



GRADES
6-12

Core Program Guide Program 2



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PROGRAM OVERVIEW

Reflecting and Incorporating the California ELA/ELA Framework

StudySync is a comprehensive, twenty-first century solution for grades six to twelve English Language Arts and English Language Development in California. StudySync’s core program was built from the ground up using the blueprint provided in California’s *ELA/ELD Framework* to fully align with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program’s instruction targets the five key themes of these standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync helps create the context for this achievement by providing a curriculum and platform which allows teachers to construct courses that are engaging, motivating, respectful, integrated, and intellectually challenging.

Program Organization

StudySync’s Integrated ELA/ELD program centers on four units of instruction at each grade level which, in total, provide instructional content, lesson plans, and all other resources necessary for one hundred and eighty days of instruction. A complete Scope and Sequence and detailed pacing guides help teachers plan and deliver the curriculum with fidelity.

Each of the four units of instruction at a grade level contains two key components that are inextricably linked and work in tandem with one another: A Core ELA Unit and a designated English Language Development (ELD) Unit. Each of the four units are united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge, including substantial coverage of science and history/social science topics. This investigation also provides students the opportunity to apply learning across a wide range of texts in and out of the classroom, build domain-specific vocabulary, and practice writing across a collection of fully connected texts.

In addition to the theme and essential question, each unit component, and each lesson therein, shares an integrated approach that blends instruction across reading, writing, speaking and listening, and language strands. StudySync’s integrated instruction across strands achieves California’s “double vision of integration” in which different strands support one another as they are taught and learned in the acquisition of content knowledge.

Core ELA Units

Each Core ELA Unit contains five sections:

1. Overview
2. Instructional Path
3. Extended Writing Project
4. Research
5. Full-text Study

Overview

The Overview of each Core ELA Unit provides a video preview and an introduction to the unit. The Overview also contains a list of readings, and key skills and Common Core standards to which the unit instructs.

Instructional Path

The Instructional Path of each Core ELA Unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. Program authors Doug Fisher and Tim Shanahan developed the instructional routines around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.

FIRST READS

Instruction around each text begins with a First Read lesson. First Read lessons emphasize meaning making and foundational skills as teachers use think-alouds to model key reading comprehension strategies and methods for analyzing context to determine the meaning of unfamiliar vocabulary.

Technology tools, which are available with every text, further abet student learning and help teachers provide universal access to learners of all types. Students digitally annotate texts, and those annotations are saved in their reading and writing binders. Audio recordings of each text are recorded with professional

voice actors and help students learn fluency and build phonological awareness. The Audio Text Highlight tool replays a text while highlighting grammatical and syntactical chunks to make students fully aware of how authors arrange language to make meaning. Additionally, many First Read lessons also include Grammar, Usage, and Mechanics instruction that helps students develop language by examining where and how author's use particular techniques to convey ideas and information.

Another hallmark of First Read lessons (at least 3 in every Core ELA Unit) is StudySyncTV. StudySyncTV is just one of the many ways in which StudySync leverages technology to engage and challenge students to become better readers, writers, and critical thinkers. StudySyncTV episodes consist of three to four students performing a collaborative conversation about the passage of text in the First Read assignment. StudySyncTV models collaborative conversation using the very passages students are reading in their classes. First Read lessons conclude with a series of short answer questions asking students to provide textual evidence to support their understanding of the text. Lessons with StudySyncTV contain meta-cognitive questions in which students reexamine short clips from the video to analyze how students in the model construct meaning and express themselves effectively.

READING SKILLS

Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video in which students define and break down the key components of a skill or strategy. As with StudySyncTV, lesson plans provide teachers guidance on when and where to pause the videos and follow-up questions to deepen understanding.

In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In addition to the Model, three reading Skills in each Core ELA Unit contain SkillsTV episodes. In the three to four minute SkillsTV videos, students dramatize a close reading of the text applying the skill or strategy to come to a deeper understanding.

In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read. These questions are modeled on questions in the Smarter Balanced exam which ask students to both demonstrate mastery of a standard and provide textual evidence to support their understanding. Teachers receive immediate feedback on student performance and the program contains guidance to teachers on how to alter instruction based on that performance. Over the course of a full year, students will complete two to three of these questions each week, offering teachers many medium-cycle assessments to chart progress toward longer-term goals.

CLOSE READS

Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Following their vocabulary work, students re-read the text in its entirety. Focus Questions guide this reading, prompting students to highlight and annotate the text to demonstrate understanding of its key ideas, details, and craft and structural elements.

After this close reading, students express their ideas in collaborative conversation groups before concluding Close Read lessons by planning and writing a short constructed response. Close Read writing prompts ask students to synthesize their work in First Read, Skill, and Close Read lessons by providing textual evidence to support an analysis of the text.

Short constructed responses, like all student writing in the program, are submitted to StudySync's writing platform. The writing platform allows teachers to easily assign immediate and anonymous peer review of all student writing. Students interact and collaborate using the writing platform, turning every classroom into a meaningful twenty-first century community of writers. Peer review guidelines are unique for each writing assignment and lesson plans contain guidance to teachers to insure the development of a respectful and motivating peer review culture. Teachers also provide feedback on student writing, using either the wealth of California Common Core-aligned rubrics in the program or the ability to create their own. With more than forty short, constructed responses submitted by students over the course of a grade level, teachers have weekly opportunities for medium-cycle evaluation of student writing progress.

BLASTS

StudySync Blasts typify the program's commitment to creating an engaging, twenty-first century context for learning. Each Blast is a short reading and writing lesson with its own topic and driving question. Thematic Units each contain six Blasts related to the unit's content, and, in addition, StudySync releases three new Blasts on contemporary issues each week. In Blast lessons, students read short passages of informational text, follow carefully selected research links to deepen content knowledge, and respond to the driving question in one hundred and forty characters or less. Upon completion, students read peers' responses and provide feedback.

Extended Writing Project

Primary instruction on writing forms and standards takes place in an Extended Writing Project included in each Thematic Unit. The Extended Writing Project prompts students to inquire deeply into a unit's theme

and essential question by drawing from textual evidence, research, and their own life experiences to develop extended responses in a variety of writing forms.

Each Extended Writing Project focuses on a different writing form. Over the course of the four Extended Writing Projects in each grade level, students develop long-form argumentative, argumentative literary analysis, informative/explanatory, and narrative works. Students learn the key skills and techniques required by each writing form, and analyze and critique model student works. They develop domain-specific vocabulary related to these forms. The close relationship between the Extended Writing Project and the Core ELA Unit helps deepen content knowledge as students return to texts they have read to draw evidence and analyze mentor texts.

WRITING SKILLS

Writing Skill lessons in the Extended Writing Project employ a Gradual Release of Responsibility Model similar to that of key Reading skills in the Core ELA Units. Writing Skill lessons also add a practice element in which students practice key writing skills by developing the discrete parts of the longer form work that is the goal of the Extended Writing Project. Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”

WRITING PROCESS

Writing Skill lessons are sequenced around lessons focusing on five steps in the writing process: Prewrite, Plan, Draft, Revise, and Edit, Proofread, and Publish. When students reach the final Edit, Proofread, and Publish lesson in their Extended Writing Project they’ll have spent several weeks honing their language, refining their arguments, and making choices about how to sharpen their clarity and precision to best speak to their audience and achieve their purpose. Along the way they will receive feedback from both their peers and their instructor, and guidance on how to take that feedback and translate it into a work that effectively expresses their ideas.

Research

In addition to the short research students complete in Blast assignments, each Core ELA Unit also contains an in-depth research project in which students explore a new angle of the unit’s theme and essential question. This research project is fully integrated into the unit’s pacing guide, and builds on and complements the unit’s key skills. The research projects deepen content knowledge, allowing students to read more widely, and offer students the opportunity to present their claims and findings in a variety of formats, addressing key speaking and listening standards.

Full-text Study

Each Core ELA Unit contains an anchor text. An excerpt of this anchor text is included alongside other excerpted texts, short stories, and poems in the Core ELA Unit. This anchor text is the recommended Full-text Study for the unit and the pacing guide for each unit provides teachers a recommended schedule for reading the anchor text alongside the other text excerpts in the Core ELA Unit. The pacing guide also contains helpful hints to guide teachers where and how to make direct connections between sections of the anchor text and lessons from the Core ELA Unit.

In addition to the First Read, Skill, Close Read, and Extended Writing Project lessons around the anchor text included in the Core ELA Unit, each Core ELA Unit also contains a corresponding Full-text Study Reading Guide that presents lessons supporting the close reading of the complete anchor text. Reading guide lessons preview key vocabulary words and include close reading questions. Each lesson identifies a key passage that will help teachers guide students through an exploration of the essential ideas, events, and character development in the anchor text. This passage will also serve as the jumping off point from which students will engage in their own StudySyncTV-style group discussion.

FULL-TEXT UNITS

Each text selected for Full-text Study in the Core ELA Units also contains a corresponding Full-text Unit to support both the close reading of the anchor text and comparative analyses of specific sections of the anchor text to passages of other texts drawn from across the disciplines. These Full-text Units are not a part of each grade level's 180 days of instruction and are not considered part of the core ELA/ELD program, however teachers may wish to draw from them if they wish to incorporate materials from other disciplines or develop an alternative, full-text based approach to instruction. Each Full-text Unit contains texts and text excerpts for close reading and comparative analysis. The selection of comparative texts for Full-text Units was strongly influenced by the California's *ELA/ELD Framework*'s emphasis on building content knowledge. Each comparative text contains resources to support the close reading of the text itself as well as writing prompts that engage students in comparative analysis.

Integrated ELD and Approaching and Beyond Grade-level Learners

In addition to the core instruction described above, every lesson in the Core ELA Units contains resources and guidance for teachers to both scaffold instruction for three levels of English learners (Emerging, Expanding, and Bridging) and approaching grade-level learners, and enrich and extend activities for

beyond grade-level learners. Every lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for English learners and/or approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

ELD Units

StudySync's Designated ELD Units are designed to help English learners use English purposefully, interact in meaningful ways, and understand how English works. While these ELD Units are linked to Core ELA and Full-text Units by a single theme and essential question and while their purpose is to prepare students to excel in the core English Language Arts classroom, the instructional focus shifts toward California's English Language Development Standards.

Each ELD Unit covers forty-five days of instruction and lessons are integrated into the unit pacing guides alongside the Core ELA and Full-text Units. ELD Units focus on the close reading and re-reading of five texts. Three of these five texts, including the anchor text, are drawn from an ELD Unit's corresponding Core ELA Unit. Texts from the Core ELA Unit are chosen for the ELD Unit based on their significance to the unit's overall theme and essential question, their particular text complexity features, and their importance to the work students complete in the Core ELA Unit. The additional two texts in each ELD Unit are leveled for Emerging, Expanding, and Bridging English learners.

Every lesson in the ELD Units is designed three ways with different scaffolds for the three levels of English learners. Sentence frames lengthen for lower level English learners, and vocabulary acquisition tasks are more complex for higher level English learners, and the digital assignments allow teachers to easily provide more or less scaffolding as needed. Formative assessment, by teachers, students, and peers, is deeply embedded into all instruction.

Instructional routines around reading, writing, and speaking and listening are similar to those in the Core ELA Units, however a strong emphasis is placed on the development of language and foundational skills. First Read and Re-Read lessons focus on short passages of text, emphasizing vocabulary acquisition and the ways in which author's use language to construct meaning. In Watch lessons English learners re-examine StudySyncTV and SkillsTV episodes to determine how the students in those models exchange information and idea, offer and justify opinions, and adapt language choices to a variety of contexts. Each ELD Unit also contains an Extended Oral Project in which, over the course of twelve lessons, students develop, practice, and deliver a two to three minute presentation to their teacher and classmates.

Assessment

StudySync supports all assessment cycles outlined in California's *ELA/ELD Framework*. Lesson plans point teachers toward minute-to-minute formative assessment opportunities. Students self and peer assess regularly. First Reads, Skills, Close Reads, and Extended Writing Project process steps offer medium cycle assessment opportunities for students and teachers to chart progress toward key learning outcomes. End of unit assessments and performance tasks, for both Core ELA and ELD Units, test key skills and measure progress summatively.

Teacher Materials and Flexibility

Teacher materials include detailed lesson plans, with both Core and Access Paths, for every day of instruction. Pacing guides and scope and sequences allow teachers to step back and see the big picture for instruction at their grade levels. An online professional development platform provides on-demand training and support, and allows teachers to connect with other users. Easy-to-use grading and reporting tools and a plagiarism checker are also available to all teachers.

Most importantly, StudySync's digital platform provides teachers resources far beyond those covered in their grade level's one hundred and eighty days of instruction. Additional resources to support reading intervention, language transfers, Standard English Learners, spelling and vocabulary instruction, and intensive grammar instruction are also available.

The Five Key Themes

While the core, California framework-aligned curriculum remains the same, the support resources and technology tools around that curriculum will only continue to grow as StudySync continues its mission to prepare students for living and learning in the the twenty-first century.

In alliance with the five key themes of the California Framework, StudySync provides multiple opportunities for students to practice meaning making, language development, effective expression, content knowledge, and foundational skills.

I. Meaning Making

In recognition of the centrality of meaning making to learning, StudySync curriculum prompts students to make meaning in multimodal ways as they interact with diverse formats (writing, reading, speaking and listening). Lessons progress through Bloom’s taxonomy to challenge and motivate students to stretch from extracting to constructing meaning.

INSTRUCTIONAL PATH

Meaning making occurs in many aspects of the Instructional Path for each unit.

BLASTS

Before launching into the text selections, students are introduced to each unit’s driving question with an introductory lesson. In this lesson, reading is preceded by meaningful contextualization of the unit theme in a personal and social context. To ensure that reading is, as suggested on page forty of chapter two in California’s *ELA/ELD Framework*, “deployed as a tool in achieving purposes other than simply learning to do close reading,” introductory lessons lead with a thought-provoking question relevant to the theme of the unit. Before starting the instructional path for “Turning Points,” the first sixth grade Core ELA unit, the Big Idea Blast asks students, “What happens when life changes direction?” Research links connect students to articles about popular figures whose lives underwent major changes. Differentiation supports students as they move through the stages of meaning making, guiding them through the writing process towards publication. The leveraging of relevant, Twitter-like technology reconnects students to social and societal purposes beyond the academic learning targets, thereby fostering a context in which students can authentically engage in meaning making.

FIRST READS, SKILLS, AND CLOSE READS

To support the meaning making process, an instructional path of First Reads, Skill Lessons, and Close Reads surrounds each text selection. This recurring sequence supports the process described on page twenty-eight of chapter two in California’s *ELA/ELD Framework* as “extracting and constructing meaning through interaction and involvement with written language” as well as collaborative conversations where “students have an opportunity to clarify their thinking and extend it,” as suggested on page twenty of chapter six in California’s *ELA/ELD Framework*.

Meaning making occurs throughout First Read and Close Read lessons, beginning with the Access Complex Text section in the lesson plan, a thorough report on what makes each text complex. The Access Complex Text section combined with the teacher’s knowledge of his or her students’ backgrounds and skills allows teachers to provide optimal support for their students throughout the learning process. For students, the process of meaning making begins before they encounter the text itself, as every First Read lesson prompts students to access prior knowledge or build background in relation to the text and learning goals. In a sixth grade unit, the First Read for *Hatchet* asks students to share what they know about wilderness survival, while eighth grade students’ involvement with *Sorry, Wrong Number* begins with self-directed research about telephone communication in the 1940s.

As students prepare to engage with the text, teachers directly and explicitly model reading comprehension strategies that “teach students to generate their own questions about what they read before, during, and after reading,” as described on page seventeen of chapter six in *California’s ELA/ELD Framework*. By providing students with a variety of strategies and examples, teachers engage them in “metacognitive conversations about how they are making meaning from what they read,” as suggested on page seventeen of chapter six in *California’s ELA/ELD Framework*. These strategies, which include summarizing, visualizing, and making predictions, allow students to monitor their comprehension of complex texts. After practicing these strategies, students then return to text in for a Close Read.

Close Reads are scaffolded by instruction in relevant skills vital to meaning making. For instance, a sixth grade Skill lesson on connotation and denotation supports nuanced student understanding of the text *Dragonwings*; the following Close Read lesson then provides students with opportunities to practice decoding connotation and denotation while articulating their findings verbally and in writing. In the Close Read, students annotate the text using a specific set of Skill Focus questions which are designed to foster interaction with the text. Seventh grade students will encounter the following question as they read *Barrio Boy*:

SKILL FOCUS QUESTION

An author’s word choice can impact a reader’s understanding of a passage. How effective is the author’s choice of the word “soared” to describe Miss Hopley in paragraph 8? Use the annotation tool to record what the word connotes about the principal. How does the author’s deliberate use of this word and other words in the paragraph help readers to see Miss Hopley through the eyes of a small boy?

This question not only asks students to draw conclusions about the text through the analysis of language choices, but also to “consolidate their thinking and arrive at new understandings of text,” as suggested on page nineteen of chapter six in California’s *ELA/ELD Framework*. Meaning making becomes a recursive process, and students are given a wide variety of tools to engage with the text, all while they build stamina with complex texts.

Additionally, students share and collaborate through discussion in small groups or pairs during First Read, Skill, and Close Read lessons. Teachers are provided with a variety of discussion questions, as well as activities designed to spark questioning. Three First Read lessons in each unit include StudySyncTV episodes, which model collegial and productive conversations between peers, while accompanying questions prompt students to analyze the conversation, enhancing metacognitive understanding of academic discussion.

Think Questions at the end of each First Read provide students with the opportunity to “write to think” and use language appropriate to the task of short, written academic analysis. Teachers may use Think Questions as valuable formative assessments, to track students’ understanding of the text and the extent to which they have constructed as well as extracted meaning from it. Each Close Read lesson culminates with a writing assignment that allows students to respond to texts in a variety of ways. After reading a Point Counterpoint-style text addressing “Violence in the Movies,” students are asked to argue which author is more convincing as they consider “whether the reasoning is sound and if irrelevant evidence has been introduced.” At the close of the instructional path for each unit, students have experienced the text from a variety of angles, extracting and constructing meaning in turn.

EXTENDED WRITING PROJECT

As students gain practice in multiple forms of writing through the Extended Writing Project (EWP), they also gain familiarity with the writing process. Every EWP composition goes through the following stages: Prewrite, Plan, Draft, Revise, and Edit, Proofread, and Publish. Argumentative writing is emphasized through the instruction of both long-form argumentative writing and argumentative literary analysis, as well as informative/explanatory and narrative works. As the EWP lessons are meant to be braided throughout a

unit—students “write to think”—their writing is formative to their understanding of new content and provides regular formative assessment opportunities for the teacher, rather than just occurring at the end as a summative, evaluative experience. While students analyze how text structure contributes to meaning, style, and development of ideas in the writing of others’, their deepening understanding of structure strengthens their own writing. In this way, the EWP lessons are designed to let reading inform writing and writing inform reading. EWPs support meaning making in that students must construct as well as extract meaning from text. Through the progressive writing steps students practice using task-appropriate language in meaningful exchanges, including peer feedback.

RESEARCH

Research projects in each unit allow students the opportunity to construct meaning by synthesizing a variety of source to provide new insights and perspectives on the texts included in the Instructional Path. Additionally, the process of synthesizing requires students to consider the “purposes and motives” (SL.8.2) of various sources, while the presentation of their research provides them with practice presenting claims and findings orally (SL.4). These research projects further increase students’ background knowledge, allowing for more personal connections to the texts in the Instructional Path. The responsibility of collecting, packaging, and presenting information gives students ownership of their own comprehension as they practice the strategies for comprehension and analysis on new texts which are likely to be at times more complex (or less complex) than the unit texts.

FULL-TEXT STUDY

Each unit includes a Full-text study for one title which provides instructional support in the areas of vocabulary, close reading, comparative texts, and discussion. Each section within the full-text study highlights a key passage, and from that key passage, a Your StudySyncTV prompt which encourages students to engage in the sort of academic discussion they have seen modelled in other StudySyncTV episodes. Additionally, these prompts reinforce the practice of “analyzing interactions, connections, and distinctions between and among individuals, incidents, elements, and ideas within text” (RL/RI.7-8.3), as they ask students to draw conclusions about larger portions of the text from that key passage.

II. Language Development

Language is the context in which meaning making largely occurs in schools. StudySync’s approach to language development acknowledges the powerful fact stated on page forty of chapter two in California’s *ELA/ELD Framework* that “growth in meaning making, effective expression, content knowledge, and foundational skills depends on students’ increasing proficiency and sophistication in language.” Language is targeted in our Instructional Path through meaningful contextualization and the multifaceted, transparent

instruction of vocabulary and grammar in the core path, while explicit academic language supports in the access path target English learners and students approaching grade level.

In recognition of the fact that language is the medium of learning, we deliver purposeful academic language development that increases equity in education, which we address in greater depth in the Integrated and Designated ELD segments of this document. StudySync has designed its curricula to meet the diverse developmental needs of learners of different ages. For instance, sixth through eighth grade curriculum specifically addresses the development of standards-based skills that are new to the middle grades. Diverse vocabulary and grammar instructional tasks presented in middle grade units have students, as suggested on page twenty-two of chapter six in California’s *ELA/ELD Framework*, “varying sentence patterns for meaning; tracing etymology of words; interpreting figures of speech; gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression; determining connotative, figurative and technical meanings of words and phrases and analyzing the impact of word choices on meaning and tone; using words, phrases, and clauses to clarify relationships and create cohesion; using appropriate transitions to clarify relationships.” Furthermore, frequent, diverse writing opportunities allow students to apply new vocabulary and experiment with new grammatical and syntactical strategies, while rich peer feedback and self-assessment opportunities increase student ownership of the language development process.

The sequence of First Read lessons leads students through several activities that authentically reinforce language development. Every First Read lesson provides instruction on making predictions about vocabulary, wherein, “Teachers help students make meaning as they model their own comprehension processes using think-alouds and then ask students to practice the same think-aloud process,” as described on page seventeen of chapter six in California’s *ELA/ELD Framework*. The lesson prompts teachers to model for the class how to use context—the overall structure and meaning of the sentence, the word’s position, the relationships between words and other clues to define the unfamiliar vocabulary word. These vocabulary words are revisited in the Close Read lesson, where the students’ first analyses of the words’ meanings are confirmed or corrected by an examination of their dictionary definitions. Each lesson plan includes activities in which students can think about and practice these new words. For example, a seventh grade lesson for *The Outsiders* includes an activity where students draw comic strips depicting the lesson’s vocabulary words or take turns quizzing each other by describing the word without using it or its definition. This dedication to vocabulary instruction in context allows for the acquisition of new words to remain focused on actual language development, because students are always exposed to those words as they are being used to convey meaning, rather than as part of a list of words to memorize.

Additionally, before students begin reading each text, teachers are prompted to model a reading comprehension strategy. In a seventh grade lesson on labor and community organizer Mother Jones, teachers model the strategy of Asking and Answering Questions by using a Think Aloud that talks students through the first paragraph of text. The lesson coaches teachers to explain to their students that asking and answering questions means asking questions about the information they’ve read and then searching for

answers in the text; and reminding them that asking basic *who, what, where, when, why,* and *how* questions before, during, and after read can help them get deeper into a text and remember more of what they have read. The lesson then has students independently reading and annotating the excerpt, before which they read the text aloud or play the voiceover (using either the Audio or the Audio Text Highlight tool). To ensure critical, active engagement with the process of developing language awareness, students are instructed to do the following while annotating: use context clues to analyze and determine the meaning of the boldfaced vocabulary terms; ask questions about passages of the text that may be unclear or unresolved; identify key information, individuals, events, central ideas, and themes and the connections between (or among) them; note unfamiliar vocabulary; and capture their reaction to the events in the text.

Several lessons per unit contain authentic grammar, mechanics or usage instruction that explicitly promote language development in the context of the text and tasks in which students are immersed. For instance, in a lesson on Lincoln’s seminal “House Divided” speech, students are provided instruction on commas, ellipses, and dashes. As the text’s purpose was oratory, Lincoln used such punctuation not to guide a reader, but to pace himself as he orated. After receiving instruction and completing a handout on commas, ellipses and dashes, students are immediately challenged to apply new language awareness to the text at hand as critical analysis. The teacher asks the following questions of the students (sample answers provided):

QUESTIONS

What is the purpose of the commas in the first two sentences of the “House Divided” speech? **(Lincoln set commas throughout the first two sentences, as well as the rest of the speech, to indicate where he should pause when reading it aloud.)**

What is the purpose of the dashes in the 8th paragraph? **(The dashes set off a part of the sentence so as not to confuse the reader. Lincoln is drawing an analogy between the Union and a house falling down.)**

What do the ellipses after the 10th paragraph indicate? **(The ellipses indicate that part of the speech has been cut, although even without the deleted text what remains is clear and complete on its own.)**

StudySync’s Instructional Path is designed to meet the expectation stated on page sixty of chapter two in California’s *ELA/ELD Framework* that “vocabulary, syntax, and grammatical structures are deliberately developed and supported in all grade levels...and instruction in academic language occurs in meaningful contexts. Students have reasons to learn the language and many opportunities to use new language for genuine purposes.” Because of this genuine and meaningful development of language, the process of meaning making is supported and enhanced, and students can, in turn, express these new meanings by using their increasingly developed language.

III. Effective Expression

Meaning making and language development are fully revealed through effective expression, and this understanding permeates and drives each fact of the StudySync curriculum. Students express themselves through the four categories of writing, discussion, presentation, and the use of language conventions identified in California’s *ELA/ELD Framework*.

Students most obviously practice expressing themselves through writing in the short constructed responses at the end of each Close Read and in the Extended Writing Project (EWP). These two types of formal writing provide a variety of genres and purposes, allowing students to revisit and perfect the writing skills of organization, narrative techniques, and using textual evidence that they perfected by the end of grade five while learning the new middle school skills of argumentation with the use of evidence, writing with thesis statements, and using narratives to convey experiences. Extended writing prompts ask students to argue for “how people can best resolve conflicts” and write narratives about “someone who takes a stand to help another person or to make a bad situation better.” And the process students follow in the course of writing to address those prompts impacts not only the quality of student writing, but also their level of ownership. At each lesson in the EWP, students are working with their own drafts, making small changes and improvements. This process encourages the “personal responsibility” and “self-reflection” emphasized on page thirty of chapter six in California’s *ELA/ELD Framework*. The short constructed responses allow students to write to persuade, explain, and convey experience in turn, and by integrating these writing assignments into the routine of each text study, we “promote writing and reading as inextricably linked.”

However, beyond the formal writing of the short constructed response and EWP, students’ writing in the classroom takes on a multitude of other forms, like annotations of texts, answers to Think questions, responses to Blasts, and responses to peer writing through our integrated peer review platform. The inclusion of repeated and supportive feedback from peers provides not only a larger variety of feedback, but also what California’s *ELA/ELD Framework* refers to on page thirty of chapter six as “strategies for providing feedback to students that do not require marking every sentence and grading every writing product.” These strategies free teachers to focus on personalized instruction that targets specific student needs while also accomplishing a major goal of the framework, which is “bridging the literate worlds of adolescents outside of school and inside school is a way to build students’ motivation to write and engage them as members of the academic community,” as described on page twenty-nine of chapter six in California’s *ELA/ELD Framework*.

Students do not only practice effective expression through writing—discussion is also an essential part of the instructional strategies used throughout the curriculum, with many of these practices growing out of the process of meaning making. Discussions that access prior knowledge before starting a text provide opportunity for both small group and teacher-led discussions, while StudySyncTV episodes model the

types of academic discussion the CA CCSS standards call for. Each StudySyncTV episode is followed by an extend activity where students can create their own StudySyncTV style discussion, using prompts provided in the teacher lesson plan. Students are expected to bring a knowledge of the text to these discussions, and to engage in the process of creating an academic discourse by posing questions of their peers while they respond to questions from their peers with relevant observations and evidence. Teachers and students are encouraged to record these discussions to share with the class, allowing students to engage in the process of effective expression with specific product goals and a specific audience in mind. The research projects in each unit further integrate the practice of presentation in a manner that addresses all the strands identified in chapter six of California’s *ELA/ELD Framework* which focuses on organization, nonverbal communication, pacing, volume, language, vocabulary, and formal language conventions.

Effective expression is purposefully woven into all parts of the curriculum, overlapping with the other themes of the Framework so that none of them exists alone. Effective expression occurs concurrently with meaning making as students acquire content knowledge and develop their language skills. By the end of each unit or each year, those students leave the classroom with a greater awareness of literature, but also the skills to make it meaningful to them and others through effective expression.

IV. Content Knowledge

Content knowledge increases when literacy is successfully supported, and literacy increases with greater content knowledge. StudySync curriculum supports the acquisition of content knowledge with fidelity to the standards, in the texts included in the curriculum and the manner in which those texts are taught. Students encounter new content through reading both literary and informational texts, and they demonstrate understanding of content through frequent and varied written and verbal tasks. Content knowledge and metalinguistic strategies are delivered through connections to prior knowledge, teacher read-alouds and think-alouds, and self-directed reading and annotation. Content knowledge is not limited to the texts included in the Instructional path however, reading and writing skill content is delivered through SkillsTV episodes, while verbal skills—such as collegial, constructive discussion skills—are modeled through StudySyncTV episodes. StudySync style discussion activities give students the opportunity to practice discussion skills, as well as new-found content knowledge—such as vocabulary and literary analysis techniques. Content is enlivened and rehearsed in the socially relevant context of discussion and debate.

As California’s *ELA/ELD Framework* suggests on page fifty-two of chapter two, “students who know more about the topic of a text comprehend better than what might be predicted by their reading skills.” To ensure the highest level of comprehension, the First Read of every text is preceded by build background or access prior knowledge activities. A rich and diverse library catalogue meets the needs and interests of heterogeneous students, while representing diverse disciplines so that students are familiarized with broad and varied discourse patterns, vocabulary families and knowledge bases. StudySync’s balanced, dynamic

instruction on reading, writing, speaking and listening prepares students to continuously assimilate increasing amounts of content as their literacy becomes more nuanced and agile. Literacy and content knowledge are further enhanced by StudySync’s emphasis on structure, purpose, and grammar, allowing students to develop what is described on page fifty-two of chapter two in California’s *ELA/ELD Framework* as “metalinguistic awareness of the variety of lexical and grammatical patterns and text structures that are both unique and common across disciplines.”

StudySync’s Instructional Path specifically supports content acquisition in the following ways. In First Read and Close Read lessons, the Access Complex Text section that prefaces the lesson plan surfaces and succinctly describes for teachers the areas in the text that might fall beyond students’ current content knowledge. For instance, in an eighth grade lesson on a speech given by Sojourner Truth, prior knowledge, sentence structure, and specific vocabulary are highlighted as possible content knowledge gaps the teacher will want to consider in order to best support his or her students. The specific ways in which the text proves challenging in each category is delineated for the teacher.

Just one example of new content knowledge students encounter in the Instructional Path is vocabulary that is drawn from the text; the instructional sequence supports the authentic understanding and retaining of the new content. For instance, the opening exercise in a Close Read lesson asks students review the predictions about vocabulary they made in the First Read following teacher modeling of prediction making. Students are asked to consult the dictionary and compare their initial vocabulary predictions from the First Read with the actual definitions. Teachers are then prompted to review words that students defined incorrectly in order to help them understand why they were unable to use context clues or other tools to develop usable definitions. A review exercise then provides an opportunity to practice recall of the vocabulary. Review and recall are key neurological exercises that promote the transference of new content knowledge from the working memory to the long term memory. Intelligent leveraging of the relationship between memory and learning is key to the transference and acquisition of content knowledge. In discussion exercises students are guided to use general academic words and phrases associated with the relevant comprehension skill correctly.

As students prewrite and plan to write the short constructed response in each Close Read, teachers read the prompt aloud and have students work in small groups to quickwrite initial ideas. For instance, in the same lesson about Sojourner Truth, students collaboratively analyze the quotation and the analogies that Sojourner Truth makes, and construct an answer to the question together. As they begin to formulate their own responses, student writing is assisted by their own prethinking; for instance, they have produced annotations in which to find textual evidence that supports their ideas. The review process is well-scaffolded, with questions that actively engage readers with their peers’ work, empowering them to provide focused, thoughtful feedback. Students thereby continuously engage with the content through the socially relevant power of conversation, written and verbal.

Literacy is produced through content knowledge in every portion of the StudySync curriculum. Content is never sacrificed for skill development; rather skills are developed through content. And while each thematic unit features literary and informational texts, literature remains “at the heart of the content of the English language arts curriculum,” as described on page forty-two of chapter six in California’s *ELA/ELD Framework*. Each unit features an anchor text, with a full-text Reading Guide that allows students to experience that selection in its entirety. The anchor texts are both literary and informational, and the text that make up each unit are carefully chosen and arranged to ensure thematic cohesiveness as well as a variety of genres and formats. An eighth grade unit built around the theme of “A Moral Compass” features *The Adventures of Tom Sawyer* as its anchor text, with the rest of the unit made up of selections like the short story “Home” by Anton Chekhov, the essay “A Celebration of Grandfathers” by Rudolfo Anaya, the poem “Mother to Son” by Langston Hughes, and a set of paired Point/Counterpoint essays regarding mandatory volunteer work for teenagers. Many texts (both in the units and in the library of texts) also provide opportunity for interdisciplinary study. The informational text *An American Plague: The True and Terrifying Story of the Yellow Fever*, by Jim Murphy, encourages discussion of history and science, while Philip M. Isaacson’s *A Short Walk Around the Pyramids & Through the World of Art* integrates history, art, and engineering with skills instruction about argument and claims.

The Instructional Path provides only one example within the breadth of StudySync’s curricula of the ways in which we’ve thoughtfully considered the transmission and acquisition of new content knowledge. Throughout the curricula, students are exposed to a rich array of new content through broad reading of diverse texts and integrated, relevant skill instruction. Based in the breadth and depth of the CA Common Core and ELD standards, we deliver research-based, twenty-first century instruction that drives authentic learning and supports the deep understanding and long-term retainment of key content and skills that will support students throughout their academic careers and beyond.

Foundational Skills

The inclusion of Foundational Skills as part of the Five Themes of the California Framework underscores the necessity of mastering the foundational skills of reading.

Facility with such skills such as phonics, decoding, word recognition and fluency allow students to read independently. Understanding the alphabetic code enables students to express their ideas effectively with others in written form. Mastery of these skills supports students their literacy development.

The CA CCSS includes foundational skills standards from Kindergarten through Fifth grade. However, California’s Framework mandates the critical need for additional, appropriate supplemental support materials for students in the secondary grade levels who are struggling readers. These students may need reteaching and practice in one or more of the identified key foundational skills in the CA CCSS including, phonics, word recognition, and fluency. The ability to identify students’ specific needs and address them

through efficient, targeted and accelerated instruction are important elements of a comprehensive literacy curriculum.

The Part III of the CA English Language Development Standards indicate the importance in identifying the potential need to provide targeted English Foundational Skill instruction for English Learners, dependent upon the background of the student. Students age, understanding of the similarities and differences of a student's primary language compared to English, as well as a student's primary language proficiency to consider when identifying what a student's needs are for foundational skills instruction.

StudySync provides ample instruction and practice in **foundational skills** to meet the diverse needs of students in the secondary grade levels, including struggling readers and English Learners. The Foundational Skills materials included at every grade level provide effective and efficient instruction and practice which can be used in tutorial or small group instructional settings.

The Foundational Skill materials include

- Phonics/Word Study Teacher's Edition (which includes a Readiness section covering Print and Phonological Awareness lessons).
- Decodable Passages
- Fluency Teacher's Edition
- Foundational Skills Assessments

Each Teacher's Edition is organized into discrete instructional segments which provide focused instruction, practice, and frequent opportunities for review and progress monitoring. The organization of the materials, while carefully sequenced, allows for flexible pacing of instruction based on student's needs.

In addition to the progress monitoring and review included in the instruction and practice of the materials listed above, the **Foundational Skill Assessments** include the following assessments:

- Phonological and Phonemic Awareness Assessments
- Phonics and Structural Analysis Survey
- Oral Reading Fluency

These assessment tools help teachers identify student's instructional needs and help to monitor a student's development of foundational skills.

Research-base Alignments

Language, and Media and Technology. Following each section, alignment of the Recommendations of the research to specific instruction within StudySync is provided.

- Development of this research-based white paper included the following steps:
- Recent research related to reading instruction was identified through a combination of referral by reading experts and review of important research journals.
 - Research sources were reviewed and summarized, with special reference to
 - Details of the supporting research evidence
- Strength of the link between the research and specific instructional recommendations.
- Sources and findings were excluded which failed in one of these respects, or in overall quality of the research as reported.
- Cross-comparison of the research-based recommendations and McGraw-Hill Education verified that each research-based recommendation listed in this white paper is supported by McGraw-Hill Education Research Sources.

The document summarizes key research findings and research-based recommendations related to effective reading instruction from several key sources:

- *Reading Next-A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York 2nd Edition* (Biancarosa & Snow, 2006). Written in conjunction with staff from the Alliance for Excellent Education, this document describes 15 key elements of effective adolescent literacy programs. Designed to improve adolescent achievement in middle and high schools, the elements are subdivided into instructional improvements and infrastructural improvements.
- *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (National Institute of Child Health and Human Development [NICHD], 2000). This source presents an extensive, detailed research review related to five broad categories (see above under Reading First Content Focus). In cases where the data were of sufficient quality and uniformity, research results were summarized in a meta-analysis, a method for statistically combining research results across an entire body of research studies.
- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide* (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008). This report provides clear and evidence-based recommendations for enhancing literacy skills in the upper elementary, middle, and secondary levels. An analysis of the quality of the evidence supporting each claim is provided.

- *Reading for Understanding: Toward an R& D Program in Reading Comprehension* (2002). This review of the research on reading comprehension instruction was conducted by the Reading Study Group for the U.S. Department of Education’s Office of Education Research and Improvement
- *Writing to Read: Evidence for How Writing Can Improve Reading. A Report from the Carnegie Corporation of New York* (Graham & Herbert, 2010). This document provides a meta-analysis of research on the effects of specific types of writing interventions found to enhance students’ reading skills.
- *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report from the Carnegie Corporation of New York* (Graham & Perin, 2007). This report provides a review of research-based techniques designed to enhance the writing skills of 4th to 12th grade students.

Additionally, specific findings have been incorporated from other recent, reputable research related to reading development, instruction, and assessment.

Please refer to the Research-base Alignments document on the Core ELA/ELD page to read the full research-based white paper.

Depth and Breadth of Text Selections

The StudySync Core ELA/ELD Program offers students a wealth of opportunities to interact with high-quality

READING

TABLE OF CONTENTS

Grade 6	Author	Genre	StudySync® TV
UNIT 1 Turning Points: What happens when life changes direction?			
Hatchet	Gary Paulsen	Novel	x
Guts: The True Stories Behind Hatchet and the Brian Books	Gary Paulsen	Memoir	
Island of the Blue Dolphins	Scott O'Dell	Novel	
Dragonwings	Lawrence Yep	Novel	
"The Father of Chinese Aviation"	Rebecca Maksiel	Magazine Article	
I Never Had It Made: An Autobiography of Jackie Robinson	Jackie Robinson	Autobiography	
Warriors Don't Cry	Melba Pattillo Beals	Autobiography	
The Story of My Life	Helen Keller	Autobiography	x
"Eleven"	Sandra Cisneros	Short Story	
The Pigman	Paul Zindel	Novel	
"The Road Not Taken"	Robert Frost	Poem	x
UNIT 2 Ancient Realms: How does history inform and inspire us?			
Hatshepsut: His Majesty, Herself	Catherine M. Andronik	Informational	
Book of the Dead		Funerary Text	
The Book of Exodus		Religious Text	x
A Short Walk Around the Pyramids & Through the World of Art	Philip M. Isaacson	Informational	
Aesop's Fables	Aesop	Fable	x
The Lightning Thief	Rick Riordan	Novel	x
"Perseus"	Robert Hayden	Poem	
Heroes Every Child Should Know: Perseus	Hamilton Wright Mabie	Mythology	
Black Ships Before Troy: The Story of the Iliad	Rosemary Sutcliff	Novel	
Mythology: Timeless Tales of Gods and Heroes	Edith Hamilton	Informational	
The Hero Schliemann: The Dreamer Who Dug for Troy	Laura Amy Schlitz	Informational	

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UNIT 3 | Facing Challenges: When should we stand up for others and ourselves?

A Wrinkle in Time	Madeleine L'Engle	Novel	x
The Monsters Are Due on Maple Street	Rod Serling	Drama	
Red Scarf Girl: A Memoir of the Cultural Revolution	Ji-li Jiang	Memoir	
I Am An American: A True Story of Japanese Internment	Jerry Stanley	Informational	
Roll of Thunder, Hear My Cry	Mildred D. Taylor	Novel	x
Children of the Dust Bowl: The True Story of the School at Weedpatch Camp	Jerry Stanley	Informational	
The Circuit: Stories from the Life of a Migrant Child	Francisco Jimenez	Autobiographical Stories	
Les Misérables	Victor Hugo	Novel	x
"Jabberwocky"	Lewis Carroll	Poem	x
"Bullying in Schools"		Pro/Con Op-Ed	

UNIT 4 | Our Heroes: What does it mean to be a hero?

Rosa Parks: My Story	Rosa Parks	Memoir	x
The Story Behind the Bus	The Henry Ford Museum	Informational	
"Rosa"	Rita Dove	Poem	
Freedom Walkers: The Story of the Montgomery Bus Boycott	Russell Freedman	Informational	x
Sunrise Over Fallujah	Walter Dean Myers	Novel	
An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793	Jim Murphy	Informational	
Celebrities as Heroes		Pro/Con Op-Ed	
The Education of George Washington: How a Forgotten Book Shaped the Character of a Hero	Austin Washington	Informational	
Eleanor Roosevelt: A Life of Discovery	Russell Freedman	Informational	
Eleanor Roosevelt and Marian Anderson	Franklin D. Roosevelt	Library Informational	
My Father Is a Simple Man	Luis Omar Salinas	Poem	x

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UNIT 1 | In Pursuit: What drives us to undertake a mission?

Barrio Boy	Ernesto Galarza	Autobiography	
The Other Side of the Sky	Farah Ahmedi	Memoir	
“The Song of Wandering Aengus”	William Butler Yeats	Poem	x
The Hobbit	J. R. R. Tolkien	Novel	x
Call of the Klondike: A True Gold Rush Adventure	David Meissner and Kim Richardson	Informational	
“The King of Mazy May”	Jack London	Short Story	
“The Cremation of Sam McGee”	Robert W. Service	Poem	x
New Directions	Maya Angelou	Biographical Essay	
Travels with Charley	John Steinbeck	Informational	x
“Apollo 13: Mission Highlights”	NASA Kennedy Space Center	Informational	
“Rikki-Tikki-Tavi”	Rudyard Kipling	Short Story	x
The Call of the Wild	Jack London	Novel	

UNIT 2 | The Powers that Be: What should be the principles of a just society?

Gladiator	Richard Watkins	Informational	
“The Lottery”	Shirley Jackson	Short Story	x
The Giver	Lois Lowry	Novel	x
The Wise Old Woman: Retold by Yoshiko Uchida	Yoshiko Uchida	Folktale	
Nothing to Envy: Ordinary Lives in North Korea	Barbara Demick	Informational	
Feed	M.T. Anderson	Novel	
The Hunger Games	Suzanne Collins	Novel	x
The Words We Live By: Your Annotated Guide to the Constitution	Linda Monk	Informational	x
“I, Too, Sing America”	Langston Hughes	Poem	
“Reality TV and Society”		Pro/Con Op-Ed	

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UNIT 3 | Justice Served: Why is it essential to defend human rights?

Mother Jones: Fierce Fighter for Workers' Rights	Judith Pinkerton Josephson	Informational	
"Speech to the Young; Speech to the Progress-Toward"	Gwendolyn Brooks	Poem	
Flesh and Blood So Cheap: The Triangle Fire and Its Legacy	Albert Marrin	Informational	x
About Cesar	Cesar Chavez Foundation	Informational	
"Elegy on the Death of Cesar Chavez"	Rudolfo Anaya	Poem	
Harriet Tubman: Conductor on the Underground Railroad	Ann Petry	Biography	x
The People Could Fly: American Black Folktales	Virginia Hamilton	Folk Tale	
"1976 Democratic National Convention Keynote Address"	Barbara Jordan	Speech	
"The New Colossus"	Emma Lazarus	Poem	
"Eulogy for Mahatma Gandhi"	Jawaharlal Nehru	Eulogy	
Long Walk to Freedom	Nelson Mandela	Autobiography	x

UNIT 4 | Getting Along: What are the challenges of human interactions?

The Outsiders	S. E. Hinton	Novel	x
The Teacher who Changed my Life	Nicholas Gage	Personal Essay	
The Miracle Worker	William Gibson	Drama	
The Tragedy of Romeo and Juliet (Act I, Scene V)	William Shakespeare	Drama	
"Amigo Brothers"	Piri Thomas	Short Story	
"Thank You, M'am"	Langston Hughes	Short Story	
California Invasive Plant Inventory	California Invasive Plant Council	Informational Text	x
The Dangers of Social Media		Pro/Con Op-Ed	
My Antonia	Willa Cather	Novel	
Freak the Mighty	Rodman Philbrick	Novel	x
The Ransom of Red Chief	O. Henry	Short Story	
Oranges	Gary Soto	Poem	

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UNIT 1 | Suspense!: What attracts us to stories of suspense?

"Let 'Em Play God"	Alfred Hitchcock	Essay	
"The Monkey's Paw"	W.W. Jacobs	Short Story	x
Sorry, Wrong Number	Lucille Fletcher	Drama	x
"Violence in the Movies"		Pro/Con Op-Ed	
A Night to Remember	Walter Lord	Informational	x
Cujo	Stephen King	Novel	
Lord of the Flies	William Golding	Novel	x
Ten Days in a Mad-House (Chapter IV)	Nellie Bly	Informational	
"The Tell-Tale Heart"	Edgar Allan Poe	Short Story	x
"Annabel Lee"	Edgar Allan Poe	Poem	
"The Bells"	Edgar Allan Poe	Poem	

UNIT 2 | In Time of War: What does our response to conflict say about us?

"Blood, Toil, Tears and Sweat"	Winston Churchill	Speech	x
Anne Frank: The Diary of a Young Girl	Anne Frank	Autobiography	x
The Diary of Anne Frank: A Play	Frances Goodrich and Albert Hackett	Historical Play	x
The Boy in the Striped Pajamas: A Fable	John Boyle	Novel	
Teaching History Through Fiction		Pro/Con Op-Ed	
Hitler Youth: Growing up in Hitler's Shadow	Susan Campbell Bartoletti	History	x
Parallel Journeys	Eleanor Ayer	Biographies	
"Dear Miss Breed"	Joanne Oppenheimer	Letters	
"Nobel Prize Acceptance Speech"	Elie Wiesel	Speech	x
Remarks in Memory of The Victims of the Holocaust	Ban Ki-Moon	Speech	

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UNIT 3 | A Moral Compass: How can life experiences shape our values?

"Abuela Invents the Zero"	Judith Ortiz Cofer	Short Story	
"Home"	Anton Chekhov	Short Story	
"A Celebration of Grandfathers"	Rudolfo Anaya	Essay	
"Mother to Son"	Langston Hughes	Poem	
Little Women	Louisa May Alcott	Novel	x
The Adventures of Tom Sawyer (Chapter 2)	Mark Twain	Novel	x
"Born Worker"	Gary Soto	Short Story	
"Ode to Thanks"	Pablo Neruda	Poem	
"The Little Boy Lost / The Little Boy Found"	William Blake	Poem	x
"A Poison Tree"	William Blake	Poem	
Mandatory Volunteer Work for Teenagers		Pro/Con Op-Ed	

UNIT 4 | The Civil War: How did the War Between the States redefine America?

"House Divided Speech"	Abraham Lincoln	Speech	
Narrative of the Life of Frederick Douglass, An American Slave	Frederick Douglass	Autobiography	x
Across Five Aprils	Irene Hunt	Novel	
"Paul Revere's Ride"	Henry Wadsworth Longfellow	Poem	x
"Speech to the Ohio Women's Conference: Ain't I a Woman"	Sojourner Truth	Speech	x
Sullivan Ballou Letter	Sullivan Ballou	Letter	
Civil War Journal	Louisa May Alcott	Journal	
The Red Badge of Courage	Stephen Crane	Novel	x
Gettysburg Address	Abraham Lincoln	Speech	x
Chasing Lincoln's Killer	James Swanson	Informational	
"O Captain! My Captain!"	Walt Whitman	Poem	x

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UNIT 1 | Empathy: How does human compassion inform our understanding of the world?

"Marigolds"	Eugenia Collier	Short Story	
To Kill a Mockingbird	Harper Lee	Novel	x
The Jungle	Upton Sinclair	Novel	x
"Lift Every Voice and Sing"	James Weldon Johnson	Poem	
"Statement on the Assassination of Martin Luther King, Jr."	Robert F. Kennedy	Speech	x
The Harvest Gypsies	John Steinbeck	Informational	
Endangered Dreams: The Great Depression in California	Kevin Starr	Informational	
The Grapes of Wrath	John Steinbeck	Novel	x
"Tuesday Siesta"	Gabriel Garcia Marquez	Short Story	
Living to Tell the Tale	Gabriel Garcia Marquez	Autobiography	
The Elephant Man	Bernard Pomerance	Drama	
"Mending Wall"	Robert Frost	Poem	

UNIT 2 | Leadership: What are the responsibilities of power?

"The Lady, or the Tiger?"	Frank Stockton	Short Story	
"Ozymandias"	Percy Bysshe Shelley	Poem	x
"Thanksgiving Proclamation"	George Washington	Proclamation	
"Farewell Address"	George Washington	Letter	
1984	George Orwell	Novel	x
In the Time of the Butterflies	Julia Alvarez	Novel	x
Ancient Greece: A Political, Social, and Cultural History	Sarah Pomeroy, et. al.	Informational	
The Odyssey (Book XII - Butler translation)	Homer	Epic	x
The Odyssey (A Graphic Novel)	Gareth Hinds	Graphic Novel	
"Pericles' Funeral Oration"	Thucydides	Speech	
"Mandatory Military Service in America"		Pro/Con Op-Ed	
"Four Freedoms Inaugural Address"	Franklin Delano Roosevelt	Speech	x

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UNIT 3 | Dreams and Aspirations: What makes a dream worth pursuing?

"The Necklace"	Guy de Maupassant	Short Story	
Of Mice and Men	John Steinbeck	Novel	x
"Sympathy"	Paul Laurence Dunbar	Poem	
I Know Why the Caged Bird Sings	Maya Angelou	Autobiography	x
The Joy Luck Club	Amy Tan	Novel	
Only Daughter	Sandra Cisneros	Memoir	
The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights	Russell Freedman	Informational	
After Being Convicted of Voting in the 1872 Presidential Election	Susan B. Anthony	Essay	
The Case of Susan B. Anthony	Lillie Devereux Blake	Editorial	
United States v. Susan B. Anthony: Justice Ward Hunt's Court Ruling	Justice Ward Hunt	Court Opinion	
"We Choose to Go to the Moon"	John F. Kennedy	Speech	x

UNIT 4 | All for Love: How are we affected by the power of love?

"The Tragical History of Romeus and Juliet"	Arthur Brooke	Poem	
The Tragedy of Romeo and Juliet (Act II, Scene II)	Shakespeare	Drama	x
"The Raven"	Edgar Allan Poe	Poem	x
Why We Love: The Nature and Chemistry of Romantic Love	Helen Fisher	Informational	
"The Gift of the Magi"	O. Henry	Short Story	x
"Romantic Love: Reality or Myth?"		Pro/Con Op-Ed	
West Side Story	Arthur Laurents	Script	
Angela's Ashes: A Memoir	Frank McCourt	Memoir	
Frank McCourt, Whose Irish Childhood Illuminated His Prose, Is Dead at 78	The New York Times	Obituary	
'Angela's Ashes' Author Frank McCourt Dies at 78	PBS	Video & Transcript	
"Sonnet 73"	Shakespeare	Sonnet	x

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UNIT 1 | Destiny: How much of what happens do we actually control?

The Sports Gene	David Epstein	Informational	
Outliers: The Story of Success	Malcolm Gladwell	Informational	x
Into the Wild	Jon Krakauer	Informational	
"Invictus"	William Ernest Henley	Poem	
"If"	Rudyard Kipling	Poem	
Macbeth (Act I, Scene III)	Shakespeare	Drama	x
The Iraq War Blog: An Iraqi Family's Inside View of the First Year of the Occupation	Faiza al-Araji	Informational	
Oedipus Rex	Sophocles	Drama	x
"Introduction to Oedipus the King"	Bernard Knox	Essay	
"Fate slew Him, but He did not drop"	Emily Dickinson	Poem	
"Luck is not chance"	Emily Dickinson	Poem	

UNIT 2 | Taking a Stand: When is it appropriate to challenge the rules?

Candide	Voltaire	Novel	x
"Introduction to Antigone"	Bernard Knox	Essay	
Antigone	Sophocles	Drama	
Fahrenheit 451	Ray Bradbury	Novel	x
The Whisperers: Private Life in Stalin's Russia	Orlando Figes	Informational	
Animal Farm	George Orwell	Novel	x
Speech to the Second Virginia Convention	Patrick Henry	Speech	x
"The Ballad of Birmingham"	Dudley Randall	Poem	
"Remarks to the Senate in Support of a Declaration of Conscience"	Margaret Chase Smith	Speech	x
"Texas v. Johnson"	U.S. Supreme Court	Informational	
"Impassioned Arguments Mark High Court Flag-Burning Decision"	Houston Chronicle	Article	
"Burning the Flag"		Pro/Con Op-Ed	

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UNIT 3 | Technical Difficulties: What responsibility do we have for what we create?

Prometheus: The Friend of Man	Logan Marshall	Myth	
Frankenstein	Mary Shelley	Novel	x
“Worship the Spirit of Criticism: Address at the Pasteur Institute”	Louis Pasteur	Speech	x
The Immortal Life of Henrietta Lacks	Rebecca Skloot	Informational	x
Silent Spring	Rachel Carson	Informational	
A Civil Action	Jonathan Harr	Informational	
Shading the Earth	Robert Kunzig	Informational	x
Einstein's Letter to the President	Albert Einstein	Letter	x
“Counter-Attack”	Siegfried Sassoon	Poem	
“Address to the Nation on the Explosion of the Space Shuttle Challenger”	Ronald Reagan	Speech	
“Address to Students at Moscow State University”	Ronald Reagan	Speech	x
“De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life”		Pro/Con Op-Ed	

UNIT 4 | The Human Connection: How do our interactions define us?

Plutarch's Lives	Plutarch	Nonfiction	
Julius Caesar (Act III, Scene II)	Shakespeare	Drama	
Civil Peace	Chinua Achebe	Short Story	
The Book Thief	Markus Zusak	Novel	x
Night	Elie Wiesel	Novel	x
Hotel Rwanda	Kier Pearson and Terry George	Script	
Dover Beach	Matthew Arnold	Poem	
Catch the Moon	Judith Cofer Ortiz	Short Story	
An American Childhood	Annie Dillard	Memoir	
Those Winter Sundays	Robert Hayden	Poem	

In addition to the inclusion of an excerpt from this text in a Core ELA Unit, bolded texts will be augmented by Literature-based Units that support the reading of the complete work. Each Core ELA Unit will contain at least 1 corresponding Literature-based Unit to support the reading of complete works.

UNIT 1: 17th & 18th Century | We the People: What shaped America's early identity?

Of Plymouth Plantation	William Bradford	Informational	
The Scarlet Letter (Chapter 2)	Nathaniel Hawthorne	Novel	x
The Crucible	Arthur Miller	Drama	x
The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African	Olaudah Equiano	Autobiography	
"On Being Brought from Africa to America"	Phyllis Wheatley	Poetry	
"On the Emigration to America and Peopling the Western Country"	Philip Freneau	Poetry	
"Letters to John Adams"	Abigail Adams	Letter	
"The Crisis"	Thomas Paine	Essay	
The Whistle	Benjamin Franklin	Letter	x
The Constitution of the Iroquois Nations	Dekanawida	Informational	
The Declaration of Independence	Thomas Jefferson	Manifesto	
Founding Documents of the United States of America	Thomas Jefferson, et. al.	Informational	x
The Federalist Papers: No. 10	James Madison	Essay	

UNIT 2: 19th Century | The Individual: How does one person find his or her place in society?

"Song of Myself"	Walt Whitman	Poetry	x
Walden	Henry David Thoreau	Nonfiction	x
Society and Solitude	Ralph Waldo Emerson	Essay	x
The Adventures of Huckleberry Finn (Chapter 1)	Mark Twain	Novel	x
"Declaration of Sentiments by the Seneca Falls Convention"	Elizabeth Cady Stanton, et. al.	Manifesto	x
"The Story of an Hour"	Kate Chopin	Short Story	x
"What to the Slave is The Fourth of July?"	Frederick Douglass	Speech	
"Second Inaugural Address"	Abraham Lincoln	Speech	x
Lee Surrenders to Grant, April 9th 1865	Horace Porter	Informational	x
What They Fought For 1861-1865	James M. McPherson	Primary Sources	
"The Cask of Amontillado"	Edgar Allan Poe	Short Story	
"Because I could not stop for Death"	Emily Dickinson	Poetry	

In addition to the inclusion of an excerpt from this text in a Core ELA Unit, bolded texts will be augmented by Literature-based Units that support the reading of the complete work. Each Core ELA Unit will contain at least 1 corresponding Literature-based Unit to support the reading of complete works.

UNIT 3: 20th Century | Modern Times: How was being American redefined in the 20th century?

The Great Gatsby	F. Scott Fitzgerald	Novel	x
"Theme for English B"	Langston Hughes	Poetry	
"Any Human to Another"	Countee Cullen	Poetry	
Plessy v. Ferguson	U.S. Supreme Court	Informational	
Brown v. Board of Education	U.S. Supreme Court	Informational	
A Farewell to Arms	Ernest Hemingway	Novel	
Hiroshima	John Hersey	Informational	x
The Road	Cormac McCarthy	Novel	
The Woman Warrior: Memoirs of a Girlhood Among Ghosts	Maxine Hong Kingston	Informational	
Take the Tortillas Out of Your Poetry	Rudolfo Anaya	Informational	
The Latin Deli: An Ars Poetica	Judith Cofer Ortiz	Poetry	x

UNIT 4: Shakespeare | Seeking Romance: How can love inspire both folly and wisdom?

"Sonnet 116"	Shakespeare	Poetry	
"Sonnet 18"	Shakespeare	Poetry	
Metamorphoses	Ovid	Narrative Poem	x
A Midsummer Night's Dream	Shakespeare	Drama	x
"Love Is Not All"	Edna St. Vincent Millay	Poetry	
"On Her Loving Two Equally"	Aphra Behn	Poetry	
Cyrano de Bergerac	Edmond Rostand	Novel	x
"Dumped!"	Helen Fisher	Science Article	
"What is Love?"	The Guardian	Newspaper Article	

In addition to the inclusion of an excerpt from this text in a Core ELA Unit, bolded texts will be augmented by Literature-based Units that support the reading of the complete work. Each Core ELA Unit will contain at least 1 corresponding Literature-based Unit to support the reading of complete works.

UNIT 1: The Anglo-Saxon Period and the Middle Ages | Epic Heroes: Where does history end and legend begin?

	Author	Genre	
Beowulf (Lines 1325-1477)		Epic	x
Grendel	John Gardner	Novel	
The Ecclesiastical History of the English People	Venerable Bede	Informational	
The Canterbury Tales	Chaucer	Story Collection	x
The Once and Future King	T.H. White	Novel	
Le Morte d'Arthur	Sir Thomas Malory	Romance Tales	
Conversation with Geoffrey Ashe re: King Arthur	Geoffrey Ashe	Informational	
Unsolved Mysteries of History: An Eye-Opening Investigation into the Most Baffling Events of All Time	Paul Aron	Informational	
The Lord of the Rings	J.R.R. Tolkien	Epic Fantasy	x
DC Comics: Sixty Years of the World's Favorite Comic Book Heroes	Les Daniels	Informational	

UNIT 2: The English Renaissance | The Human Condition: How do we express the complexities of being human?

Sonnet 29	William Shakespeare	Poetry	
Hamlet (Scenes from Acts I, II, III)	William Shakespeare	Drama	x
Shakespeare: The World As Stage	Bill Bryson	Informational	
"The Love Song of J. Alfred Prufrock"	T.S. Eliot	Poem	x
"On Monsieur's Departure"	Elizabeth I	Poetry	
Speech to the Troops at Tilbury	Elizabeth I	Speech	x
"The Passionate Shepherd to His Love"	Christopher Marlowe	Poetry	
"The Nymph's Reply to the Shepherd"	Sir Walter Raleigh	Poetry	
Utopia	Thomas More	Novel	
Brave New World	Aldous Huxley	Novel	
A Valediction Forbidding Mourning	John Donne	Poetry	
To Lucasta, Going to the Wars	Richard Lovelace	Poetry	

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UNIT 3: Puritanism to the Enlightenment | An Exchange of Ideas: How did a diversity of views transform American society?

A Model of Christian Charity	John Winthrop	Sermon	
American Jezebel	Eva LaPlante	Informational	
To My Dear and Loving Husband	Anne Bradstreet	Poetry	
Second Treatise of Government	John Locke	Political Theory	
“To His Excellency, General Washington”	Phillis Wheatley	Letter and Poem	
“Liberty Tree”	Thomas Paine	Poetry	
The Declaration of Independence	Thomas Jefferson	Founding Document	
United States v. The Amistad	U.S. Supreme Court	Informational	x
Democracy in America	Alexis de Tocqueville	Informational	
A Vindication of the Rights of Woman	Mary Wollstonecraft	Essay	x
Woman in the Nineteenth Century	Margaret Fuller	Essay	
Gulliver’s Travels (Part I)	Jonathan Swift	Novel	x
Remarks Concerning the Savages of North America	Benjamin Franklin	Satirical Essay	

UNIT 4: Romanticism, the Victorian Age, and the Modern Age | Emotional Currents: How have the literary movements of the last two centuries affected us?

“The Rime of the Ancient Mariner”	Samuel Coleridge	Poetry	
“Young Goodman Brown”	Nathaniel Hawthorne	Short Story	
“The Masque of the Red Death”	Edgar Allan Poe	Short Story	
Pride and Prejudice	Jane Austen	Novel	x
Wuthering Heights	Emily Bronte	Novel	x
The House of Mirth	Edith Wharton	Novel	
O Pioneers!	Willa Cather	Novel	x
Mrs. Dalloway	Virginia Woolf	Novel	
“The Star-Spangled Banner”	Francis Scott Key	National Anthem	
“Be Ye Men of Valour”	Winston Churchill	Speech	
D-Day Prayer	Franklin D. Roosevelt	Speech	

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Grade 6	Author	Genre	StudySync® TV
UNIT 1 Turning Points: What happens when life changes direction?			
Lost Island	StudySync	Fiction	
Hatchet	Gary Paulsen	Novel	x
Middle School Loneliness	StudySync	Fiction	
I Never Had It Made: An Autobiography of Jackie Robinson	Jackie Robinson	Autobiography	
The Story of My Life	Helen Keller	Autobiography	x
UNIT 2 Ancient Realms: How does history inform and inspire us?			
Sobeknefru: Beautiful of the God Sobek	StudySync	Non-fiction	
Hatshepsut: His Majesty, Herself	Catherine M. Andronik	Informational	
Aesop's Fables	Aesop	Fable	x
The Other Side	StudySync	Fiction	
The Lightning Thief	Rick Riordan	Novel	x
UNIT 3 Facing Challenges: When should we stand up for others and ourselves?			
Connected	StudySync	Fiction	
A Wrinkle in Time	Madeleine L'Engle	Novel	x
The Notice	StudySync	Fiction	
Roll of Thunder, Hear My Cry	Mildred D. Taylor	Novel	x
The Circuit: Stories from the Life of a Migrant Child	Francisco Jimenez	Autobiographical Stories	
UNIT 4 Our Heroes: What does it mean to be a hero?			
A Southern Story	StudySync	Non-fiction	
Freedom Walkers: The Story of the Montgomery Bus Boycott	Russell Freedman	Informational	x
A Great American Hero	StudySync	Non-fiction	
Celebrities as Heroes		Pro/Con Op-Ed	
My Father Is a Simple Man	Luis Omar Salinas	Poem	x

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UNIT 1 | In Pursuit: What drives us to undertake a mission?

Ready for Marcos	StudySync	Fiction	
The Hobbit	J. R. R. Tolkien	Novel	x
A World Away	StudySync	Fiction	
Call of the Klondike: A True Gold Rush Adventure	David Meissner and Kim Richardson	Informational	
Barrio Boy	Ernesto Galarza	Autobiography	

UNIT 2 | The Powers that Be: What should be the principles of a just society?

A Role to Play	StudySync	Fiction	
The Giver	Lois Lowry	Novel	x
Nothing to Envy: Ordinary Lives in North Korea	Barbara Demick	Informational	
Schools Lunches: Who Decides What Students Should Eat?	StudySync	Non-fiction	
"Reality TV and Society"	Point/Counterpoint	Pro/Con Op-Ed	

UNIT 3 | Justice Served: Why is it essential to defend human rights?

Taking a Stand	StudySync	Non-fiction	
Mother Jones: Fierce Fighter for Workers' Rights	Judith Pinkerton Josephson	Informational	
A Long Fight for Democracy	StudySync	Non-fiction	
About Cesar	Cesar Chavez Foundation	Informational	
Harriet Tubman: Conductor on the Underground Railroad	Ann Petry	Biography	x

UNIT 4 | Getting Along: What are the challenges of human interactions?

The Others	StudySync	Fiction	
The Outsiders	S. E. Hinton	Novel	x
Deep Water	StudySync	Fiction	
"Amigo Brothers"	Piri Thomas	Short Story	
My Antonia	Willa Cather	Novel	

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UNIT 1 | Suspense: What attracts us to stories of suspense?

How to Create Suspense	StudySync	Non-fiction	
"Let 'Em Play God"	Alfred Hitchcock	Essay	
Inside the House	StudySync	Drama	
Sorry, Wrong Number	Lucille Fletcher	Drama	x
Lord of the Flies	William Golding	Novel	x

UNIT 2 | In Time of War: What does our response to conflict say about us?

Narrative of the Life of Ada Lee, an American Farm Girl	StudySync	Fiction	
Narrative of the Life of Frederick Douglass, An American Slave	Frederick Douglass	Autobiography	x
Catherine's Calling	StudySync	Fiction	
The Red Badge of Courage	Stephen Crane	Novel	x
"O Captain! My Captain!"	Walt Whitman	Poem	x

UNIT 3 | A Moral Compass: How can life experiences shape our values?

Mom's First Day	StudySync	Fiction	
"Abuela Invents the Zero"	Judith Ortiz Cofer	Short Story	
"A Celebration of Grandfathers"	Rudolfo Anaya	Essay	
It's Not Fair	StudySync	Fiction	
The Adventures of Tom Sawyer (Chapter 2)	Mark Twain	Novel	x

UNIT 4 | The Civil War: How did the War Between the States redefine America?

A Letter from Robert	StudySync	Drama	
The Diary of Anne Frank: A Play	Frances Goodrich and Albert Hackett	Historical Play	x
Sarah's Neighbor	StudySync	Fiction	
The Boy in the Striped Pajamas: A Fable	John Boyle	Novel	
"Nobel Prize Acceptance Speech"	John Boyle	Novel	x

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UNIT 1 | Empathy: How does human compassion inform our understanding of the world?

To Kill a Mockingbird	Harper Lee	Novel	x
“Statement on the Assassination of Martin Luther King, Jr.”	Robert F. Kennedy	Speech	x
Endangered Dreams: The Great Depression in California	Kevin Starr	Informational	
The Best Thanksgiving	StudySync	Fiction	
The Kiss	StudySync	Informational	

UNIT 2 | Leadership: What are the responsibilities of power?

A Golden Coin	StudySync	Poetry	
“Ozymandias”	Percy Bysshe Shelley	Poem	x
Two Notable Chinese Leaders	StudySync	Informational	
Ancient Greece: A Political, Social, and Cultural History	Sarah Pomeroy, et. al.	Informational	
The Odyssey (A Graphic Novel)	Gareth Hinds	Graphic Novel	

UNIT 3 | Dreams and Aspirations: What makes a dream worth pursuing?

Of Mice and Men	John Steinbeck	Novel	x
My Dad’s Dream	StudySync	Fiction	
The Joy Luck Club	Amy Tan	Novel	
A First in Space	StudySync	Non-Fiction	
The Voice That Challenged a Nation	Russell Freedman	Non-Fiction	

UNIT 4 | All for Love: How are we affected by the power of love?

Love at First Sight	StudySync	Fiction	
The Tragedy of Romeo and Juliet (Act II, Scene II)	Shakespeare	Drama	x
Food: Love or Addiction	StudySync	Non-Fiction	
Why We Love: The Nature and Chemistry of Romantic Love	Helen Fisher	Informational	
“Romantic Love: Reality or Myth?”		Pro/Con Op-Ed	

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Grade 10	Author	Genre	StudySync® TV
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UNIT 1 | Destiny: How much of what happens do we actually control?

The Sports Gene	David Epstein	Informational	
Outliers: The Story of Success	Malcolm Gladwell	Informational	x
“The Importance of Mindset”	StudySync	Non-Fiction	
“The Game Ritual”	William Ernest Henley	Poem	
Macbeth (Act I, Scene III)	Shakespeare	Drama	x

UNIT 2 | Taking a Stand: When is it appropriate to challenge the rules?

The Peasant Revolt	StudySync	Non-Fiction	
The Whisperers: Private Life in Stalin's Russia	Orlando Figes	Informational	
Animal Farm	George Orwell	Novel	x
The Dinner of the Lion	StudySync	Fiction	
“Remarks to the Senate in Support of a Declaration of Conscience”	Margaret Chase Smith	Speech	x

UNIT 3 | Technical Difficulties: What responsibility do we have for what we create?

Fate or Foolishness	StudySync	Fiction	
Frankenstein	Mary Shelley	Novel	x
Silent Spring	Rachel Carson	Informational	
The Science of Genetically Altering Foods: Should We Do It?	StudySync	Non-Fiction	
“De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life”		Pro/Con Op-Ed	

UNIT 4 | The Human Connection: How do our interactions define us?

The Book Thief	Markus Zusak	Novel	x
Night	Elie Wiesel	Novel	x
“The Christmas Truce of 1914”	StudySync	Non-Fiction	
“When Everything Changed”	StudySync	Poetry	
Those Winter Sundays	Robert Hayden	Poetry	

In addition to the inclusion of an excerpt from this text in a Core ELA Unit, bolded texts will be augmented by Literature-based Units that support the reading of the complete work. Each Core ELA Unit will contain at least 1 corresponding Literature-based Unit to support the reading of complete works.

Grade 11	Author	Genre	StudySync® TV
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UNIT 1: 17th & 18th Century | We the People: What shaped America's early identity?

Of Plymouth Plantation	William Bradford	Informational	
The Scarlet Letter (Chapter 2)	Nathaniel Hawthorne	Novel	x
At the Foot of the Gallows	StudySync	Fiction	
The Ribbons	StudySync	Fiction	
The Whistle	Benjamin Franklin	Letter	x

UNIT 2: 19th Century | The Individual: How does one person find his or her place in society?

"Song of Myself"	Walt Whitman	Poetry	x
A New Beginning	StudySync	Fiction	
The Adventures of Huckleberry Finn (Chapter 1)	Mark Twain	Novel	x
"The Quest for Woman Suffrage"	StudySync	Non-Fiction	
What They Fought For 1861-1865	James M. McPherson	Primary Sources	

UNIT 3: 20th Century | Modern Times: How was being American redefined in the 20th century?

The Great Gatsby	F. Scott Fitzgerald	Novel	x
The Empress of the Blues	StudySync	Fiction	
The Reunion	StudySync	Fiction	
The Woman Warrior: Memoirs of a Girlhood Among Ghosts	Maxine Hong Kingston	Informational	
The Latin Deli: An Ars Poetica	Judith Ortiz Cofer	Poetry	

UNIT 4: Shakespeare | Seeking Romance: How can love inspire both folly and wisdom?

Dumped!	Helen Fisher	Non-Fiction	
Twisted Texting	StudySync	Drama	
A Midsummer Night's Dream	Shakespeare	Drama	x
Fear of Missing Out	StudySync	Non-Fiction	
What is Love?	The Guardian	Article	

In addition to the inclusion of an excerpt from this text in a Core ELA Unit, bolded texts will be augmented by Literature-based Units that support the reading of the complete work. Each Core ELA Unit will contain at least 1 corresponding Literature-based Unit to support the reading of complete works.

UNIT 1: The Anglo-Saxon Period and the Middle Ages | Epic Heroes: Where does history end and legend begin?

Beowulf (Lines 1325-1477)		Epic	x
The Legend of Carman	StudySync	Fiction	
Le Morte d'Arthur	Sir Thomas Malory	Romance Tales	
Searching for Robin Hood	StudySync	Non-Fiction	
Unsolved Mysteries of History: An Eye-Opening Investigation into the Most Baffling Events of All Time	Paul Aron	Informational	

UNIT 2: The English Renaissance | The Human Condition: How do we express the complexities of being human?

Sonnet 29	William Shakespeare	Poetry	
Shakespeare: The World As Stage	Bill Bryson	Informational	
"Emilia's Lament"	StudySync	Fiction	
Hamlet	William Shakespeare	Drama	
"Shakespeare: More Than a Playwright"	StudySync	Non-Fiction	

UNIT 3: Puritanism to the Enlightenment | An Exchange of Ideas: How did a diversity of views transform American society?

American Jezebel	Eva LaPlante	Informational	
Repeal the Stamp Act!	StudySync	Non-Fiction	
The Declaration of Independence	Thomas Jefferson	Founding Document	
Long Live King Chazz	StudySync	Fiction	
Gulliver's Travels	Jonathan Swift	Novel	x

UNIT 4: Romanticism, the Victorian Age, and the Modern Age | Emotional Currents: How have the literary movements of the last two centuries affected us?

After the Ball	StudySync	Fiction	
Pride and Prejudice	Jane Austen	Novel	x
The Glass Menagerie	Tennessee Williams	Drama	
Roosevelts on the Radio	StudySync	Non-Fiction	
D-Day Prayer	Franklin D. Roosevelt	Speech	

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texts that span a variety of genres, cultures, and eras. For example, reading selections across Grade 6 include a fantasy novel, a poem set in Ancient Greece, a historical fiction novel set in early twentieth-century China, a memoir by a famous civil rights activist, and a nonfiction account of doctors battling yellow fever in the early days of the United States. The selections presented in each unit and grade strike an appropriate balance of literary and informational texts, consistent with grade-level standards, and offer for analysis complex themes and ideas as well as compelling characters and language. Students explore topics in-depth through groupings of related selections that address a person, era, or event from multiple perspectives and in multiple text forms.

Reading selections progress gradually upward in text complexity across units and grades, with challenging texts accompanied by scaffolding to aid students in grasping the full depth of their meaning over the course of a lesson. Students are asked to engage with increasingly sophisticated texts, and to engage with more accessible texts in an increasingly sophisticated and deep manner.

Please refer to the “Text Complexity” section of the Grade Level Overview document on the Core ELA/ELD page for each grade level to examine the qualitative, quantitative, and reader/task considerations for every text in the program.

Scaffolding

The Common Core State Standard Initiative for English Language Arts calls for students in grades 6-12 to “read and comprehend literature and literary nonfiction in the grades 6-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.” Scaffolding is a process during which students are given support in specific skills and strategies until they can apply them directly. It is used to move students progressively not only toward understanding, but toward greater independence as readers. During the scaffolding process, teachers provide successive levels of support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve on their own.

To that end, every lesson in the Core ELA Units features an Access Path for scaffolded instruction. The Access Path contains resources and guidance for teachers to scaffold instruction for three levels of English learners (Emerging, Expanding, and Bridging) as well as approaching grade-level learners. Access Path exercises break core instruction down into distinct tasks and focus on the language development and foundational skill aspects of an exercise that make it more difficult for English and/or approaching grade-level learners. The Access Path guides teachers in leveraging technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Options for scaffolding in the Access Path go well beyond instructions to the teacher, however, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

Scaffolding opportunities also exist in the Core Path, which contains guidance for teachers to model vocabulary instruction, allowing students to make predictions about the meaning of each vocabulary word based on context clues in the sentence. In addition, comprehension strategies assigned to each selection provide teachers with modeling options to improve student comprehension. A “strategy” is a plan to assist students in comprehending and thinking about texts when reading the words alone does not give the reader a sense of the text’s meaning. Each selection features a comprehension strategy chosen from among the following:

- **Visualize** Visualizing is a process which enables students to form mental pictures as they read. Students integrate prior knowledge with descriptive text details in order to picture situations, events, characters, setting, etc.
- **Make, Confirm, Revise Predictions** As a reading strategy, Make, Confirm, Revise Predictions will help students develop the ability to use text and text clues, along with prior knowledge, to make logical guesses about what might happen (in fiction) or what might be learned (in nonfiction) in material they read.
- **Summarize** **Summarizing** is a process in which students select, organize, and synthesize the most important elements in a text. By using their own words to state important points briefly, students recognize what they have learned.
- **Reread** Readers understand that if something doesn’t make sense to them, they may have missed an important point the author made. Even in a familiar text, students may misread a word, causing them to lose the thread of meaning. Rereading emphasizes the importance of returning to a recently read passage or even going back to an earlier selection in order to make meaning.
- **Ask and Answer Questions** To aid their comprehension, proficient readers ask themselves questions before, during, and after they read. Successful reading is not simply the mechanical process of “decoding” text. Rather, it is a process of active inquiry.

By helping students understand how these flexible tools work, teachers enable readers to tackle challenging texts with greater independence.

Access Complex Text (ACT) Features

Text complexity is an important part of the Common Core State Standards, but simply assigning students difficult texts to read will not ensure that they learn from them. StudySync’s core program offers teachers the scaffolding tools they need to help students perform qualitative analyses of rigorous texts. Each selection comes with suggestions in a maximum of seven different areas, areas teachers can focus on when planning to help all readers experience success with complex texts. These include:

- **Purpose** The purpose of a text may be more complicated than to simply inform, entertain or persuade. Students also need to realize that an author of fiction has a perspective and may be more sympathetic to some characters than to others.
- **Genre** Focusing on specific features or literary devices in a text can help students fully comprehend the characteristics of certain genres that may be unfamiliar to them.
- **Organization** When reading complex texts, students will find that narratives do not always follow a linear sequence, and that authors may employ literary features such as flashbacks or interior monologues. Authors of nonfiction may use more than one organizational text structure to present information. In order to find evidence within a text, students need to know how it is organized.
- **Connection of Ideas** A character’s thoughts, actions, and motivations may be implied rather than explicit, and details in an informational text can come from a variety of graphic features in addition to the main text. Students need to be able to synthesize information in order to make inferences and locate evidence throughout a text.
- **Sentence Structure** Complex sentence structures, as well as dialect, rhetorical questions, and the use of dashes and ellipses can be challenging for students and may interfere with their ability to access meaning.
- **Specific Vocabulary** Academic and domain-specific words in informational texts and similes, metaphors, regionalisms, and idiomatic phrases in both fiction and nonfiction can create barriers for students that require direct teaching.
- **Prior Knowledge** Both fiction and informational texts may assume a level of prior knowledge that students do not possess. Information on specific historical or cultural topics related to a text can be integral to understanding particular science, math, or social studies concepts, as well as comprehending the feelings and actions of a character.

Read Aloud Selections

Each text on StudySync is available in an audio format for students to listen to as well as read. In addition, because students need opportunities to both speak and listen to complex language, each unit in every grade includes a Read Aloud selection. Each of the texts selected features excellent writing toward the higher end of the grade level Lexile® band, presenting students with an opportunity to continue to develop aspects of fluency, such as expression, verbal accuracy, intonation, phrasing, and pacing, using complex text. The variety of texts, both literary and informational, present unique challenges connected to authors' use of language, from characterization in the dialogue to complex styles of punctuation. Reading the texts aloud supports both speakers and listeners and also aids in instruction, since teachers can use reading aloud, or listening to the audio recording, to demonstrate the process of pausing to think aloud to enhance comprehension. By listening to a selection, students can recognize how a good performance can help them better engage with a text, while reading a text aloud gives students an immediate experience and added enjoyment of the words.

Illustrations, Graphics, and Multimedia

StudySync is unique in offering an abundant, engaging array of multimedia features to enhance student involvement with and comprehension of literature and informational texts. These features include the following:

- **Unit Preview:** Each unit begins with a video image, accompanied by music and audio text explaining the theme of the unit in terms that relate to the students' own knowledge and experiences.
- **Introduction:** All of the selections have an audio introduction, some of which incorporate visuals and music.
- **Audio:** Each selection is accompanied by an audio feature that allows students to listen to a recording of the text while they read along.
- **Audio Text Highlight:** The audio highlighting tool helps students to follow along with the text as it is read aloud. It is useful for highlighting the Grammar, Usage, and Mechanics instruction that appears in specific First Read lessons.
- **Blasts:** Each unit opens and closes with a Blast that utilizes images, graphics, and research links related to the unit theme. In addition, topic-related Blasts accompany several selections in each unit, providing research links to a variety of online content. Further, specific Blasts in each grade focus on text features, such as graphics, headers, and captions, in popular media, public documents, and consumer materials.
- **Build Background Activities:** Many selections will require prior knowledge, some in areas unknown to students. In order to increase student knowledge and facilitate independent research, a number of First Read lessons contain links to relevant online content. These Build Background activities

provide opportunities for students to incorporate graphics, illustrations, and multimedia elements in their presentations.

- **StudySyncTV, SkillsTV, and Concept Definition Videos:** These videos present young people modeling small group discussions of issues and skills relevant to each selection. Lively, relatable and full of valuable insights and information, these videos make instruction accessible while also providing a model for students to follow in their own small group discussions.
- **Media Skills Lessons:** Each unit includes several selections with a Skill lesson specifically focused on the effect of a media presentation of the text. These media lessons compare and contrast a written text to an audio, video, or multimedia version of it, using the effects of techniques unique to each format to analyze each medium’s portrayal of the same content.

Skills and Strategies

Preparing students for the rigors of understanding and synthesizing information in the digital age will require shifts in instruction. The ability to read and understand complex texts, as well as the aptitude to write about and discuss them with others, is vital to student success. The skills and strategies in StudySync’s Core ELA Units provide teachers and students with direct, accessible instruction that is only a click away. Using technology in ways that are relevant and familiar to students’ daily lives, StudySync improves reading, writing, and critical thinking through video, dramatic web episodes, music, and dynamic audio to enrich students’ reading experience.

Each selection in StudySync’s Core ELA Units is accompanied by a Skill lesson that is linked to a CCSS or CA CCSS Reading Language Arts standard. Every Skill lesson contains a formal definition followed by a model. This model helps students understand how the featured skill can be identified and applied to a text by using textual evidence to reinforce, explicate, and apply the skill. Finally, students are given the opportunity to apply the skill to another section of text from the selection in order to test what they have learned. Throughout this process, Concept Definition videos feature student peers who offer engaging interpretations of the definitions and suggestions on how skills can be applied. SkillsTV videos offer students opportunities to see how other students use textual evidence to reinforce and support their responses. Both are available as scaffolding to assist students as they work through the lesson.

Vocabulary Development

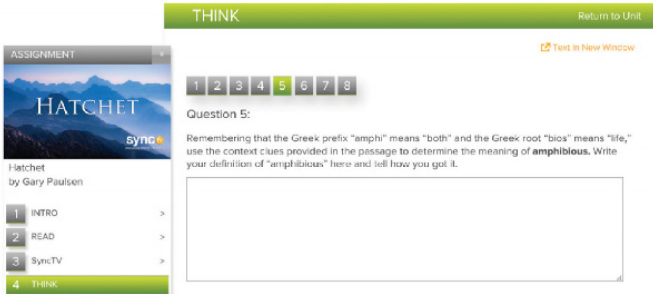
StudySync’s core program provides students with repeated exposure to new vocabulary using a combination of direct and explicit instruction, clear and consistent strategies for acquiring new vocabulary, and opportunities to both practice and apply key vocabulary while reading, writing, speaking and listening. StudySync exposes students to vocabulary in the texts they read, as well as academic vocabulary and discipline-specific words from various content areas.

The First Read lessons in the StudySync program identify challenging vocabulary words in each text. These words appear in bold so students can easily identify the key vocabulary. Traditionally, teachers frontload vocabulary providing definitions before students read a text, but this does not allow students the time and space to consider unfamiliar vocabulary in context. StudySync creates opportunities for students to use context clues and analyze word parts to determine the meaning of unknown words.

A sentence is like a puzzle. Students are encouraged to use the overall meaning of the sentence or the word’s position in the sentence to uncover its meaning. The First Read lessons encourage teachers to use think-alouds to model methods for analyzing context to determine the meaning of unfamiliar vocabulary to help students develop this skill.

Two of the Think Questions in each First Read lesson specifically target language development. Student are asked to use context clues, word placement and common Greek and Latin affixes and roots to determine the meaning of specific words in the passage.

Since most vocabulary is introduced in the classroom, they must learn how to think critically about unknown vocabulary.



Interactions with others contribute to lifelong vocabulary development inside and outside of the classroom.

The Close Read lessons begin with an Introduction that lists each vocabulary word with its part of speech, definition and an example sentence using the word. Students can verify their preliminary determination of the meaning of the unknown words from the First Read lesson using the dictionary definitions provided in the Close Read lesson. Students can review the definitions to see how accurately they were able to

define the unknown words using context clues, word parts and their knowledge of Greek and Latin roots. If students were unable to define a word correctly using these strategies, they are encouraged to return to the text to figure out why their initial predictions about the meaning of the word was not correct. They can also use the information provided in the Close Read lesson or reference a dictionary to more fully understand the definition of the word or words they struggled to define.

In addition to the vocabulary in the text, students are also exposed to academic language and domain-specific vocabulary in the Skill lessons. The Skill lessons focus on frequently used terms such as theme, figurative language, point of view, and tone. StudySync allows students to explore these words using a variety of media.

DEFINITION

When someone asks you to express your point of view on something, you know they're asking for your opinion—how you “see” or understand a situation or idea. Similarly, in a work of literature, you might be asked to analyze **character point of view**—for example, the **different** points of view of two characters in a story, or how a character's perspective, or awareness, differs from that of the audience in a play.

Each Skill lesson contains definitions of each word and a video explaining the word. Below each definition is a written explanation that appears in bold to grab the students' attention. The Model section of the Skills lessons focuses on a particular text and demonstrates how the term can be applied to the text being discussed. Finally, students must apply their understanding of these words to complete the Your Turn section of the Skill lesson.

explaining the word and how it relates to and with examples.

There are additional domain-specific words included in this written explanation that appear in bold to grab the students' attention. The Model section of the Skills lessons focuses on a particular text and demonstrates how the term can be applied to the text being discussed. Finally, students must apply their understanding of these words to complete the Your Turn section of the Skill lesson.

This multimedia approach to teaching challenging academic and domain-specific language reinforces the students' understanding of words and appeals to different learning styles to ensure all students have the opportunity to develop their language acquisition.

Reading Complete Works

StudySync’s core program provides teachers and students many opportunities to engage in the close reading of extended full-length works, including novels, non-fiction, plays, and poetry. Engagement with full-length works is supported by several aspects of the core program:

FULL-TEXT STUDY

Each Core ELA Unit (four at each grade level) of the core program contains an anchor text designated for Full-text Study. This text appears in green on the Instructional Path page for each unit. An excerpt of this anchor text is included alongside other selected texts in the Core ELA Unit. The anchor text will always include a StudySyncTV episode in its First Read lesson. Most anchor texts will also include a SkillsTV episode in one of its associated Skill lessons.

Note: some units may contain an alternate Full-text Study suggestion as well.

PACING GUIDES

The Pacing Guide for each unit provides teachers with a recommended schedule for reading the anchor text alongside the other text selections in the Core ELA Unit. The Pacing Guide also contains helpful hints about where and how to make direct connections between sections of the anchor text and lessons from the Core ELA Unit.

FULL-TEXT STUDY READING GUIDES

Each Full-text Study includes a Reading Guide that presents lessons supporting the close reading of the complete anchor text. Organized by sections of grouped chapters, the reading guide lessons preview key vocabulary words and include close reading questions tied to the CA Common Core State Standards. The lessons identify a key passage in each section that will help teachers guide students through an exploration of the essential ideas, events, and character development in the anchor text. This passage will also serve as the jumping off point from which students will engage in their own StudySyncTV-style group discussion. Each section of the reading guide also includes a list of comparative texts provided in the Full-text Unit for its anchor text. For each comparative text, the reading guide includes important contextual notes and ideas for relating the text to the anchor text.

FULL-TEXT UNITS

In addition to the lessons around the anchor text included in the Core ELA Unit, each unit of the core program also contains a Full-text Unit. The Full-text Unit is designed to support both the close reading of an anchor text and comparative analyses of specific sections of the anchor text to passages of other texts drawn from across the disciplines. Two elements of the Full-text Unit support these goals:

Comparative Texts

Each Full-text Unit contains a number of texts and text excerpts for close reading and comparative analysis in conjunction with specific sections of the anchor text. The selection of comparative texts for Full-text Units was strongly influenced by the Common Core's emphasis on reading informational texts and building content knowledge. Each comparative text contains resources to support the close reading of the text itself as well as writing prompts designed to engage students in comparative analysis of the comparative and anchor texts.

Writing

Each Full-text Unit concludes by providing teachers two options for assigning students long-form writing responses to the anchor text. One of these long-form response options will always be analytical, requiring either an argumentative or an informative/explanatory response to the text as a whole. The second writing option takes a more creative approach and allows students to work in the narrative writing form.

ACCESS TO OTHER FULL-LENGTH WORKS

In addition to the suggested anchor texts in the core program, StudySync seeks to make available as wide a range of full-length works as possible. Currently, sixty-seven texts, excluding suggested anchor texts, are available in full in PDF and ePub formats. For the 2015/2016 school year, StudySync will add PDF and ePub formats of the full text for every public domain text included in the core program's Core ELA and Full-text Units. This build out will bring the number full texts available in StudySync to one hundred and sixty -- eighteen suggested anchor texts plus one hundred and forty-two additional texts, covering all of the public domain texts in the Core ELA and Full-text Units as well as a few other high-interest texts in the public domain. This number will continue to grow as the StudySync Library expands in years to come.

FULL TEXT PROCUREMENT

Students can also interact with the print versions of full texts through StudySync's partnership with book sellers. Full text works can be included with the StudySync offering, providing an additional way to access key texts associated with the StudySync units and providing students with yet another rich literary experience.

Appealing to Students' Interests

Any instruction, whether in ELA or a different subject area, is more meaningful when students are engaged, and a key component of engagement lies in ensuring that the materials being used for instruction appeal to the interests of the students being taught. The StudySync curriculum has been designed carefully to ensure that those interests are being met while developing students' knowledge base within and across grade levels.

One powerful tool for promoting student interest that we use generously is technology. Of the many ways we leverage technology for learning, one is the provision of anticipatory sets. For instance, the First Read of every text begins with a preview, and StudySyncTV lessons open with video previews; these function like movie trailers, setting the tone for the text while providing necessary background material in an engaging, multi-sensory manner. Lessons without a StudySyncTV episode feature written introductions. All of the written introductions and actual texts have audio options, with recordings by voice actors who are carefully cast to enhance each introduction or text. A variety of ages, genders, accents, and vocal ranges are included in each unit, which adds depth to each text and supports a multi-vocal presentation of each piece of content. Each lesson is further enhanced with SyncSkills, SkillsTV, or StudySyncTV selections. These videos feature age-appropriate actors explaining and engaging with the same skills and texts as the students, allowing students to engage in a shared learning experience.

Blasts are a unique instructional tool that appeal to students' interests on multiple levels. Blasts take the ideas from the texts and place them in the world the students inhabit, allowing students to share their ideas and voices with their peers. Students engage in a Quikpoll to get a sense of the climate surrounding the Blast topic, but more importantly, they get to share their thoughts via their Tweet-length response, and then respond back to each other by voting and replying. Students care what other students think, and by replicating the types of social media interaction that saturate students' lives, we appeal to their interests in structure, but more importantly, in practice.

Multimedia enrichment is only one way StudySync appeals to students' interests. Each lesson is carefully constructed to provide activities that support a multitude of learning styles, intelligences, and interests. Students create comic strips using vocabulary words, they find song lyrics that utilize poetic devices, they create and act out dramatic monologues between characters, and they interact meaningfully with their peers during discussions or partner/small group activities. By using a variety of activities to engage all learners, we allow all learners to find success, which furthers their interest in learning. Additionally, the texts and units themselves have been designed to reflect the lives of the students. Point/Counterpoint selections deal with relevant issues like the dangers of social media, and a sixth grade unit about life changes reflects the transition from elementary to middle school.

The StudySync technology-based tools promote the creation of an engaging, twenty-first century classroom, but we understand that without high-quality academic content and research-based instructional delivery, education technology would be superficial. The StudySync curriculum doesn't assume that merely presenting content digitally will assure the interest of students, and we've carefully considered how we can interest and engage students in all units and in all parts of the instructional path.

Building an Independent Reading Program

Students won't always love books that are selected for them. That's why it's important they have opportunities to choose books that appeal to their interests. Independent reading exposes students to a wide range of texts that allows them to better understand the world, improve their vocabularies, build reading stamina, and explore topics of interest.

NECESSARY INGREDIENTS FOR AN INDEPENDENT READING PROGRAM

- Necessary Ingredients for an Independent Reading Program:
- Support students in selecting a book
- Respect student choice
- Plan uninterrupted reading time
- Keep track of what students are reading
- Guide periodic reflection
- Encourage conversations
- Allow students opportunities to share what they're reading

#1 Explore the StudySync Library & Test Drive Texts

One of the most challenging aspects of an independent reading program for students is simply selecting a book. You can support your students in this process by allowing them to "test drive" texts. The StudySync Library is perfect for this!

If you are teaching a unit about suspense, turning points, or justice served, encourage students to explore other texts in the StudySync Library that deal with that same topic or a similar theme. They can search by keyword or filter their search by category. The StudySync Library gives them an opportunity to read excerpts from a wide range of texts that are related to the subject of or a major theme in your unit. They can “test drive” literary texts or informational texts in a variety of subgenres. If they find an excerpt they enjoy because they respond to the author’s writing style or love that particular genre, then they can select that text for their independent reading project.

It might be helpful to reference the “Suggestions for Further and Independent Reading” in the pacing guide for additional texts that can be read as part of an independent reading program. These titles have been specifically identified for students to read outside of class to complement the unit and help students to further their individual reading goals.

#2 Take a Trip to the Library

Allow students time to explore the StudySync Library and the “Suggestions for Further and Independent Reading” to identify a couple of texts they are interested in reading. Then plan a trip to the school library as a class to check out books.

Prior to taking your students to the library:

1. Check out the [“Model School Library Standards for California Public Schools”](#) and review the California Library Standards for your grade level.
2. Once you have reviewed the California Library Standards, schedule a meeting with your school librarian to review the goals and expected outcomes for your trip to the library.
3. Provide your librarian with a list of texts that students may be interested in checking out given their exploration of the StudySync Library and the “Suggestions for Further and Independent Reading” in the pacing guide. This will ensure your time in the library is productive and there are plenty of books for students to check out.
4. Review expectations for student behavior in the library. How do you expect your students to act in the library? What should they do if they are having trouble locating a text? Should they begin to read their book if they have extra time in the library?

If the book a student is looking for isn’t available, encourage them to ask the librarian about similar titles or other books by that author. It’s important for teachers and librarians to support students in the process of accessing information and selecting texts that will challenge them as readers.

#3 Read, Reflect, and Discuss

Designate a specific time for independent reading in the classroom that is consistent each day. It's important that you select a window of time when there will not be interruptions (bells, announcements, etc.). Beginning the class with silent reading is a great way to prioritize an independent reading program while allowing your students some quiet time to settle into class. When reading occurs at the end of class, the lesson may run long and cut into the time designated for reading. It can also be challenging for students to stay focused at the end of a long class.

Prior to reading, remind your students to clear their desks of unnecessary clutter and turn off their devices to limit distractions. You will want to model what it looks like to read silently too. Select a book, sit at the front of the room, and read right along with your students so they see that you also value reading. They will take their cues from you.

You may want to begin with shorter reading sessions and work your way up to longer reading sessions. This gives students time to get used to the routine of reading in class. As they become more proficient and focused independent readers, then you can begin to slowly extend the amount of time dedicated to reading in the classroom.

In addition to the time you spend reading in class, it's important to set clear expectations for independent reading outside of the classroom. Students should read outside of class for a set amount of time each day. Encourage students to put devices away when they read at home and find a quiet spot where they won't be interrupted. As students become stronger readers, the time spent reading outside of class should also increase. It might be helpful for students to set a timer at home and increase the amount of time they spend reading a little each week.

The exact amount of time a student should spend reading will depend on the grade level. Younger students may read for less time while older students should spend more time reading. It's important for a teachers to decide on an amount of time appropriate for their student population, then communicate that expectation clearly to both students and parents. Teachers can request parent signatures on a reading log or ask students to keep an ongoing log of their reading in their notebooks or online where they reflect on their reading each week.

If students are keeping an ongoing reading log in their notebooks or online, it's important to provide them with some questions to direct their reflections:

- What is happening in your book?


- What questions do you have about the book?
- What have you learned so far from reading this book?
- What connections are you able to make between this book and your life?
- What words and vocabulary have you had to look up in this section of the book?
- What aspects of the book have you found most interesting?
- What do you want to know more about?
- What is the central idea or theme in this section of the book?

An ongoing reading log can also be used to encourage students to have informal discussions about their books in class. Teachers can do informal check-ins or one-one-one conferences with students using their ongoing reading log as a tool to guide those conversations.

Alternatively, you can create a StudySync Write Assignment each month asking students to address the questions above. Then they can learn about what their peers are reading as they complete the peer reviews of each other's reading log reflections. This would provide students with the opportunity find out what their peers are reading and enjoying.

#4 Stay Organized

Your independent reading program should be ongoing, so it's important to set up a system for recording what students are reading. This can be easily done using a Google Form to create an online reading log. As students finish each book, they should complete a form providing basic information about their book, a rating and a written review.



Independent Reading Program

*** Required**

First Name *

Last Name *

Email

Class Name

Book Title *

Author's Full Name *

Total Number of Pages *

Rate Your Book *
 1 2 3 4 5

Note: If you like the form above and want to make a copy, simply log into your Google account and click on this link: goo.gl/Y49SeZ. It will take you to a spreadsheet (that’s where all of the students’ responses are stored). Click “File” at the top of the spreadsheet and select “Make a copy.” Then a copy of the spreadsheet will be stored automatically in your Google Drive. Once you’ve made a copy, you can click “Edit form” to personalize it for your classes or “Go to live form” to begin using it with students.

#5 Share Books

Below are some fun strategies you can use to informally assess your students’ independent reading, while encouraging them to share their books with their peers.

THE PERFECT PITCH

Challenge students to present a 1-2 minute “pitch” about their books. This informal oral presentation should aim to hook the class and entice other students to want to read their book. Students want to reveal enough of the plot to pique interest without giving away the ending.

PRODUCE AND PUBLISH A MOVIE TRAILER

Many of the best books have been transformed into gripping movies. Ask students to create a 2-3 minute movie trailer for their books that provides enough plot details to captivate the viewer without spoiling the end. Students can use iMovie, MovieMaker, or Animoto to create their trailers.

WRITE AND PUBLISH A BOOK REVIEW ON THE GOODREADS

Readers often rely on reviews of books posted online when deciding whether to purchase and read a book. Ask students to write a comprehensive review of their book highlighting both the strengths and weaknesses of the text. GoodReads has a page dedicated to “Review Guidelines” (www.goodreads.com/review/guidelines) that students can reference as they write their reviews.

DESIGN A MOVIE POSTER

When we enter a movie theatre, the walls are lined with posters advertising movies that are “coming soon.” Have students create a poster for their book with the title, author and a visual that provides a window into the book—characters, conflict, setting, and/or themes. Students can design a poster using traditional pen and paper or they can use an online tool, like Glogster or Google Drawing. Regardless of the medium they choose to use, students should present their movie poster to the class!

BOOK CLUB STYLE CHAT

Book clubs are a fun way for people to connect around literature. This assignment encourages students to engage in a book club style chat about their books in the hope that they can turn each other onto new titles!

This project consists of 4 parts:

1. **The Passage:** Hook your group members! Choose an exciting, interesting or descriptive passage to read to your group. The passage should be long enough (at least half a page in length) to reveal something interesting about a situation in the text and/or provide insight into a main character.
2. **Visually Stimulating:** A picture is worth a thousand words! Create a small 8x11 (size of a piece of computer paper) poster with the title of the book, the author, and at least one symbol incorporated into your collage or drawing. This poster should be creative and colorful!
3. **Honest Reaction:** Is this book worth reading? Write an 8-12 sentence reflection on your book. This reflection should focus on your reaction to the book. Are you enjoying this book? Why or Why not? Do you connect with the subject of the book or with a character in the book? What was your favorite part of the book? Why? Would you recommend this book to a classmate? Why or why not? What type of reader would enjoy this book?
4. **The Perfect Dish:** This book makes me crave... Choose a type of food, dish or beverage that you think goes nicely with this particular book and bring it in to share. Is there a scene that involves a particular type of food? Are the characters from a distinct cultural background that specializes in a particular type of food? Is your story sad or emotionally draining and therefore results in cravings for “comfort food”? Is your book a teen-read where the character is addicted to pizza or popcorn flavored jelly beans? Is your action adventure taking place on a climb to Mt. Everest where the characters only have access to Cliff Bars or freeze dried meals? Look at the details in your book and come up with something creative to share with your group of approximately 5 students. Write a 4-6 sentence explanation of how this food goes with your book.

Foundational Skills

Mastering the foundational skills is a necessity to becoming a fluent reader. Many students will master the skills of print awareness, phonological awareness, phonics and decoding, word recognition and fluency as they progress through the elementary grades. However, for those students who are struggling readers in the secondary grade levels, it is important to provide the targeted instruction for those foundational skills that students may be having difficulty with. For English Learners who are at the emerging level of English proficiency or whose native language is non-Latin based or has a non-alphabetic writing system, teaching and reviewing very basic readiness skills may be necessary.

The StudySync Foundational Skills online PDFs included at each grade level, Grades 6-12, include are provided for small group or tutorial instructional settings. The materials include:

- Phonics/Word Study Teacher’s Edition
- Decodable Passages
- Fluency Teacher’s Edition
- Foundational Skills Assessments

PHONICS/WORD STUDY TEACHER’S EDITION

This component provides explicit teaching and practice of discrete skills. The lessons are organized into the following sections:

- Routines
- Readiness Skills:
 - Short Vowels
 - Complex Vowels
 - Blends
 - Prefixes
 - Suffixes
 - Syllabication
- Word Parts and Origins

The Routines section provides routines for spelling, decoding multisyllabic words, reading ‘big words, reading decodable text, high frequency words, and fluency. These routine are used with appropriate lessons throughout the component.

The Readiness section includes lessons on early reading skills such as print awareness and phonological awareness lesson to attend to the needs of those English learners who may need this level of instruction,

such as English Learners whose native language is non Latin or who are at the very beginning of the Emerging English proficiency level. Each lesson is concise and follows a routine of Teach/Model and Practice/Apply with suggestions for Differentiated practice.

Each of the other sets of lessons also follow a similar instructional routine of Teach/Model, Practice Apply. The lessons progress from simple to more complex phonics and decoding tasks. Notes on transferrable and non-transferrable skills are included so that teachers can better attend to the specific needs of diverse learners. Opportunities to practice the phonics skills in connected text are also provided through the Decodable Passages assigned to each lesson. Each section ends with a progress monitoring activity. The results of the progress monitoring activities in tandem with of the informal Phonics and Structural Analysis Survey from the Foundational Skills Assessments provide teachers with strong formative assessment tools to help them determine how to focus instruction.

Additional resources in this component includes more in depth explanations of English Learner Transfer issues which provides more information about English learners native language to further modify instruction as appropriate to the diverse students in the classroom.

SPELLING

Spelling lists are provided at the end of the spelling routines section of the Phonics/Word Study Teacher's Guide . These words target phonological based spelling, based on the phonics skills taught. Teachers may choose to assign spelling lists to specific students to emphasize the relationship between decoding and encoding. In addition the spelling lists and routines provided, the **Spelling Workbook** provides lessons focused on a single spelling pattern or concept that applies to a list of words and apply the spelling pattern or concept to new words that follow the same pattern.

DECODABLE PASSAGES

This set of materials is a collection of highly decodable texts that provide students the opportunity to read words that they have learned how to decode, in context, There is one decodable passage for each lesson in the Phonics/Word Study Teacher's Edition, from Short Vowels through Word Parts and Origins. Students needing support, can practice reading these passages to build fluency through oral repeated readings.

FLUENCY TEACHER'S EDITION

The Fluency Teacher's Edition provides direct, explicit instruction on various fluency routines, as well as specific fluency skills such as prosody, rate and accuracy.

The first section of lessons includes instruction on various fluency routines, including choral reading, partner, reading, repeated reading, and timed reading. As teachers explicitly teach the lessons and students practice with model texts, students learn routines they can apply to their decodable passages as well as other reading that they do.

The next section of lessons focuses on building accuracy through recognition of high frequency words in one minute speed drills. After learning a set of high frequency words, students identify as many words as they can, within one minute. This drill builds students' word accuracy when reading connected text. The next four sections of lessons that follow focus on accuracy of reading decodable words. As students become more skilled at decoding words in the Phonics/Word Study lessons, they turn their focus and practice in these lessons to decoding words fluently and accurately as they engage in speed drills. These lessons on accurate and fluent reading of high frequency and decodable words, continues to build students capacity to read connected text with increasing fluency.

Fluency lessons that explicitly focus on the skills of intonation, expression and pacing follow. The lesson structure of Teach/Model, Guided Practice Apply, allows for teachers to offer support as students read aloud, before asking them to read aloud on their own or with a partner. Progress Chart Graphs are provided, so that students can work in pairs to chart their own growth in oral reading fluency. Students learn how to measure words correct per minute and graph their results over time. The repeated oral readings allow students to notice their developing proficiency in fluent reading.

FOUNDATIONAL SKILLS ASSESSMENTS

A variety of assessment tools are provided to identify students' needs for targeted instruction and monitor students mastery of foundational skills. These assessments help inform instructional decisions that best target students' specific needs.

Phonological and Phonemic Awareness Assessments

This assessment can help to identify students whose lack of phonological and phonemic awareness may be causing difficulty in their acquisition of reading and spelling skills. This is especially important for older readers who are struggling or for English learners with no or little English proficiency, to determine if they can detect and distinguish the component sounds of English as compared with sounds in their native language. This assessment should only be given to older students if they exhibit difficulties decoding words as based on the results of the Phonics and Structural Analysis Survey, on your observations of them reading, or on their English language proficiency level.

The Phonological and Phonemic Awareness Assessment consists of the following subtests:

PHONOLOGICAL AWARENESS SUBTESTS (NO OR LITTLE SPOKEN ENGLISH PROFICIENCY)

- Recognize Rhyming Words
- Produce Rhyming Words
- Segment and Count Syllables
- Blend Syllables
- Blend and Segment Onsets and Rimes

PHONEMIC AWARENESS SUBTESTS (Struggling readers, English learners with no to little English language proficiency)

- Count Phonemes
- Isolate and Pronounce Phonemes
- Match Phonemes
- Blend Phonemes to Produce Words
- Segment Words into Phonemes
- Phoneme Deletion Test
- Add Phonemes to Make New Words
- Substitute Phonemes to Make New Words
- Represent Phonemes with Letters
- Distinguish Long from Short Vowels

Phonics and Structural Analysis Survey

The purpose of the Phonics and Structural Analysis Survey (PSAS) is to provide informal diagnostic information that can be used to help (a) plan a student’s instructional program in basic word reading skills, and (b) monitor the progress or improvement in phonics and structural analysis skill development. The PSAS has not been normed or standardized. It is meant to be used as an informal classroom assessment tool.

The Phonics and Structural Analysis Survey is designed for older students who are struggling to decode words with basic sound-spellings and/or who perform below-level on the Fluency Assessment (e.g., their wcpm scores are below their grade-level) in order to determine specific skill deficits that need to be addressed during differentiated instruction. It is recommended to continue to assess students every 3 months (or following an intensive period of instruction from the Phonics/Word Study Teacher’s Edition to determine skill growth and plan future instructional modifications.

There are six different surveys that can be given. Each survey progresses from simple to more complex

skills:

- letter recognition
- letter-sound recognition
- single syllable words with short vowels
- single syllable words with r controlled vowels
- single syllable words with vowel pairs
- multisyllabic words
- words with inflectional endings
- words with prefixes and suffixes.

Oral Reading Fluency Assessments

The oral reading fluency assessments include 82 passages that can be used with students reading below grade level. The assessments measure words correct per minute and also include prosody level scoring. Targeted Fluency rates are provided, based on the Hasbrouck/Tindal 2006 Fluency norms. Additional fluency passages, falling within the grades 6-12 reading levels are provided in the Placement Diagnostic Assessments.

Overall Approach to Writing Instruction

Writing is an integral part of the StudySync program, which features comprehensive instruction in all three modes required by the California ELA standards (narrative, informational, and argumentative) and in a wide variety of forms, including full-length essays and narratives; short constructed responses; peer reviews; Blasts; and digital annotations of texts.

Each unit contains an Extended Writing Project (EWP) that focuses on one of the three primary modes and that is woven into the instructional fabric of the unit curriculum. By the end of the year, each student will have generated a full-length narrative, informational essay, literary analysis (in argumentative form), and an argumentative essay supported by information from multiple sources, drawing on their life experiences, imaginations, and research. A Student Model accompanies each EWP, serving both to highlight essential features of the mode as well as to exemplify aspects of the revision process. Numerous writing skill lessons in each EWP provide instruction on skills essential to every mode, including audience and purpose, introductions, style, organization, supporting details, transitions, and conclusions, as well as those specific to particular modes, including dialogue, sources and citations, and research and note-taking. These skills are taught and modeled through excerpts from the unit selections, which serve to provide real-world models of the kind of writing students are being asked to produce and from which students may draw evidence to support their analyses. It is important to note that a significant goal of the EWP is to encourage students to draw evidence from texts, as well as their life experiences and imaginations, to support their ideas. The StudySync program emphasizes reinforcing all information, claims, and ideas with concrete evidence and sound reasoning, rather than simply expressing opinions and feelings. Additionally, five writing process lessons—prewrite, plan, draft, revise, and edit/proofread, publish—are included in every EWP, enabling students to practice and apply the skills they have learned as they develop their own writing within the featured mode.

Extensive scaffolding is provided throughout the EWP to help students achieve a successful final product. For example, rubrics accompany each process step to reinforce essential elements of the writing mode and clarify the criteria upon which students' writing will be evaluated. Graphic organizers are provided in prewriting lessons to help students effectively analyze and structure the material they gather and generate. Additionally, targeted grammar lessons accompany three of the five process steps, enabling students to master and apply the language skills they will need in order to communicate clearly, accurately, and effectively in the formal writing style appropriate for academia. Throughout the unit, precise, academic, and domain-specific language is emphasized and encouraged, helping students build the sophisticated vocabulary they will require in order to become active and effective communicators in the modern world.

Although the EWP serves as the foundation for each unit’s writing instruction, students regularly engage in a wide variety of writing activities as they progress through the unit. For example, a short constructed response accompanies the Close Read lesson of every unit selection. These writing prompts enable students to demonstrate understanding of the specific reading and language skills developed in conjunction with each unit text and to gain additional experience with writing in the featured mode. Student Models demonstrate effective responses to these kinds of prompts, the material for which is generated in annotations students create as they perform close readings of the unit texts using an innovative digital annotation tool.

Student “Binder”

Students experience a seamless online experience for reading and writing, submitting assignments, and writing and receiving reviews with tools that encourage close reading and critical thinking. After students have submitted assignments, they can then easily view their portfolio of completed work, plus peer and teacher reviews, in their own online ‘binder’. This portfolio is a great resource for teachers and students to look back at their progress over the past year or years.

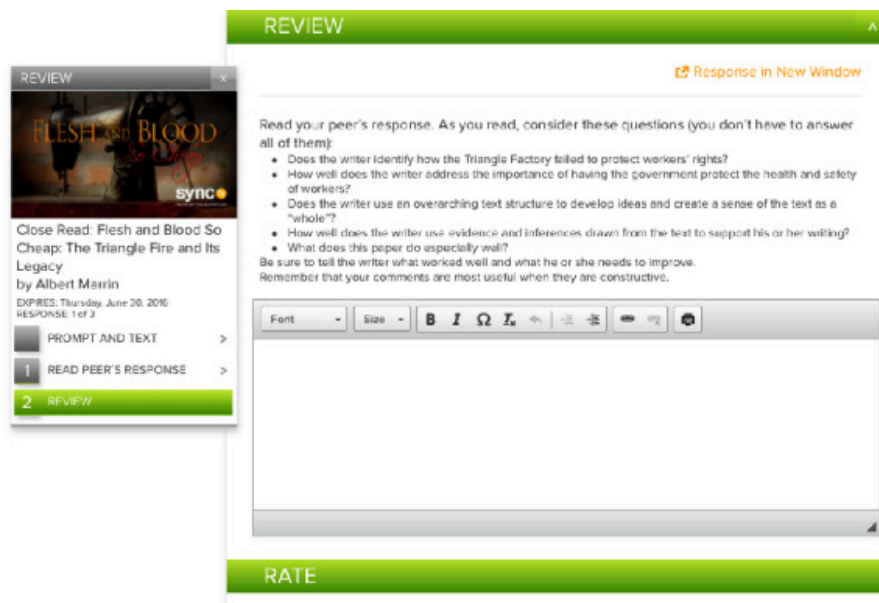


Anonymous Peer Review

StudySync’s Anonymous Peer Review feature initiates a cycle of analyzing, writing, and revision that turns students into skilled writers and critical thinkers. Students produce written peer reviews, based on task-specific criteria, after each step in the writing process as well as after each constructed response in each

Close Read lesson. StudySync capitalizes on the collective intelligence in a classroom, as students are leveraged as valuable voices in the learning process.

The anonymous feedback requires that students take an active role in supporting each other in the development of their skill sets. These reviews accompany collaborative speaking and listening activities through which students discuss and refine one another's writing efforts. Students learn to conduct respectful and constructive discussions through which they develop feedback to assist writers in improving their final products.



Students learn to:

- Respond frequently and meaningfully to the texts they are reading.
- Engage in multiple forms of writing, including expository, narrative, and persuasive.
- Provide timely, anonymous critiques of other students' writing.
- Thoughtfully analyze and revise their own work.
- Write to an authentic audience they know will be reading their work immediately.

Peer reviews may be performed and submitted on paper in a traditional format or anonymously through the StudySync system. Peer review is mediated by and not anonymous to the teacher to provide appropriate direction and support.

Blasts

A unique feature of the StudySync program is the Blast, similar in nature to a tweet, which enables students to practice expressing sophisticated ideas clearly and succinctly, within the 140-character limit popularized by twenty-first century social media. Blasts are short reading and writing lessons, each with its own topic and driving question. Blast features provide students with the opportunity to apply their writing skills in a medium that many students will find comfortable and familiar. In each Blast, students will engage with a high-interest topic, synthesize information from a variety of online sources, compose a clear response in 140 characters or less, and share their responses with a digital community. In other words, the Blasts provide a structured classroom opportunity for students to do something they do every day: consume, analyze, and respond to information through social media. The unique structure of the Blasts adds variety to students' writing activities and promotes emphasis on writing skills such as concision and clarity.

Blast topics are chosen with an eye toward generating discussion, broadening knowledge, and deepening students' understanding of the literature selections. Big Idea and Unit Wrap Blasts, at the beginning and end of each unit, often ask students to draw on their life experiences and imaginations to approach a larger question. In-unit Blasts might prompt discussions linking literary or informational texts to real-world events.

At each stage of the Blast activity—considering the driving question, reading the background information, evaluating research links, and answering the Poll Question—students have the opportunity to engage in critical discussion with a partner or the class, allowing teachers to model and guide critical engagement with the question and sources. Multiple source links build students' ability to synthesize research, interpret details from different media, and evaluate the relevance of details in research materials. Through this, students begin to develop a repeatable model for engaging in online research and discussion, critical skills for any twenty-first century learner.

Short Constructed Responses

At the conclusion of each Close Read lesson in every Core ELA unit across grades, students respond to a writing prompt that challenges them to integrate their reading, writing, speaking, listening, and language skills. These short constructed responses are intended to familiarize students with different types of writing, to deepen their understanding of the texts they have read, to hone the analytic reading abilities they have built over the course of the unit, and to heighten their appreciation of different aspects of the unit theme.

The short constructed responses also are intended to accustom students to the act of writing routinely for a range of grade-level appropriate and discipline-specific tasks and purposes. Among many other examples of prompts, students are asked to argue in defense of a point of view, to explain the theme of a literary work, and to craft a brief personal narrative. Extensive scaffolding is provided to enable students of various backgrounds and experiences to progress, as they write their responses, in the breadth and depth of their understanding of vital reading skills, diverse texts, and specific writing forms.

Close Read writing prompts in all grades focus on the use of textual evidence to support insight and analysis, while allowing students to express their thoughts and ideas in increasingly complex ways. As they learn more about the argumentative, informative/explanatory, and narrative writing forms through their work in each unit, students expand their capacity to use the steps of the writing process to plan, organize, and produce coherent written responses to texts. They are assisted throughout this cumulative process by giving and receiving peer reviews on one another's short constructed responses. Peer reviews serve to strengthen reciprocally both partners' writing.

Extended Writing Projects

Every student has an opportunity as part of the StudySync program to participate in and complete four Extended Writing Projects, one Extended Writing Project (EWP) in each unit of every grade. Each EWP allows students to develop their proficiency in a specific writing form—argumentative, informative/explanatory, and narrative—as well as in literary analysis, a type of argumentative writing that is integral to most academic work students will do in the future. The EWP provides instruction and practice in skills intended to enable students to produce a substantial piece of writing, appropriate to their purpose and audience, in response to an EWP prompt related to the assigned unit's theme and central question. Students' work as part of the EWP is strengthened by the short constructed responses they have been writing routinely following each selection, while at the same time the instruction and activities in the EWP enhance students' abilities to produce these short constructed responses in different writing forms as required.

A critically important aspect of the EWP is that students, over a period of time determined by their instructor, develop their abilities to plan, reflect on, and revise their writing in order to produce a polished final product. They do so with input from their peers through a peer review process that strengthens not only students' writing skills but also their abilities to listen critically to information, to collaborate in discussion of relevant topics, and to analyze and comment constructively on one another's work. Three EWP prompts at each grade level require students to write to sources, supporting ideas and concepts with textual evidence from unit selections. One of these three prompts also challenges students to conduct research in outside sources. A fourth EWP prompt in each grade asks students to use their imaginations to craft a narrative. As they develop their writing in each unit, and as they progress from grade to grade, students have a chance to study Student Models of each particular writing form, as well as unit selections that incorporate aspects of each form and can also serve as models for students' own writing. In addition, students are encouraged

both to publish their work and, in some cases, to deliver it as an oral presentation. Extensive scaffolding throughout the EWP enables students from a variety of backgrounds and with a diversity of experience to greatly strengthen their writing abilities, as well as to take pride in the argumentative, informative/explanatory, and narrative works they produce.

Skills and Strategies

Reading comprehension strategies and reading skill lessons accompany each selection in the StudySync program. They align with specific CA CCSS standards and guide students through a thorough reading and evaluation of fiction and nonfiction selections and their various unique features.

Reading comprehension strategies offer students a variety of options to understand and to process the information that they read. These strategies include visualizing; making, confirming, and revising predictions; summarizing; rereading; and asking and answering questions. These various approaches to discerning a text’s meaning give students accessible tools to more fully develop their comprehension of the selections in each unit.

Reading skills provide students the means to examine a selection more thoroughly. Students focus on skills pertinent to each selection, analyzing their influences on the texts and gaining a deeper appreciation of how writers structure and communicate ideas. The skills differ depending on the type of selection; nonfiction and fiction texts alike require certain skill sets—even within these general categories, selections feature the skills most appropriate to their writing form—whether, as in nonfiction, it be an article, an argument, or a speech. Similarly, fiction texts provide skills necessary to unlocking the deeper meanings found in particular genres, such as novel excerpts, dramas, and poetry.

Reading comprehension strategies and reading skills offer students the chance to practice higher-level thinking. They analyze, synthesize, and evaluate information, and they apply their understandings through writing, discussion, analysis, and reflection. Reading thus becomes less a singular effort and more a collaborative process.

Student Writing Models

StudySync includes student writing models for students to review before writing their own responses to a variety of writing prompts. From short-constructed responses, such as those that students write in the Close Read lessons, to quick, succinct reactions, such as those students volunteer when answering the Driving Question of a Blast, students gain many opportunities to construct written responses in each unit.

The student writing models in the program provide students with a sample of the type of written responses that teachers expect of them while they work their way through the lessons of each reading selection. Student Models illustrate a variety of writing forms in the short-constructed responses of the Close Read lessons. These forms (or modes) of writing include narrative, informative/explanatory, and argumentative. In addition, Student Models also include sample Blast responses that students can examine to determine how they might write a brief response to a Blast—with the understanding that they have only a limited number of words to use in their answer.

Teachers can use the student writing models to walk students through the process of responding to a question or to a writing prompt. Together, the class can discuss the elements required to compose a strong written response as well as the limitations placed upon the writing due to the nature of its form or content. By determining and evaluating the elements that comprise a successful written response in the student writing models, students can develop and improve their own writing skills. Then, with a clear idea of the standard expected, students can use a specific student writing model to craft a well-written response.

Writing Rubrics

Writing rubrics are among the most effective tools students can use to become successful writers. These rubrics clearly delineate the expectations for a specific writing assignment. StudySync offers an array of writing rubrics that apply to a wide range of writing forms (or modes) and tasks. Selection lessons encourage teachers to review the rubric with students for the specific writing prompt before students begin their written assignment. By explaining the criteria of the rubric, teachers can set the parameters for a written assignment and clarify any confusion concerning the purpose of a writing prompt or the expectations that students must meet to produce a quality product.

In the StudySync program rubrics familiarize students with the writing process and generate discussion, collaboration, and feedback as students ask questions and assess one another's writing in peer reviews. In StudySync, teachers will find rubrics that match different writing forms and a variety of writing tasks. In Close Read lessons, rubrics lead students to follow the requirements of individual writing prompts. Rubrics also appear in each unit's Extended Writing Project, often alongside the peer review section of several of the writing-process lessons.

Writing rubrics project writing success for students. Checking a writing attempt against a rubric that evaluates it helps students to generate questions and improve their writing. The use of rubrics with peer reviews helps students to direct and to assess their writing. As a result, rubrics help students to learn together that the writing process requires the combined efforts of individual work and shared discussion.

Speaking and Listening

The Speaking & Listening Handbook

The development of sophisticated speaking and listening skills is an essential focus of every element within the StudySync program, as sharing ideas clearly and persuasively and responding both critically and constructively to the ideas of others are the primary tools means by which students deepen their understanding of and engagement with the themes and ideas explored within the unit, enhance the skills required to comprehend and respond to texts of all types effectively, engage collaboratively and creatively in order to synthesize knowledge and develop real-world bodies of work, and learn to be successful 21st-century learners and thinkers. With these goals in mind, StudySync provides students and teachers with a comprehensive Speaking & Listening Handbook, specific to each grade level, which thoroughly addresses every Common Core ELA standard for speaking and listening and offers usable, repeatable methods and tools for helping students develop and master essential speaking and listening skills.

Skills and Strategies

At each grade level, the Speaking & Listening handbook is divided into four sections: Collaborative Discussions, Critical Listening, Research Using Various Media, and Presentation Skills. Each section is comprised of a comprehension lesson plan, including student handouts, checklists, and rubrics, as well as formative assessments for teachers, that can be used and repeated each time students engage in small or large-group discussions, listen critically and respond to information and ideas shared by others, conduct research and assemble their findings, and present in the narrative, informative, and argumentative modes using multimedia elements.

For example, a lesson on Collaborative Discussions in the Handbook might begin by having students discuss and complete a Preparing for Discussion handout to set goals and deadlines, establish rules, and assign roles for the discussion. Then, students might use a Collaborative Discussions Strategies handout in conjunction with a StudySyncTV video discussion in order to identify effective discussion techniques. Finally, students might use a Formality of Speech handout to identify and practice different types of speech appropriate for different occasions.

Instructional Routines

To help students meet the needs of the Common Core ELA standards for Speaking and Listening, the program’s several lesson types provide a variety of instructional routines as well as opportunities for students to practice and apply what they have learned.

VIDEO AND AUDIO

Through video previews of selections, Concept Definition videos, and selection introductions, as well audio versions of all selections, students have an opportunity to gain information through listening to and viewing a variety of media.

COLLABORATIVE LEARNING AND DISCUSSION

Following the instructions from the Speaking & Listening Handbook, students engage in collegial discussions about their reading. Following models in episodes of StudySyncTV and SkillsTV, students will create their own StudySyncTV Style Discussions. Models showing small groups of students collaborating face-to-face as well as virtually through a variety of devices are included in the various videos. In addition, teachers can guide students in whole class discussions.

COLLABORATIVE RESEARCH AND PRESENTATIONS

Through activities such as Build Background and the Research Project, students collaborate in small groups to complete research tasks by preparing, setting goals, sharing information, and responding to others’ ideas. Some collaborations take place for a few minutes or a day, and others, such as the Research Project, can last several weeks. Finally, students present findings to their classmates, following the instructions in the Speaking & Listening Handbook.

PEER REVIEW

Following the completion of Think Questions, Skills Focus Questions, Close Read writing prompts, and process steps in the Extended Writing Project, students have an opportunity to provide written feedback and then engage in discussions about their writing. Students may speak face-to-face or virtually using devices.

Research Projects

Speaking and listening are integral dimensions of the Research Project students complete in every unit. After sharing and discussing the results of individual members' research findings, each group plans and then delivers a formal presentation in either the narrative, argumentative, or informative mode using multimedia elements such as videos, graphics, photos, and recordings to reinforce its main ideas. The Speaking & Listening Handbook is of critical importance during this phase of the Research project both for speakers and for listeners, who will be required to respond critically and constructively to the work of their peers.

For example, the Handbook provides students with self-evaluation checklists that can be used as guides for speakers when preparing and practicing their presentations. These checklists address general effective speaking techniques—such as speaking at an appropriate volume and pace, pronouncing words clearly, and making eye contact—as well as specific criteria that apply to a particular mode of communication. For instance, an Informative Presentation Checklist would include items about introducing the thesis, providing a logical organizational structure, and offering supporting details and other evidence to support main points, including clear transitions, using domain-specific vocabulary and precise language, employing a formal style, and concluding in a way that leaves a lasting impression. The Handbook also provides listeners with rubrics to help them respond critically and constructively to the presentations of their peers. For example, an Informative Presentation Rubric would include the same criteria as the Informative Presentation Checklist in order to thoroughly address the standards of the informative mode of communication: thesis, organization, support, focus, transitions, content-area vocabulary, precise language, formal style, conclusion. It is important to note that the Handbook offers student model presentations in order to demonstrate how these rubrics might be accurately and effectively completed. These examples offer useful guidance both to listeners and to speakers, who benefit from a thorough and advance understanding the criteria upon which their Research presentations will be evaluated by their teacher and fellow classmates.

For all kinds of Research presentations, the Using Multimedia and Visual Displays in Presentations checklist and rubric are useful tools for helping students employ headings to organize information and aid comprehension, as well as effectively integrate clear and relevant visuals and videos at appropriate points within the presentation.

Skills and Strategies

Language instruction in the StudySync core program provides “explicit and systematic word-learning strategies,” as well as repeated opportunities for practice and application in reading, writing, speaking, and listening. Vocabulary instruction and practice accompany nearly all selections in the core program, with the aim of building vocabulary knowledge and improving students’ access to complex texts. Students will encounter vocabulary-building opportunities across all three lesson types—First Reads, Skill lessons, and Close Reads.

In the First Read lessons, students experience the text with a limited context. This approach also applies to vocabulary: the words chosen for a given text are rendered in boldface, alerting readers to the presence of unfamiliar words that may need extra attention, but they are not defined for the student at this point. Practice questions in the Think section for each First Read have students build lexical dexterity through using various strategies—including context clues, Greek and Latin roots and affixes, and the relationships between words—to determine the possible meanings of two of the selected words. Additionally, each First Read provides instruction for teachers to model a think-aloud process of using these same strategies to infer meaning, and encourages the students to apply this process to the remaining selected words. The vocabulary instruction for literary texts focuses on Tier 2 words that are essential to the comprehension of a given section of text, because Tier 2 words tend to have less in-text scaffolding than those at Tier 3, while being just as critical for reader understanding.

The StudySyncTV videos and StudySyncTV Style Discussion activities associated with the First Read lessons provide students with opportunities to both acquire and use relevant academic vocabulary through speaking and listening.

Skill lessons are designed to provide explicit instruction in essential Language skills and strategies using the context of the associated text selection. For example, at Grades 6-12, specific Skill lessons address the standard-based skills being newly introduced at this level. Lessons on Word Meaning model the process of using context clues, such as overall structure and meaning of the sentence, the word’s position, the relationships between words and other clues to determine the meaning of a given word. Other Skill lessons provide instruction and modeling for how to infer meaning by understanding word relationships and identifying Greek and Latin roots and affixes. Finally, multiple Skill lessons per grade provide students with instruction and modeling for analyzing connotation and denotation, figures of speech, and compare and contrast, to name a few. Students then have the opportunity to revisit and practice these strategies in the Close Read Skills Focus questions that follow, and later in the Think questions for each First Read.

The SkillsTV videos and related discussion activities that accompany many Skill lessons provide students with additional opportunities to acquire and use academic vocabulary through speaking and listening.

Close Read lessons provide students with the opportunity to practice and apply the vocabulary knowledge built through the previous First Read and/or Skill lesson. In the Close Read, students are given definitions for the selection’s vocabulary words; these definitions apply specifically to the meaning and part of speech of each word as it is used in the selection, so that students are retaining the most relevant meaning and features for their current purposes. This is further supported by the example sentences, which apply the same specific meaning and part of speech in an additional context. Students will look critically at their inferred definitions and compare them to the given ones, and then apply their word knowledge independently with a vocabulary review worksheet.

If a vocabulary strategy has been taught in the Skill lesson, questions in the Skill Focus section of the Close Read will prompt students to practice and apply those strategies in the context of a further analysis of the text.

The teaching of grammar, usage, and mechanics throughout the Core Program is designed to help students develop a complex understanding of language that they can use to enhance their comprehension of texts and make effective choices in their own writing. For example, at Grade 6, appropriate texts are used to illustrate the effective use of nonstandard English and various dialects, developing students’ ability to recognize nonstandard English in their own and others’ writing, and helping them connect the use of grammar to their analyses of setting, character, and other literary elements. The grammar strand is structured around instruction, practice exercises, and student application.

Students will encounter grammar instruction in the context of several Core Program texts in each unit, as well as the writing tasks associated with each unit. Grammar instruction may appear in the First Read lessons associated with highly complex texts, providing extra scaffolding in language comprehension along with explicit instruction in fundamental concepts. After receiving direct instruction and completing a practice handout on the lesson’s grammar, usage, or mechanics concept, students are prompted to analyze the use of this concept in a given text and answer questions about the purpose and effect of the concept. They may also be prompted to practice the skill through short revision tasks. Core concepts will be revisited with opportunities for application throughout a grade level.

Language instruction is also provided strategically throughout a unit’s Extended Writing Project, which gives students the immediate opportunity to apply grammar, usage, and mechanics concepts to their own writing, by revising their drafts to incorporate the concept and editing their drafts to apply it correctly.

Explicit instruction throughout the grades addresses core grammar skills at increasing, grade-appropriate

levels of complexity, and supports the recursive process of building grammar knowledge with a focus on applying key skills (for example, subject-verb and pronoun-antecedent agreement) with progressive sophistication.

Grammar, Vocabulary, and Composition

As students are asked to write more frequently and for a variety of purposes at grades 6-12, some students will continue to need more instruction and support in language conventions and composition skills. StudySync's Grammar, Language, and Composition Workbook provides additional instruction and practice that can be used in small group and tutorial instructional settings to address these students' needs. The lessons can be used for reteaching or preteaching. The Grammar, Language and Composition materials include:

- Language and Composition Handbook
- Grammar and Language Workbook

The Language and Composition Handbook provides a Glossary of Terms and Usage Glossary which can be used as a reference tool for students as they work on drafting, revising and proofreading assignments. The second part of the component is focused on grammar and usage. Each chapter is targeted to a specific grammar or usage skill. The chapter begins with a pretest, is followed by instruction and practice, then ends with a post test. This carefully crafted sequence allows teachers to target areas of instruction based on students' needs and monitor their progress. The Composition chapters review the writing process, and guides students through the plan, draft, revise, proofread, and publish stages for different genres of writing. Teachers may wish to work with students in small groups as they develop their extended writing projects from the core instructional units and review these lessons with students as they work through each step of the process.

The Grammar and Language Workbook is a resource for additional grammar usage, mechanics and composition lessons. Each unit targets a set of skills and provides instruction and practice for efficient reteaching. The unit ends with review exercises as well as a cumulative review of skills taught in previous lessons. Students can be assigned lessons from this resource, depending upon their needs, as identified by the post tests from the Language and Composition Handbook, or based on observations on students' writing. The composition unit contains lessons on basic writing skills such as writing effective sentences, building paragraphs, and paragraph ordering, areas some students may benefit from additional instruction as they develop their writing.

Vocabulary acquisition and use are integral aspects of developing strong readers and writers. The **Vocabulary Workbook** offers students additional opportunities to build and expand their vocabulary which

will in turn help them access complex text and make their writing and speaking more effective. Each unit presents a word bank that focuses on a single vocabulary concept or a theme. The lessons provide several activities to ensure students learn the words by completing exercises on definitions, context clues, and word parts. Each unit ends with a review and then a test on the words to track students acquisition of the vocabulary.

Multimedia and Technology

The StudySync program was built to meet the needs of twenty-first century teachers and learners. Always current, the offerings on the site are changed and enhanced every day, and new Blasts that explore current events are continually added. In addition, the site supports professional development for educators through the use of videos, relevant articles, and other aids to meet the changing needs of many kinds of classrooms. The program's instruction in reading, writing, speaking and listening, and language is delivered digitally and includes opportunities for collaboration, writing, research, and assessment using technology, all supplemented with print options. To enhance student engagement, several features of the program were designed to mimic the style of communication on social media. Additional support for educators is provided in the program's various features, which help to foster a vibrant learning community linked by technology.

STUDENT ASSIGNMENTS

Teachers can create groups and communities of students, making changes from assignment to assignment, and in this way can customize their instructional programs by assigning texts, lessons, and activities to their students directly from the site.

TEXTS AND TOOLS

All selections in the program include accompanying digital tools that students can use to support their reading, including the ability to make annotations, highlight sections of text, and number lines or paragraphs. Teachers have the option to turn on and off certain features prior to assigning the texts, such as adding boldface to vocabulary words.

READER RESPONSE AND PEER REVIEW

For each assigned text, teachers can assign Think Questions, Skills Focus Questions, and Writing Prompts for students to complete and submit online. Teachers can assign a certain number of peer reviews so that all students have an opportunity to give and receive feedback. This feature gives teachers an opportunity to assess students' writing as well as their ability to provide feedback by tracking these interactions.

VIDEO AND AUDIO

The Thematic Units for each grade include videos and audios that both students and teachers can play, pause, and review. Instructional videos, including StudySyncTV and SkillsTV, provide models for collaborative discussions. All selections are enhanced by an audio feature so that students can listen to as well as read each text, at the discretion of the teacher.

BLASTS

This unique feature allows students to participate in a classroom version of social media, beginning with a driving question and a shared reading of background on a topic. This is followed by responding to the driving question in a public forum, participating in a poll, and reviewing live research links to learn more about the Blast's topic. Blast responses go live in real time, allowing students to give each other feedback, select favorite responses, and reflect on the driving question again in light of the words of their peers.

STUDENT PRESENTATIONS

Students are encouraged to integrate multimedia features and technology into their own presentations and Blasts, as modeled for them throughout each unit.

Research

Developing students' twenty-first century skills—including their ability to investigate the world beyond their immediate surroundings; to locate, evaluate, and integrate information effectively and accurately from a variety of sources in order to support an argument, explain a complex subject, or tell a compelling story; to collaborate, communicate, and work successfully and creatively with others; to present findings using multimedia; and to exercise critical thinking as both a reader and a listener—is an essential aim of the StudySync program. Thus, students are asked to conduct research and present their findings at multiple points and in a variety of engaging ways throughout their investigation of the texts, themes, questions, and ideas within a particular unit.

Each unit opens with a “Big Idea” Blast that helps students develop a focus for the unit by learning about major ideas associated with its theme (which may revolve around a specific time period, such as the American Civil War or World War II, or a broader concept, such as the qualities of a hero or the principles of a just society). Research links accompany the background information provided in the Big Idea Blast in order to help students gain a more comprehensive understanding of the subject through a variety of different media, including photographs, videos, blog entries, interactive websites, and songs, as well as informational articles and interviews. Upon consideration of the material in the Big Idea Blast, students make their first attempt at articulating a response to the unit’s driving question—a response that they will revise and refine as they progress through the unit and synthesize information from many different sources and perspectives, including those provided in the research links of other unit Blasts, which focus on topics connected to specific reading selections. For example, a Blast associated with *Lord of the Flies* might contain links to biographies of prominent 20th century leaders, interviews with exceptional leaders, such as Dr. Martin Luther King, Jr., and informational essays about qualities of effective leaders.

The “Build Background” section of the First Read lesson that accompanies every selection within the unit also tasks students with small-scale, collaborative research endeavors to help them develop the knowledge necessary to full comprehension and engagement with the particular text. Accessing a complex text such as Abraham Lincoln’s “The Gettysburg Address,” for example, would require developing an understanding of the institution of slavery in America and the beliefs of the majority of Northerners and of Southerners at the time of the American Civil War. Each small group is assigned an important research topic, uses technology to gather information, and then presents its findings to the class so that all are prepared to engage with the text in the fullest possible way.

The information acquired and understanding developed through these small-scale research opportunities is put to further use when students work in groups to develop their formal Research Projects later in the unit. The unit Research Project represents the culmination of all the skills and strategies students have practiced

as well as all the knowledge they have developed through reading, writing, research, and discussion in the unit as a whole. The Research Project is conducted in small groups and is comprised of five major parts: reviewing and discussing information and ideas gathered over the course of the unit, and then conducting, presenting, responding to, and posting/publishing additional research in order to comprehensively address a topic connected to the unit theme.

To begin the process, groups are provided with an extensive list of suggested research topics that expand upon subjects introduced during interactions with the unit texts and with research links provided in the Blasts. Once students have activated their prior knowledge and chosen their topics, the lesson guides them step-by-step through the process of conducting research, including developing a research plan that includes formulating effective research questions, gathering information from a variety of relevant and reliable print and digital resources, reviewing and discussing each member’s research findings as a group, selecting the most valid and effective material and providing bibliographic information for it, writing explanations of important facts discovered during research, and then assembling this information into a coherent narrative, argumentative, or informative presentation that includes a multimedia component. Throughout this phase of the project, the Speaking & Listening Handbook is of critical assistance, providing comprehensive lesson plans and useful tools for helping students conduct thorough and professional research and for helping both peers and teachers assess student work appropriately and effectively.

For example, a Handbook lesson on Research Using Various Media might begin by leading students to discuss and then complete each part of a K-W-H-L chart about their research topic and question. Then, students might use a checklist to evaluate each of their sources for authority, reliability, objectivity, currency, accuracy, relevance, and sufficiency. Various types of graphic organizers, including charts and outlines, would then be provided to help students cite, integrate, summarize, and organize researched information. Upon student completion of these tasks, the teacher would use a formative assessment form to provide appropriate and useful feedback and help students achieve mastery in this area.

After students have conducted their research and planned their presentations, they deliver them to the class, using effective presentations skills as well as digital media to enhance their points and engage their audience. Their classmates are then able to ask questions as well as respond critically and constructively to the ideas and arguments presented by the group. Once again, the Speaking & Listening Handbook offers speakers and listeners useful tools for presenting and responding to researched information, including checklists and rubrics. The final step in the project is to discuss and choose the best ways for students to publish or post their research findings—perhaps on a class website or blog.

Additionally, one of the four Extended Writing Projects (EWPs) in each grade contains a research component, leading students step-by-step through the process of selecting and narrowing a topic, developing and refining research questions, conducting keyword searches online, locating reliable print and digital sources, evaluating the information within such sources for relevance to the topic, integrating and analyzing the

most useful information from several of these sources in order to provide support for a particular claim or thesis developed within a formal essay, and giving proper credit for information and ideas obtained during research.

For example, the Research and Note-Taking lesson that accompanies the research-oriented EWP provides instruction on the different types of resources that may be used as support for students' ideas, including primary resources such as diaries, journals, and letters, and secondary sources such as informational articles and biographies. It also advises students on the kinds of online resources considered to be most reliable, including those websites that end in .gov or .edu. A primary focus of the Research and Note-Taking lesson is also to provide direct instruction on how to take accurate, effective notes from a source deemed to be relevant and reliable. These lessons frequently provide examples of useful and accurate notes taken by the Student Model writer to develop specific sections within his or her essay. Students are thus able to visualize different methods of recording direct quotations or paraphrased ideas, as well providing the full bibliographic information of the sources from which such material was drawn. The Sources and Citations lesson then provides direct instruction on how to integrate researched material into the body of an essay and give proper credit for it, by means of parenthetical citations and a Works Cited page.

Approaching and Beyond Grade-level

Approaching

The Access Path provides targeted instruction for students who are beyond and approaching grade level to provide enrichment and support when necessary, and while opportunities for beyond grade level learners to go beyond the Core Path activity appear regularly throughout the Instructional Path, the majority of Core Path activities with correlating differentiation see the provision of scaffolds specific to approaching grade level students. Approaching students are frequently paired with English learners, but just as frequently engage in scaffolds designed specifically for them. In an example of pairing with ELs, approaching students collaborate with emerging and expanding students during a sixth grade First Read lesson on the text “My Father Is a Simple Man.” To assist all students in accessing the rich imagery of the poem, the teacher models visualization in a Think Aloud as an appropriate reading comprehension strategy in the core path. After whole group instruction, approaching students join emerging and expanding students as they listen to audio of the poem while drawing what they see in their minds. Students then have an opportunity to compare pictures and notice if they left out any important details, which they are encouraged to add following their peer conversations. A couple of examples of approaching students engaged in activities designed specifically for them are: an exercise in their access handout that prompts them to find the evidence that will help them answer the questions posed by writing prompts in the core path; and, in a different lesson, an exercise in their access handout that prompts them to restate the most important points of the definition of organizing narrative writing that is offered in the core path. Approaching students interact meaningfully with one another and with English learners through frequent, intelligent scaffolds that empower them to access core path activities and standards with depth and rigor.

Beyond

One hallmark of beyond grade level learners may be the ability to complete work that meets or exceeds expectations at an accelerated pace. Thus, the activities in the access path that are offered for beyond grade-level students are designed to take them further into the core path content should they complete the activity before other students. As an example, an eighth grade First Read lesson on *The Boy in the Striped Pajamas: A Fable* poses substantive questions in the core path as part of the First Read routine. Along with the scaffolds that differentiate instruction for English learners in the access path, teachers will

locate a differentiation suggestion for beyond grade level learners that further stretches their thinking, adding more opportunities for collaborative, creative engagement. While the core path questions exercise reading comprehension strategies as well as inference techniques and the application of textual evidence, the beyond activity asks students to brainstorm how the two characters might talk their way out of trouble. Technology may be leveraged in support of the conversation by a backchannel tool such as TodaysMeet (<https://todaysmeet.com/>). While in this activity, beyond students are strategically paired with one another; in other access path activities, they are often paired with English learners to help drive language development and create a supportive learning community.

Integrated ELD

Purpose

The goal of our Integrated ELD path is to allow English learners (ELs) to complete grade-level work; to achieve this, we have designed scaffolds that help make the CA CCSS-based core path content more accessible to ELs. As California’s *ELA/ELD Framework* states on page twenty-three of chapter one, “The CA ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs.” Accordingly, our instruction makes the CA CCSS for ELA/Literacy the instructional focus, while CA ELD standards anchor the access path exercises in a way that unlocks core path instruction of content knowledge and academic language through supports appropriate to each proficiency level. In other words, in our Integrated ELD instructional path, the CA CCSS standards are amplified and the same level of rich tasks based in complex texts is delivered, while language development is increased and academic language is made transparent. Yet three additional objectives drive curriculum development for our access path: interacting in meaningful ways; understanding how English works; and using English purposefully.

Our System

The instructional path for each text is divided into two parts: the Core Path and the Access Path. The core path provides all the instructional routines for each text, while the Access Path provides targeted differentiation for Emerging, Expanding and Bridging English learners (as well as students approaching grade level). Students interact with course materials through Access Handouts which provide differentiated activities and support for each proficiency level.

- Emerging** → [Access 1 Handout](#)
- Expanding** → [Access 2 Handout](#)
- Bridging** → [Access 3 Handout](#)
- Approaching** → [Access 4 Handout](#)

In other words, in integrated classrooms, students of varying proficiency levels will each have their own handout which scaffolds differently depending on the level. These Access Handouts allow ELs to participate in the same learning routines as on-grade level students, with the assistance of specific activities designed to bridge any gaps in their levels of language mastery. For example, if an activity in the Core Path asks students to answer a set of questions, ELs are given sentence frames to assist them in doing so. In the

example below, students are instructed to annotate a text, and differentiated instructions are given to the teacher for each proficiency group:

Read and Annotate

Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they read. Then have students read and annotate the excerpt. Ask students to use the annotation tool as they read to:

1. respond to the Skills Focus section
2. ask questions
3. make connections
4. identify key themes, events, characters, and details
5. note unfamiliar vocabulary
6. note variations from standard English
7. capture their reaction to the ideas and events in the text

CA CCSS: RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.10; L.6.1e

As they reread the text, remind students to use the comprehension strategy of Rereading that they learned in the First Read.

Note: While on-grade level students are reading and annotating, work one-on-one or in small groups with Emerging, Expanding, Bridging and Approaching

Emerging & Expanding

Summarize and Analyze the Text. Work with these students to complete the sentence frames on the Access 1 and 2 handouts (note: the sentence frames for Expanding students on the Access 2 handout contain fewer scaffolds). They will then use the completed sentence frames to help them analyze and annotate the text by completing the Skills Focus questions. Refer to the sample Skills Focus answers to help them complete the sentence frames and annotate the text.

CA ELD: ELD.PI.6.2.Em, ELD.PI.6.2.Ex; ELD.PI.6.6.a.Em, ELD.PI.6.6.a.Ex

Bridging

Work in Pairs. Pair these students with more proficient English speakers to work together on analyzing and annotating the text to complete the Skills Focus questions. If these students need more support, have them use the Sentence Frames on the Access 3 handout as they work with their more proficient peers.

CA ELD: ELD.PI.6.1.Br, ELD.PI.6.2.Br; ELD.PI.6.6.a.Br; ELD.PI.6.11.a.Br; ELD.PII.6.2.a.Br, ELD.PII.6.2.b.Br

Beyond these general differentiations, the activities on the Access Handouts are scaffolded for the specific proficiency level. As the directions note, sentence frames on the Access 1 Handout for Emerging students will provide more structure than those for Expanding students. In the example sentence frames below, Emerging students are given more information from the excerpt than the Expanding students to ensure that they glean all pertinent details from the story:

Access 1 Handout	Access 2 Handout
<p>1. At the beginning, we learn that Thurston Wallace is not _____ to let a few smart _____ ruin his _____. He’s going to put a stop to shopping in _____. This makes Mama _____. Papa says they are just _____.</p>	<p>1. At the beginning, we learn that Thurston Wallace is not _____ _____ ruin his _____. He’s going to put a stop _____. This makes Mama _____. Papa says they are just _____.</p>

As the directions from Figure 1 stipulate, the sentence frames for Bridging students are optional, and can be given out at the teacher’s discretion. In this instance, the sentence frames for Bridging students are the same as those for Expanding students, although sometimes each proficiency level has its own activity to best meet the needs of those students.

The Access Path is included in every lesson in the Instructional Path, from the introductory Blast to the final submission of the Extended Writing Project. Additionally, the Access Path activities leverage technology tools that grant greater access to and meaningful engagement with the core content. Audio, audio text highlight, and closed captioning provide varying levels of support for students within the texts themselves, allowing students to experience the text from multiple inputs. StudySync technology also grants teachers the ability to customize writing assignments when deemed appropriate, by varying the requirements of an assignment by ability level or creating groups based on students’ proficiency levels to help students get more targeted feedback.

Integrated ELD Standard Alignment

Our Integrated ELD path encourages **interacting in meaningful ways**. Scaffolded exercises provide opportunities to practice collaborating with others, interpreting meaning, and producing meaningful messages through speaking, listening, reading and writing. For instance, a seventh grade skill lesson on informational text elements accompanies the text *Nothing to Envy: Ordinary Lives in North Korea*. All

students watch and take notes on a SkillsTV episode about Informational Text Elements (while the teacher pauses the video at key moments to introduce questions provided in the lesson plan). The access path provides the following scaffolds: emerging and expanding students analyze the discussion by completing differentiated charts in their access handouts as they review the video; bridging students note in their journals the evidence the students in the SkillsTV video cite to demonstrate how the author organizes the text of to convey her purpose. During these concurrent activities, all ELs are immersed in work anchored in *reading/viewing closely*. All students thereby explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade level texts and viewing of multimedia either with substantial, moderate or light support. (ELD.PI.7.6.a.Em/Ex/Br)

Our Integrated ELD path promotes **understanding how English works**. Scaffolded exercises provide opportunities to practice, in written and verbal forms, the structuring of cohesive texts, the expanding and enriching of ideas, as well as the combining and condensing of ideas. For example, in an eighth grade Extended Writing Project lesson on drafting, all students are asked to complete a writing assignment using narrative techniques such as sequencing, dialogue, and descriptive details to suit their audience and purpose. The access path supports emerging students with a Narrative Writing Draft Checklist on their access handout. Emerging students are also prompted to use Plot Diagrams (which they had previously created) to complete their draft with teacher support as needed. Before they write each step in the plot, students are asked to state orally what they want to say. This may occur in small groups with support from the teacher or in pairs with an on-or-beyond-level partner who can provide quality feedback. Students are prompted to talk through their writing before they put pen to paper, as that helps them clarify their ideas, language, and use of descriptive words. Concurrently, expanding and bridging students are further challenged to use dialogue, description, and sensory details in order to help readers understand events and create a feeling of suspense; they are also supported as they write by the Narrative Writing Draft Checklist on their access handouts. During these concurrent activities, all ELs are immersed in work anchored in *understanding cohesion*. All students thereby apply basic, growing or increasing *understanding of language resources for referring the reader back or forward in text and how ideas, events, or reasons are linked throughout a text* by language appropriate to their proficiency level as they gain in their ability to interpret and create cohesive text. (ELD.PII.8.2.a.Em/Ex/Br, ELD.PII.8.2.b.Em/Ex/Br)

Our Integrated ELD path supports students as they learn to **use English purposefully**. Scaffolded exercises provide opportunities to practice, in written and verbal forms, describing, explaining, persuading, informing, justifying, negotiating, entertaining and retelling. For example, a seventh grade Extending Writing Project lesson on organizing argumentative writing supports all students in the planning stages of writing. As all students encounter the definition of argumentative writing, ELs are further supported in their understanding of its purpose in access path activities. A matching activity for emerging students, complete-a-chart activity for expanding students, and opportunity for bridging students to put the definition in their own words assists all English learners to understand the purpose and defining characteristics of argumentative writing. Later in the lesson, as students read the Model text, the teacher reads aloud questions that prompt critical

thinking about why and how a graphic organizer helped the writer settle on an organizational structure. Concurrent activities in the access path empower English learners to understand the model by breaking down aspects that may be complex or challenging. For instance, emerging and expanding students engage in an activity on cue words, which are important to a thorough understanding of the text. Meanwhile, bridging students leverage technology to help them identify and analyze word choice in the model, as they use the annotation tool to highlight examples of the student author’s word choices that identify the text structure. Bridging students then engage even more actively as readers by using the annotation tool to suggest similar possible word choices. During these supportive activities, all ELs are immersed in work anchored in *understanding text structure*. All students thereby apply basic, growing, or increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) as they gain in their ability to interpret and create cohesive text in accordance with the expectations specific to their proficiency level.

Conclusion

The Integrated ELD path reveals a commitment to creating educational content that is motivating, engaging, respectful, and intellectually challenging, but above all, integrated. As California’s *ELA/ELD Framework* suggests on page twenty-two of chapter one, “ELs learn language and content better through intellectually challenging tasks and texts. Learning should occur through meaningful engagement with content rich texts and tasks, and simplified texts should be used judiciously. Rather than simplifying language, the CA ELD Standards suggest that teachers should amplify ELs access to the language by holding the complexity of tasks and texts constant while providing appropriate scaffolding so that students are sufficiently supported to be successful.” Integrated ELD differentiation occurs in *how* the texts are taught and supported but never in *what* texts are used. True equity happens when each individual is given what he or she needs to achieve a shared goal, filling in the gaps that exist for each learner. By maintaining the complexity of the texts for Integrated English learners, they are challenged intellectually, but given the support necessary to ensure their access, which leads to greater engagement and ultimately, greater success.

Designated ELD

Designated ELD Units

The Designated ELD program is a companion program to the regular ELA program. It was designed to address the California ELD standards and to help English learners develop language skills while progressing towards the attainment of grade-level ELA standards.

The Designated ELD program offers 180 days of instruction in addition to and supportive of the regular ELA curriculum. The program consists of four Core ELA units per grade level, offering differentiated instruction for the themes, texts, and skills from the regular program, but also offering additional leveled texts and lessons specifically for English language development.

Each unit consists of three grade-level ELA texts from the regular unit and six created texts written for ELD students at three proficiency levels--Emerging, Expanding, and Bridging. All texts are supported by Introduction, Blast, First Read, Re-read, Reading Skills, and Writing Skills lessons. The unit builds towards a culminating writing and speaking performance task for the Extended Oral Project. Detailed descriptions for all these lesson types appear below.

The program is designed to meet the ten requirements of the Essential Features of Designated ELD Instruction outlined in Chapter 2: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment Figure 2.23. The table below provides an overview explanation of how each feature appears in the program, and these features are further expanded upon in the individual lesson definitions below.

Figure 2.23. Essential Features of Designated ELD Instruction

1. Intellectual Quality	In order to deeply engage students with the texts and lessons, each unit is built around a common theme with a driving question that ties the academic content to a larger, universal idea and purpose. This theme is reflected in the subject matter and content of the texts, as well as in high-interest writing and speaking prompts throughout the unit. To challenge students, texts are provided in a combination of leveled and grade-level pairs that increase in complexity throughout the year.
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<p>2. Academic English Focus</p>	<p>Explicit instruction with academic English and literacy is the basis for all lessons in the program. Students continually build a larger working vocabulary of conventional and academic language through the Vocabulary exercises that begin each Introduction, Reading, and Skill lesson. Students also engage in discussions and short writing exercises, providing them with the opportunity to use academic English with the support of differentiated sentence frames and questions</p>
<p>3. Extended Language Interaction</p>	<p>Students are provided with daily Extended Language Interactions in the form of Meaningful Interactions, collaborative work, and Watch lessons. These interactions, based on a shared discussion prompt or activity, include sentences frames and questions with increasing sophistication for each level. During these interactions, students practice and apply specific skills through dialogue, debate, and paired or group exercises.</p>
<p>4. Focus on Meaning</p>	<p>Engagement with texts through the First Read and Re-read lessons allow students repeated exposure in order to deeply explore language and make meaning. Activities range with each lesson and prompt students to build comprehension, analyze language choices, and explore conventions through both audio and print versions of the text.</p>
<p>5. Focus on Forms</p>	<p>The First Read and Re-read lessons mentioned above are intentionally structured to deliver explicit instruction on how English works. Lessons begin with vocabulary acquisition in the Vocabulary section, followed by repeated close readings of the text. Each lesson prompts students to analyze the author’s use of language and conventions in a Using Language activity, and ends with a cumulative discussion and application of the focus in a Meaningful Interaction in small or whole group settings.</p>

<p>6. Planned and Sequenced Events</p>	<p>Both individual lessons and overall units have been carefully planned and sequenced in order to strategically build language proficiency and content knowledge. At the lesson level, instruction follows the Gradual Release of Responsibility Model, with preteaching of key vocabulary, concepts, and skills and clear modeling before students practice and apply reading, writing, language, speaking, and listening skills. At the unit level, texts are sequenced so that students read created leveled texts and practice skills before progressing to more challenging authentic grade-level texts. Students also engage multiple times with texts in the Re-read lessons, and these repeated readings help students derive meaning from the texts. In addition, the Extended Oral Project spans the entire unit, with students taking part in a series of lessons throughout the unit that help them plan and prepare their oral presentations in small chunks before delivering their polished presentations to the class.</p>
<p>7. Scaffolding</p>	<p>The program offers scaffolded practice and activities as well as leveled texts at the three proficiency levels of Emerging, Expanding, and Bridging. The <i>LAS Links® Second Edition Placement Test</i> can be used to place students into the appropriate level. The Level Up Rubric can be used to evaluate students during each end-of-unit assessment in order to determine whether students can move up a level. Teachers can use these resources to provide planned scaffolding. In addition, lesson plans offer guidance for just-in-time differentiation in class through questioning and support.</p>

8. Clear Lesson Objectives	Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards. Each lesson plan includes an Objectives section that cites the standards the lesson will cover and provides narrative descriptions of the lesson objectives. In addition to covering all the ELD Standards, the lessons support the requirements of the CA CCSS and help students progress toward the attainment of grade-level ELA standards.
9. Corrective Feedback	The program offers many opportunities for student evaluation. Students can use the self-evaluation rubrics provided to assess their own performance and set goals for themselves. They may also benefit from peer evaluation during collaborative activities, including writing and speaking activities. Finally, students will receive formal teacher evaluations. Because the evaluations are tied to rubrics and checklists that students are provided with in advance and are able to use as planning tools, all evaluations are fair and focused on points that students know they will be evaluated on.
10. Formative Assessment Practices	Formative assessment opportunities are woven throughout the program for all different types of exercises and activities, including online vocabulary and language exercises, online writing, and in-class oral presentations. Teachers can frequently monitor student progress through both informal observations and ongoing formative assessment practices, using program-provided rubrics. Teachers can use the information gathered from these assessments to prioritize student instructional needs.

The program also addresses the guidance provided in the *ELA/ELD Framework*, Chapter 6: Content and Pedagogy: Grades Six Through Eight and aligns with the Framing Questions for Lesson Planning from Figure 6.22 of the Framework:

Figure 6.22. Framing Questions for Lesson Planning

Framing Questions for All Students	How does the Designated ELD program help teachers address the Framing Questions for Lesson Planning?
<p>What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</p>	<p>The Designated ELD program is organized into four thematic units. The unit theme is the big idea for the entire unit. The culminating performance task for the unit is the Extended Oral Project. It requires students to write and present in response to a prompt that is related to the unit theme.</p> <p>Each lesson in the unit is connected to the unit theme and helps students practice the skills they need to successfully complete the lesson and ultimately develop the vocabulary and language skills needed to write and deliver their Extended Oral Projects.</p>
<p>What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</p>	<p>Each teacher’s lesson plan clearly states the learning targets for students and lists the relevant standards in the Objectives section at the top of the document.</p>
<p>Which clusters of CA CCSS for ELA/Literacy does this lesson address?</p>	<p>The Objectives section in the teacher’s lesson plan organizes the relevant standards by cluster.</p>
<p>What background knowledge, skills, and experiences do my students have related to this lesson?</p>	<p>The Designated ELD program pairs created leveled texts and authentic grade-level ELA texts to help students build background knowledge and skills before reading and analyzing grade-level texts. Students read a leveled text that is thematically and structurally similar to the grade-level ELA text that they will study next. Students also practice skills when analyzing the leveled text before applying the same skills to the more challenging text.</p>
<p>How complex are the texts and tasks that I will use?</p>	<p>The Designated ELD program not only indicates the Lexile level of each text but also offers a qualitative analysis of the text complexity features in the teacher’s lesson plan in a feature called Access Complex Text. In addition, practice exercises, activities, and tasks are clearly labeled for the different proficiency levels of Emerging, Expanding, and Bridging.</p>

<p>How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?</p>	<p>The Designated ELD program includes a daily activity called Meaningful Interactions, which helps students make meaning, express themselves, develop language, and learn content. During this activity, students participate in discussions with their peers and express ideas and opinions about the texts and topics being studied. To help students express themselves effectively during these discussions and develop language skills, the program provides Access Handouts with sentence frames and other supports, all differentiated for the three proficiency levels.</p> <p>In addition, the Foundational Skills materials included with the program provide remediation lessons for students in grades 6-8 who have not mastered foundational skills such as print concepts, phonological awareness, phonics and word recognition, and fluency. Teachers can use the Foundational Skills materials to teach a discrete lesson or groups of lessons as a prescription for specific skills that students have not mastered or can provide sequential and systematic instruction over a longer period of time.</p>
<p>What types of scaffolding, accommodations, or modifications will individual students need to effectively engage in the lesson tasks?</p>	<p>The Designated ELD program offers differentiated instruction and support for all three proficiency levels of Emerging, Expanding, and Bridging so that all students can effectively engage in lesson tasks.</p>
<p>How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</p>	<p>The lessons offer many opportunities for teachers to monitor students' understanding during instruction and practice as well as self-evaluation rubrics for students and detailed assessment rubrics for teachers to use after the lesson. These rubrics are particularly helpful when used with paired texts and skills for teachers to adjust instruction as students progress through the unit.</p>

Figure 6.22. Framing Questions for ELD Students

Framing Questions for All Students	How does the Designated ELD program help teachers address the Framing Questions for Lesson Planning?
<p>What are the English language proficiency levels of my students?</p>	<p>The program includes the <i>LAS Links® Second Edition Placement Test</i>, which is designed for schools and districts to support initial identification and student placement in instructional programs. Placement Test results can be used to place students into the Emerging, Expanding, and Bridging levels of McGraw-Hill Education/ StudySync ELD instruction.</p> <p>Moreover, the program includes end-of-unit ELD Assessments. After administering these summative assessments, teachers can use the Level Up Rubric to determine whether students can move up a proficiency level.</p>
<p>Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?</p>	<p>The Designated ELD program contains Reading Skills and Writing Skills lessons as well as Extended Oral Projects that amplify the CA CCSS for reading, writing, speaking, and listening at students' English language proficiency levels.</p>
<p>What language might be new for students and/or present challenges?</p>	<p>All the First Read and Re-read lessons preteach vocabulary that might be new or present challenges for students, using both linguistic and nonlinguistic (pictures and pantomimes) representations of words. In addition, Reading Skills and Writing Skills lessons preteach academic vocabulary with clear definitions and examples to support students in their application of skills.</p>

How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

The daily Meaningful Interactions activity gives students the opportunity to interact with their peers in meaningful discussions about the texts they are reading as well as practice in collaborative, interpretive, and productive modes. The Access Handouts provide differentiated sentence frames and other supports for students to effectively participate in these conversations.

Introduction Lessons

Lessons serve to pique student interest in the units and texts through a variety of media forms including video previews, audio, and text. Designed to parallel content from the Core Program, these lessons provide additional support in vocabulary acquisition, reading, listening, and language skills. Each lesson begins with a **Visual Vocabulary** exercise that serves to preteach any difficult or unfamiliar terms in the Preview video. Students then further engage with the content of the video using differentiated sentence frames. Finally, students have the opportunity to listen to a read a short **Introduction** text. This text offers a repeated exposure to the content in the Core Program, but goes a step further with the addition of a Using Language exercise in which students explore and practice language skills unique to each introduction.

Blast Lessons

The Unit Introduction is followed by a Big Idea Blast that allows students the opportunity to practice reading and writing skills while diving deeper into the unit's theme. Each blast begins with a driving question followed by a short informational text that provides additional insight into the theme of the unit. Students are then encouraged to further explore ideas and people related to the theme through a series of research links, statistics, and a class poll. Students respond to the driving question in one hundred and forty characters or less, submit their thoughts, and read peer responses to provide and receive feedback. This highly engaging structured exploration reinforces content knowledge from the Core Program, preteaches ideas and themes for the unit, all while providing an additional opportunity for practice and collaboration.

First Read Lessons

Every unit includes created texts of the same story or topic that are written at three different readability levels—for Emerging, Expanding, and Bridging students. These leveled texts target students' proficiency

levels while helping students progress toward the attainment of grade-level ELA standards. In addition, these created texts include text elements and text structures similar to the grade-level texts that follow them. This parallelism between created texts and grade-level texts provides teachers with the opportunity to preteach planned content and builds background knowledge and prerequisite skills for students to successfully read and comprehend the more complex authentic texts in the unit.

Each created text begins with a First Read lesson. The First Read lesson guides students through their first attempt to read the text, while developing students' reading, speaking, listening, and language skills. The First Read lesson provides strong support in vocabulary development and acquisition through the **Visual Vocabulary** feature. This feature preteaches key vocabulary words in the text, providing both linguistic and nonlinguistic (pictures and pantomimes) representations of words as well as multiple exposures for the targeted vocabulary words. The **Using Language** feature hones in on a specific point of language convention, offering explicit and direct teaching of standard forms of English along with online practice exercises for students.

First Read lessons provide additional support through whole-class and small-group interactions in areas where students are likely to have difficulty. For example, to support listening and reading comprehension, the lesson is structured so that students listen to and summarize the selection through a teacher-led whole-class exercise before reading the text on their own. To support English learners in participating in academic discussions about a text with their peers, the lesson includes **Access Handouts** for **Meaningful Interaction** activities at all three proficiency levels, with differentiated sentence frames that help students formulate and express their own ideas and opinions.

Re-read Lessons

For each leveled text and authentic grade-level text, there are two Re-read lessons, offering English learners the opportunity to practice and apply reading, speaking, listening, and language skills to the academic task of close reading. The Re-read lessons for the grade-level texts are specifically designed to reinforce and extend the regular classroom curriculum and instruction. These lessons offer the reteaching of materials with more targeted language and skill development and additional support in areas where students are likely to have difficulty, including listening and reading comprehension, speaking applications, use of academic language, and use of English language and its conventions. These lessons include Visual Vocabulary, Using Language, and Meaningful Interaction activities, routines, and scaffolds as described above for First Read Lessons.

Most importantly, the second Re-read lesson for a text culminates in a **Meaningful Interaction** whole-class discussion or presentation in which students express their ideas and opinions about a text and support their assertions with text evidence and relevant background knowledge. The structure of the lessons helps

students build toward this activity, with a focus on the specific reading, speaking, and language skills necessary to participate effectively in this culminating activity. In addition, students can make sure that they are well prepared for this activity by using their Access Handouts, which provide sentence frames and other supports for all levels of students. For the teacher, the last Re-read lesson offers a detailed 4-point rubric to evaluate and assess student performance and conduct formative assessment of students' reading, speaking, and language skills.

Reading Skills

Reading Skills lessons in the Designated ELD program offer an opportunity for teachers to preteach and reteach materials and for English learners to practice key reading skills and strategies with differentiated support. These lessons provide direct and explicit skills instruction that reinforces and extends regular classroom curriculum in reading, speaking, and listening strands. The lessons follow the Gradual Release of Responsibility Model with a clear definition and examples of the skill, direct vocabulary instruction of the academic language students will need when applying the skill, straightforward modeling of the skill using both created and grade-level ELA texts, and online practice exercises for students to apply what they have learned. These lessons are designed specifically to increase English learners' prerequisite skills and help students progress towards the attainment of grade-level ELA standards.

Writing Skills

Similar to the Reading Skills lessons, the Writing Skills lessons also follow the Gradual Release of Responsibility Model, with clear definitions and examples, vocabulary instruction in academic language, straightforward modeling of skills, online practice exercises for students, and writing prompts. The objective of these lessons is to provide differentiated instruction, practice, and skills development in writing and language conventions, with a focus on the main language hurdles encountered by English learners. The high-interest writing prompts that relate to students' lives provide opportunities for active engagement, while emphasizing written language development and the application of English language conventions. To help students succeed, the lessons provide support all along the way toward the culminating writing exercise, including differentiated sentence frames and peer review. Each writing lesson also includes a detailed rubric for teachers to conduct formative assessments.

Watch Lessons

The program includes two types of video-based lessons: Watch SyncTV and Watch SkillsTV. SyncTV shows students engaged in general literature discussions, while in the SkillsTV videos, students work together to apply specific literary analysis skills (such as analyzing theme). Students watch these videos in the regular classroom, and ELD students have the opportunity to review these videos again in the Designated ELD program. Through this second viewing, English learners benefit from the opportunity to practice their listening comprehension skills and analyze the use of spoken language by the students in the videos. Finally, students wrap up these lessons by engaging in discussions with their peers about what they have learned from watching the videos.

Extended Oral Projects

The Extended Oral Projects are designed to provide students with the opportunity to plan, draft, practice, and deliver an oral presentation in both small group and whole class settings. Each project begins with a high-interest prompt that ties into the theme of the unit and spans informative, argumentative, narrative, and informal genres. Early lessons provide explicit instruction in speaking and listening skills to prepare students for the unique challenges of an oral presentation, and help break down the characteristics of the prompt. In the following lessons, students focus in-depth on specific writing and speaking skills as they brainstorm, organize, sequence, and add details to their presentation. These skill lessons follow a Gradual Release of Responsibility Model, as students listen to and read a sample presentation, participate in a collaborative revision process, then apply the same skills to their own work.

At each step in the process, students are provided with discussion prompts and frames to guide them in providing effective peer feedback as they practice and discuss in small groups. In addition, students give and receive feedback through formal self-evaluations, peer-evaluations, and teacher evaluations. This feedback is tracked and analyzed throughout the length of the project, empowering students to drive their own learning as they identify and prioritize areas for growth. The project culminates with three days of whole class oral presentations during which students assess their speaking and listening skills, and evaluate the presentations of their peers.

Preteaching and Reteaching

In order to ensure student success, the Designated ELD program includes solid preteaching of content,

concepts, vocabulary, and skills before students engage in practice exercises and reading and writing activities. For example, the created texts are written at three different proficiency levels and are paired with grade-level ELA texts. The purpose of these texts is to use lower readability texts to introduce students to the content and the structural elements of the more challenging texts. In addition, the program provides thorough preteaching throughout all the different lesson types. For instance, in Reading and Writing Skills lessons, the instruction begins with a sequence of Define, Vocabulary, and Model. Students are provided with a clear definition of the skill, an introduction to academic vocabulary related to the skill, and straightforward modeling of the skill before students practice and apply the skill themselves.

As a companion program to the ELA Core ELA units, the Designated ELD program is specifically designed for the reteaching of the regular curriculum for English learners. Students have the opportunity to reread text, rewatch videos, and review instruction with an emphasis on English language development and with differentiated supports to help students progress toward attainment of grade-level ELA standards. For example, Unit Introduction, Re-read, Watch, and Skills lessons in the Designated ELD program provide reteaching opportunities with parallel standards coverage from the regular program but customized for English learners and differentiated for students at the Emerging, Expanding, and Bridging levels.

Formative Assessment

The Designated ELD program is designed to offer ongoing opportunities for formative assessment, which is a type of assessment that occurs during instruction while students are in the process of learning. This type of assessment is particularly helpful in improving learning outcomes because teachers can adjust teaching during classroom instruction and provide real-time support.

According to Chapter 8 of the Framework, these five points are key features of formative assessment:

1. Clear lesson–learning goals and success criteria, so students understand what they’re aiming for;
2. Evidence of learning gathered during lessons to determine where students are relative to goals;
3. A pedagogical response to evidence, including descriptive feedback that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?
4. Peer–and self–assessment to strengthen students’ learning, efficacy, confidence, and autonomy;
5. A collaborative classroom culture where students and teachers are partners in learning.

The Designated ELD program addresses these key features. Every lesson begins with a clear statement of

the learning goals in the Objectives section of the lesson plan. The lessons provide students with thorough preteaching of vocabulary, concepts, and skills and clear modeling so that students understand what they're aiming for. For example, the Reading and Writing Skills lessons begin with the sequence of Define, Vocabulary, and Model before students practice and apply skills on their own. The Extended Oral Project provides detailed checklists for students as well as student models of oral presentations. The lesson plans for the Extended Oral Projects instruct teachers to present the models and point out to students how the models reflect the requirements of the checklists. Then, as students begin to practice skills and participate in activities, teachers are provided with the results of students' responses on online practice exercises for Vocabulary and Using Language and directed to observe student participation in Meaningful Interaction activities. These mechanisms help teachers gather information about where students are relative to learning goals and provide teachers with the data they need to respond with descriptive feedback to students. Moreover, the program offers both self-evaluation and peer-review rubrics for students to reflect on and evaluate their own performance and the work of their peers, for instance, during Meaningful Interaction activities, Write activities in Writing Skills lessons, and Give Feedback lessons for the Extended Oral Project. Taken together, all these features help create a classroom that is a collaborative learning environment and support students as they progress toward mastery of the standards.

Students with Special Needs

Students with Special Needs

StudySync provides a rigorous curriculum which comprehensively addresses the CA CCSS. As evidenced by the program scope and sequence and lesson objectives within each unit, high expectations are set for all students in the tasks that they are asked to complete. As part of a comprehensive curriculum that addresses all learners, StudySync provides teachers with instructional materials and guidance on how to adapt instruction to meet diverse learner needs.

Throughout the lessons, the Access Path of the instructional lesson provides scaffolds for diverse learners, including struggling readers and English learners at different proficiency levels. The lessons also include Access Handouts that students with special needs use with guidance from the teacher to access the core instruction.

Small Group and Tutorial Instructional Settings

StudySync includes a variety of instructional materials that can be used to preteach or reteach important skills and concepts for those students who need more instruction or adapted instruction to access the core content. These resources can be used for teaching targeted efficient lessons in small groups. They are geared toward particularly struggling students who are below grade level and are in need of more explicit examples and differentiated support.

- Grammar, Language, and Composition Workbook
- Vocabulary Workbook
- Spelling Workbook
- Standard English Learners Handbook
- Foundational Skills

Students with Disabilities

StudySync offers a variety of instructional strategies to address the needs of students with disabilities.

- **Audio Options** Audio versions are available for every text in the StudySync Library.
- **Audio Text Highlight Tool** Every text in the core program utilizes StudySync's [Audio Text Highlight tool](#), which highlights text phrases while the audio plays.

- **Audio Speed** For texts that include the audio text highlight feature, students and teachers can reduce the rate at which text is read by up to 25% with no loss of resolution.
- **Video Content with Closed Captioning** Visual media appears throughout the program. Every video in StudySync’s core program includes closed captioning
- **Text Enlargement** Because StudySync’s full core program is available digitally, teachers and students can use their browser’s zoom feature to adjust text size as necessary.
- **Keyboarding** StudySync’s full core digital program allows students to type all of their responses.

Strategies for Teaching Students with Special Needs

FOR STUDENTS WITH HEARING AND VISUAL DIFFICULTIES

- Move students closer to where the teacher is giving the lesson instruction.
- Use consistent routines. Ensure that the lesson presentations includes a structure that is easy for students to follow.
- Use a medium tone of voice when presenting lessons.
- Reduce visual complexity by presenting each key part in the lesson presentation separately.
- Assign peers in class that can serve as tutors for specific skills and concepts.

FOR STUDENTS WITH MEMORY AND COGNITIVE DIFFICULTIES

- Establish and teach routines.
- Have students restate instruction back their own words.
- List instructions where students can review them.
- Provide ample time for review and practice.
- Allow additional time for students to complete work
- Encourage students to verbalize what they are doing.
- Allow students more time to explain and justify their thinking process.
- Provide opportunities for students to explain concepts to others.
- Create heterogenous groups so that students can learn from and model their peer’s behaviors.

FOR STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

- Allow students to move around the class as appropriate.

- Keep instruction focused and efficient.
- Give positive feedback often and consistently.
- Emphasize time limits for finishing assignments.
- Let students know ahead of time when transitions will occur.
- Maintain classroom routines.
- Help students focus on new information by highlighting key points.
- Use real world examples to which students can relate.
- Arrange the class to minimize distractions.
- Encourage critical thinking by ensuring that students are engaged in deep questioning.

Standard English Learners

Standard English Learners (SELs) are native speakers of English who are ethnic minorities and use an ethnic-specific non-Standard dialect of English, such as African American English or Chicano English. That is, the home language of these students differs from the language of schools.

African American English (AAE) and Chicano English (CE) are language systems with well-informed rules for sounds, grammar, and meanings. They show the influence of other languages, such as sounds, words, and sentence patterns in languages from Mexico (Náhuatl) or West Africa. Over years, these dialects have developed into consistent rule-based forms of English common to a particular community. They reflect how the people in these communities hear and “feel” language.

African American English and Chicano English serve as a way for many students to identify with their specific community and are often a source of pride. In schools, it is important to take an additive approach to language learning for all our students. That is, we use the language students come to school with and add on the rules of Standard English and the contexts in which both (Standard English and AAE or CE) is most appropriately used.

The Standard English Learners Handbook, provided at each of the grade levels offers in depth background information about different instructional routines that can be used with SELs to help them develop their Standard English and understand when it is appropriate to use it. The instructional routines provided include:

- Contrastive Analysis Drills
- Translative Drills
- Discrimination Drills.

The SEL Handbook provides comprehensive charts, detailing the linguistic differences in phonics, as well as grammar, usage and mechanics between Standard English and African American English and Chicano

English. The charts also include instructional modifications for teachers to use as these standard English skills are taught.

The last section of the handbook includes targeted writing and grammar lessons, focusing on aspects of Standard English that tend to be the most difficult for SELs. The lessons follow a Teach/Model Practice/Apply structure that allows for explicit, efficient instruction. The lessons are constructed to be used in small group and tutorial instructional settings.

Universal Design of Learning

Universal Design of Learning is a framework for curriculum development based on research that gives individuals with different abilities, backgrounds and motivations equal opportunities to learn.

UDL provides flexible approaches to teaching and learning that can be customized to accommodate individual learning differences so that high achievement expectations are maintained for all learners. The UDL framework requires curriculum that includes multiple means of representation, actions and expression and engagement to increase access to learning. (add credit)

By incorporating many aspects of UDL, the StudySync curriculum is able to accommodate diverse learners and maintain high expectations for all learners. For more information, see www.udlcenter.org.

Principles of Universal Design of Learning

Representation

A program provides many ways to represent student materials so that different learners are provided different ways to learn and integrate the content.

Perception

StudySync provides a vast array of digital assets that allows students to customize the way in which information is displayed. The digital content on the site can be visually modified using the browser controls, allowing text to be increased or decreased as necessary. For example:

- Learners can control font size and formatting, as well as background color when submitting responses.
- Teachers and learners can control all StudySync videos by increasing to full screen, pausing and replaying at any time, and turning on Closed Captioning support.

StudySync's Skills lessons include videos with pop-up visual markers to emphasize and define key concepts. All Skills videos also include written text defining and modeling the skills presented.

Language

Within the core program lesson plans, teachers are instructed to model learning strategies and guide students' comprehension of new vocabulary words through pre- and post-reading activities, as well as formative assessments. Access path handouts provide additional support through text glossaries and sentence frames.

- Students accessing the Designated ELD Units are instructed to match common visuals to vocabulary words and definitions. New vocabulary words are in boldface.
- A reading by a professional voice actor accompanies every StudySync text, allowing students to hear inflection and tone modeled to the text.
- All texts in the core program contain the Audio Text Highlight feature, which highlights grammatical and syntactical chunks of text during the audio reading.
- The Language Transfers Handbook, as well as the Standard English Learners Handbook, provides cross linguistic transfer analysis to help teachers understand the language of students in their classroom.

Additionally, the Standard English Learners Handbook provides teachers with instructional modifications and strategies that can be used as part of daily instructional experiences, including phonological awareness, writing, grammar and spelling lessons that are specifically adapted for AAE students.

Comprehension

Throughout StudySync assignments, students are encouraged to access and build upon prior knowledge. Pre-teaching activities are included in every lesson:

- Preview videos provide descriptive images and tonal music to provide context for units and texts. Access handouts prompt students to complete transcripts of preview videos.
- Skill lessons scaffold key reading and writing skills. Lesson videos use peer models and textual reinforcements to define, model, and emphasize concepts.
- StudySyncTV episodes demonstrate academic discussions and model key English Language Arts standards. Viewing and analyzing these episodes with their peers gives students strategies for processing new information.
- All Thematic Units are designed around a big idea and essential question. Students explore these ideas through reading, writing, speaking and listening activities across the connected texts of various genres. Teachers have the option to tailor the overall instructional path as well as individual lessons in the unit.
- Graphic organizers help learners transfer and apply new information. Access handouts guide students through each lesson, providing a scaffold between prior knowledge and new information.

Action and Expression

The program materials allow for multiple ways for students to demonstrate their learning.

Physical Action

StudySync assignments include short answer and constructed responses, as well as two-part selected response. Students can utilize keyboards and alternate shortcut commands to type and submit responses. The designated ELD units include assignments that require students to drag and drop images and text phrases into the correct positions in a table, click correct answers in multiple choice questions, and complete an Extended Oral Project.

Expression and Communication

Learners can choose from a variety of ways to submit StudySync assignments, including:

- Typed responses, completed in one sitting or as saved drafts across multiple periods.
- Self-created or found images, website links, or embedded video in addition to, or instead of, typed responses.
- Oral Response Projects.

Access handouts support students at various levels with pre-writing activities and text analysis guides, while StudySync TV episodes and Skills lessons use student models to motivate and provide guides for learners. The peer review process provides learners with immediate, authentic, specific, and anonymous feedback from peers in their class for work submitted. Learners are thus receiving feedback for their own work, but also additional student examples for the assignment. Teachers can then create classes or groups based on student needs, tailoring the peer review process further. Extended Writing Projects walk learners through the writing process and break down the longer writing assignment into smaller chunks. Throughout the project, Skills lessons provide support and student writing examples as models.

Executive Functions

In the Thematic Units, students are exposed to each text twice before completing extended responses. During the second, close read of the text, students complete annotations based on prompts to guide their thinking. All Skills definitions and model videos provide student mentors who model their thinking process on a specific reading skill. In addition, access handouts support students through the use of graphic organizers, sentence frames, and guiding prompts.

Writing skills include examples of student writing, and the Extended Writing Projects in each unit walk learners through the writing process and break down the longer writing assignment into smaller chunks.

Teachers have the ability to attach specific rubrics to assignments or create customized rubrics based on student needs. Students can view rubrics and use them as checklists prior to submitting an assignment. A student's collection of StudySync work, including peer reviews and teacher feedback for each assignment, is held in his personal binder, or online portfolio. Both teacher and student can use the binder to track progress over the course of the year(s).

Engagement

The program materials allow students to choose from multiple options for learning that engages and motivates students.

Recruiting Interest

Teachers have the ability to create and modify assignments based on students' needs and interests. Research projects in each Thematic Unit allow students individual choice and autonomy in their learning. A range of texts might be assigned to a class, giving students a choice. Specific texts or writing prompts can also be assigned to individual students in order to meet personal goals.

StudySync's weekly Blasts, short reading, writing, and research assignments, are available in a range of Lexile® levels and cover current events and contemporary issues important to students. Teachers also have the ability to create custom Blasts based on topics specific to their community and classroom.

Effort and Persistence

Teachers have the ability to create multiple classes in order to provide differentiated instruction and create custom learning groups, and texts in the StudySync Library and weekly Blasts can be selected and assigned based on Lexile® levels. With any assignment, teachers can customize the requirements and expectations for entire classes or individual students. Modifying prompts, turning on audio readings, and extending due dates are ways in which an assignment can be altered to meet learning goals.

The anonymous peer review process provides a safe, authentic environment for students to give and receive immediate feedback, using standards-based rubrics. Teachers have the ability to customize the directions and expectations for the peer review process, or turn off the review feature.

Self-Regulation

Every assignment submitted is held in a student's Binder, along with peer reviews and teacher feedback. This allows students to reflect on progress and build upon learned concepts. Access handouts include checklist reminders of listening skills and task oriented self-evaluations and rubrics.

Assessments available in StudySync ELA allow you to monitor student progress; diagnose possible issues; and measure student achievement in relation to their understanding of previously-taught skills.

Assessment

The assessments included within the program will help you gather data to address students' instructional needs. They measure the critical components of reading.

The assessment options are grounded in research; aligned with the curriculum; and designed to familiarize students with items and approaches associated with the *Smarter Balanced Assessment Consortium (SBAC)* assessments.

The assessments use existing testing designs as their validity structure and alignment model. The construct validity of the assessments is high because the questions reflect the skills as they are taught in the program. The items measure how well the students understood the skills and provide a reliable portrait of student mastery and progress.

Since the program assessments pertain to a specific-population—students following the curriculum's scope and sequence—and are appropriate for test-takers within this population, generalized measures are not able to highlight reliability.

- **Test-retest:** Students who get items wrong would be candidates for some level of teacher intervention to help the student develop the skill.
- **Internal Consistency (Cronbach's alpha):** The items are tied to specific skills and are not intended to measure a single underlying construct.
- **Split-Half:** Items are tied to skills; there is no other set distribution.
- **Item-Total:** Items are tied to specific skills that the student may or may not have mastered, hence the need to assess the skills.

However, in designing the blueprints and item specifications, external assessments were referenced and examined to aid in the test's ability to reliably show progress through/mastery of the curriculum.

Purpose of Placement and Diagnostic Assessments

The placement and diagnostic assessments associated with the program help you decide on an appropriate instructional level for the student; help determine a student's knowledge of a skill and/or a literacy level; provide immediate, corrective instructional decisions; and help you monitor student progress throughout the school year.

Focus of Placement and Diagnostic Assessments

The assessments focus on fluency and spelling, key indicators of student literacy at Grades 6-12. Both oral reading (individually administered) and maze fluency (group administered) assessments are available. For spelling, an upper-level spelling inventory is provided.

Administration guidelines and instructional suggestions are part of the online PDF in which the assessments are collected.

Purpose of Summative Assessments

Unit and end of year/end of course assessments report on the outcome of student learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content and their ability to write to source texts/stimuli. The results serve as a summative assessment by providing a status of current achievement in relation to student progress through the CCSS-aligned curriculum. The results of the assessments can be used to inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation. Results from the end of year/end of course assessment can point to student readiness for high-stakes testing and provide a picture of student year-long achievement.

Focus of Summative Assessments

Unit assessments focus on key areas of English Language Arts as identified by the CCSS—comprehension of literature and informational text, vocabulary acquisition and use, and genre writing in response to sources.

Each unit assessment also provides students familiarity with the item types, the test approaches, and the increased rigor associated with the SBAC summative assessment system.

End of year/end of course assessments are aligned with the SBAC grade-level blueprints. These tests assess students on aspects of research and the conventions of standard English language, features of the computer adaptive (CAT) portion of the SBAC assessment system.

Test Designs and Administration

Texts used in the assessments are set within grade-appropriate Lexiles. For Grade 6, texts fall within the Lexile band 925L-1070L; for Grade 7, texts are within the Lexile band 970L to 1120L; and for Grade 8, texts are within the Lexile band 1010L to 1185L. For Grade 9, texts fall within the Lexile band 1050L-1260L; for Grade 10, texts are within the Lexile band 1080L to 1335L; and for Grades 11 and 12, texts are within the Lexile band 1185L to 1385L.

Complexity on this quantitative measure grows throughout the units, unless a qualitative measure supports text placement outside a lockstep Lexile continuum. Tests feature a mix of passage lengths, appropriate to the skill concentration and in-line with SBAC passage dimension guidelines.

Unit assessments assess unit skills through four reading passages and associated items. Unit assessments feature the following item types—selected response (SR), multiple selected response (MSR), evidence-based selected response (EBSR), constructed response (CR), technology-enhanced (TE), and extended constructed response (ECR). This variety of item types provides multiple methods of assessing student understanding, allows for deeper investigation into skills, and provides students an opportunity to become familiar with the kinds of questions they will encounter in next generation assessments, both consortia-related and state-mandated.

The ECR in each unit is focused on students comparing texts/writing across texts. Although this item type is not an element of SBAC assessments, it was included to provide valuable practice for the type of critical thinking and writing required in the Performance Tasks. Each unit assessment also includes a Performance Task (PT) assessment in a previously-taught genre.

They task types are:

- **Argumentative:** Students analyze the ideas in sources and make a claim that they support using the sources.
- **Informative/Explanatory:** Students generate a thesis based on the sources and use information from the sources to explain this thesis.
- **Narrative:** Students craft a narrative using information from the sources.

Each PT assesses standards that address comprehension, research skills, genre writing, and the use of English language conventions. The stimulus texts and research questions in each task build toward the goal of the final writing topic.

The end of year/end of course assessment aligns with the SBAC blueprint and contains the following breakdown to assess student understanding of previously-taught skills:

- Reading portion of test: 5 passages/20 items (2 short literary pieces with 7 total associated items; 2 informational pieces, one long and one short, with 10 total associated items; and 1 informational piece of 200-250 words with 3 associated items.)
- Writing portion of test: 10 items paired with stimuli, as necessary
- Research portion of test: 6 items paired with commissioned stimuli as necessary

Each end of year/end of course assessment also features an Explanatory PT and uses the same variety of item types found in unit assessment.

Due to time constraints, you may wish to administer assessments over multiple days. For example, students can complete the skills portion of a unit assessment on day one and complete the Performance Task on another day. If you decide to break-up administration by assessment sections, please remember to withhold those sections of the test students are not completing to ensure test validity.

For planning purposes, the recommended time for each task is 90–100 minutes over two back-to-back sessions. During the first session, provide students 30– 40 minutes to read the stimulus materials and answer the research questions. During the second session, provide students 60–70 minutes for planning, writing, and editing their responses. If desired, provide students a short break between sessions.

Summative Test Metadata

Each test item is tagged with the following metadata:

- Content Focus/Skill
- California CCSS
- Depth of Knowledge (DOK) level

DOK 1 in vocabulary involves students using word parts (affixes, roots, and so on) to determine the meaning of an unknown word or non-contextual items assessing synonym/antonym and multiple-meaning words. *DOK 2* in vocabulary involves students using context to determine the meaning of an unknown word and dealing with figurative language in context.

DOK 1 in comprehension involves students identifying/locating information in the text.

DOK 2 in comprehension involves students analyzing text structures/story elements.

DOK 3 in comprehension involves students making inferences using text evidence and analyzing author's craft.

DOK 4 in comprehension involves using multiple stimulus texts and writing across texts.

SAMPLE

Teamwork has helped people accomplish some of the greatest goals in history. Like climbing Mount Everest or building the Brooklyn Bridge or the ISS. Working as a team always helps.

The Soviet Union and the United States did not always work together like they did to create the ISS. Before that they competed against each other for years and years. This was bad cause they did not accomplish much. They each made tiny space stations that did not stay in space for long. They fell out of orbit in a few weeks. But when they worked together and got other countries involvd they built a larger space station that is still in orbit.

People also needed to work in teams to climb Mount Everest. It was more dangerous for people to climb on there own than with a group. The team that made it to the top split into pairs and just one pair made it to the top. But it was better that way than hiking alone. They were a British team. They used what other teams had learned before them about which routes were best to get to the top. So they started from the side of the mountain that is in Nepal like the Swiss team that had gotten farthest the year before.

People also worked in teams to build the Brooklyn Bridge. It was the biggest suspention bridge ever built. Washington Roebling became bedridden while building it, but his team of workers finished the job. Moreover, his wife also helped by delivering his instructions to the workers.

In conclusion, these three articles show that teamwork is very important to help people accomplish goals. It helps people learn from each other's knowlege and help each other out when they get sick or injured.

DOK 1 in ELC/Research/PTs involves students editing to fix errors.

DOK 2 in ELC/Research/PTs involves students revising and planning writing or investigating sources.

DOK 3 and *DOK 4* in ELC/Research/PTs involve research and students full-writes.

Summative Test Exemplars and Rubrics

Exemplars for CR and ECR items are provided to help with scoring. These top-line responses allow for comparison to student writing. Rubrics for the 4-Point ECR and for all PTs are available as well.

Summative Test Anchor Papers

One of the key developments in next-generation assessments is the move for away from the traditional writing assessment model (prompt + checklist) to assessment situations where students use stimulus text(s) to craft written responses.

This type of performance-based assessment features the following key elements:

- Writing as the result of research: Students must be actively involved with the texts in the assessment to address the task of the assessment.
- Use of multiple stimuli to assess student integration of knowledge and skills
- Written performance that addresses multiple standards: Comprehension, vocabulary, genre writing, use of English Language conventions, speaking and listening
- Collection of activities: Stimuli are related, and items students complete inform the completion of the task's final product.

For the final written product, students are assessed using rubrics that measure organization and purpose, use of evidence in the full-write, and how well students adhere to the conventions of standard English language.

To assist you in providing scores to students indicative of the quality of their written performance, StudySync ELA assessment materials include rubrics (to score work holistically) and top-response anchor papers (to highlight critical elements that should be included to receive a high-end score).

To further assist with scoring, the following response and rationale is included. The rationale and scoring notes can be used to inform performance assessment scoring.

(Written by a Grade 6 student arguing the role of teamwork in accomplishing a goal. View sample on the next page.)

The student response would receive a total score of **6** based on the following breakdown by scoring criteria:

The response would receive a 2 in Purpose/Organization: The response has an inconsistent organizational structure in which some ideas are loosely connected. The focus of the response is somewhat sustained. Some transitional strategies are present (“Moreover,” “In conclusion,”), but many are simple transitions (“But,” “So,” “People also,” which is repeated) that are not effective in building a strong argument. An introduction and conclusion are present but underdeveloped.

The response would receive a 2 in Evidence/Elaboration: The response provides uneven support for the main idea that includes some reasoned analysis and uneven use of source material. Evidence is vague (“each made tiny space stations”) and weakly integrated, although it does all relate to the topic sentence. The response expresses ideas using simple language.

The response would receive a 2 in Conventions: The response has an adequate command of spelling, capitalization, punctuation, grammar, and usage. Some errors are present (“involvld,” “suspention,” and “knowlege” are misspelled; “Like climbing Mount Everest . . .” is a fragment; “there” in paragraph 3 is misused), but the passage is coherent.

Scoring Notes

- Paragraph 2 attempts to address a counterargument but interprets the source material incorrectly. Source #3 lists many accomplishments that the United States and the Soviet Union achieved during the Space Race before they started working together.
- Paragraph 2 focuses too much on the period before the United States and the Soviet Union started working together as a team.
- The conclusion is simple and formulaic, simply repeating information.

Modifying Instruction Based on Summative Results

The expectation is for students to score 75% or higher on each summative assessment, with the same benchmark expected for the skill focus areas—Comprehension, Vocabulary, and so on.

For students who are below these benchmark levels, refer to Modifying Instruction IF/THEN charts that are part of the Assessment documents specific to each grade level.

Keeping Parents and Students Informed about Progress

At the close of each instructional unit, students will be assessed on that unit's skills in the unit assessment. The results will be used to inform grouping and additional instructional needs. The reporting associated with the assessment can be shared with students and parents to highlight the following:

- Skill strengths
- Skill deficiencies
- Standard and skill proficiency levels
- Across-unit growth

ELD Assessments

StudySync ELD Assessments provide tools to monitor students' English language proficiency development and academic growth. The assessments contain key components that you can use to assess your students' needs and inform instruction.

Leveled Unit Assessment

There are four Unit Assessments that correspond to the four Designated ELD units of instruction. The assessments are provided to evaluate students' language development and growth in the following areas:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

Each Unit Assessment is provided at three language proficiency levels. These levels are designated by the following notations:

- * = Emerging
- ** = Expanding
- *** = Bridging

Administering the Assessments

With the exception of the speaking section, all parts of the test are administered online which allows for tech-enabled and tech-enhanced item functionality. The speaking assessment should be scheduled in one-on-one sessions with students. Each assessment includes literary and informational passages as well as questions focusing on the ELD Standards taught throughout the unit. The answer keys provided identify the specific skill and ELD standard each item tests.

The assessments include a writing prompt, assessing the genre of writing taught in the unit. Anchor papers are provided for the four unit assessments, at each proficiency level. These papers illustrate the kinds of responses students are likely to write at each proficiency level, as well as the most common kinds of errors found in students' writing at each level.

Rubrics are provided for each writing and speaking section for each unit assessments.

Measuring Progress Across Language Proficiency Levels

Unit Assessment scores should be one of multiple measures used to help make instructional decisions for the coming unit. The results of the assessments, along with the results of other informal assessments, such as the rubrics and checklists used within the unit instruction as well as and your own observations, should be used to determine students' mastery of the ELD standards. A Level Up rubric is provided to help determine when the students may be ready for less scaffolding as they exit one Language proficiency level and enter the next.

LAS LINK®

The LAS Links® Second Edition Placement Test is designed for schools and districts to support initial identification and placement in instructional programs for newly enrolled students. The test is structured around the four major language domains of Speaking, Listening, Reading, and Writing, with a balance

of constructed-response and multiple-choice items. The test is based on three dimensions of language proficiency: conversational fluency (communicative language), discrete English skills (specific aspects of English linguistic knowledge), and academic language. Placement Test results can be used to place students into the Emerging, Expanding, and Bridging levels of California StudySync ELD.

LAS Links® Forms C and D provide educators with a valid and reliable test instrument to determine how well English learners are progressing toward the acquisition of the English language skills they require to be successful in academic settings. The assessment items correspond to the requirements of the Common Core State Standards and the reporting levels correspond to the three California language proficiency levels.

The LAS Links assessment measures speaking, listening, reading, and writing. It also provides a measurement of comprehension skills in academic and social English across each language domain. LAS Links blends the assessment of English proficiency with academic language knowledge, using vocabulary that is needed for success in school. The items carefully measure the student's ability to interact with grade-level academic language and content without relying on the student's knowledge of the underlying subject matter.

Formative Assessment

The program provides teachers with ample opportunity for ongoing formative assessment of student performance in reading, writing, speaking and listening, and language for each lesson type, including First Reads, Skills lessons, Close Reads, Blasts, the Extended Writing Projects and the Research Projects. The Teacher's Edition for each lesson type has two paths: the Core Path, designed to meet the needs of all learners, and the Access Path, which provides differentiated instruction and additional scaffolding as well as differentiated formative assessments. A variety of formative assessments, varying in type and duration of time, help teachers adjust instructional strategies, measuring individual student progress at strategic points over regular intervals.

INSTRUCTIONAL AND PERFORMANCE TASKS

The lessons attached to each reading selection include a variety of tasks for students to complete. Some of these goal-directed, shorter tasks for assessment include the submission of responses to Think Questions and Skills Focus Questions; the Your Turn performance-based question following the Skill lessons for each selection; the completion of grammar and vocabulary handouts; short research projects and presentations for the Build Background section of the First Read; Blasts; responses to Close Read Writing Prompts; the process steps of the Extended Writing Project; and the Research Project and presentation. Teachers may evaluate any or all of these tasks toward their assessments of student achievement.

TEACHER OBSERVATIONS

During each lesson, teachers have opportunities to observe student understanding, vocabulary acquisition, and reading proficiency and to track student progress. During whole class skills instruction and discussions, group discussions, individual and class reading, Read Alouds, writing, group research, preparation of presentations, and video viewing, teachers can observe the responses of students to the various tasks set for them and adjust their teaching to meet individual student needs.

PEER REVIEW

Students have a number of opportunities to receive feedback from their peers and to review their peers' responses to Think Questions, Skills Focus Questions, Close Read Writing Prompts, Blasts, and the process steps of the Extended Writing Projects. Peer feedback is guided by Writing Rubrics and specific instructions for peer reviewers to follow. Teachers can assess both the quality of the feedback as well as the writers' use of the feedback in discussions and revisions.

STUDENT DISCUSSIONS

Whole group and small group collaborative discussions that follow models provided by StudySyncTV and SkillsTV, as well as informal class discussions based on answers to questions, may be assessed using guidelines or rubrics from the Speaking & Listening Handbook.

SELF-ASSESSMENT

The StudySync Blast feature provides a unique opportunity for students to assess their own and each other's learning process. The first Blast of each unit introduces the Unit Essential Question, and each student responds to the question in one hundred and forty characters or less, in the way of social media. This response, which serves as a benchmark, is immediately submitted, and each student's "blast" can be viewed by all the other students and the teacher, and assessed for effectiveness and understanding. As the Core ELA Unit continues, students will view five additional Blasts, including a Unit Wrap, all of which ask driving questions connected to the Unit Essential Question. As students read selections, conduct research, and submit written responses to prompts over the course of the unit, these Blast responses allow them to assess the growth of their thinking, not only against their initial responses but also in relation to the responses of their peers.

StudySync offers teachers a complete and comprehensive cross-curricular English Language Arts literacy curriculum in an easy-to-use digital format. StudySync leverages technology to create a relevant and

Teacher Materials

Instructional Planning and Teacher Support

StudySync instructional materials provide explicit guidance with both digital and print supports assuring teacher success. Materials are specifically designed to help teachers provide instruction that builds both the essential student skills and knowledge, as listed in the CA CCSS for ELA and CA ELD Standards. The Core Program Overview outlines every aspect of the curriculum and product support afforded teachers including how to work collaboratively with other content-area teachers to develop student literacy.

Professional Development

StudySync's Professional Development Platform in ConnectED and the Teacher Homepage tab within StudySync provide online learning resources that support classroom implementation and instruction and are aligned to the standards. All audiovisual, multimedia, and technology resources include technical support and suggestions for appropriate use.

The PD course provides an extensive overview of StudySync as well as supports teachers in implementing key instructional strategies for English Language Arts. This self-paced online course provides information and instruction about implementing StudySync's state and national standard-aligned content in the classroom.

The course is divided into two sections, "Getting Started" and "Going Further." Each section contains topic-specific modules to support teachers with using StudySync in the classroom. Each module includes the following resources:

1. Instructional videos and documents.
2. Links to tutorial videos and tips from teachers.
3. A checklist to guide teachers as they complete each module.

4. Online discussion prompts for collaborating with colleagues.

Course progress is tracked automatically. Upon completing all requirements, Certificates of Completion are provided.

Teacher Homepage

The Teacher Homepage provides access to digital resources and up-to-date articles on “What’s New” with StudySync features and content plus “Ideas and Inspirations,” with tips from featured StudySync users and the StudySync Curriculum team.

Classroom Management Tools

Teachers benefit from access to digital tools for classroom management. These include online assignment creation, customizable student groups, student writing binders, anonymous peer review, a plagiarism checker, and teacher review and reporting. StudySync’s classroom management and assessment tools are designed for flexibility and easy implementation, putting curriculum and instruction decisions directly in the hands of the teacher.

Online Assignments & Customizable Student Groups

Creating assignments from StudySync’s standards-based, rigorous content is quick and easy. Teachers have the ability to modify prompts and rubrics, as well as create their own custom assignments. Additionally, teachers can choose to send customized assignments to specific student groups. Creating differentiated groups based on student needs, in addition to whole classroom groups, helps teachers meet all individualized learning goals.

Student Supports

StudySync was designed to support students every step of the way. Students experience a seamless online experience for reading and writing, submitting assignments, and writing and receiving reviews with

tools that encourage close reading and critical thinking. Students access their assignments and then view completed work in their own online 'Binder'.

Anonymous Peer Review

Exclusive to StudySync, this feature initiates a cycle of analyzing, writing, and revision that turns students into skilled writers and critical thinkers.

Students learn to:

- Respond frequently and meaningfully to the texts they are reading.
- Engage in multiple forms of writing, including expository, narrative, and persuasive.
- Provide timely, anonymous critiques of other students' writing.
- Thoughtfully analyze and revise their own work.
- Write to an authentic audience they know will be reading their work immediately.

StudySync capitalizes on the collective intelligence in a classroom. Students are leveraged as valuable voices in the learning process. The anonymous feedback requires that students take an active role in supporting each other in the development of their skill sets. Peer review is mediated by and not anonymous to the teacher to provide appropriate direction and support.

The Plagiarism Checker

The Plagiarism Checker automatically reviews student assignments daily and flags submissions with over 30% matching content with another student's previously submitted work within the subscription. Overlapping content is flagged within the teachers' Assignment Report for teachers to review and provide instructional follow-up, as needed.

Teacher Review

Formative assessment takes place through the use of customizable prompts and rubrics, and the ability to annotate students' responses in order to give direct feedback. Summative tests include assessment of comprehension skills/vocabulary standards taught throughout each unit of instruction and stimulus texts that reflect increased rigor and text complexity required by CCSS.

Grade Level Overviews and Print Resources

StudySync's easy-to-use online curriculum, classroom management tools, plus targeted print support assist teachers in immersing students in literature exploration in and out of the classroom. Grade Level Overviews are available to provide guidance on a macro level, reviewing the full curriculum. Pacing Guides then breakdown the academic instructional year at each grade level with 180 days of instruction for teachers to follow.

The Teacher Resource Companion is a resource for each Unit at each grade level including print versions of lessons, grammar and vocabulary worksheets, pacing guides, and other supports for effective instruction and management. This teacher edition provides lesson plans with guidance in daily lessons and overall Units. This includes opportunities for checking student understanding followed by solutions for adjusting lessons to address student needs.

Pacing Guides Contain:

- A 45-day suggested pacing guide for each Unit
- Overview of key skills and teaching points in each Unit
- Helpful hints on modifying or substituting lessons, expanding research projects, etc.

Unit Overviews Contain:

- One page overviews of every single lesson in the Unit (with CCSS addressed)
- Resource guides to show you available tools, both online and off, for the lesson
- Black Line Masters for every Core handout (e.g. vocabulary, grammar, graphic organizer) used with the lesson.

The Student Reading and Writing Companion is a print consumable handbook of all core instructional assignments for students. The companion gives students printed access to all readings in a Thematic Unit's instructional path, including First Reads, Close Reads, critical thinking questions, Skills lessons, and writing prompts. The purpose of the student print support is to provide students with close reading opportunities, so they may continue through the course successfully even without daily access to technology. Students

are able to highlight First Reads and complete worksheets in this hard copy workbook when online access is not available.

Individual Lesson Plans

Individual Lesson Plans describe learning objectives, a list of required materials for each lesson, and reference specific CA CCSS ELA and ELD standards met to provide appropriate guidance for teachers. Lesson Plans are full of extension lessons and recommendations for implementing StudySync materials in the classroom. Lesson Plans cross-reference the standards covered and provide an estimated instructional time for each component. Answer keys are provided for all workbooks, assessments, and any related student activities.

Academic Discussion

StudySync materials help teachers and students plan collaborative academic discussions based on grade-level topics and texts. The StudySyncTV episodes specifically model for students how to successfully discuss literature. Texts with StudySyncTV lessons include engaging multimedia supports for students that provide context essential for close reading, analysis, and discussion:

- Movie-trailer-like Previews to draw students into a text
- StudySyncTV videos, showcasing student discussion groups modeling how to approach a text with Common Core skills
- Think question sets providing pre-writing discussion questions on the text, vocabulary and grammar practice, and metacognitive examination of the StudySyncTV episodes

The Ability to Differentiate

Classrooms have a mix of interests, learning styles, and skill levels. StudySync allows teachers to:

- Scaffold assignments based on students' interests and reading abilities
- Make assignments and choose texts based on Lexile®-levels
- Access an extensive library of 6-12 content, texts, and excerpts
- Target specific learning objectives and skills and specific Common Core Standards

- Tailor instruction to whole-class, small group, or individual needs
- Offer Access support – including audio, closed captioning, and vocabulary support.

Integrating technology makes it easier for teachers working with a class of students who possess a wide range of skills, to better differentiate and personalize instruction without substantially adding to their workload.

Every part of the StudySync curriculum is designed to provide support and differentiation for students of different skill levels and language proficiencies. Each lesson in the Integrated ELD curriculum specifically provides guidance for teachers through the Access Complex Text description, while Access handouts allow teachers to provide differentiated instruction for a variety of learners. At the end of each unit, Difficult Concepts are explicitly identified and teachers are equipped with strategies for teaching those concepts. This gives teachers the option to allow students who are on grade level to continue with the unit while providing extra support to students who have not yet reached the same proficiency level.

Moreover, the very nature of each unit's construction allows for grade level flexibility. Because the units are arranged thematically, rather than chronologically or geographically, and because the curriculum has the CA CCSS as its foundation, the units can be adapted for various grade levels. Standards are, for the most part, transferable between grade levels, so a unit that has been designated for seventh grade could be modified to address sixth grade skills with increased scaffolding and support. The First Read and Close Read lessons are designed to help students analyze texts that may be difficult, and while a sixth grade student might need additional coaching, the strategies for comprehension and analysis function across grade and proficiency levels. If a teacher needs to provide a different text for one grade level, the StudySync library offers hundreds of texts that teachers can search for based on genre, theme, grade or lexile level. The writing platform is designed to facilitate flexible grouping and assignments, which allows teachers to place students into different groups based on grade or proficiency level, hand-picking assignments for each different group if necessary. Because flexibility exists in every facet of the StudySync curriculum, teachers can adapt it to the needs of their students, rather than forcing their students to fit the design of the curriculum.

Suggestions for Parents and Caregivers to Support Student Achievement

Educators are encouraged to provide parents with a general overview of StudySync: the philosophy behind the program, the types of assignments and assessments students will complete, the skills they will learn, the expectations for students using a digital program, and how caregivers can support students at home. Teachers may choose to conduct a StudySync curriculum night to introduce parents to the program, as well as send home the Student User Guide and Grade Level Overview documents to familiarize caregivers with

StudySync.

In order to view and analyze their child's progress, teachers should present to parents individual student reports. These printable reports contain every StudySync assignment given and completed by the student, including student's responses, average review scores from peers, and specific feedback and scores from teachers. Used frequently, student reports can inform teachers and caregivers of areas in which students need additional support.



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