Welcome to StudySync

A Comprehensive English Language Arts Program for Grades 6–12
STUDYSYNC DEMO ACCOUNT WALK-THROUGH

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


   ![Login](image)

   Enter the Username: StudySync
   Enter the Password: studysc16
   Click the Log In button

2. Click on the image of the Teacher Edition.
Click on the Launch StudySync link to start exploring.

Welcome to the StudySync Home page. Information about new content and features is regularly updated here.

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

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.)
1 Click the Core ELA tab on the top right to view StudySync’s Core ELA Curriculum for grades 6–12.

You will see that 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 EL programs. If teachers move through all four units for one grade, 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.

Then select one of the four Core Thematic Units to view by clicking on “Core ELA Unit”. This example uses Grade 6 Unit 4.

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

- 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.

For each grade level, teachers also have access to a SyncStart Unit with introductory lessons on the instructional routines found within StudySync’s curriculum.
In the Thematic Unit, starting with **Overview**, click through the blades down the left side to explore the unit’s contents.

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.

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.

The text highlighted in green is the recommended anchor text for the unit, and has an accompanying Full-text Study.
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 ELL supports, and Core Handouts including Vocabulary and Grammar exercises, as well as Graphic Organizers. Click the Student Preview for a Skills lesson.

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.

All lessons also have a wrap-around Teacher’s Edition on the right-hand side.
Explore the **Extended Writing Project** and **Research Project** blades.

**Our Heroes**
Core ELA  
Grade 5  
45 Days

**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.

Access Handouts: Access 1, Access 2, Access 3, Access 4  
Teacher Resources: Lesson Plan

**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

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

**Full Text Study**

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

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 also provides complete Full-text Units, with supplementary texts and comparative writing assignments, to support the reading of each full work from the Full-text Study of every 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 who 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.
Click the **Core** 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.

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

Then select one of the four EL units to view by clicking on “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 pieces:

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

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.

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.
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.

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**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

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**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

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**Watch: Freedom Walkers**
Evaluating how well speakers use language to support ideas and arguments with details or evidence from the text is an essential step in fostering student academic conversations. This lesson guides students in analyzing a student discussion for text-based responses and prompts them to apply what they’ve learned in a small-group conversation.

**Teacher Resources:** Lesson Plan  
**Access Handouts:** Access 1, Access 2, Access 3

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These three leveled lessons contain interactive visual vocabulary activities that progress as you move from a **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.

**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)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Form</th>
<th>Meaning</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>segregation</td>
<td>noun</td>
<td>keeping different kinds of people separate from each other</td>
<td></td>
</tr>
<tr>
<td>refused</td>
<td>verb</td>
<td>not agreeing to do something</td>
<td></td>
</tr>
</tbody>
</table>

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

**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.

**Picture Options (5 of 5)**

**Meaning Options (5 of 5)**
- keeping different kinds of people separate from each other
- not agreeing to do something
- very successful, victorious
- organized activity to change laws or treatment
- not buying or using something as a way to protect

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<tr>
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<td>verb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**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)**

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<tr>
<td>refused</td>
<td>verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boycott</td>
<td>noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>movement</td>
<td>noun</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Instructions
Read each sentence. Choose the word or phrase that describes the noun in bold.

1. She is the president of that country.
   - common noun
   - proper noun

2. I voted for President Lopez.
   - common noun
   - proper noun

3. That big dog barks all day.
   - noun phrase
   - noun

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

STUDYSYNC CONTENT: LIBRARY AND BLASTS

Click the Library tab and then select Texts in the gray bar. The Library provides access to over 1300 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.
As an example, type the title — *The Hobbit* — into the search box and results will automatically appear.

Then click on the image to open the resources for that text.

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

Start with the **Intro** blade and click down the list to explore lesson segments for this selection.

Click on the **Comprehension** blade to view content-based multiple choice questions that can assist you in tracking student understanding of a particular text.

Be sure to open and view the StudySync® TV episode from the **Watch** blade and see the peer modeling of an academic discussion!
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.

New Blasts are added daily!

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!

You can also search for specific topics and audio-supported Blasts by using the filters in the Show Filters drop-down.
THE STUDENT VIEW

TO VIEW A STUDYSYNC ACCOUNT FROM A STUDENT’S POINT OF VIEW:

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.

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.
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 as examples. In this case from Grade 6, Thematic Unit 1: Turning Points.
Click on the colored **Review Mode** bar underneath an image to see assignments ready for *Peer Review.*

**First Read: Hatchet**
by Gary Paulson
Assigned by: Diana  -  Due: Jun 30

**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.

   One detail about Brian’s family situation is that we know that his parents are divorced, but they both still love their son and would do anything to find him. In the text the story says “they would tear the world apart to find him.”

**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?

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.
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 QuickPoll Results.

### Top 10 Blasts

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

1. **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.

2. **Anonymous** 4,333
   - Humans are resourceful, we will use whatever we can to survive.

3. **Anonymous** 4,000
   - By staying calm, assessing the situation, and thinking clearly. Don’t panic!

4. **Anonymous** 3,000
   - I think people rise to the occasion when needed.

5. **Anonymous** 3,000
   - People go back to their animal instincts.

### Your Blast

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

### Your Average Rating

- **4/5 stars**
- **4,200**

### Teacher Rating

- **Mrs. Collins**
  - **5 stars**
  - Great work!

### Ratings Received

- **Anonymous**
  - True, but some people just might give up!

- **Anonymous**
  - I think that is usually true.

### QuickPoll Results

Which would be the most difficult place to survive?

- **A desert**: 33.3%
- **An ocean**: 16.7%
- **A jungle**: 16.7%
- **A frozen, snowy tundra**: 33.3%

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.
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.

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 Assignment Report
First Read: The Hobbit

Click on the Posted Date next to a student’s name to view all of his/her work for this assignment, peer reviews and teacher reviews.
This completes the demo account walkthrough.

We hope you enjoy this demonstration of the StudySync experience!

Questions about StudySync?
Contact StudySync Customer Support at implementation@studysync.com
We are happy to help!