



Demo Account Walkthrough



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

1

Visit: www.Connected.Mcgraw-Hill.com



connectED

Username ←

Password ←

Enter the Username:
StudySync

Enter the Password:
studysc16

Log In ←

Click the **Log In** button

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

2

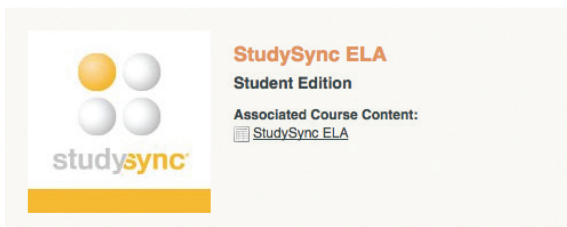
Click on the image of the **Teacher Edition**.

Your ConnectED Content



StudySync ELA
Teacher Edition

Associated Course Content:
[StudySync ELA](#)

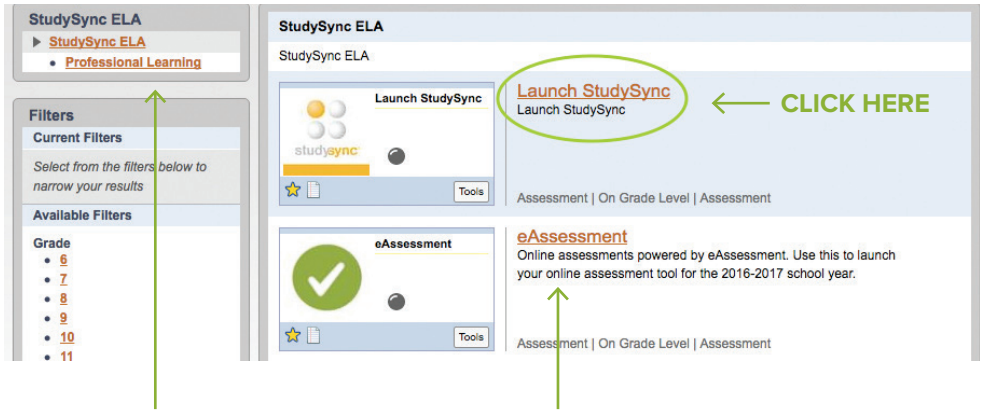


StudySync ELA
Student Edition

Associated Course Content:
[StudySync ELA](#)

3

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



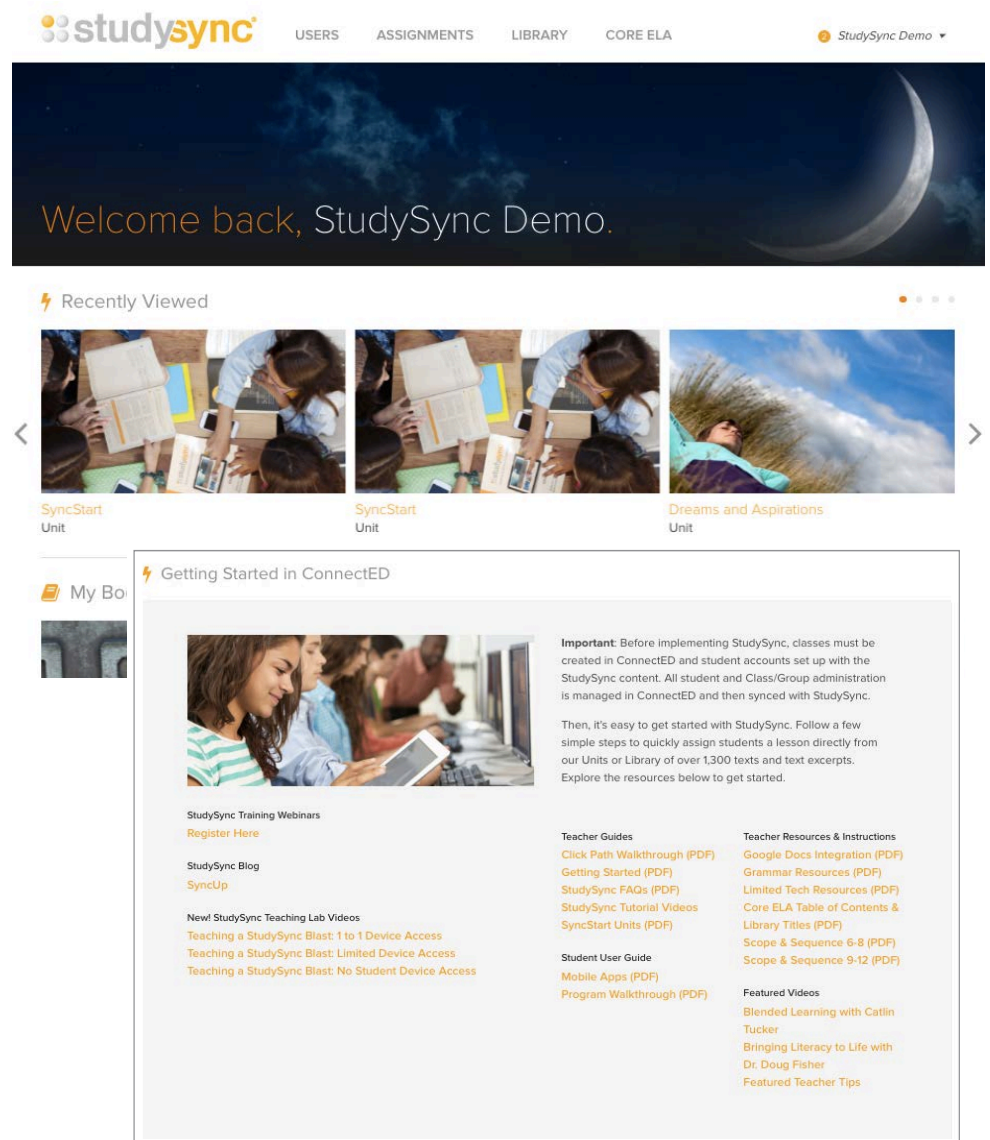
Click the **Professional Learning** link to explore StudySync's built-in PD training modules.

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

4

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.



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.

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.

The screenshot shows the StudySync interface. At the top, the 'CORE ELA' tab is circled in green. Below it, a gray navigation bar has '6' selected. A 'SyncStart Unit' button is highlighted in orange. The main content area shows four thematic units with their respective images and buttons for 'Core ELA Unit' and 'EL Unit'. A green arrow points from the 'SyncStart Unit' button to the text below.

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

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.

3

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

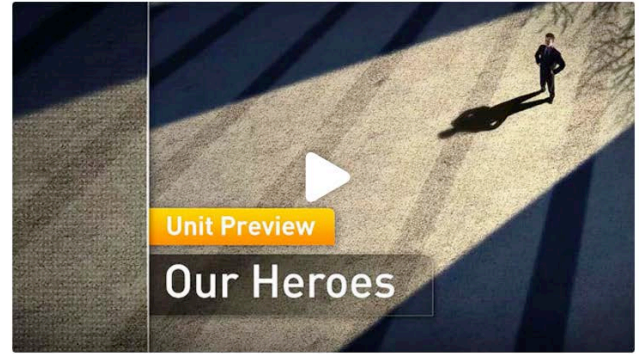
Our Heroes

Core ELA
Grade 6
45 Days



- Overview
- Instructional Path
- Extended Writing Project
- Research
- Full Text Study

Add to bookshelf



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 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



- Overview
- Instructional Path
- Extended Writing Project
- Research
- Full Text Study

Add to bookshelf

Instructional Path

- The Big Idea
- Rosa Parks: My Story
- The Story Behind the Bus
- Rosa
- Freedom Walkers: The Story of the Montgomery Bus Boycott

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

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 ELL 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.

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

Teacher Resources: [Lesson Plan](#)

[Student Preview](#)

[Assign](#)

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.

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

Teacher Resources: [Lesson Plan](#)

[Student Preview](#)

[Assign](#)

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.

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

Teacher Resources: [Lesson Plan](#)

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

[Student Preview](#)

[Assign](#)

Click **Student Preview** to explore a [First Read](#) lesson.

Click **Student Preview** to explore a [Skills](#) lesson.

Click **Student Preview** 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.

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

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

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"

Teacher Edition

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.

2. 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.

3. 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

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

Add to 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.

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

Teacher Resources: [Lesson Plan](#)



Student Preview

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



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

Add to bookshelf

Full Text Study

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

Full-text Unit with Compar...
Library Unit

Full-text Study Reading Gui...
PDF Document

Full-text Study Reading Gui...
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 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.

STUDYSYNC CONTENT: DESIGNATED EL CURRICULUM

1

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.

The screenshot shows the StudySync web application interface. At the top, the navigation menu includes 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA', with 'CORE ELA' circled in green. A 'StudySync Demo' dropdown is visible on the right. Below the navigation, a grey bar displays 'Grade 6' and a 'SyncStart Unit' button. Underneath, there are three buttons: 'StudySync Core Program Guide', 'Grade 6 ELA Overview', and 'Grade 6 ELA Scope and Sequence'. The main content area is divided into four units: 'Unit 1: Turning Points', 'Unit 2: Ancient Realms', 'Unit 3: Facing Challenges', and 'Unit 4: Our Heroes'. Each unit card features a background image, a 'Core ELA Unit' button, an 'EL Unit' button, and a 'Pacing Guide' button. The 'EL Unit' buttons are highlighted with a yellow glow.

2

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.

3

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

Our Heroes

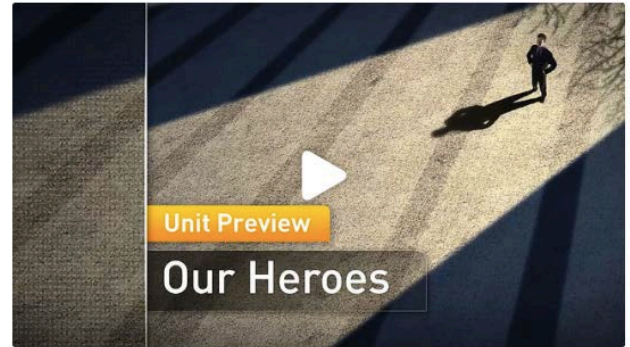
English Learner
Grade 6
45 Days

Add to bookshelf



- Overview
- Instructional Path
- Extended Oral Project

Overview



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
- My Father Is a Simple Man

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.

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	Preview
Assign Intermediate	Preview
Assign Advanced	Preview

Click the first **Student Preview** to explore the lesson for **Beginner** 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	Preview
Assign Intermediate	Preview
Assign Advanced	Preview

Click the second **Student Preview** to explore the lesson for **Intermediate** students

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](#)



Assign Beginner	Preview
Assign Intermediate	Preview
Assign Advanced	Preview

Click the third **Student Preview** to explore the lesson for **Advanced** students

6

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)



Term	Form	Meaning	Picture
segregation	noun	keeping different kinds of people separate from each other	
refused	verb	not agreeing to do something	

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 protest

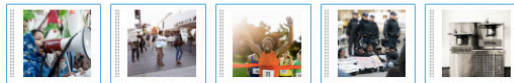
Term	Form	Meaning	Picture
segregation	noun		
refused	verb		

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.

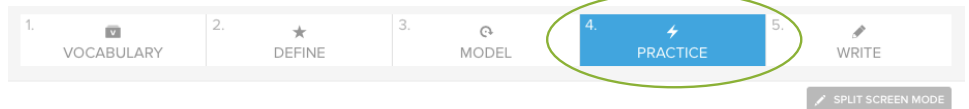
Picture Options (5 of 5)



Term	Form	Meaning	Picture
segregation	noun		
refused	verb		
boycott	noun		
movement	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.



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

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



Overview

Instructional Path

Extended Oral Project

[Add to bookshelf](#)

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](#)

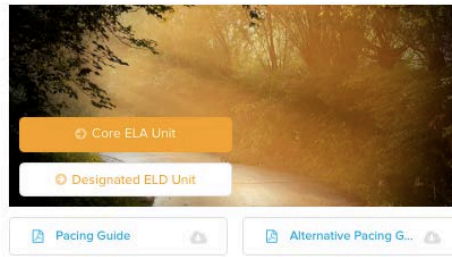


9

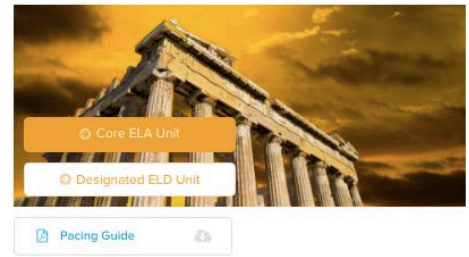
For information on how to implement a Thematic Unit and all of its components, view the *Pacing Guide* for that unit from the Core ELA homepage.

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.

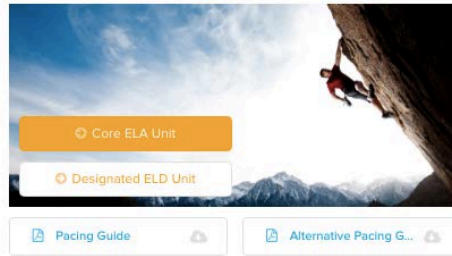
Unit 1: Turning Points



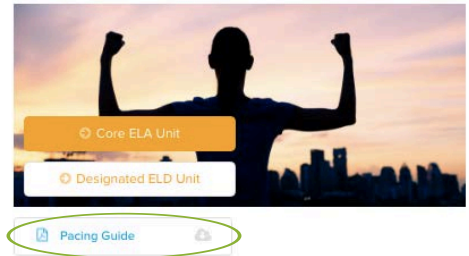
Unit 2: Ancient Realms



Unit 3: Facing Challenges



Unit 4: Our Heroes



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



DAY	INSTRUCTIONAL PATH	EXTENDED WRITING PROJECT	RESEARCH PROJECT	FULL-TEXT STUDY	FULL-TEXT STUDY CONNECTIONS	INSTRUCTIONAL PATH AND EXTENDED ORAL PROJECT
5	CLOSE READ <i>Rosa Parks: My Story</i>		RESEARCH PROJECT PART II CONT. Students should continue working to create their presentations.			RE-READ 2 <i>A Story of the South</i>
6	FIRST READ "The Story Behind the Bus"		RESEARCH PROJECT PART II CONT. Students should continue working to create their presentations.	<i>Freedom Walkers</i> Introduction "Why They Walked"	LINK to <i>Freedom Walkers</i> – The last line of the "Introduction" from <i>Freedom Walkers</i> says, "It all started on a bus." After students have read and discussed the poem "Rosa," ask them to discuss the following questions: What happened because of Rosa Park's actions on the bus? Why do they think Rosa Parks remained seated? How could such a simple decision start such an important movement?	SKILL Informational Text Structure
7	SKILL Compare and Contrast		SPEAKING & LISTENING HANDBOOK "Presentation Skills" Research Project Part III Cont. Allow a couple of groups to present for the class.			SKILL Nouns and Noun Phrases

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

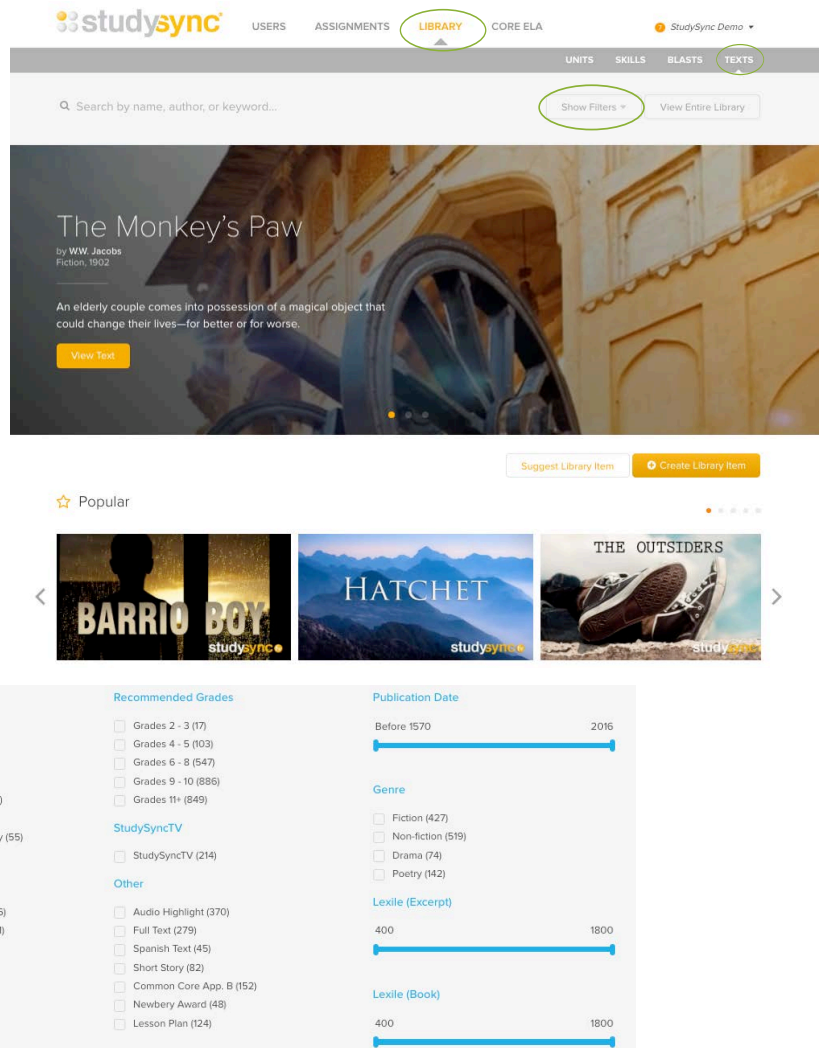


STUDYSYNC CONTENT: LIBRARY AND BLASTS

1

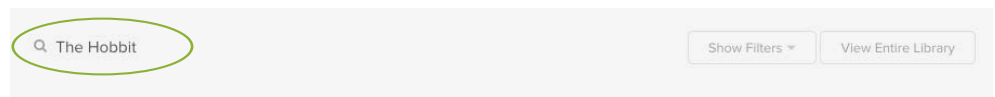
Click the **Library** tab and then select Texts in the gray bar. The Library provides access to over 1300 text selections, including all of those in the Core ELA path and many more. Click Show Filters to filter the Library by options such as, Subject, Theme, Lexile® level, and more.

You can search for specific selections by title, author, or keyword.



2

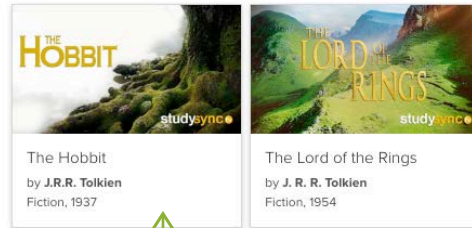
As an example, type the title — *The Hobbit* — into the search box and results will automatically appear.



Search Results

Viewing top 2 results out of 2

Sorting by: Title ↑



Then 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.

The Hobbit

by J.R.R. Tolkien
Fiction, 1937

Add to bookshelf

Actions



Overview

Intro

Vocabulary

Read

Comprehension

Watch

Think

Write

English Learners



Introduction

AUDIO PRINT

Thirteen dwarves and the great wizard, Gandalf, have come to the home of a hobbit named Bilbo Baggins. The dwarves are embarking on a journey to reclaim their Mountain and their treasure, taken from them by Smaug, a bloodthirsty dragon. For reasons unknown to the hobbit, the dwarves have recruited him as the fourteenth member of their expedition. But when Thorin, the dwarves' leader, notes that they "may never return," Bilbo collapses in a shrieking panic attack. Which side of Bilbo's family will carry more weight—the comfort-loving Bagginses or the adventurous Tookses? And will an ancient map of the Mountain yield any secrets?

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!

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.

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!

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:

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.

studysync

USERS ASSIGNMENTS LIBRARY CORE ELA StudySync Demo

STUDENTS GROUPS COMMUNITIES

Groups

The list below includes Classes from ConnectED (indicated by ). Changes/edits cannot be made to ConnectED Groups. You can create Sub-Groups with Students from your ConnectED classes.

New Sub Group

Q Search Options Viewing 1 - 14 out of 32 results

NAME	STUDENTS	MODIFIED	
Advanced	0	8/29/2016	
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)	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.

studysync

USERS ASSIGNMENTS LIBRARY CORE ELA StudySync Demo

GROUPS > 06 GRADE (DO NOT REMOVE) STUDENTS GROUPS COMMUNITIES

Group Membership

The following is a list of students who are members of this Group. Use the 'Gear' drop-down to access specific student options.

Add Students

Q Search Viewing 1 - 8 out of 8 results

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	
Katherine	Paterson	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 as examples. In this case from Grade 6, Thematic Unit 1: Turning Points.

studysync ASSIGNMENTS BINDER LIBRARY ArthurConan Doyle

Hi, Amy! Welcome back to StudySync.

WHAT'S DUE

- 6 Blast
- 1 StudySyncTV
- 2 Reading
- 0 Writing
- 1 Skill

Close Read: Hatchet
Assigned by: Ms. Johnson
Due September 22nd, 2016

Point of View - Hatchet
Assigned by: Ms. Johnson
Due September 22nd, 2016

As a Matter of Fact
Assigned by: StudySync
Due September 28th, 2016

First Read: Hatchet
Assigned by: StudySync
Reviews Completed: 0
Reviews Available: 0
Due June 30th, 2018

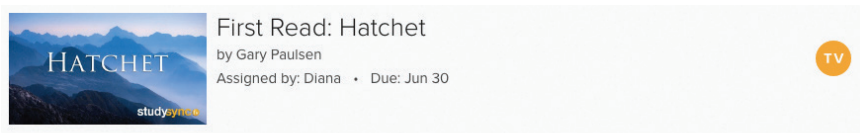
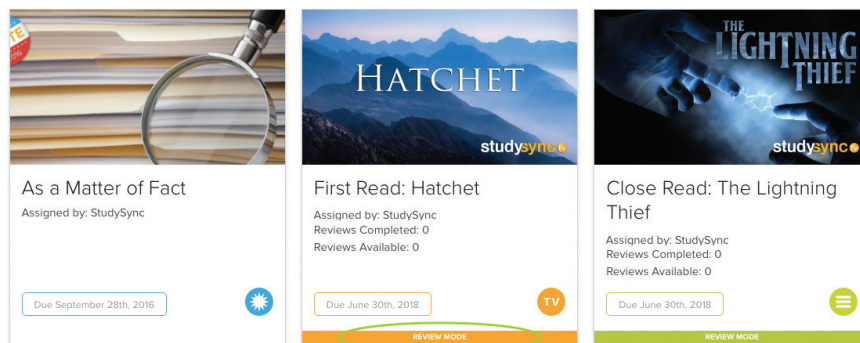
Close Read: The Lightning Thief
Assigned by: StudySync
Reviews Completed: 0
Reviews Available: 0
Due June 30th, 2018

REVIEW MODE

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.

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.

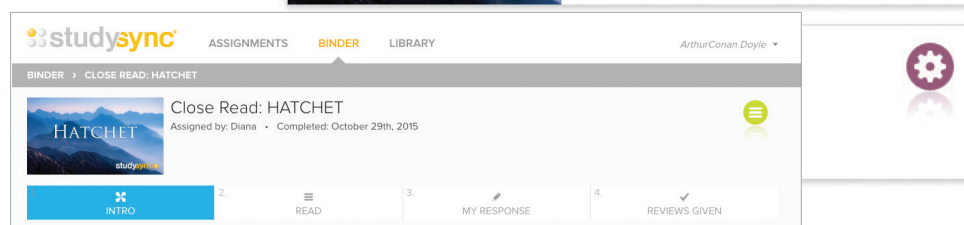
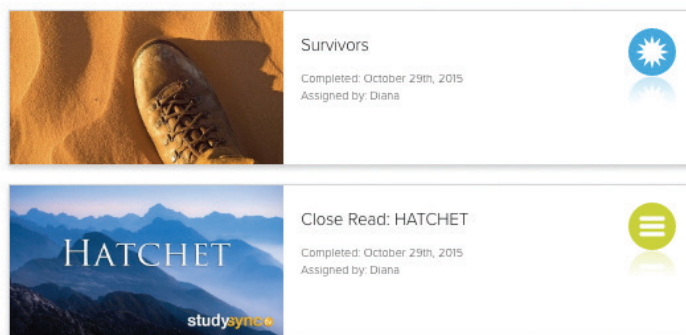
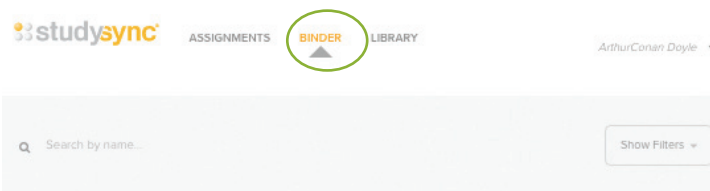
- How thoroughly did the writer answer the questions presented? Where would the writer's answers benefit from further development?
- How strong was the evidence presented in the answers? Which questions had the strongest evidence? Which questions would have benefited from stronger evidence?

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 QuickPoll 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?


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.	

Your Blast

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

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%

Your Average Rating

★★★★☆ **4.200**

Teacher Rating

Mrs. Collins ★★★★★
Great work!

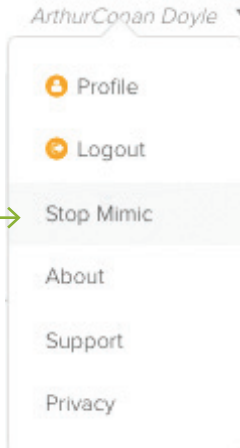
Ratings Received

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.

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USERS ASSIGNMENTS LIBRARY CORE ELA/ELD CASStudySync California

STUDENTS GROUPS COMMUNITIES


Groups

The list below includes Classes from ConnectED (indicated by ). Changes/edits cannot be made to ConnectED Groups. You can create Sub-Groups with Students from your ConnectED classes.

Q Search Options Viewing 1 - 11 out of 23 results

NAME	STUDENTS	MODIFIED	
06 Grade	41	5/17/2016	
07 Grade	42	3/21/2016	
08 Grade EL Emerging	8	5/18/2016	
09 Grade	5	3/19/2016	
10 Grade	5	2/11/2016	

This will pull up only those assignments given to that Group. You can see that the first 4 assignments have completed sample student work and teacher reviews.

1/31/2017 First Read: The Hobbit 5 1 SyncTV Ms. Johnson 06 Grade (DO NOT REMOVE) 1/31/2017 2/7/2017 

1/24/2017 First Read: Barrio Boy 1 0 SyncTV Dalton Krug 06 Grade (DO NOT REMOVE)

1/20/2017 The Obama Years 0 0 Blast Nathan Lim 06 Grade (DO NOT REMOVE)

1/19/2017 First Read: The Tragedy of Romeo and Juliet (Act II, Scene II) 1 0 SyncTV Nathan Lim 06 Grade (DO NOT REMOVE)

Assignment Report

Preview Assignment

Edit Assignment

Use for a new 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.

Assignment Report

First Read: The Hobbit

Edit Assignment Export Data

Target Group	Start	Max Score	# of Students
06 Grade (DO NOT REMOVE)	Jan 31, 2017	16	8
Target Name	End	My Avg. Review	# Submitted
06 Grade (DO NOT REMOVE)	Feb 7, 2017	12.6	5
Rev. End	Avg. Peer Score		
Feb 10, 2017	12.1		

Q Search Viewing 1 - 8 out of 8 results

FIRST NAME	LAST NAME	POSTED (PST)	COMP	MY REVIEW
Saleem	Sinai	Jan-31-17 12:50	0 / 13	13 / 16
Katherine	Paterson	Jan-31-17 12:49	0 / 13	12 / 16
Ashima	Ganguli	Jan-31-17 12:48	0 / 13	

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!

