chart by dragging and dropping the correct picture into the last column to match the term and meaning in each row.

Picture Options ( 5 of 5 )



Term	Form	Meaning	Picture
segregation	noun	keeping different kinds of people separate from each other	
refused	verb	not agreeing to do something	
boycott	noun	not buying or using something as a way to protest	

**Instructions**

Complete the chart by dragging and dropping the correct meaning and picture into the third and fourth column to match the term in each row.

Meaning Options ( 5 of 5 )



Picture Options ( 5 of 5 )



Term	Form	Meaning	Picture
segregation	noun		
refused	verb		

**Instructions**

Complete the chart by writing the correct meaning for each term in the third column. Then, drag and drop the correct picture into the last column to match the term and meaning in each row.

Picture Options ( 5 of 5 )



Term	Form	Meaning	Picture
segregation	noun		
refused	verb		
boycott	noun		

7

Skills lessons include the following sections: **Vocabulary, Define, Model, Practice,** and occasionally **Write**. Choose one of the three Student Previews of a Skills lesson to explore the tabs. View the tech-enhanced features and supports available to students.

Student Preview ✕



Informational Text Structure - Freedom Walkers

1. VOCABULARY
2. DEFINE
3. MODEL
4. PRACTICE

SPLIT SCREEN MODE

**Instructions**

Place the events of Claudette Colvin's arrest in sequential order. The first row is done for you.

Event Options ( 4 of 4 )

The police arrived.

Claudette was arrested.

Claudette was locked up at the city jail.

Claudette said, "It's my constitutional right!"

Order	Event
1	The driver refused to move the bus.
2	
3	
4	
5	

[Submit Assignment](#)

Teacher Edition

8

Explore the **Extended Oral Project** blade, where you will find lessons for students on how to plan, draft, practice, and deliver an oral presentation.

### Our Heroes

English Learner  
Grade 6  
45 Days

[Add to bookshelf](#)



Overview

Instructional Path

Extended Oral Project

#### Extended Oral Project: Introduction

For this unit's Extended Oral Project, students will be creating a 2–3 minute oral presentation in the form of a persuasive speech. This lesson provides students with the definition of a persuasive speech and its major features, as well as a sample student presentation.



**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#)

#### Extended Oral Project: Brainstorm

This lesson asks students to select a topic for their presentation and begin brainstorming and planning. Students will have the opportunity to work in small groups and with partners to brainstorm and talk through their initial plans. Students will also review how to express opinions and attitudes and justify arguments.



**Teacher Resources:** [Lesson Plan](#)

**Access Handouts:** [Access 1](#), [Access 2](#), [Access 3](#)

9

For information on how to implement a Thematic Unit and all of its components, view the **Pacing Guide** for that unit from the Core ELA Homepage.

The **Pacing Guide** takes teachers through the 45-day Core Path for each Thematic Unit, outlining recommended lessons for each day and providing connecting links between those pieces.

Each column in the Pacing Guide corresponds to the appropriate blade within the Thematic Unit view. The last column corresponds to the EL Unit.

CORE ELA UNIT						ENGLISH LEARNER UNIT
DAY	INSTRUCTIONAL PATH	EXTENDED WRITING PROJECT	RESEARCH PROJECT	FULL-TEXT STUDY	FULL-TEXT STUDY CONNECTIONS	INSTRUCTIONAL PATH AND EXTENDED ORAL PROJECT
1	<ul style="list-style-type: none"> <li>UNIT PREVIEW</li> <li>BLAST Everyday Heroes</li> </ul>		<ul style="list-style-type: none"> <li>SPEAKING &amp; LISTENING HANDBOOK "Research Using Various Media" Section</li> <li>RESEARCH PROJECT PART I CONT. Break students into small groups and assign each group a topic to research (see list of topics under Research tab) and begin research (in class and/or online).</li> </ul>			<ul style="list-style-type: none"> <li>INTRODUCTION Our Heroes</li> </ul>
2	<ul style="list-style-type: none"> <li>FIRST READ <i>Rosa Parks: My Story</i></li> </ul>		<ul style="list-style-type: none"> <li>RESEARCH PROJECT PART I CONT. Students should continue to research.</li> </ul>			<ul style="list-style-type: none"> <li>BLAST Our Heroes</li> </ul>
3	<ul style="list-style-type: none"> <li>SKILL Informational Text Elements</li> </ul>		<ul style="list-style-type: none"> <li>RESEARCH PROJECT PART I CONT. Students should continue to research.</li> </ul>			<ul style="list-style-type: none"> <li>FIRST READ <i>A Story of the South</i></li> </ul>
4	<ul style="list-style-type: none"> <li>SKILL Connotation and Denotation</li> </ul>		<ul style="list-style-type: none"> <li>RESEARCH PROJECT PART II Groups should work collaboratively (in class and/or online) on a presentation to present their information to the class.</li> </ul>			<ul style="list-style-type: none"> <li>RE-READ 1 <i>A Story of the South</i></li> </ul>

10

Explore the **Additional Resources** found in the links at the bottom of the Core ELA Homepage for each grade. These curriculum supports are designed to help implement the Core Program and support instruction for all levels of learners.

### Additional Resources

<a href="#">Grade 6 ELA Assessments</a>	<a href="#">(SE) Grammar, Language, and Comp...</a>	<a href="#">Language Transfers Handbook</a>
<a href="#">Grade 6 ELD Assessments</a>	<a href="#">(TE) Grammar, Language, and Comp...</a>	<a href="#">Research-base Alignments</a>
<a href="#">Placement and Diagnostic Assessm...</a>	<a href="#">Vocabulary Workbook</a>	<a href="#">Student Glossary</a>
<a href="#">Foundational Skills</a>	<a href="#">Spelling Workbook</a>	<a href="#">Teacher Glossary</a>
<a href="#">Speaking &amp; Listening Handbook</a>	<a href="#">Standard English Learners Handbook</a>	<a href="#">Newcomer EL Support</a>

## STUDYSYNC CONTENT: LIBRARY AND BLASTS

1

Click the **Library** tab and then select **Texts** in the gray bar. The Library provides access to over 1,300 text selections, including all of those in the Core ELA Path and many more. Click **Show Filters** to filter the Library by options such as Subject, Theme, Lexile® level, and more.

The screenshot shows the Studysync Library interface. At the top, there are navigation tabs for 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA'. The 'LIBRARY' tab is active. Below the navigation is a search bar with the text 'Search 1354 titles by name, author, or keyword'. To the right of the search bar are buttons for 'Show Filters' and 'View Entire Library'. The main content area displays a featured text selection for 'A Wrinkle in Time' by Madeleine L'Engle, with a 'View Text' button. Below this are several book covers including 'THE OUTSIDERS', 'RABBIT BOY', and 'HATCHET'. A filter sidebar is open on the left, showing various filtering options: 'My Library', 'Recommended Grades', 'Publication Date', 'Genre', 'Lexile (Excerpt)', and 'Lexile (Book)'. A blue callout box points to the search bar with the text 'Search for specific selections by title, author or keyword.' Another blue callout box points to the 'Show Filters' button with the text 'Filter results using the Show Filters button.'

2

As an example, type the title—*The Hobbit*—into the search bar and the results will automatically appear.

A screenshot of the StudySync search results page. At the top, there is a search bar containing the text "the hobbit". To the right of the search bar are two buttons: "Show Filters" and "View Entire Library". Below the search bar, the text "Search Results" is displayed, followed by "Viewing top 2 results out of 2". On the right side, there is a "Sorting by: Title" dropdown menu. The main content area shows two search results cards. The first card is for "The Hobbit" by J.R.R. Tolkien, Fiction, 1937. The second card is for "The Lord of the Rings" by J.R.R. Tolkien, Fiction, 1954. A blue callout box with a pointer to the first card contains the text: "Click on the image to open the resources for that text."

3

Click through the blades in the left-hand column to explore the pathway and resources available with this text.

A screenshot of the StudySync resource page for "The Hobbit" by J.R.R. Tolkien, Fiction, 1937. The page has a dark header with the StudySync logo and navigation links: "USERS", "ASSIGNMENTS", "LIBRARY", and "CORE ELA". Below the header, there are navigation tabs: "TEXTS LIBRARY", "SEARCH RESULTS", "THE HOBBIT", "UNITS", "SKILLS", "BLASTS", and "TEXTS". The main content area features a large image of the book cover for "The Hobbit". Below the image is a list of "blades" (lesson segments): "Overview", "Intro", "Vocabulary", "Read", "Comprehension", "StudySyncTV", "Think", "Write", and "English Learners". The "Intro" blade is currently selected and highlighted. To the right of the blades, there is an "Introduction" section with a play button icon and a "PRINT" button. Below the introduction is a video player with a play button and the text "J.R.R. Tolkien The Hobbit". A blue callout box with a pointer to the "Intro" blade contains the text: "Start with the Intro blade and click down the list to explore lesson segments for this selection." Another blue callout box with a pointer to the "Comprehension" blade contains the text: "Click on the Comprehension blade to view content-based multiple choice questions that can assist you in tracking student understanding of a particular text."

4

From the **Library** tab, teachers may also view and assign individual pieces of the Core Curriculum, as well as the Full Text Units.

Click on the **Library** tab, then click **Units** in the gray bar to view all available units. Click **Skills** to view all of the Skills lessons available in the Library. Search by name or by filters using the **Show Filters** drop-down button.

The screenshot shows the StudySync interface with the 'LIBRARY' tab selected in the top navigation bar. Below it, the 'UNITS' tab is highlighted in a gray bar. A search bar contains the text 'Search 136 units by name or keyword'. A 'Show Filters' button is visible. The main content area features a large image of a wooden bridge at sunset with the title 'Destiny'. Below this, it indicates 'Grade 10' and '45 Days' with a 'View Unit' button. A 'Full Text' section is shown with a carousel of three book covers: 'The Grapes of Wrath' (Grade 9), 'The Joy Luck Club' (Grade 9), and 'Walk Two Moons' (Grade 5). A 'Create Unit' button is in the top right.

5

From the **Library** tab, teachers can also assign short read-write Blast assignments that focus on current events. Click **Blasts** in the gray bar and then click the orange **View Blast** button to explore a Blast.

Be sure to notice the *adjustable Lexile® levels* when viewing the Blasts.

New Blasts are added daily!

The screenshot shows the StudySync interface with the 'LIBRARY' tab selected in the top navigation bar. Below it, the 'BLASTS' tab is highlighted in a gray bar. A search bar contains the text 'Search 856 Blasts by name or keyword'. A 'Show Filters' button is visible. The main content area features a large image of a young boy with the title 'All Work and No Pay' and the date 'May 26th, 2017'. Below this, it asks 'What should young people expect from an internship?' with a 'View Blast' button. A callout box points to the 'Show Filters' button with the text: 'You can search for specific topics and audio-supported Blasts by using the filters in the Show Filters drop-down.' A 'Popular' section is shown with a carousel of three images: a hand holding a red tomato, a pair of glasses with a mustache, and hands holding a book.

## THE STUDENT VIEW

TO VIEW A STUDYSYNC ACCOUNT FROM A STUDENT POINT-OF-VIEW:

1

Click on the **Groups** tab. Locate the Group you would like to view. Click the action wheel on the far right, then click **Group Membership**. For this example, we will view Grade 6.

The screenshot shows the Studysync interface. The top navigation bar includes 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA'. The 'GROUPS' tab is selected. Below the navigation bar, the 'Groups' section is displayed. A table lists groups with columns for 'NAME', 'STUDENTS', and 'MODIFIED'. An action wheel for the '06 Grade (DO NOT REMOVE)' group is open, and 'Group Membership' is highlighted.

NAME	STUDENTS	MODIFIED
06 Grade (DO NOT REMOVE)	8	9/19/2016
07 Grade (DO NOT REMOVE)	10	9/19/2016
08 Grade (DO NOT REMOVE)	10	9/19/2016
09 Grade (DO NOT REMOVE)	14	9/19/2016
10 Grade (DO NOT REMOVE)	15	9/19/2016

2

Locate a student whose account you wish to view. Click the action wheel and then click **Mimic Student**. This will take you directly into that student's account.

The screenshot shows the Studysync interface. The top navigation bar includes 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA'. The 'GROUPS' tab is selected, and the '06 GRADE (DO NOT REMOVE)' group is selected. Below the navigation bar, the 'Group Membership' section is displayed. A table lists students with columns for 'FIRST NAME', 'LAST NAME', and 'MODIFIED'. An action wheel for the first student, 'Kate Chopin', is open, and 'Mimic Student' is highlighted.

FIRST NAME	LAST NAME	MODIFIED
Kate	Chopin	11/21/2014
Ashima	Ganguli	10/12/2016
Victor	Hugo	10/12/2016
Irene	Hunt	10/12/2016

3

Click on **Assignments** to view the outstanding lessons that have been assigned to this student.

This demo account includes the following assignments as examples: Blast, First Read, Skill lesson and Close Read assignments.

This example is of Grade 6, Thematic Unit 1: Turning Points.

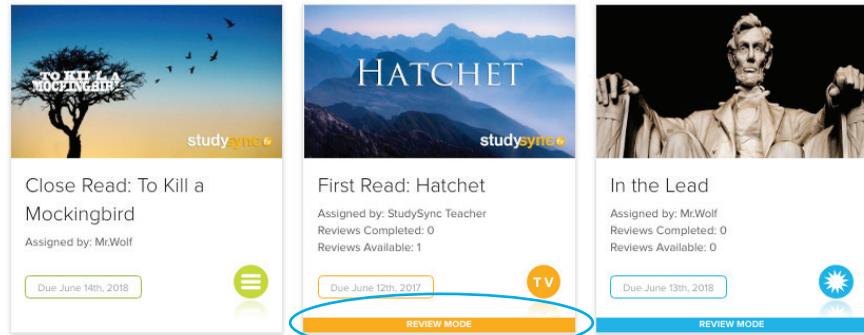
The screenshot shows the 'What's Due?' page in the StudySync interface. At the top, the 'ASSIGNMENTS' tab is selected and circled in blue. Below the navigation bar, there are five category icons: Blast (1), StudySyncTV (4), Reading (3), Writing (0), and Skill (0). The main content area displays five assignment cards in a grid. Each card features a book cover image, the title, the assigner's name, a due date, and a 'REVIEW MODE' button. The 'First Read: Hatchet' card is highlighted with a blue bar at the bottom and a blue circle around its 'REVIEW MODE' button, which is connected by a blue line to a callout box.

Assignment Title	Assigner	Due Date	Category
To Kill a Mockingbird - Jenny's	StudySync Demo	May 16th, 2017	TV
Close Read: Ozymandias	Mr.Wolf	June 12th, 2018	Reading
Close Read: To Kill a Mockingbird	Mr.Wolf	June 14th, 2018	Reading
First Read: Hatchet	StudySync Teacher	June 12th, 2017	TV
In the Lead	Mr.Wolf	June 13th, 2018	Blast

Click on an image to explore that assignment from the student's perspective.

4

Click on the colored **Review Mode** bar underneath an image to see assignments ready for Peer Review.



### Peer Response

1. State one or more details from the text to support your understanding of Brian's family situation – either from ideas that are directly stated or ideas that you have inferred from clues in the text.

State one or more details from the text to support your understanding of Brian's family situation – either from ideas that are directly stated or ideas that you have inferred from clues in the text.

2. How do Brian's thoughts, feelings, and reactions change as a response to what has happened to him? Cite textual evidence in your answer.

### Review

Read your peer's responses to the Think Questions and provide feedback on the quality of his or her answers.

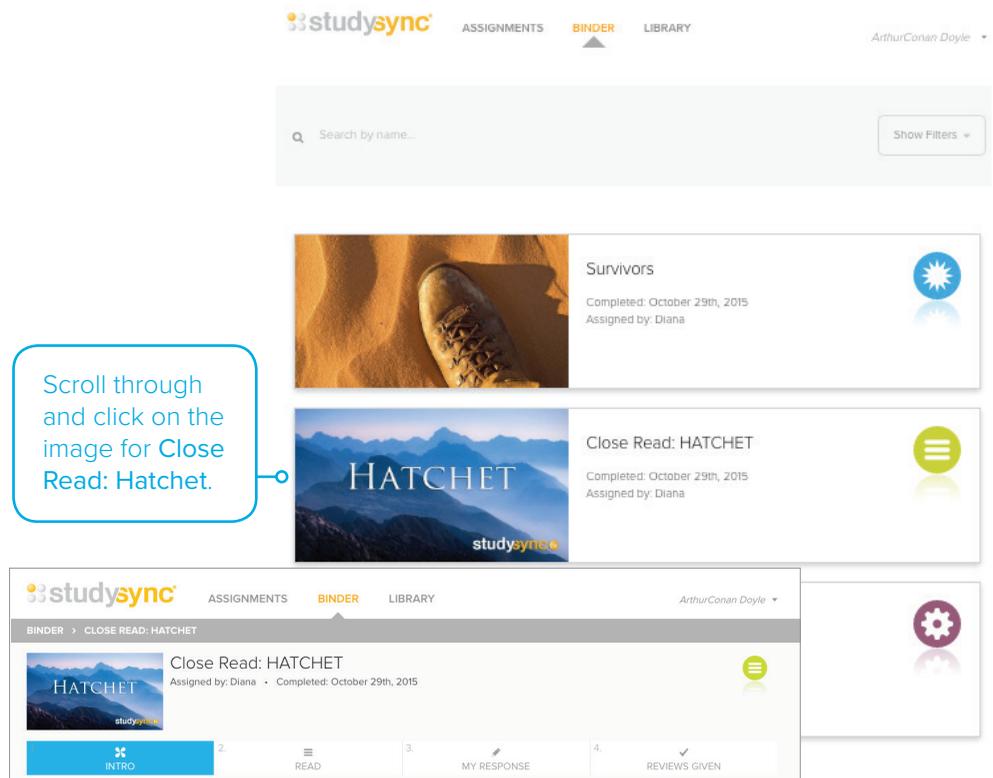
- How thoroughly did the writer answer the questions presented? Where would the writer's answers benefit from further development?
- How strong was the evidence presented in the answers? Which questions had the strongest evidence? Which questions would have benefited from stronger evidence?
- Were there any spelling, grammar or sentence structure errors that distracted from the answers? If so, provide the writer with specific suggestions for improvement.

5

Click on **Binder** to see all completed work for any given assignment, along with the peer and teacher reviews.

After selecting an assignment, navigate through the tabs to view the student's response, annotations on the text, teacher review, peer reviews given, and peer reviews received.

Scroll through and click on the image for **Close Read: Hatchet**.



6

Under the **Binder** tab, click on a Blast assignment to explore what a Blast looks like with completed work. Including Peer Ratings, a Top 10 List, and the QuikPoll Results.

**Survivors**  
Completed: October 29th, 2016  
Assigned by: Diana  
Reviews Given: 5  
Reviews Received: 5

**Top 10 Blasts**

**Rated By Peers. How do you compare?**

Rank	Anonymous	Score
01	Anonymous	5.000
People are very afraid of dying and will do pretty much anything to not die. When needed, we will do what we can to survive.		
02	Anonymous	5.000
By using whatever they can find. Humans used to live off the land in harsh climates until we developed civilizations, we can do it again.		
03	Anonymous	4.333
Humans are resourceful, we will use whatever we can to survive.		
04	Anonymous	4.000
By staying calm, assessing the situation, and thinking clearly. Don't panic!		
05	Anonymous	3.000
I think people rise to the occasion when needed.		
06	Anonymous	3.000
People go back to their animal instincts.		

**QuikPoll Results**

**Which would be the most difficult place to survive?**

Option	Percentage
A desert	33.3%
An ocean	16.7%
A jungle	16.7%
A frozen, snowy tundra	33.3%

**Your Blast**  
Humans are resourceful, we will use whatever we can to survive.

**Your Average Rating**  
★★★★☆ 4.200

**Teacher Rating**  
Mrs. Collins  
Great work! ★★★★★

**Ratings Received**

Anonymous	★★★★☆
True, but some people just might give up!	
Anonymous	★★★★☆
I think that is usually true.	

7

To exit the Student view, click the drop-down arrow next to the student name in the upper right corner, and select **Stop Mimic**. This will take you back into the main teacher Demo Account.

Arthur Conan Doyle ▾

- Profile
- Logout
- Stop Mimic
- About
- Support
- Privacy

# REPORTS AND GRADING STUDENT WORK

TO VIEW COMPLETED STUDENT WORK FROM THE TEACHER POINT-OF-VIEW:

1

Click on the **Users** tab, and locate the Group whose assignments you wish to view. Click the action wheel and then click **View Assignments**. For this example, we will view Grade 6.

Click **Assignment Report** next to the assignment that you wish to view.

The screenshot shows the Studysync interface. At the top, the 'USERS' tab is circled in blue. Below it, the 'GROUPS' tab is circled in blue. A dropdown menu is open for the '06 Grade (DO NOT REMOVE)' group, with 'View Assignments' circled in blue. A callout box points to the 'View Assignments' option, stating: 'This will pull up only those assignments given to that Group. You can see the assignments that have completed sample student work and teacher reviews.' Below the groups list, an 'Assignment Report' option is circled in blue for the 'Close Read: Hatchet' assignment.

2

The Assignment Report is where teachers go to view all student work for a given assignment and also to complete their own teacher reviews.

The screenshot shows the 'Assignment Report' for 'Close Read: Hatchet'. The 'Posted (PST)' column is highlighted with a blue box. A callout box points to the 'Posted (PST)' column, stating: 'Click on the Posted Date next to a student's name to view all of his/her work for the assignment, peer reviews and teacher reviews.'

Target	Group	Start	Jun 1, 2014	Max Score	15	# of Students	11
Target Name	06 Grade (DO NOT REMOVE)	End	Jun 18, 2018	My Avg. Review	10.8	# Submitted	7
Type	Reading	Rev. End	Jun 30, 2018	Avg. Peer Score	11.4	Review for Plagiarism	

FIRST NAME	LAST NAME	POSTED (PST)	REV. GIVEN	REV. RECEIVED	AVG. SCORE	MY REVIEW
Amy	March	Sep-23-16 10:54	0			
Arthur Conan	Doyle	Sep-23-16 10:47	2			
Ashima	Ganguli	Sep-23-16 10:48	2			

## This completes the Demo Account Walkthrough.

We hope you enjoy this demonstration  
of the StudySync experience!

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### **Questions about StudySync?**

Contact StudySync Customer Support at  
[implementation@studysync.com](mailto:implementation@studysync.com)

We are happy to help!

