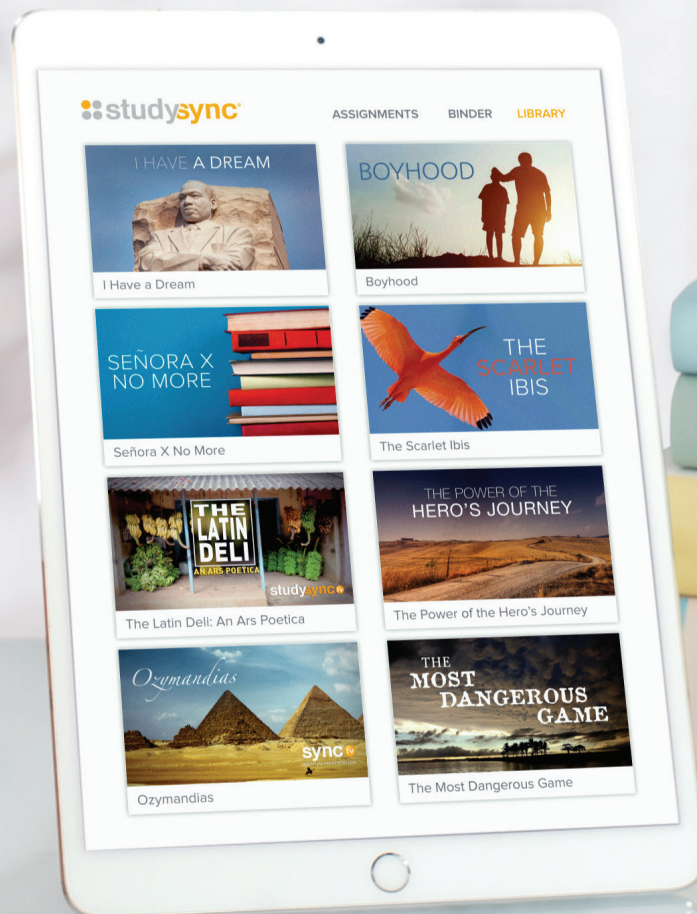


AN INTRODUCTION TO

studysync®

A Comprehensive ELA Curriculum for Grades 9-12



**Mc
Graw
Hill**

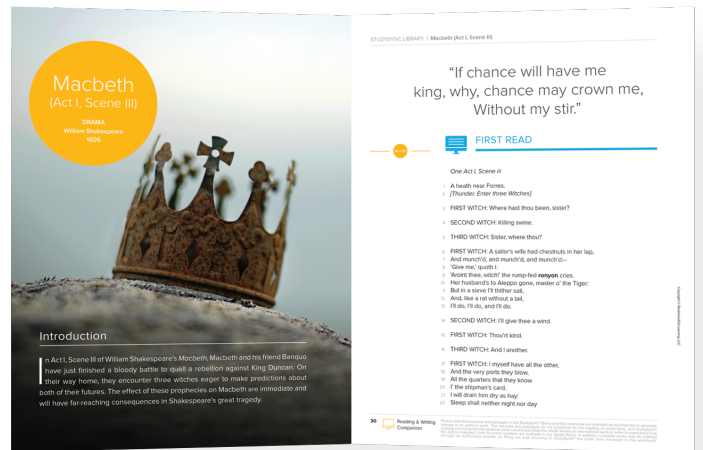
Extended
Writing
Project

BRING LITERATURE TO LIFE

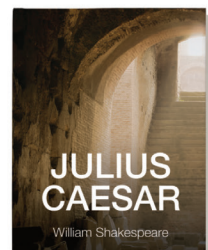
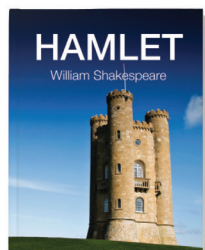
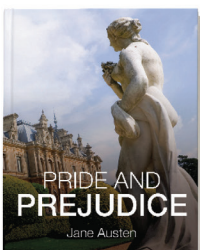
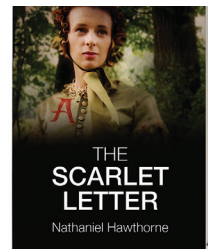
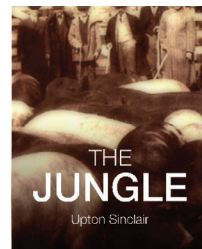
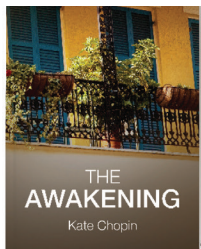
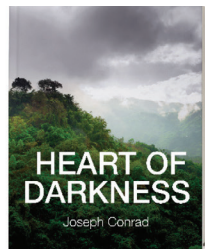
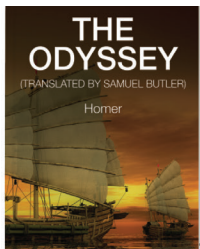
Welcome to StudySync – rigorous, culturally-relevant content that ignites a love of literature in ALL students.

- ✓ Provides instructional choice with thematic units, novel studies, and teacher-created units
- ✓ Supports interchangeable print and digital use
- ✓ Features a continuously growing library of over 1,700 classic and contemporary texts

Student Print Edition



Novel Options

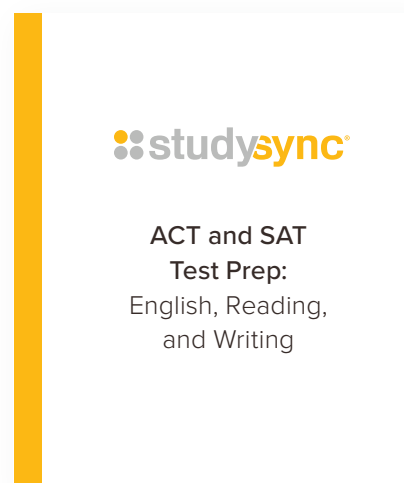


- ✓ Includes extensive writing and research practice
- ✓ Automatically embeds scaffolds so ALL students reach their potential

Teacher Print



ACT/SAT Test Prep



Comprehensive Student and Teacher Digital Experience



PICK YOUR PATH

StudySync provides **four curricular options** to enhance your teaching experience in print and online. Pacing guides are included for options 1–3.

The screenshot shows the StudySync interface. At the top, the 'Library' tab is selected, and the 'American/British' curriculum is chosen. Below the navigation bar, the 'Grade 9' section is visible. The main content area displays a grid of units, categorized into 'Thematic Option' and 'Novel Study'. The units are arranged in three rows, each with a unit number (1, 2, 3) and a corresponding image. The units are:

- Unit 1: Thematic Option**
 - Divided We Fall
- Unit 2: Novel Study**
 - American Born Chinese
 - Of Mice and Men
 - Angela's Ashes
- Unit 3: Novel Study**
 - The Call to Adventure
 - The Hobbit
 - Bless Me, Ultima
 - A Walk in the Woods
- Unit 4: Novel Study**
 - Declaring Your Genius
 - Animal Farm
 - Outliers
 - The Odyssey

1 Thematic Units

These units contain several text types from a variety of genres. Selections include multiple paired readings to challenge students to compare within and across genres.

2 Novel Studies

Each unit has at least three novel study options. Teachers can choose a whole-class novel study or employ a more independent, student-choice model.

UNIT 3
Unit Overview
Pacing Guide: Thematic

The Persistence of Memories

How does the past impact the future?

In childhood, each new day seems like a brand new experience. At some point, however, we mature enough to realize that the past not only exists but also has a hold on us. The past also has something to teach us. Exploring the past helps us make wiser choices as we move forward in our lives.

How does a person's childhood shape the adult he or she becomes? What can we learn about ourselves by recalling our memories and childhood dreams? Can we avoid certain mistakes in the future by learning about the past?

Students will think about the unit's theme and essential question as they focus on surrealism literature, analyzing excerpts from *The Secret Life of Salvador Dali* and an excerpt from *Dream Psychology: Psychoanalysis for Beginners*. They will also study the genre of informational texts while reading excerpts from the following autobiographies and memoirs: "By Any Other Name", "Rituals of Memory", *Rock, Ghost, Willow, Deer: A Story of Survival*, and the graphic novel *Persepolis*. In addition, reading the poems "From Behind a Covered Window" by Ngo Tu Lap and "Love Is Not All" by Edna St. Vincent Millay will provide students with an opportunity to read across genres and consider how experiences affect one's ability to exist in the world.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about narrative elements to their own narrative writing projects.

Unit Structure

Thematic Option
The thematic option provides 30 days of integrated reading and writing instruction with a series of short texts connected to a common theme.

Novel Study Option
Each novel study option provides 30 days of comparative texts with integrated reading and writing instruction.

Thematic Selections

- 48 *By Any Other Name* INFORMATIONAL TEXT Sonja Garcia Rau
- 50 *Rituals of Memory* INFORMATIONAL TEXT Kimberly Blaaser
- 64 *Seeing at the Speed of Sound* INFORMATIONAL TEXT Rachel Kolb
- 82 *From Behind a Covered Window* POETRY Ngo Tu Lap (translated by Martha Collins)
- 90 *Love Is Not All* POETRY Edna St. Vincent Millay
- 110 *Facial expressions—including fear—may not be as universal as we thought* INFORMATIONAL TEXT Michael Price
- 126 *Dream Psychology: Psychoanalysis for Beginners* INFORMATIONAL TEXT Sigmund Freud
- 132 *The Secret Life of Salvador Dali* INFORMATIONAL TEXT Salvador Dali
- 144 *Rock, Ghost, Willow, Deer: A Story of Survival* INFORMATIONAL TEXT Allison Adelle Hedge Coke
- 160 *The Namesake* FICTION Jhumpa Lahiri
- 126 *Persepolis* INFORMATIONAL TEXT Marjane Satrapi
- 132 *The Immortal Life of Henrietta Lacks* INFORMATIONAL TEXT Rebecca Skloot
- 165 Self-Selected Reading
- 166 Timed Writing

Novel Study Choices

- Paper Towns* John Green
- Oedipus Rex* Sophocles
- The Namesake* FICTION Jhumpa Lahiri
- The Immortal Life of Henrietta Lacks* INFORMATIONAL TEXT Rebecca Skloot

3 American or British Literature

Teachers in Grades 11 and 12 can choose an optional chronological format to American and British literature.

4 Unit Creator

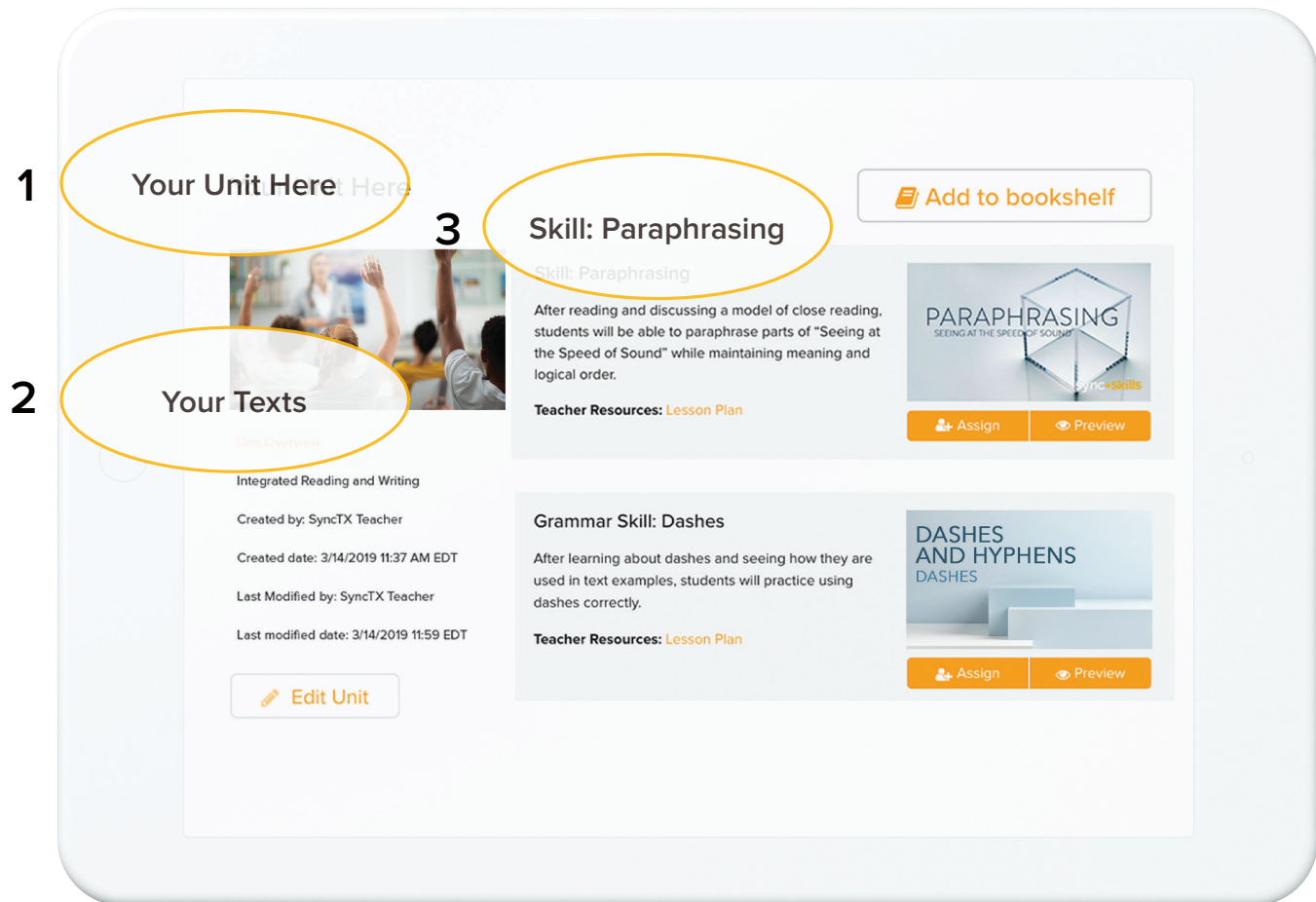
Turn the page to learn how to create your own units.



GO ONLINE!
See **page 5** of the Digital Guide to access Instructional Path online.

CUSTOMIZE YOUR PATH

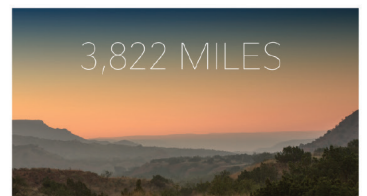
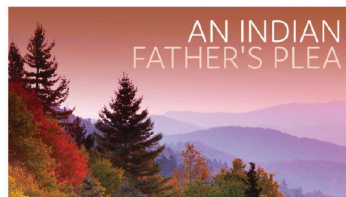
Build the units you want using **StudySync's Unit Creator** and library of thousands of texts and instructional materials.

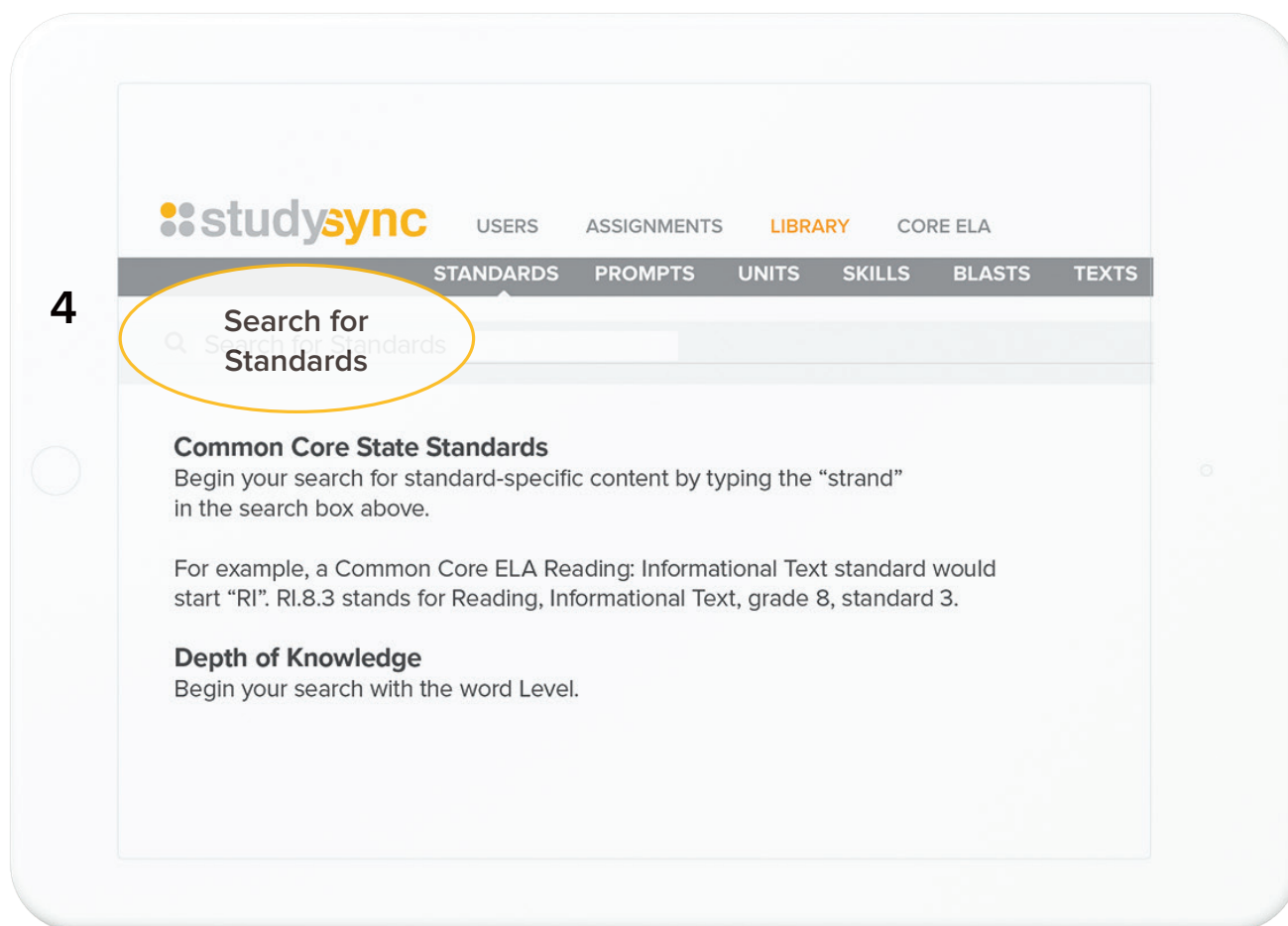


1. Create your own unit.

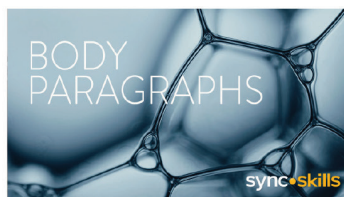
2. Insert your chosen texts from the StudySync Library.

3. Choose and insert skill lessons.



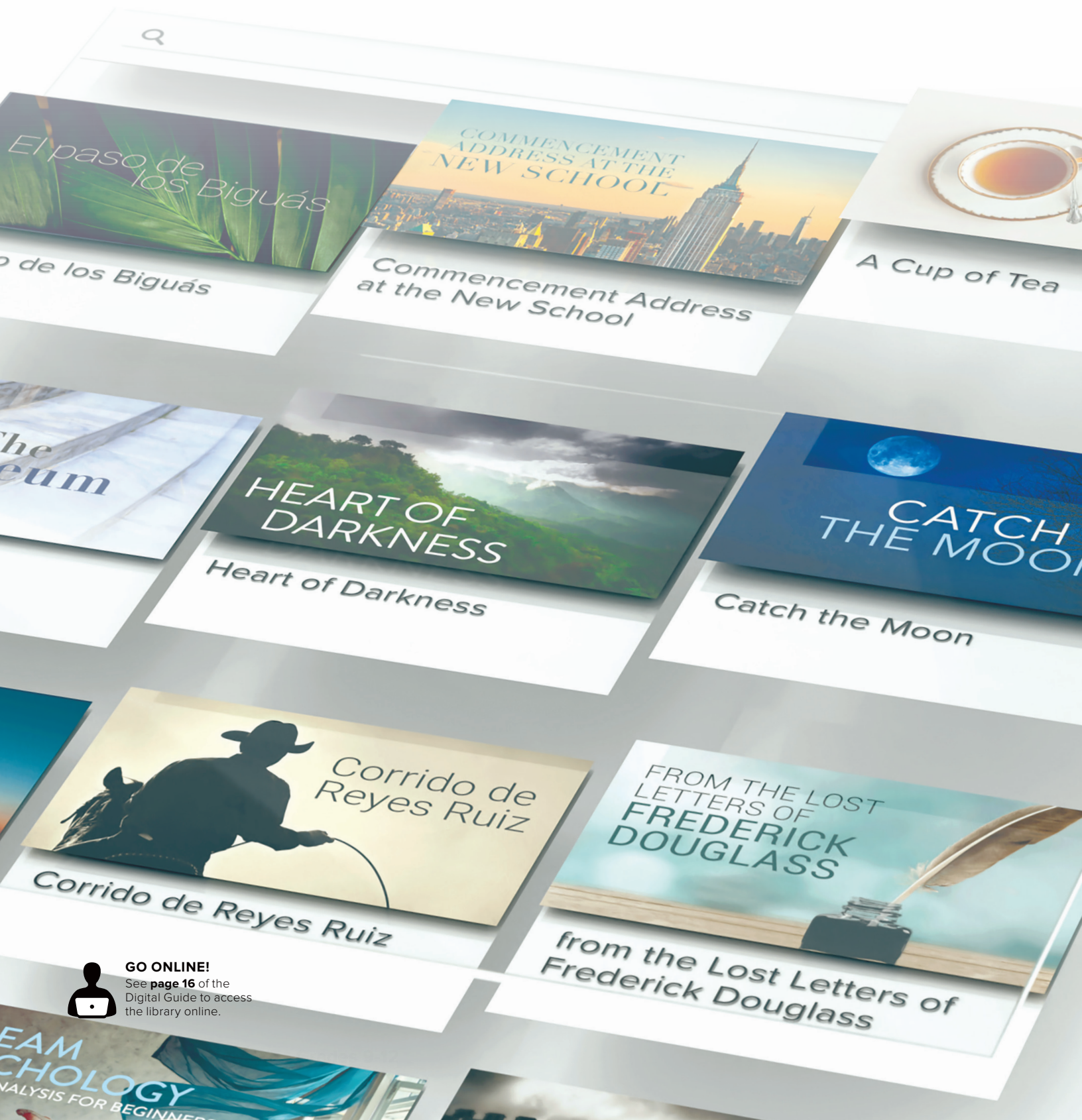


4. Search by standard to pinpoint specific lessons.



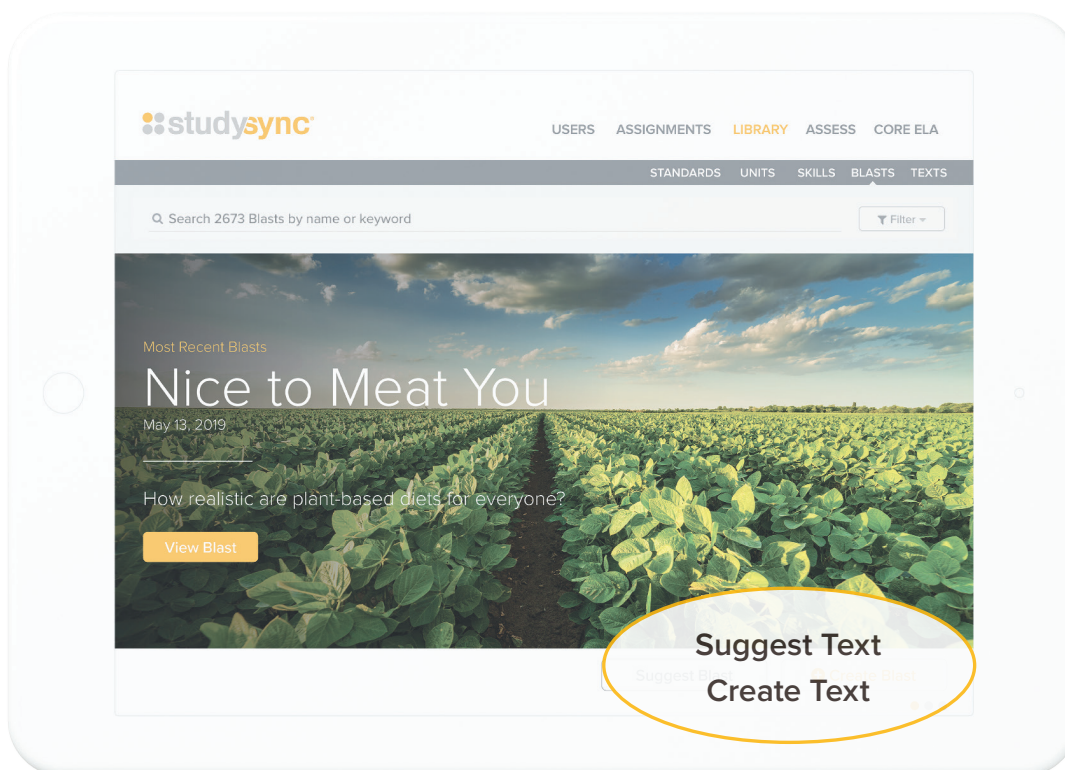
NEW CONTENT ADDED DAILY

StudySync's continuously growing library includes short stories, poems, excerpts and complete texts of novels and dramas, essays, speeches, and primary source documents, and Blasts. **New texts are added every month.**

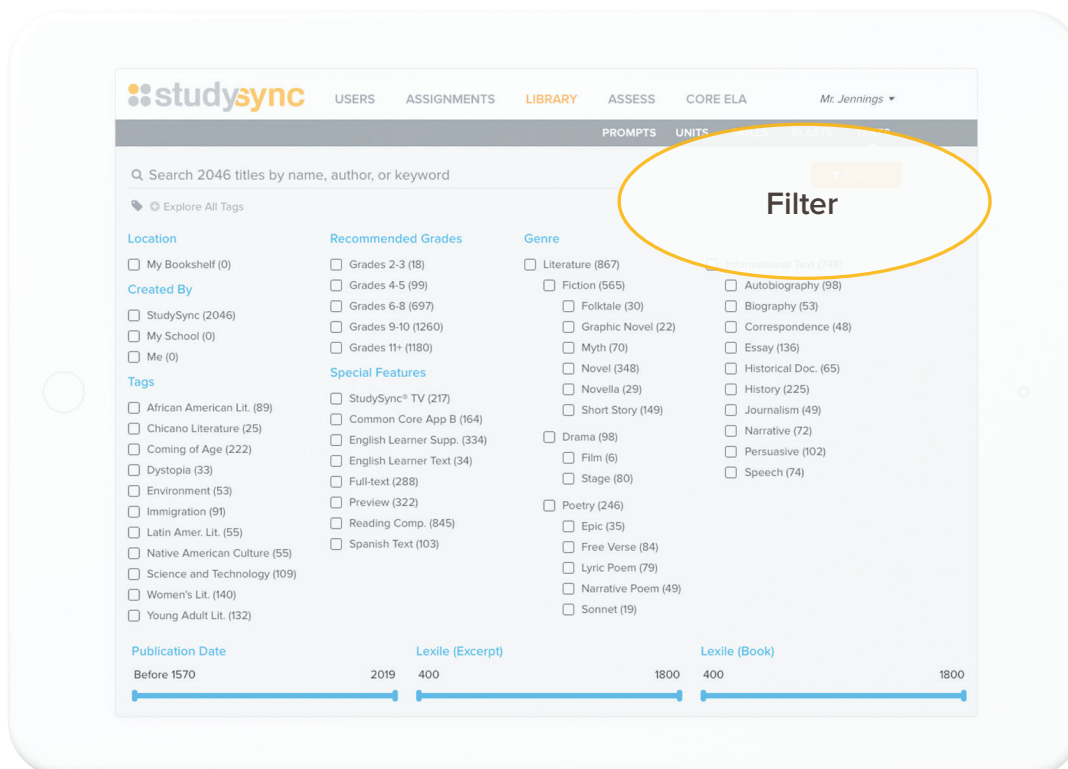


GO ONLINE!

See **page 16** of the Digital Guide to access the library online.



Add your own library items or request the texts that you want to see in the library.



Search the library by genre, grade level, topic, or even Lexile®-level.

BLASTS

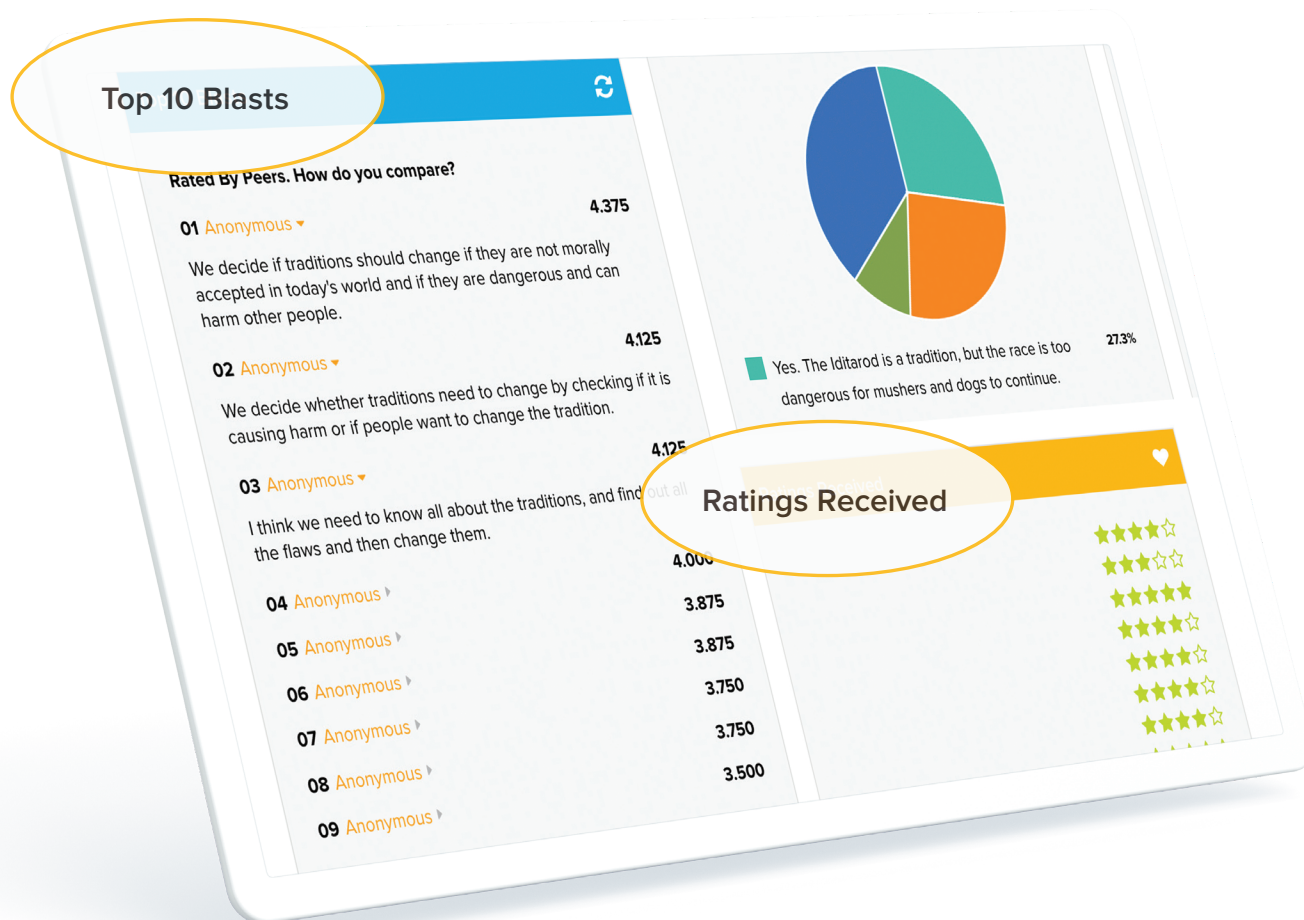
Blasts are short, high-interest read/write assignments that deliver content around relevant topics and current events to students in a familiar, social media format. A new Blast is published every school day.



Blast articles are available at three different Lexile®-levels.

Top 10 Blasts

Students compete anonymously to make the Top 10 list.



Immediate Feedback

Peer reviews provide immediate feedback on students' writing on a platform mediated by teachers.

RESEARCH AND WRITING

StudySync offers embedded writing, grammar, and research opportunities throughout each lesson and unit.

Extended Writing Project and Grammar

Each unit's Extended Writing Project leads students through the steps of the writing process to teach standards-aligned writing skills in genre characteristics and craft necessary for open-ended writing. Students write in multiple forms, including:

- ✓ Personal or fictional narrative
- ✓ Argumentative essay
- ✓ Literary analysis
- ✓ Argumentative research
- ✓ Research-based oral presentation
- ✓ Correspondence

UNIT 3

Unit Overview

Extended Writing Project and Grammar

Pacing Guide

In the second half of the unit, students continue exploring texts that address the unit's Essential Question and begin crafting a longer composition to share their own ideas about the Essential Question in the Extended Writing Project. The writing project will take your students through the writing process to produce a narrative.

Extended Writing Project Prompt

How can memories change our future?


Reflect on texts from this unit or any other unit that deal with the memories and dreams of individuals. Create an original narrative in which the protagonist is driven to action by the recurrence of a significant memory. Use what you have learned from these texts and your own prior knowledge to inform your writing. You may choose to write about an imagined character or you may write a personal narrative reflecting your own experiences. Be sure to describe the memory and to make the connection between this memory and the primary conflict of your narrative.

Days	Extended Writing Project and Grammar	Skill Instruction	Connect to Mentor Texts
16	Narrative Writing Process: Plan p. xx		
17-19	Narrative Writing Process: Draft p. xx	<ul style="list-style-type: none">Developing IdeasNarrative Sequencing	<ul style="list-style-type: none">By Any Other Name
20-23	Narrative Writing Process: Revise p. xx	<ul style="list-style-type: none">Narrative TechniquesDescriptive Details	<ul style="list-style-type: none">Rituals of MemoryThe Namesake
24-26	Narrative Writing Process: Edit and Publish p. xx	<ul style="list-style-type: none">DashesPronouns and AntecedentsPronoun-Antecedent Agreement with Indefinite Pronoun Antecedents	

xv StudySync

Anonymous peer review is available for every written response. These reviews create an authentic audience for student writing.

Peer Review



Close Read: The Necklace

Assigned by: Matthew Baetke

Due: May 27, 2019 9:59 PM

1 VOCABULARY

2 READ

3 MY RESPONSE

4 REVIEW

Prompt

Collaborative Conversation – Building on Ideas

Before writing your response to the prompt below, you might participate in a collaborative conversation to gather ideas. During this conversation, practice the skill of building on the ideas of others. Listen carefully to the ideas other students are offering and add relevant information and text evidence as needed.

Review Summary

Total Peer Reviews Received: 1

Synthesis

Language and Conventions

AVERAGE RATING: 6 / 8

Peer Reviews

Teacher Review

By: Anonymous on May 12, 2019

Synthesis

Language and Conventions

RATING: 6 / 8

Pacing Guide: Thematic

Research

The following lessons include opportunities for research:

- Blast** The Persistence of Memories [Research Links*](#)
- Blast** Painting History [Research Links*](#)
- Close Read** Rituals of Memory [Text to World \(Beyond\)](#)
- Independent Read** From Behind a Covered Window [Text to World \(Beyond\)](#)
- First Read** Love Is Not All [Developing Background Knowledge](#)
- Independent Read** Dream Psychology [Developing Background Knowledge](#)
- Independent Read** The Namesake [Developing Background Knowledge](#)
- First Read** Persepolis [Developing Background Knowledge](#)
- Close Read** Persepolis [Beyond the Book](#)
- Blast** Cheating an Ecosystem [Research Links*](#)



Self-Selected Reading Prompt

After reading a self-selected text, students will respond to the following informational / expository prompt:

Humorous? Inspirational? Thought-provoking? Certain lines of text stick in our memories. But why? Different readers remember different lines of text for different reasons. But what makes these lines of text leave a lasting impression?

What makes a line of text memorable?

You've just selected and read a text that relates to ideas and issues explored in the unit. What is a line of that text that stuck with you? Was the line funny? Did it inspire you? Did it change your opinion about something? Using your self-selected text, write a response in which you identify a memorable line and tell why the language in that line is special to you.

Timed Writing Prompt

Students will respond to the following SAT-style rhetorical analysis prompt:

Write an essay in which you explain how the author builds an argument to persuade their audience that saving lives should take priority over preserving traditions.

In your essay, analyze how the author uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree or not with the author's claims, but instead explain how the author builds an argument in an attempt to persuade his or her audience.

Unit Overview xvii

Research Opportunities

Unit overviews include multiple research options. StudySync's step-by-step process guides students through research projects.






ACCESS FOR ALL

Every student using StudySync has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability.

EL Resources

English Language Learner Resources are designed to match the thematic focus, text structure, and writing form of the unit. They include two leveled texts and an Extended Oral Project.

EL Texts	Differentiated Text Levels	Skill Instruction
	<p>BEGINNING 590L 370 words</p> <p>INTERMEDIATE 820L 606 words</p> <p>ADVANCED 930L 622 words</p> <p>ADVANCED HIGH 1040L 730 words</p> <p>Use this text in place of, or as an extension to The Namesake</p>	<ul style="list-style-type: none">• Sight Vocabulary and High-Frequency Words• Using Prereading Supports• Analyzing Expressions• Developing Background Knowledge• Pronouns and Antecedents
	<p>BEGINNING 800L 649 words</p> <p>INTERMEDIATE 900L 672 words</p> <p>ADVANCED 960L 705 words</p> <p>ADVANCED HIGH 1010L 709 words</p> <p>Use this text in place of, or as an extension to By Any Other Name</p>	<ul style="list-style-type: none">• Classroom Vocabulary• Environmental Print• Language Structures• Main Ideas and Details• Spelling Patterns and Rules
	<p>In this Extended Oral Project, students write and perform a dramatic scene. This may be assigned in place of this unit's EWP.</p>	<ul style="list-style-type: none">• Acquiring Vocabulary• Sentence Lengths



GO ONLINE!

See **page 13** of the Digital Guide to access StudySync's EL Resources online.

Automatic scaffolds appear for students at the press of a button.

Visual Glossary and Spanish Cognates

Visual glossaries allow EL students to access a text along with their proficient peers.

Term	Definition	Image
anxious <i>ansioso/a</i>	wanting something, but with a feeling of not being sure <i>querer algo, pero con el sentimiento de no estar seguro/a</i>	
automatically <i>automáticamente</i> COGNATE	happening without thought or action <i>que sucede sin pensamiento ni acción</i>	

Speaking and Sentence Frames

Speaking and sentence frames help EL students with class discussion.

Directions:

Use the speaking frames as you discuss the text.

1. Rikki-tikki was a mongoose that lived . One day a washed him out of his home. He was rescued by a small and his family.
2. Nag is a "big, black that makes a " cold sound." This description suggests that Nag should be .

Scaffolds

Audio with Variable Speed and Text Highlight

Text phrases highlight while the audio plays. Students and teachers can reduce the rate a text is read by up to 25% with no loss of resolution.

Read

This is the story of the great war that Rikki-tikki-tavi fought single-handed, through the bath-rooms of the big bungalow in Segowlee cantonment. Darzee, the Tailorbird, helped him, and Chuchundra, the musk-rat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice, but Rikki-tikki did the real fighting.

▶ 00:03 / 20:39

🔊 AUDIO ✎ ANNOTATION ⚙️ NUMBERS Highlight ⏮️ Slow x

ACCESS FOR ALL

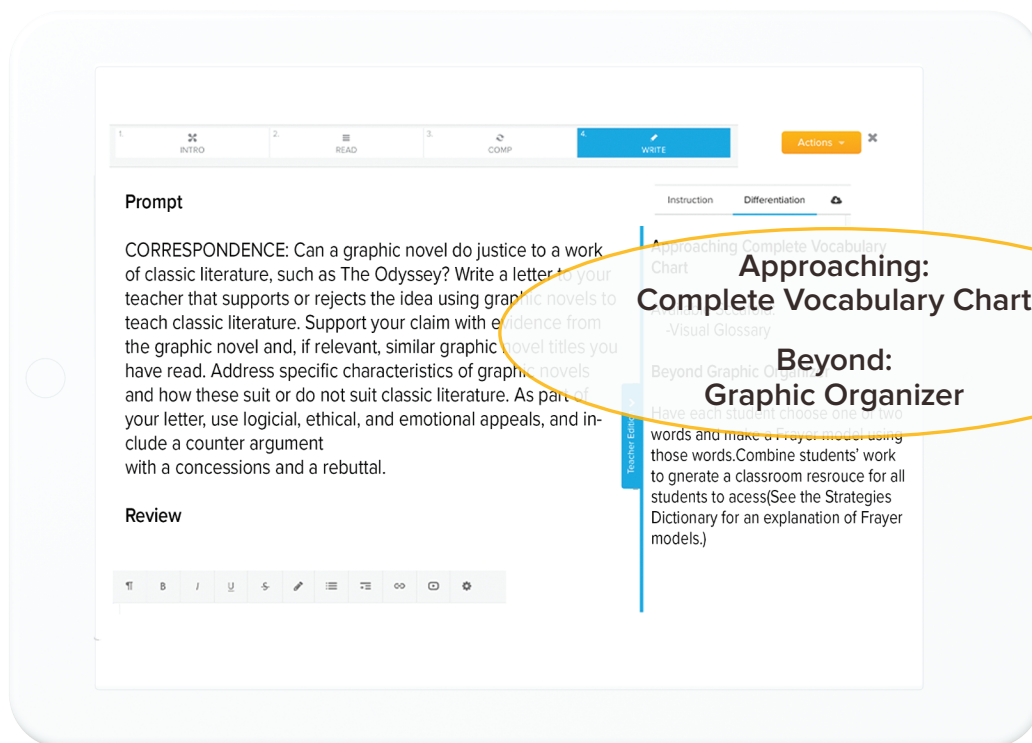
Students with Different Abilities

StudySync offers a variety of accessibility features, customization options, and instructional strategies to address the needs of students with different abilities **compliant with WCAG version 2.0 AA guidelines.**

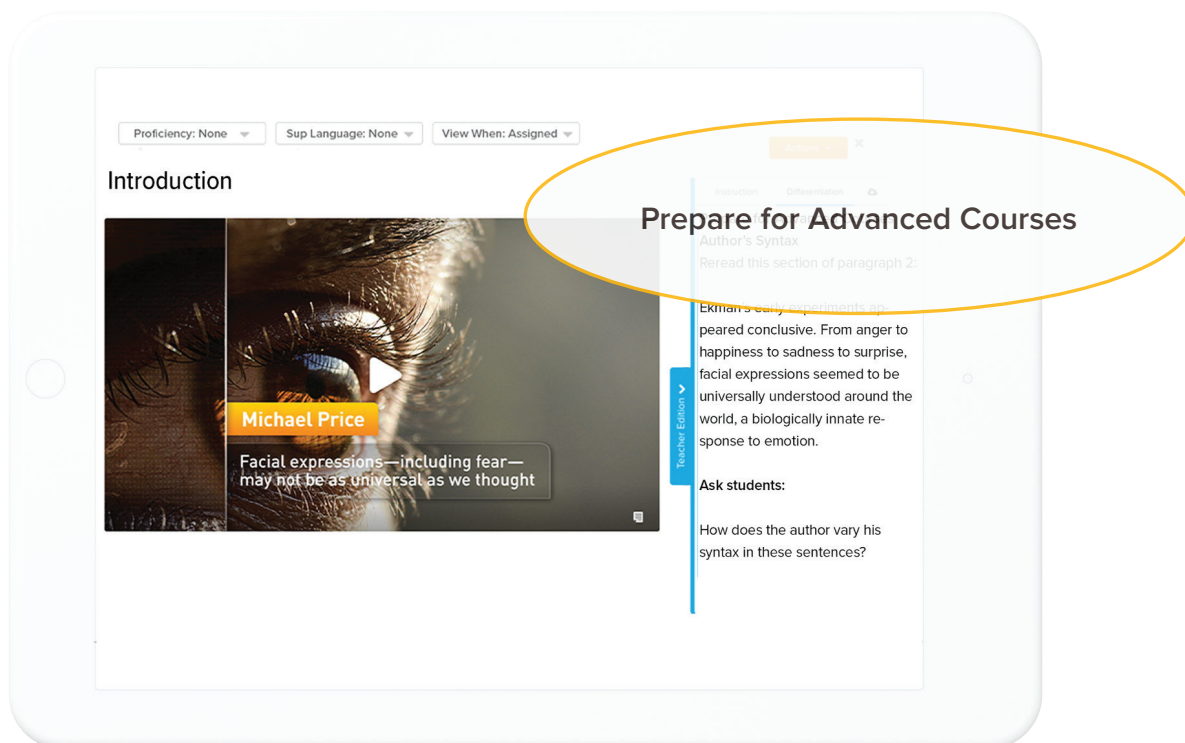
- ✓ Student content is interoperable with standard screen readers.
- ✓ The digital subscription provides a high-contrast option and uses visual clues in addition to colors to convey information.
- ✓ The student subscription can be used with keystrokes or voice commands for students who are unable to use a mouse.



Approaching and Beyond Grade-Level Learners



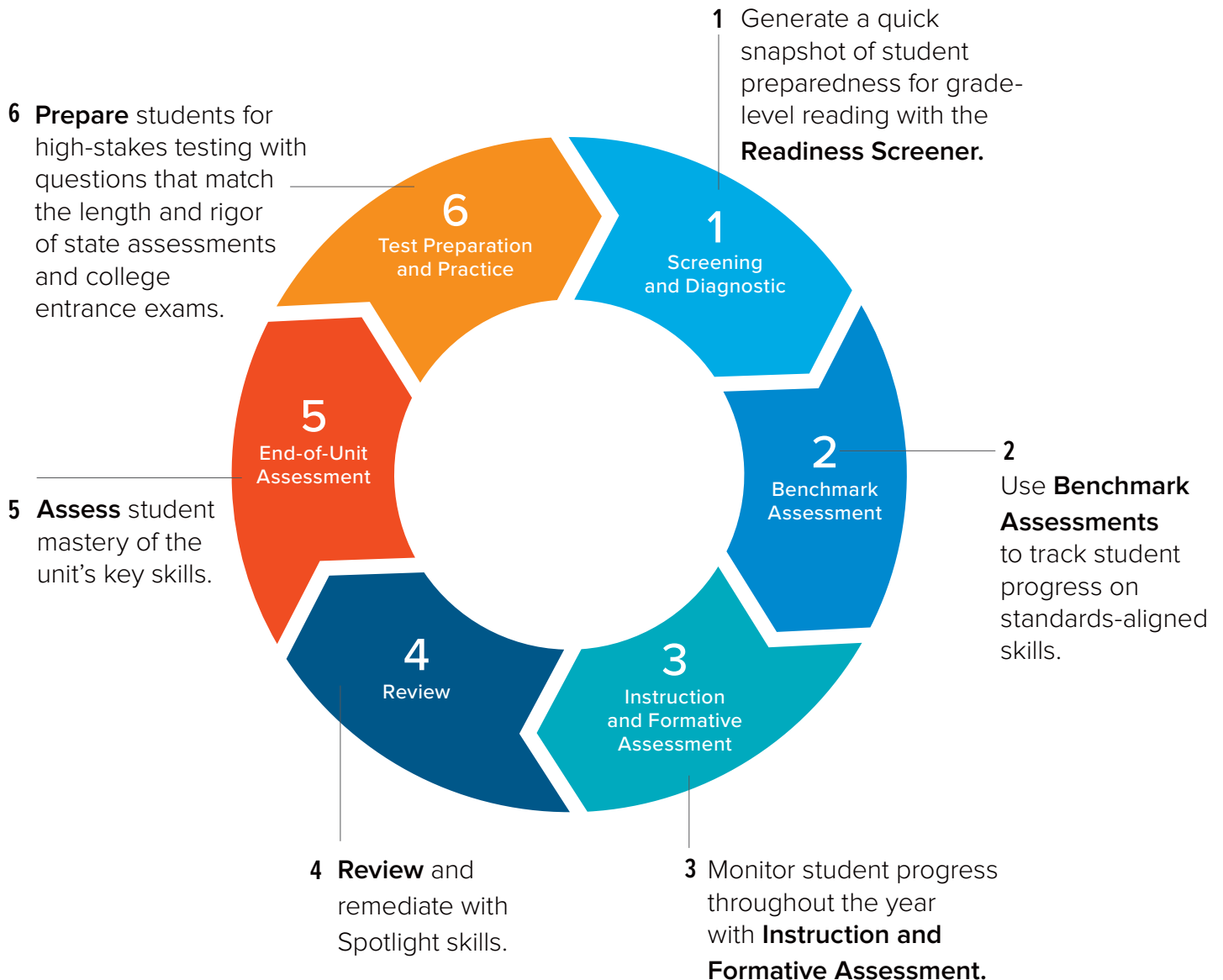
Teachers can access point-of-use differentiation to both support and challenge all levels of learners.

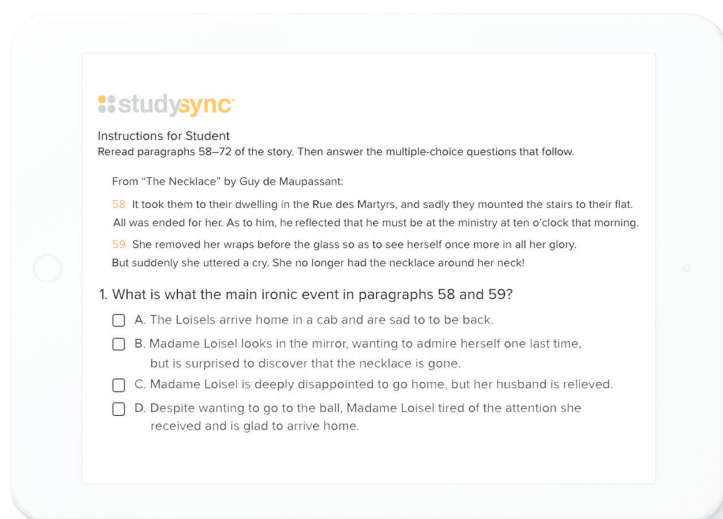


The Prepare for Advanced Courses section of the lesson plan, found in the print and digital Teacher's Edition, gives Beyond Grade-level learners additional extension activities.

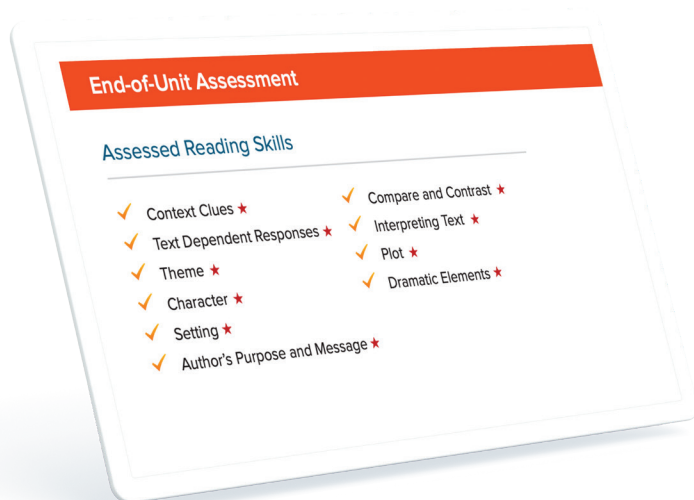
DATA-DRIVEN ASSESSMENT

Gauge progress and inform instruction as students prepare for high-stakes testing.





Instruction and Formative Assessment



End-of-Unit Assessment

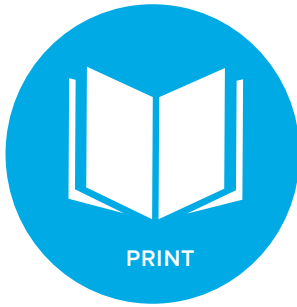
STUDENT	Category 1	Category 2	Category 3	Category 4	Category 5
Able, Everett	80%	85%	80%	85%	80%
Alfonsi, Gianna	88%	42%	88%	42%	88%
Barrantes, Sofia	100%	80%	100%	80%	100%
Battan, Oscar	89%	91%	89%	91%	89%
Bordelon, Patrick	85%	88%	85%	88%	85%
Imbergano, Anthony	91%	73%	91%	73%	91%
James, Joshua	75%	90%	75%	90%	75%
Lewson, Joy	71%	71%	71%	71%	71%

Screening and Diagnostic

FLEXIBLE IMPLEMENTATION

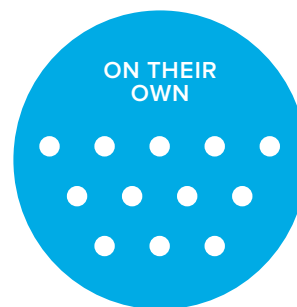
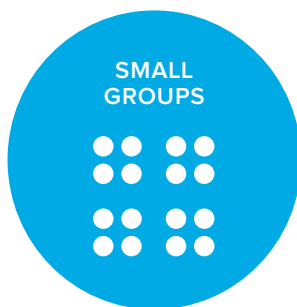
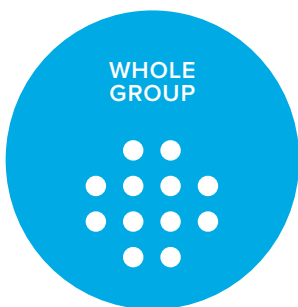
Choose Your Delivery

Content works seamlessly across print, digital, and mobile access.



Choose Your Classroom Setup

Grouping suggestions in every lesson plan help students collaborate and practice independently.



ACTIVITY	WHOLE GROUP	PAIRS OR SMALL GROUPS	ON THEIR OWN
Complete Vocabulary Chart			✓
Complete Skill Focus		✓	✓
Writer's Notebook			✓
Watch and Discuss StudySyncTV®	✓		
Collaborative Conversation		✓	
Review Prompt and Rubric	✓		✓
(Optional) Prewrite with Graphic Organizer			✓
Peer Review and Reflect			✓
(Optional) Connect to Extended Writing Project	✓		
(Optional) Beyond the Book	✓		


Preview examples of how **StudySync** can fit into your classroom schedule.

5 MINUTES

10 MINUTES

20 MINUTES

5 MINUTES



Plotly: Catch the Moon

VIEW CHALLENGE **VIEW SOLUTION** **VIEW ANSWER**

Your Turn

Instructions for Student

Read a paragraph of the story. Then answer the multiple-choice questions that follow.

Use a highlighter to mark the important details in the story.

1. What was the goal of the game?
 - a. To catch the moon.
 - b. To catch the knight.
 - c. To catch the king.
 - d. To catch the queen.
2. What was the rule of the game?
 - a. The knight could move only one square at a time.
 - b. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece.
 - c. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
 - d. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
3. What was the rule of the game?
 - a. The knight could move only one square at a time.
 - b. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece.
 - c. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
 - d. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
4. What was the rule of the game?
 - a. The knight could move only one square at a time.
 - b. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece.
 - c. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
 - d. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
5. What was the rule of the game?
 - a. The knight could move only one square at a time.
 - b. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece.
 - c. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.
 - d. The knight could move only one square at a time, but it could not move to a square that was already occupied by another piece, and it could not move to a square that was already occupied by another piece.

[illegible]

HOMEWORK

Independent Read: Day 1: Students practice reading a complex text on their own and engage in collaborative activities with their peers. Independent Read lessons can be shorter, single day lessons or stretched out over two days to include a range of student-led conversations and reflective writing.

5 MINUTES

Engage and excite students in today's reading.

StudySync Resources:

- Movie trailer-like Preview Videos
- Text Introduction
- Discussion questions

Learning Scaffold: speaking frames



10 MINUTES

Ground students in the context of the text to activate their background knowledge.

StudySync Resources:

- Entry Point mini-lectures
- Developing Background Knowledge, Cultural Awareness, and Social and Emotional Learning Activities

Learning Scaffold: annotation guide and suggestions for small group differentiated instruction



25 MINUTES

Circulate as students independently read and annotate the text with the goal of comprehension. Meet with small groups as needed, including English Learners and students with special needs.

StudySync Resources:

- Annotation guide
- Check for Success strategies
- Suggestions for small group differentiation

Learning Scaffold: native language summaries, visual glossary, and EL text synopsis



10 MINUTES

Keeping the Unit's literary focus in mind, students free-write a response that connects what they've learned from their reading to the relevant literary period or movement.

StudySync Resources:

- Writer's Notebook activity
- Suggestions for small group differentiation

Learning Scaffold: suggestions for oral practice and pantomime activities for English Learners



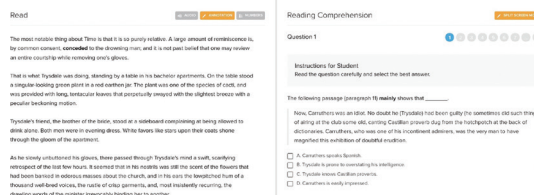
HOMEWORK

For continued practice and to assess students' understanding of the reading, choose from a variety of formative assessment options that can be completed at home.

StudySync Resources:

- Selection quiz (Reading Comprehension questions)
- Think Questions (short, written responses)

Learning Scaffold: ability to modify the number of questions you assign and fillable sentence frames





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