



Getting Started

Teacher Account Walkthrough



Teacher Account Walkthrough

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STUDYSYNC TEACHER ACCOUNT WALKTHROUGH

Welcome to StudySync! This user guide will help you set up your account with ConnectED and get your classes started with their first StudySync Assignment. In this guide, you will learn where to find materials and resources, how to assign lessons, and how to review and grade student work.

GETTING STARTED

1

Visit: www.Connected.Mcgraw-Hill.com



connectED

Username

StudySync

Password

Enter your Username
Enter your Password

Log In

Click the Log In button

[FORGOT YOUR PASSWORD?](#)

[FORGOT YOUR USERNAME?](#)

1

From your *Home* page, click **Redeem Content**.

Note: If you already have StudySync content, skip to step 6.

My Home

Your ConnectED Content

No books or materials available.

To add content please click the Redeem Master Code button.

Manage Users and Content

Redeem Content

Manage Students

Import Students

Import Status

2

Enter your provided *Teacher Edition Master Code* and click **Next**.

Redeem Master Code

Enter your Master Code in the boxes below, then click **Next**.

Next


Cancel

3

Confirm that you are receiving the StudySync content, and click **Add Content**.

Redeem Master Code

Please check if the information below is correct, then click **Add Content**. If it is incorrect, then click **Cancel** and enter a new Master Code.



Master Code:
Title: StudySync
Subscription ISBN: 0076669076
Content Type: Teacher Licensed Content
Remaining Seats: 148


4

Click **Redeem Content** a second time and enter the *Student Edition Master Code*.

Then click **Create Redemption Code**.

Redeem Master Code

Please check if the information below is correct, then click **Create Redemption Code**. If it is incorrect, then click **Cancel** and enter a new Master Code.



Master Code:
Title: StudySync
Subscription ISBN: 0076691837
Content Type: Student Licensed Content
Remaining Seats: 6932

The end date should correspond to the end of year or semester.

Created Date: 07-24-2015
End Date:

When redeeming the Student Edition content, you will be asked to select an End Date, corresponding to the end of the current school year for your subscription. We recommend choosing a date a little after the end of the year (i.e. in July for school years ending in June).

5

Your *ConnectED Home page* should then display both the StudySync Teacher and Student Edition content. Click on the **Teacher Edition**.



StudySync ELA
Teacher Edition
Associated Course Content:
 StudySync ELA

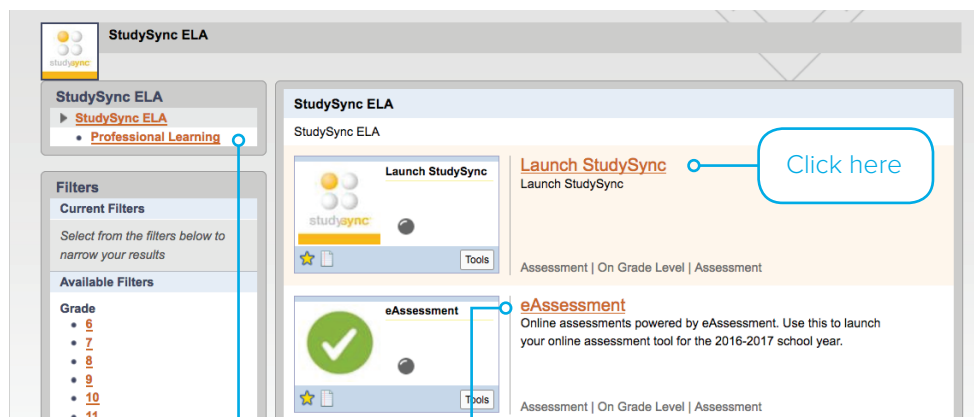


StudySync ELA
Student Edition
Associated Course Content:
 StudySync ELA

Note: If you need to import your students and set up classes, go to the bottom section, "Managing your Classes and Students". Also, do not hesitate to contact your McGraw-Hill Sales Representative with any questions or for help with any of the ConnectED processes.

3

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



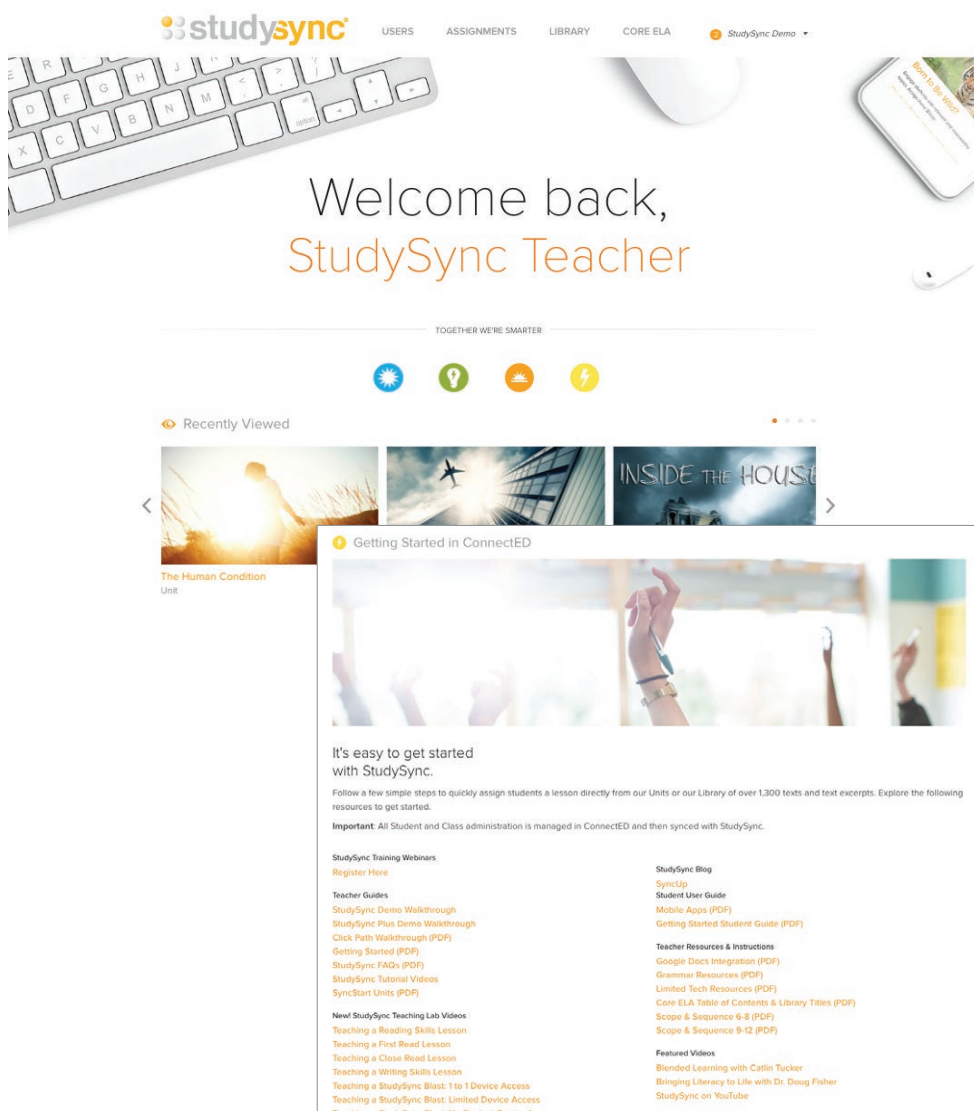
Click the Professional Learning link to start exploring StudySync's built-in PD Training modules.

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

4

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

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



EXPLORE STUDYSYNC CONTENT & FEATURES

STUDYSYNC CONTENT: CORE ELA CURRICULUM

1

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

Each grade level includes four (4) Thematic Units, as well as a Core Program Guide, Scope and Sequence document and Grade Level Overview of the Core ELA program. If you move through all four units, you will have addressed all of the necessary standards for your grade.

2

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

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

Select one of the 4 Core Thematic Units for your grade level, by clicking **Core ELA Unit**. This example uses Grade 6 Unit 4.

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

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

3

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

Our Heroes

Core ELA
Grade 6
45 Days

[Remove from bookshelf](#)



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Overview



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

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

4

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

Our Heroes

Core ELA
Grade 6
45 Days

[Remove from bookshelf](#)



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Instructional Path

The Big Idea



Rosa Parks: My Story



The Story Behind the Bus



Rosa



Freedom Walkers: The Story of the Montgomery Bus Boycott



Sunrise Over Fallujah



The texts highlighted in green are the recommended anchor texts for the Unit. Each have an accompanying Full Text Study, as well as Teacher and Student Reading Guides.

The Education of George Washington



Eleanor Roosevelt: A Life of Discovery



Eleanor Roosevelt and Marian Anderson



My Father is a Simple Man



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

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

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

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

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

Teacher Resources: [Lesson Plan](#)

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



Assign



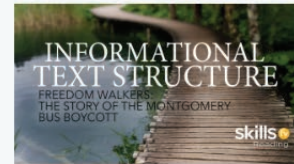
Click the **Student Preview** icon to explore a First Read lesson.

Skill: Informational Text Structure

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

Teacher Resources: [Lesson Plan](#)

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



Assign



Click the **Student Preview** icon to explore a Skills lesson.

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

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

Teacher Resources: [Lesson Plan](#)

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

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



Assign



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

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

Skill: Informational Text Structure

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

Teacher Resources: [Lesson Plan](#)

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



Assign

Student Preview

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

1. DEFINE

2. MODEL

3. YOUR TURN

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

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

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

Part A

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

☐ A. The police were harsh and rough in both instances.

☐ B. Things were much worse in 1955 than they were in 1949.

☐ C. Edwina and Marshall were treated better than Claudette was.

☐ D. All three teenagers were arrested for standing up for their civil rights.

Part B

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

☐ A. "Edwina and Marshall were arrested"/"police told [Claudette] she was under arrest"

☐ B. "violating the city's segregation laws"/"talking back to white officials"

☐ C. "You have no right to do this," she protested.

☐ D. "She struggled as they knocked her books aside, grabbed her wrists, and dragged her off the bus, and she screamed when they put on the handcuffs."

Teacher Edition

1. Define

Watch.

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

1. 0:43 – If the purpose of an informational text is to *inform*, why would an author choose to withhold certain information to create drama or suspense? Could this get in the way of the straightforward reporting of facts? Discuss.

2. 1:02 – What is the basic structure of a story? Why do you think historical texts and/or journalism frequently use the same structure as a story? Explain.

3. 1:38 – Can you think of any other categories of informational text that are not mentioned in this video? Discuss.

Read and Discuss.

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

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

Submit Assignment

7

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

Our Heroes

Core ELA
Grade 6
45 Days



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Remove from bookshelf

Extended Writing Project

Extended Writing Project: Argumentative Writing

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

Teacher Resources: [Lesson Plan](#)

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



Assign

Extended Writing Project: Prewrite

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



Assign

8

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

Our Heroes

Core ELA
Grade 6
45 Days



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Remove from bookshelf

Full Text Study

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



Full-text Unit with Comparative Texts
Library Unit



Full-text Study Reading Guide - Teacher Edition
PDF Document



Full-text Study Reading Guide - Student Edition
PDF Document

Introduction

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

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

STUDYSYNC CONTENT: DESIGNATED EL CURRICULUM

If you only have access to StudySync's Core ELA curriculum and are interested in learning more about the potential to have the EL curriculum at your school, contact your McGraw-Hill Sales Representative.

1

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

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

The screenshot shows the StudySync interface for the Core ELA curriculum. The top navigation bar includes 'CORE ELA', 'USERS', 'ASSIGNMENTS', 'LIBRARY', and 'CORE ELA'. The 'CORE ELA' tab is highlighted. Below the navigation bar, the 'Grade 6' section is displayed. It includes links for 'StudySync Core Program Guide', 'Grade 6 ELA Scope and Sequence', and 'Grade 6 ELA Overview'. Four units are listed: Unit 1: Turning Points, Unit 2: Ancient Realms, Unit 3: Facing Challenges, and Unit 4: Our Heroes. Each unit has a 'Core ELA Unit' button and an 'EL Unit' button. A blue line points from the 'EL Unit' button for Unit 4 to a callout box.

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

2

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

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

- An **Instructional Path** with 5 texts, including both created, leveled texts that build background knowledge and authentic grade-level ELA unit texts.
- An **Extended Oral Project**, in which students work toward an oral presentation on topics such as informative, narrative, persuasive, and argumentative presentations, with specific lessons supporting them along the way.

3

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

Our Heroes

English Learner
Grade 6
45 Days

Add to bookshelf

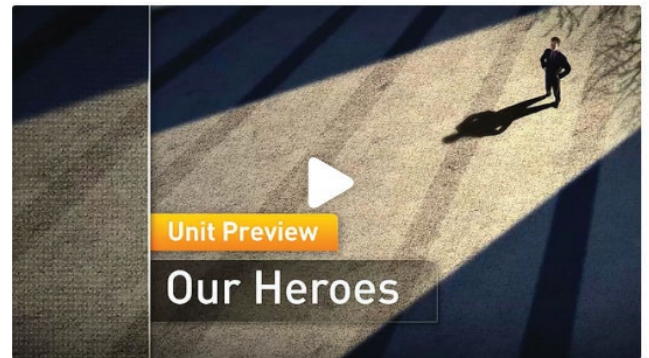


Overview

Instructional Path

Extended Oral Project

Overview



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

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

4

Click on the **Instructional Path** blade to explore the unit's lessons. The text selections that are covered will be listed.

Our Heroes

English Learner
Grade 6
45 Days

Add to bookshelf



Overview

Instructional Path

Extended Oral Project

Instructional Path

The Big Idea



A Story of the South



Freedom Walkers



A Great American Hero



Celebrities as Heroes



5

Click the drop-down arrow to the right of any text title to view the reading routine.

Click to explore the various text selections and Skills lessons that focus on vocabulary and language acquisition. Each text selection reading routine includes lessons that pre-teach, support, and reinforce the core reading selections.

View the links below each lesson for a comprehensive Lesson Plan and Access Handouts with EL supports. You will see that each lesson is available at three differentiated levels for English learners.

Introduction: Freedom Walkers

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

Teacher Resources: [Lesson Plan](#)

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



Assign Beginner



Assign Intermediate



Assign Advanced



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

Re-Read 1: Freedom Walkers

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

Teacher Resources: [Lesson Plan](#)

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



Assign Beginner



Assign Intermediate



Assign Advanced



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

Re-Read 2: Freedom Walkers

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

Teacher Resources: [Lesson Plan](#)

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



Assign Beginner



Assign Intermediate



Assign Advanced



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

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

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

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

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

Instructions

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

Picture Options (5 of 5)



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

Instructions

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

Meaning Options (5 of 5)



Picture Options (5 of 5)



Term	Form	Meaning	Picture
segregation	noun		
refused	verb		

Instructions

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

Picture Options (5 of 5)




Term	Form	Meaning	Picture
segregation	noun		
refused	verb		
boycott	noun		

7

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

Student Preview



Informational Text Structure - Freedom Walkers

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

SPLIT SCREEN MODE

Instructions

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

Event Options (4 of 4)

The police arrived.
Claudette was arrested.
Claudette was locked up at the city jail.

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

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

Submit Assignment

Teacher Edition

8

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

Our Heroes

English Learner
Grade 6
45 Days



Overview

Instructional Path

Extended Oral Project

Add to bookshelf

Extended Oral Project: Introduction

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

Teacher Resources: [Lesson Plan](#)

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



Extended Oral Project: Brainstorm

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

Teacher Resources: [Lesson Plan](#)

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



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

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

The screenshot shows the Studysync CORE ELA homepage for Grade 6. The navigation bar includes links for USERS, ASSIGNMENTS, LIBRARY, and CORE ELA. The main content area displays four thematic units, each with a 'Pacing Guide' link highlighted with a blue circle.

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

CORE ELA UNIT						ENGLISH LEARNER UNIT
DAY	INSTRUCTIONAL PATH	EXTENDED WRITING PROJECT	RESEARCH PROJECT	FULL-TEXT STUDY	FULL-TEXT STUDY CONNECTIONS	INSTRUCTIONAL PATH AND EXTENDED ORAL PROJECT
1	UNIT PREVIEW BLAST Everyday Heroes		SPEAKING & LISTENING HANDBOOK "Research Using Various Media" Section RESEARCH PROJECT PART I CONT. Break students into small groups and assign each group a topic to research (see list of topics under Research tab) and begin research (in class and/or online).			INTRODUCTION Our Heroes
2	FIRST READ Rosa Parks: My Story		RESEARCH PROJECT PART I CONT. Students should continue to research.			BLAST Our Heroes
3	SKILL Informational Text Elements		RESEARCH PROJECT PART I CONT. Students should continue to research.			FIRST READ A Story of the South
4	SKILL Connotation and Denotation		RESEARCH PROJECT PART II Groups should work collaboratively (in class and/or online) on a presentation to present their information to the class.			RE-READ 1 A Story of the South

10

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

Additional Resources

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

STUDYSYNC CONTENT: LIBRARY AND BLASTS

1

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

The screenshot displays the StudySync Library interface. At the top, the navigation bar includes 'USERS', 'ASSIGNMENTS', 'LIBRARY' (selected), and 'CORE ELA'. A search bar at the top center allows searching 1421 titles by name, author, or keyword. Below the search bar, a featured book cover for 'Island of the Blue Dolphins' by Scott O'Dell is shown. To the right of the search bar are buttons for 'Advanced' and 'View Entire Library'. Below the featured book, there are buttons for 'Suggest Library Item' and 'Create Library Item'. The main content area is divided into sections: 'Popular' (with a search bar for 1354 titles), 'My Library' (with checkboxes for 'My Bookshelf' and 'Created By Me'), 'Subjects' (with checkboxes for English/Language Arts, History, Science, Math & Technology, and Social Studies), 'Themes' (with checkboxes for Discovery & Exploration, Society & the Individual, Women's Studies, Justice & Power, Man vs. Nature, War & Peace, Love & Death, and Rites of Passage), 'Recommended Grades' (with checkboxes for Grades 2-3, 4-5, 6-8, 9-10, and 11+), 'StudySyncTV' (with a checkbox for StudySyncTV), 'Other' (with checkboxes for Audio Highlight, Full Text, Spanish Text, Short Story, Common Core App. B, Newbery Award, and Lesson Plan), 'Publication Date' (with a range slider from Before 1570 to 2016), 'Genre' (with checkboxes for Fiction, Non-fiction, Drama, and Poetry), 'Lexile (Excerpt)' (with a range slider from 400 to 1800), and 'Lexile (Book)' (with a range slider from 400 to 1800). A callout box points to the search bar with the text: 'Search for specific selections by title, author or keyword.' Another callout box points to the 'Advanced' button with the text: 'Filter results using the Advanced button.'

2

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


Search the hobbit

Advanced View Entire Library

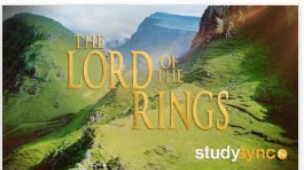
Search Results

Viewing top 2 results out of 2

Sorting by: Title ↑



The Hobbit
by J.R.R. Tolkien
Fiction, 1937



The Lord of the Rings
by J. R. R. Tolkien
Fiction, 1954

Click on the image to open the resources for that text.

3

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

studysync USERS ASSIGNMENTS LIBRARY CORE ELA StudySync Demo

TEXTS LIBRARY SEARCH RESULTS THE HOBBIT UNITS SKILLS BLASTS TEXTS

The Hobbit
by J.R.R. Tolkien
Fiction, 1937

Add to bookshelf Actions

Introduction

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

Overview

- Intro
- Vocabulary
- Read
- Comprehension
- StudySyncTV
- Think
- Write
- English Learners

J.R.R. Tolkein

The Hobbit

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

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

4

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

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

StudySync

USERS ASSIGNMENTS **LIBRARY** CORE ELA StudySync Demo

UNITS **SKILLS** BLASTS TEXTS

Search 167 units by name or keyword Advanced View Entire Library

Empathy

Grade 9
45 Days

View Unit

Full Text

Create Unit

Click the **Create Unit** button to create your own Unit using StudySync resources.

5

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

Be sure to notice the *adjustable Lexile® levels* when viewing the Background section of a Blast.

New Blasts are added daily!

StudySync

USERS ASSIGNMENTS **LIBRARY** CORE ELA StudySync Demo

UNITS SKILLS **BLASTS** TEXTS

Search 859 Blasts by name or keyword Advanced View Entire Library

Most Recent Blasts

All Work and No Pay

May 26th, 2017

What should young people expect from an internship?

View Blast

Popular

Suggest Blast Create Blast

You can search for specific topics and audio-supported Blasts by using the filters in the Advanced drop-down.

CREATE AN ASSIGNMENT

OPTION 1: CREATE AN ASSIGNMENT FROM WITHIN A CORE UNIT

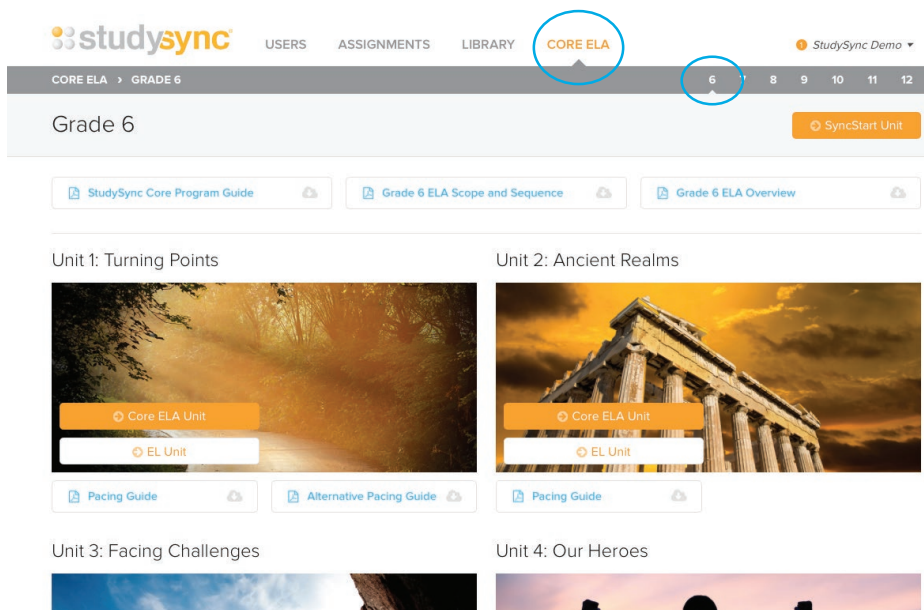
StudySync's **Thematic and Literature-Based Units** provide complete Instructional Paths of recommended Assignments, with text supplements, comparative writing Assignments, Skills lessons, and Blasts, all organized in a planned curriculum.

You may choose to utilize Unit Assignments in order, or may pick and choose Assignments from the Instructional Path that fit your classroom needs. In either case, you may preview what the Assignment will look like for students and then assign it to your Classes directly from the Instructional Path.

1

Click the **Core ELA** tab and your grade level in the gray bar.

Click the orange **Core ELA Unit** button for the Unit you wish to view.

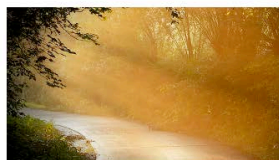


2

To navigate to the recommended Assignments, select the **Instructional Path** blade on the left.

Turning Points

Core ELA
Grade 6
45 Days



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Overview



How much of what happens in our lives do we actually control? This is a question that has concerned philosophers and writers for thousands of years. We expect events to progress in a certain way, then suddenly unexpected circumstances cause us to hesitate and reconsider the choices that confront us. Sometimes we don't have a choice at all.

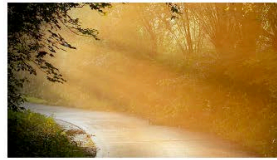
3

Click a text title to view the reading routine. When looking at a lesson within the recommended path, click the eye button to view what that Assignment would look like from a student's perspective. This Preview will show the lesson with the default settings for the assignment.

Turning Points

Core ELA
Grade 6
45 Days

Remove from bookshelf



Overview

Instructional Path

Extended Writing Project

Research

Full Text Study

Instructional Path

The Big Idea



Hatchet



Guts: The True Stories Behind Hatchet and the Brian Books



Island of the Blue Dolphins



Dragonwings



The Father of Chinese Aviation



First Read: Hatchet

The novel *Hatchet*, by Gary Paulsen, vividly renders the experiences and thoughts of Brian, a boy who is forced to survive in the wilderness after a plane crash. The First Read gives students the opportunity to experience the text with a limited context.

Teacher Resources: [Lesson Plan](#)

Core Handouts: [Grammar](#)

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



Assign



4

After viewing the Preview, if you would like to use this Assignment with your own Students, click the **Assign** button.

First Read: Hatchet

The novel *Hatchet*, by Gary Paulsen, vividly renders the experiences and thoughts of Brian, a boy who is forced to survive in the wilderness after a plane crash. The First Read gives students the opportunity to experience the text with a limited context.

Teacher Resources: [Lesson Plan](#)

Core Handouts: [Grammar](#)

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



Assign



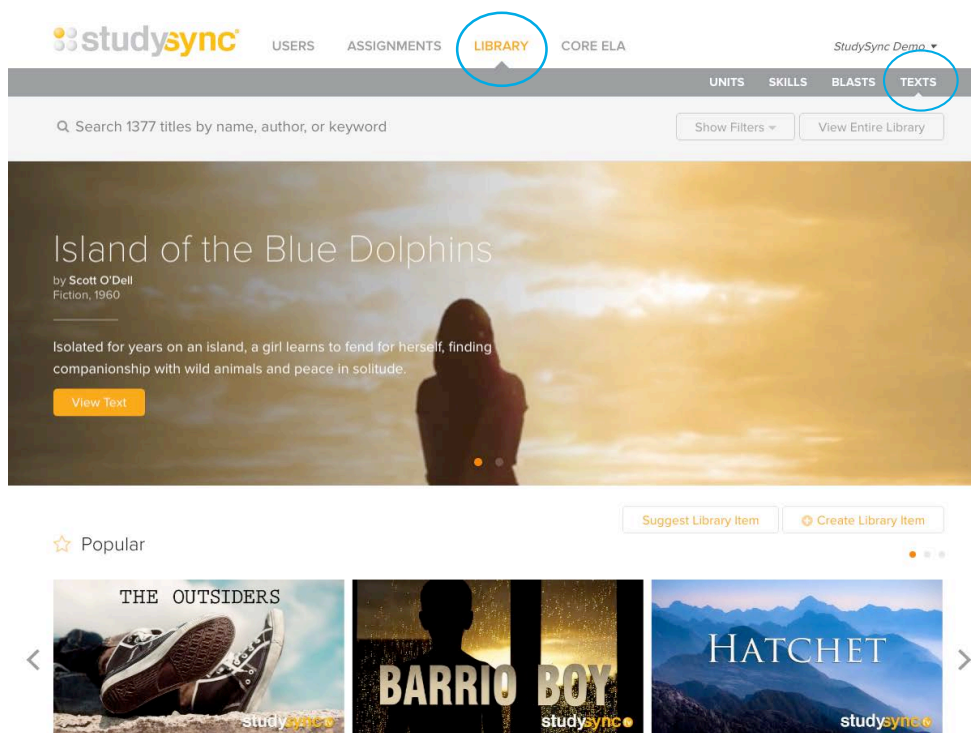
You will be taken to the Assignment Creation Page (see page 11). Select a Target for the Assignment, then chose to use the default settings or customize the Teacher's Note and Prompt or other features as needed. Click create to build the assignment.

OPTION 2: CREATE AN ASSIGNMENT FROM A LIBRARY ITEM

1

From the Library tab, you can simply select a text or skill and then launch the Assignment creation tool directly from that Library item.

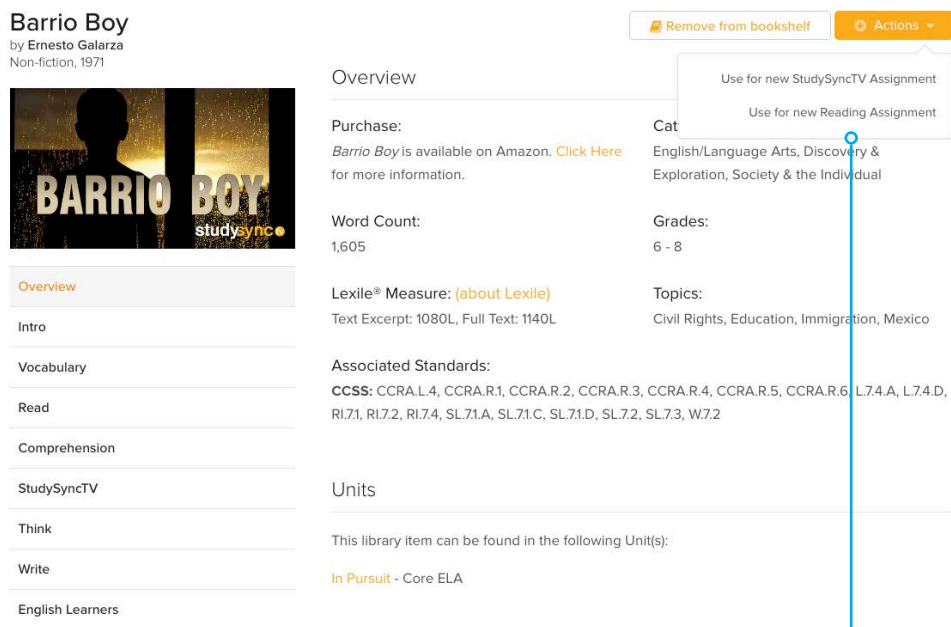
Note: Texts marked with the StudySyncTV logo offer students a video preview of the text and a StudySyncTV episode as part of the Assignment.



2

After opening your chosen library item, select the orange Actions button in the top right-hand corner and select from the available options.

For this example you can either **Use for new StudySyncTV Assignment** or **Use for new Reading Assignment**.

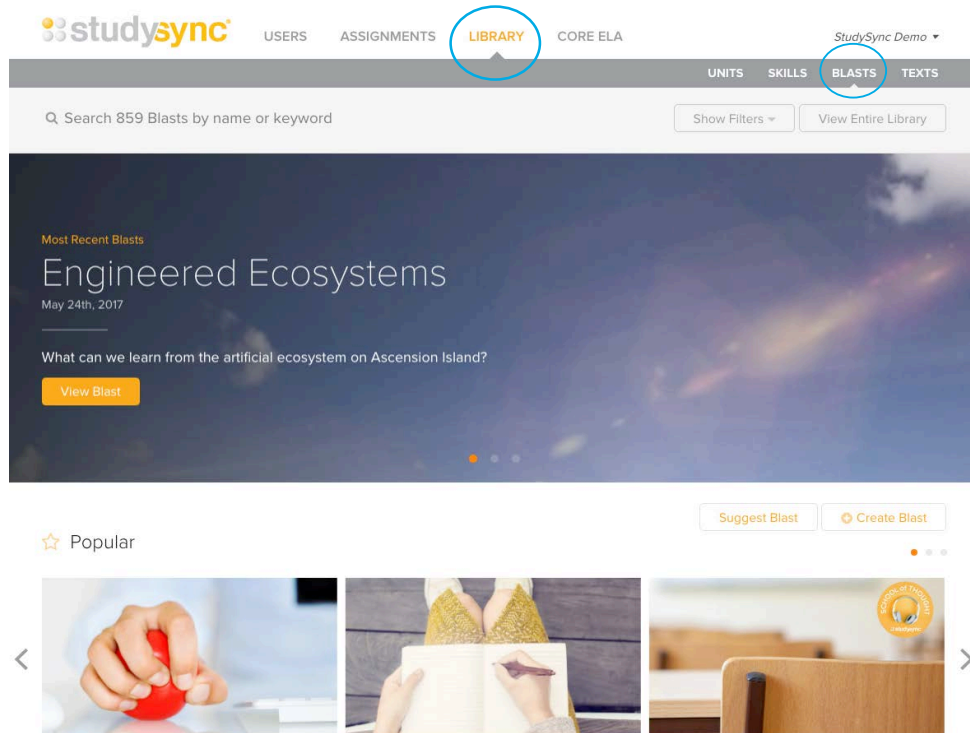


"Use for new StudySyncTV Assignment" will include the StudySyncTV episode with student collaboration as part of the assignment. The option to "Use for new Reading Assignment" will not include the video.

OPTION 3: CREATE A BLAST ASSIGNMENT

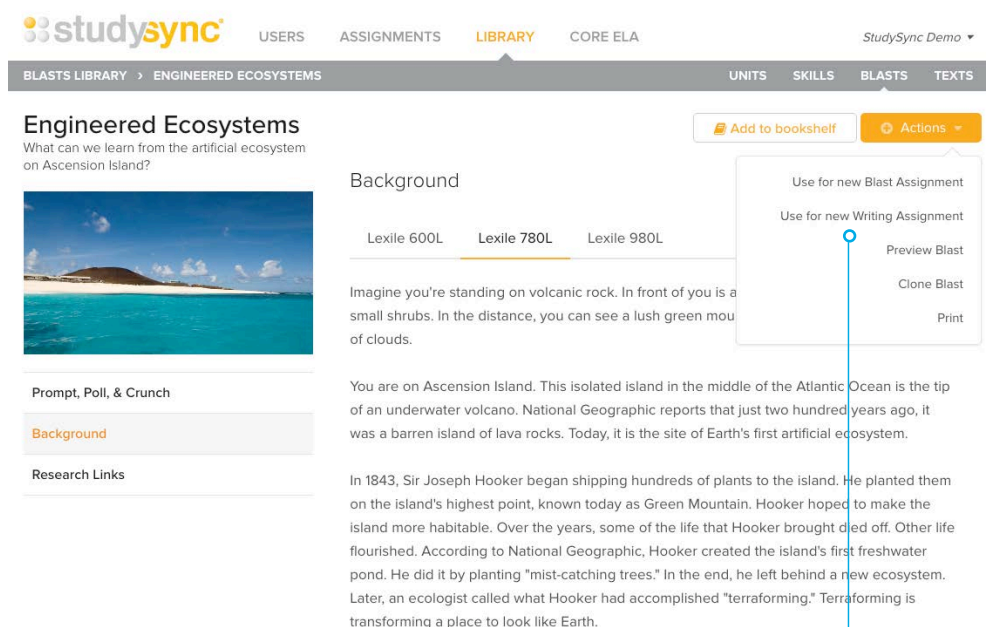
1

From the Blasts tab in the Library, you can select a **Blast** and then launch the Assignment creation tool to assign Students quick Twitter-like, nonfiction-based read/write assignments on current events.



2

After opening the Blast of your choice, you can see all of the lesson information by exploring the blades on the left. To assign this Blast to your Class(es), click the orange Actions button in the top right-hand corner and select from the available options.



"Use for new Blast Assignment" includes the 140-character restriction on all student responses. "Use for new Writing Assignment" will pre-populate a Writing Assignment Creation Page with the Blast Background and provides students with a longer essay prompt.

3

This will take you to the **Assignment Creation Page**. Select a Target for this Blast. You may also change the Start and End Dates, the Background text's Lexile level, and the number of reviews requested.

You also have the option to turn on Research Links for the assignment, which will bring students to an external source for more information about the Blast topic.

Summary

Assignment Type

Blast

Blast Title

Engineered Ecosystems

Assignment Name

Engineered Ecosystems

Research Links

Target

Groups

06 Grade (DO NOT REMOVE)

07 Grade (DO NOT REMOVE)

08 Grade (DO NOT REMOVE)

09 Grade (DO NOT REMOVE)

10 Grade (DO NOT REMOVE)

11 Grade (DO NOT REMOVE)

Mysterious Island experiment Could Help Us Colonize Other Planets

Article/Video/Photos: Claire Fieseler with National Geographic explores the history of the artificial ecosystem of Ascension Island, what it is like now, and what we can learn from it.

A Step-By-Step Guide To Terraforming Mars

Video/Article: Motherboard visualizes what it would take to make Mars habitable.

Ascension: The Island Where Nothing Makes Sense

Article: BBC reports on Ascension Island, how it came to be what it is today, and the consequences of bringing non-native life to the island.

Artificial Ascension

Article: Atlas Obscura describes the early history of Ascension Island and explains Hooker's vision for the island.

Another Green World

Article: The Economist discusses Ascension Island and its role throughout history, and investigates how terraforming has transformed it.

Customize



Customize

Allows customized attributes to this assignment.

Assignment Detail

Instructions/Teacher's Note

Write an introduction...

This will appear above the text/media in this assignment.

Teacher's Note Standards

Type short code for standard item: (e.g. RL.6.1)

Background

Click a background to select it

Lexile 600

Lexile 780

Lexile 980

1 Imagine you're standing on volcanic rock. In front of you is a red landscape thinly planted with small shrubs. In the distance, you can see a lush green mountain. Its peak is hidden by a ring of clouds.


THE STUDENT VIEW

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


1

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

Groups

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

Q Search Options Viewing 1 - 15 out of 15 results


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

View Assignments
Standard Report
Group Membership
Edit Group


2

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

Group Membership

The following is a list of students who are members of this Group. Use the Action  drop-down to access specific student options, including *Mimic Student*.

Q Search Viewing 1 - 8 out of 8 results

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

Mimic Student
Remove Student
Student Report

3

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

studysync ASSIGNMENTS BINDER LIBRARY Amy Tan

What's Due?

1 Blast 4 StudySyncTV 3 Reading 0 Writing 0 Skill

To Kill a Mockingbird - Jenny's

Assigned by: StudySync Demo

PAST DUE!

Due May 16th, 2017

TV

Ozymandias

Close Read: Ozymandias

Assigned by: Mr.Wolf

Due June 12th, 2018

Close Read: To Kill a Mockingbird

Assigned by: Mr.Wolf

Due June 14th, 2018

HATCHET

First Read: Hatchet

Assigned by: StudySync Teacher

Reviews Completed: 0

Reviews Available: 1

Due June 12th, 2017

TV

REVIEW MODE

In the Lead

Assigned by: Mr.Wolf

Reviews Completed: 0

Reviews Available: 0

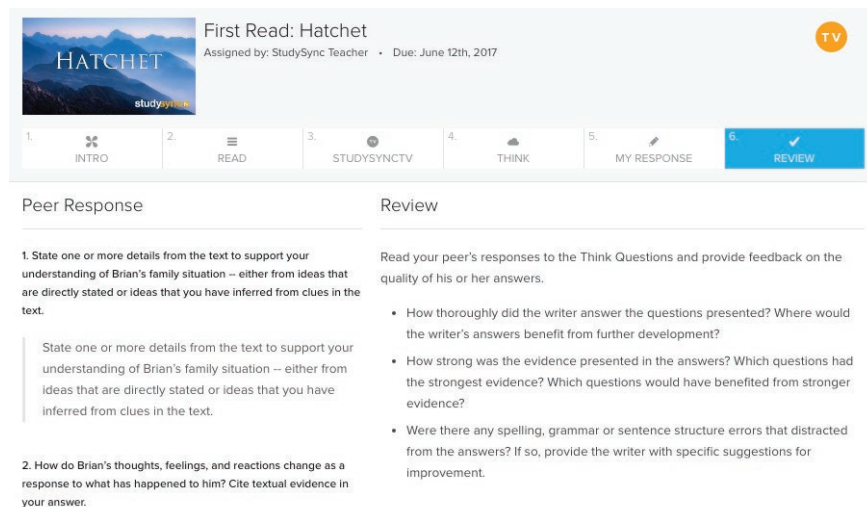
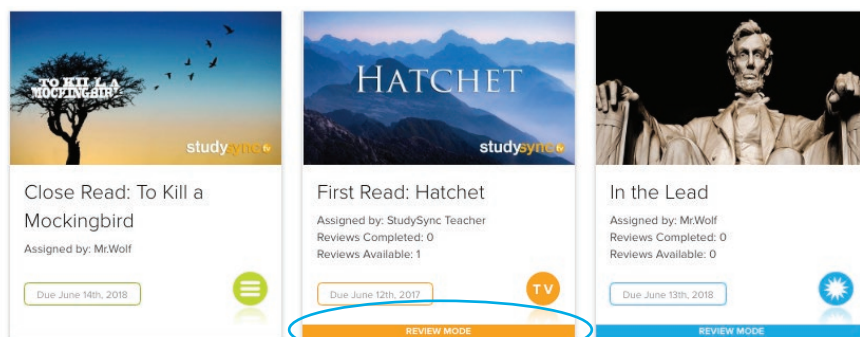
Due June 13th, 2018

REVIEW MODE

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

4

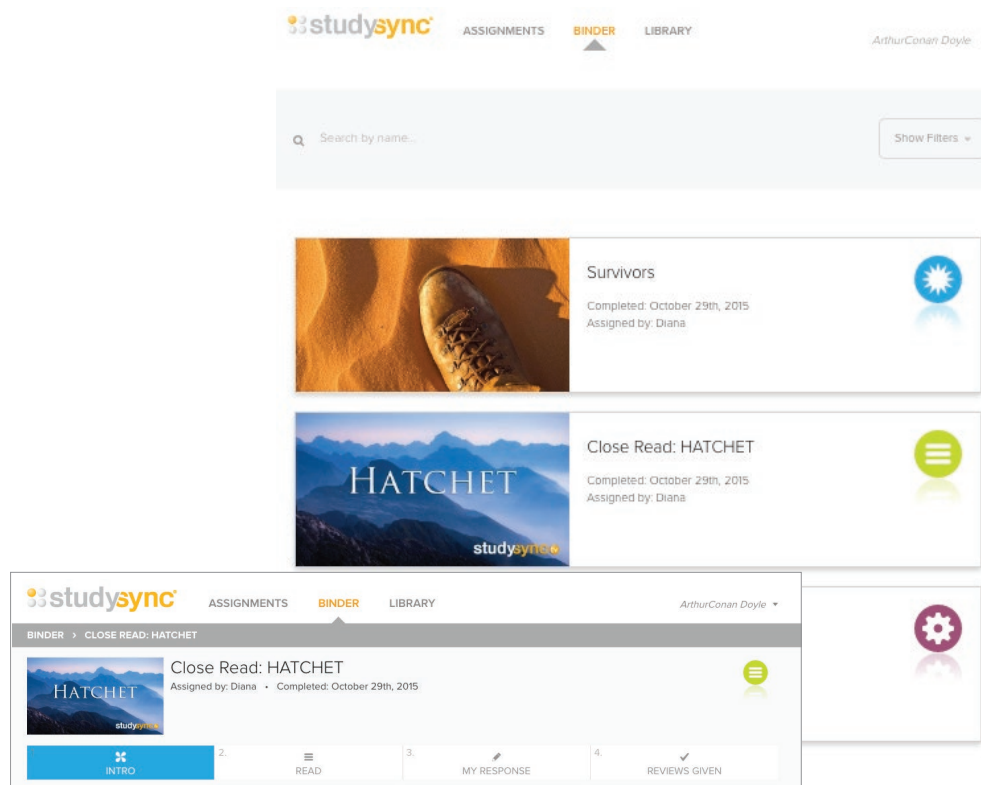
Click on an Assignment with a colored **Review Mode** bar at the bottom to see what an assignment looks like when it is ready for Peer Review.



5


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

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



6

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



Survivors

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


Top 10 Blasts

Rated By Peers. How do you compare?

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

QuikPoll Results

Which would be the most difficult place to survive?



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

Your Blast

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

Your Average Rating

★★★★☆ 4.200

Teacher Rating

Mrs. Collins
Great work! ★★★★★

Ratings Received


Anonymous
True, but some people just might give up! ★★★★★


Anonymous
I think that is usually true. ★★★★★


7

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

ArthurConan Doyle ▾

 Profile

 Logout

 Stop Mimic

About

Support

Privacy

REPORTS AND GRADING STUDENT WORK


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

1

Click on the **Users** tab, and locate the Group whose assignments you wish to view. Click the actions wheel and then click **View Assignments**.

Click **Assignment Report** in the actions wheel that's next to the assignment you wish to view.

Groups

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

Q Search Options Viewing 1 - 15 out of 15 results

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

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

View Assignments
Standards Report
Group Membership
Edit Group

DATE	ASSIGNMENT	STUDENTS	REV. GIVEN	REV. RECEIVED	AVG. SCORE	MY REVIEW
9/23/2016	Close Read: Hatchet	7	6	Reading	StudySync	06 Grade (DO NOT REMOVE)
9/23/2016	Point of View - Hatchet	3	0	Skill	StudySync	06 Grade (DO NOT REMOVE)
9/23/2016	Hatchet	3	0	SyncTV	Ms. C.	06 Grade (DO NOT REMOVE)
9/22/2016	Food Fiction	10	0	Blast	Ms. Johnson	06 Grade (DO NOT REMOVE)
9/22/2016	Close Read: Island of the Blue Dolphins	6	0	Reading	Ms. Johnson	06 Grade (DO NOT REMOVE)
9/22/2016	Ancient Realms	3	0	Blast	Ms. Johnson	06 Grade (DO NOT REMOVE)

Assignment Report
Preview Assignment
Edit Assignment
Use for a new Assignment

2

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

Assignment Report

Close Read: Hatchet

Edit Assignment Export Data

Target	Group	Start	End	Max Score	My Avg. Review	Avg. Peer Score	# of Students
	06 Grade (DO NOT REMOVE)	Jun 1, 2014	Jun 18, 2018	15	10.8	11.4	11

Q Search Viewing 1 - 11 out of 11 results

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

Click on the Posted Date next to a student's name to view all of his/her work for the assignment, peer reviews and to complete your teacher review.

MANAGING YOUR CLASSES & STUDENTS

All management of Classes and adding or removing students from those classes takes place in your ConnectED account.

Most likely, your school or district will be helping upload student accounts and linking them to your Classes. Please contact your administration or your McGraw-Hill Education Sales Representative for questions on this process. You can also contact McGraw-Hill Online Implementation at (800) 598-4077 for step-by-step assistance.

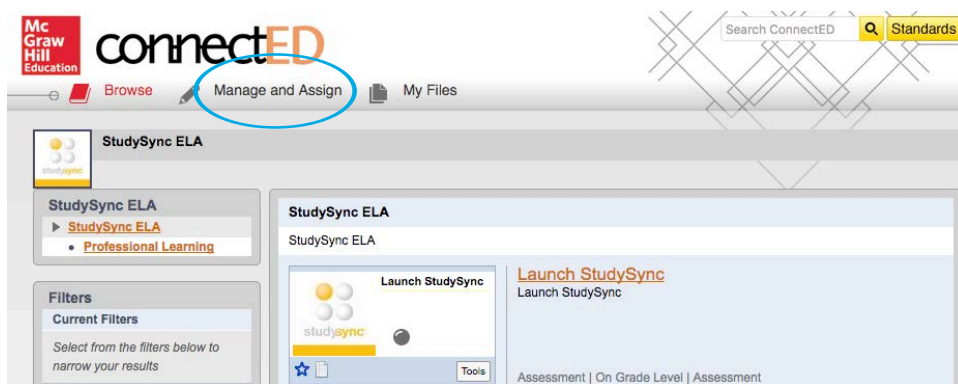
To start using StudySync with your students, three things must be completed:

1. **Your Students must be imported into ConnectED** – this is when their usernames and passwords are created. This is most often done at the district level.
2. **Your Classes must be created and students organized into the correct Classes.**
3. **Your StudySync content must be set up in the student accounts** via one of two methods described in the Get Started resources.

Once your basic Classes have been set up in ConnectED, you are also able to create new Classes within ConnectED to group your students in different ways or smaller sub-groups in StudySync for further differentiation.

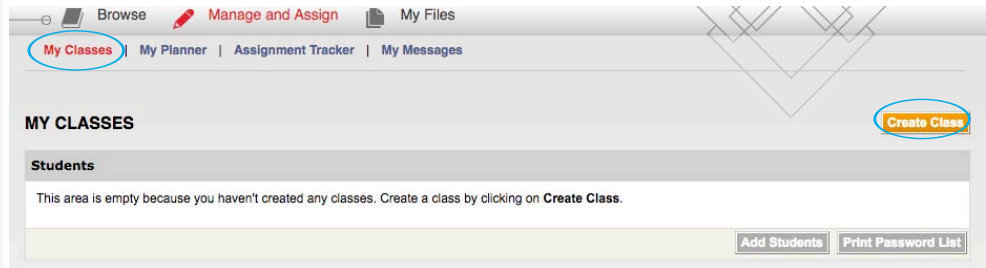
CREATE A CLASS

- 1 To create Classes, add students, and manage these groups, click on the **StudySync Teacher Edition** from your ConnectED homepage. Then click the **Manage and Assign** Tab.



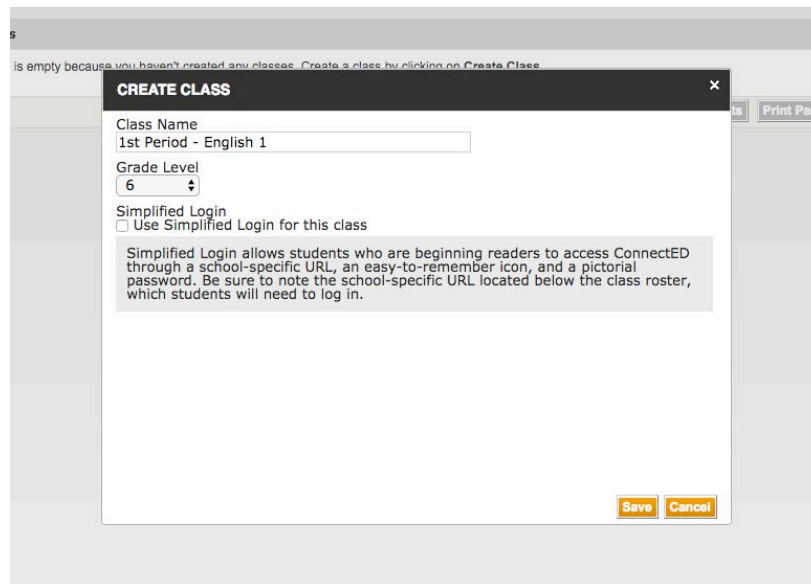
2

To create a new class, click **Create Class**.



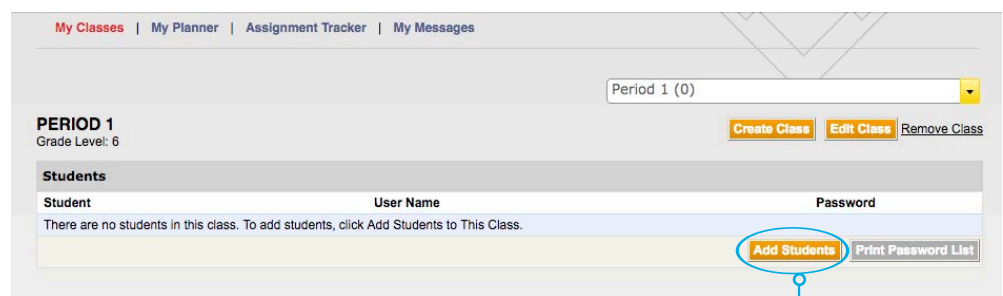
3

Give the Class a name and select a *Grade Level*. The Simplified Login option is only used for young elementary students; leave this blank. Then click **Save**.



4

Click the orange **Add Students** button to add students to your class.



If your students have not yet been imported to ConnectED, please contact your district or sales representative for help with this process. Or, click the Help button in the upper right-hand corner of your ConnectED account for help with importing students yourself.

5

Use the *Grade Level* search filter to add multiple students or enter a first and last name to find an individual student for your class. Check the box next to the name(s) you would like to add to your Class, then click **Save**.

	Last Name	First Name	Middle Initial	Username
<input type="checkbox"/>	Student	a		SCIENCESTUDENT1
<input type="checkbox"/>	student	A		AS127
<input type="checkbox"/>	StudentA	A-demo		A_DEMOSTUDENT
<input type="checkbox"/>	Student	aa		SCIENCESTUDENT27
<input type="checkbox"/>	Student	Adelle		ADELLES15

6

To navigate between your different Classes, use the drop-down menu.

Student	User Name	Password
Amanda Wingfield	STUDENTDALEY17	View Profile Remove from Class
Arturo Bandini	STUDENTDALEY2	View Profile Remove from Class
Arya Stark	STUDENTDALEY24	View Profile Remove from Class
Becky Thatcher	STUDENTDALEY16	View Profile Remove from Class
Bob Sheldon	STUDENTDALEY9	View Profile Remove from Class
Caroline Beaufort	STUDENTDALEY15	View Profile Remove from Class
Clara Barley	STUDENTDALEY22	View Profile Remove from Class
Dallas Winston	STUDENTDALEY6	View Profile Remove from Class
Dill Harris	STUDENTDALEY28	View Profile Remove from Class
Elizabeth Lavenza	STUDENTDALEY13	View Profile Remove from Class

7

As part of the set up process, you must share the StudySync Student Edition content with your students via the Assign Content button on your *Home* page.

My Home

Due to routine maintenance, connectED will be unavailable on Saturday, July 8th, from 9 a.m. to 3 p.m. EST Saturday, July 8th. If you have any questions or concerns, please contact Digital Technical Support at 800-437-3715 or epgtech@mheducation.com.

Your connectED Content



StudySync ELA

Teacher Edition

Associated Course Content:

[StudySync ELA](#)

Manage Content

Manage Users and Content

Redeem Content

Manage Students

Import Students

Import Status



StudySync ELA

Student Edition

Associated Course Content:

[StudySync ELA](#)

Manage Content

Assign Content

Click Assign Content and follow the three-step directions to send content to your students.

Welcome to StudySync!

We're excited for you to be a part of
our learning community.

Questions about StudySync?

Contact StudySync Customer Support at
implementation@studysync.com

We are happy to help!

McGraw-Hill Education

p: (800)-437-3715

W: mheonline.com/customer_support

E: epgtech@mheducation.com

