

StudySync | Teacher Pilot Evaluation – Curriculum Review

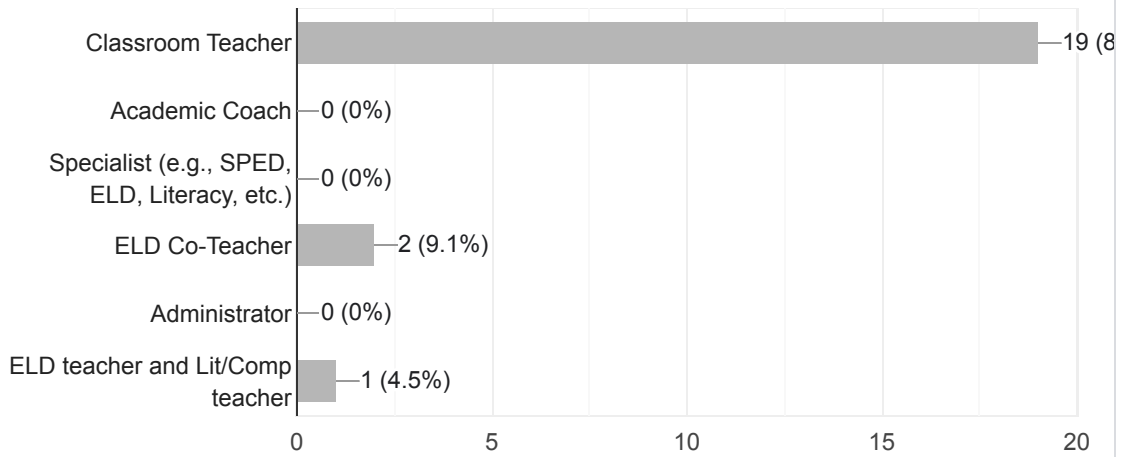
22 responses

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What is your role in the district? (Select one)

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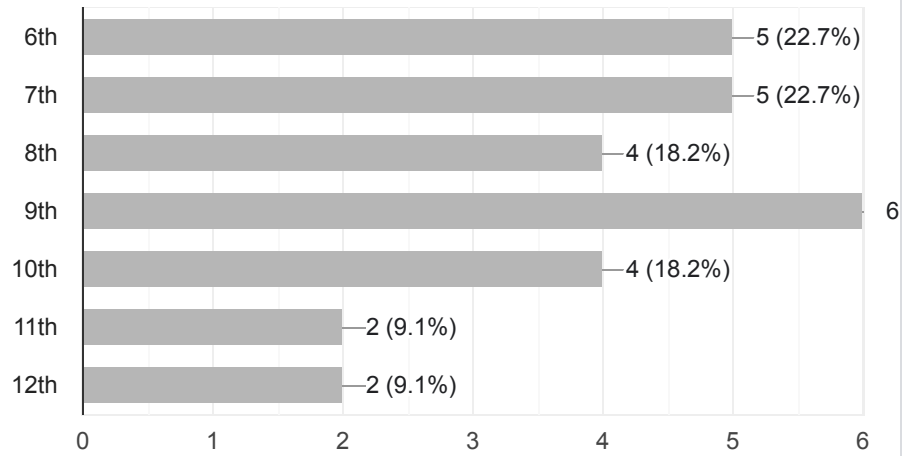
22 responses



What grade(s) do you teach? (Select all that apply)

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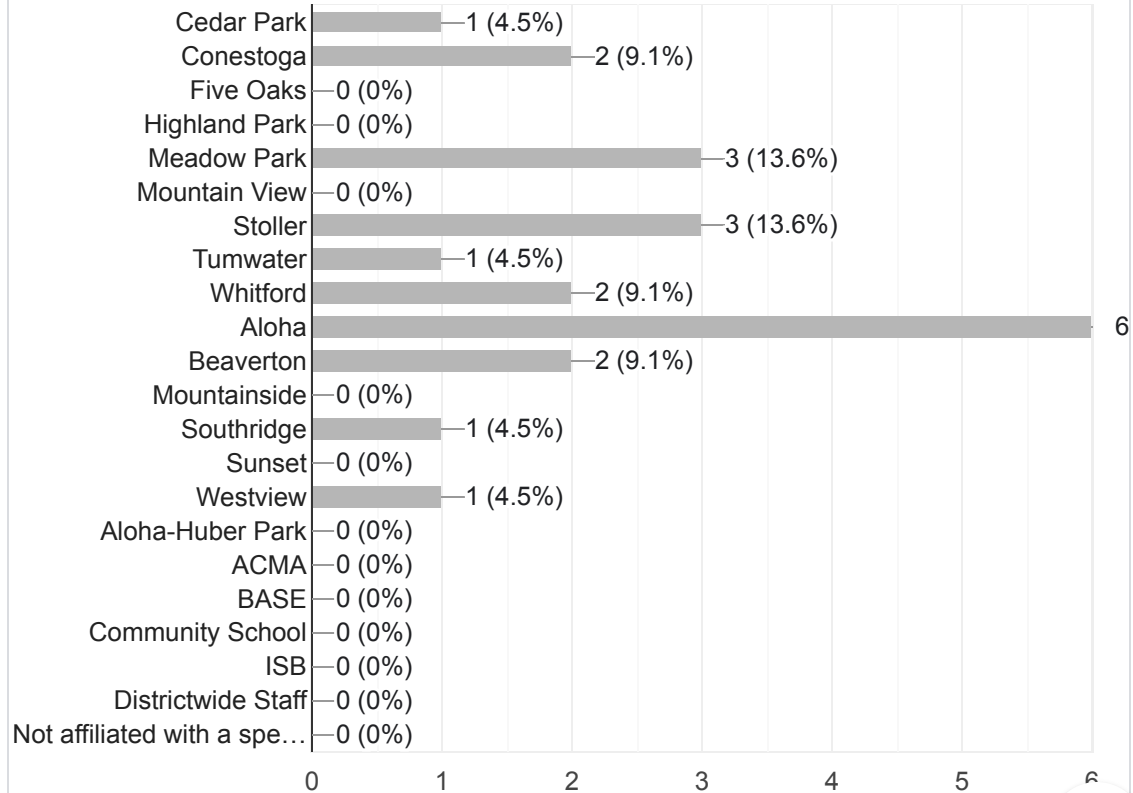
22 responses



Which school(s) are you affiliated with? (select all that apply)

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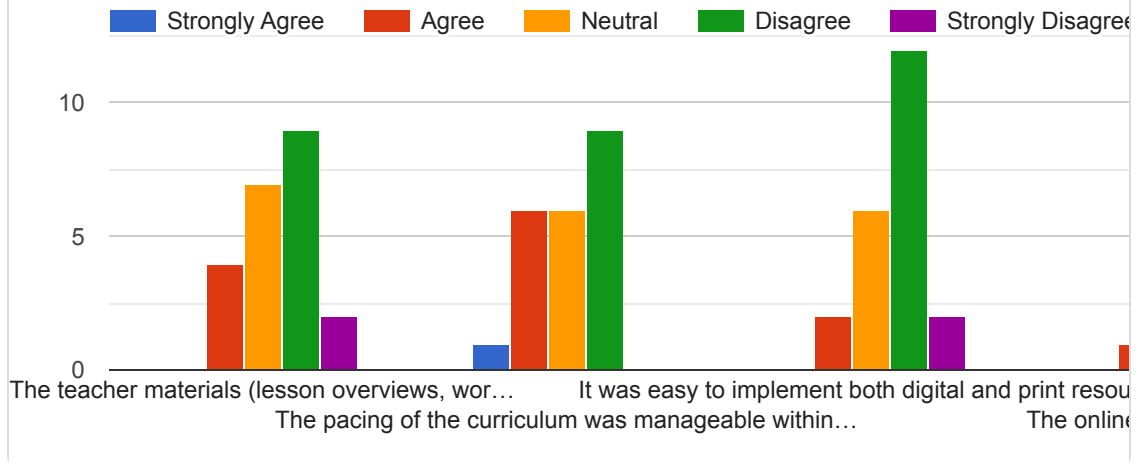
22 responses



Ease of Use & Implementation

Implementation

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What challenges or positives did you experience with the online platform?

21 responses

There are too many clicks for students to get into it each time they open an assignment. Completed assignments do not disappear off the student dashboard, so they end up scrolling through too many things and because they read everything three times, they see the same picture over and over. The grading on the teacher side is not intuitive and is hard to use. You can't easily see what needs to be graded.

I did not use the online platform for the bulk of the pilot. Students spend so much time on Chromebooks for Social Studies, ALEKS, Lexia, etc. that I am looking to provide my students with a mostly offline experience for Language Arts.

It was difficult to find all the parts of a lesson because many resources were hidden or not linked in a comprehensible way. Also, the online platform is separate from Canvas and required separate grading. As an ELD consultant, I did not have teacher access to the accounts, unlike Saavas, which is integrated in Canvas and easily sharable with any consultant, co-teacher, or mentor in the building.

I had to open way too many windows to navigate and demonstrate for students, and it timed out frequently. The prepared lessons didn't include enough teaching materials and there was no easy way to view teacher tutorials while also teaching. I had to constantly refer to the teacher manual, open new windows, return to Clever to log in when it timed out. The videos were not well done, too...terms and definitions were put on the screen and NOT read aloud, and they used a shadowed white on white font that was difficult to read. The platform also did not lend itself very well to a combination of digital and analog content; my students frequently commented they didn't want to spend this much time on their computers and would rather work on paper.

I did appreciate that it allowed for custom scaffolding for students, as that was helpful with several of my students.

I found it hard to navigate to student workbooks with the online material. I liked that it differentiated for reading levels but then I did not know what each student was seeing. The online material was also different than the information that was in the student workbook. I would have liked the student workbook to match the online material.



I thought the online grading was difficult because it did not easily match with Canvas. Having grades in Canvas, StudySync, and Syngery was too much.

The depth of supports available with StudySync material is fantastic. For me, the connection to Canvas was a bit awkward, but I think that would become easier over time. StudySync felt a lot like an amped up version of Actively Learn (makes sense I suppose), in both good and meh ways.

I had to supplement a lot of work because it lacked collaborative activities and sufficient building background. I had created slideshows, so had to screenshot resources onto slides. It just did not engage students, so there was a lot of heavy lifting on my part to connect it to students.

It did not match the student workbook. Students had difficulty navigating it.

Due to the short time frame, I did not use the online platform with students.

The structure of the online platform strongly impeded collaboration and pacing. Texts were included in long, unbroken sections without the option to break them up, insert comprehension questions, or provide meaningful scaffolding. (The provided scaffolds were insufficient for students, and the ones that existed seemed to only have the needs of ELL students in mind.) The presentation was overwhelming, especially for students with learning disabilities. Reading assessments were almost exclusively modeled on standardized testing formats, and the fact that teachers could not present the assessments separate from the reading meant many students would skip the reading entirely, go directly to the questions, then just skim the text to find the answer. It also enabled students to easily copy/paste sections from the text or online.

It was not compatible with Canvas, which is an essential platform in our district. It is also virtually impossible to use with subs because the videos are only available on the interface, which requires a password.

Online platform was the strong point for StudySync. Still, I found the scaffolds to be hard to view and use for the students. A positive was ease of student access to the assignments, functionality and the library of content. I also really enjoyed the Blasts and my students were highly engaged with them.

I have 3 sections of 10th grade. I had to manually rename each class so that I could differentiate each one. It was not easy to figure out which section was which - it required clicking into each class and looking at the list of names, then



going back to rename. Renaming sections wasn't intuitive either. The rep had to show me how to do it.

Additionally, I could not assign a reading to multiple classes due on different days. I had to recreate the same assignment 3 different times. And then, if I decided to change anything in that assignment, I had to go into each one separately to make sure that the assignment was the same for each section. There were multiple steps to do this. Not user friendly at all.

Any scores from the online platform then had to be manually entered into canvas/synergy if I wanted it to count as an actual grade. I would not do this in the future. I would only use the online platform for students who wanted to access audio or translations (even though I'm not sure that really worked for my students even though I set many of them as early ELL).

Another frustration was that paragraph numbering was not automated. Students had to click to turn "on" numbering. And then, if they changed views, it went away and they would have to relick it. So if they moved from the reading section to the think section, they would have to reset paragraph numbering every single time. Why oh why is that not the default?

The only positive is that students seemed to like the option to listen to the text. But that was a student experience, not a teacher experience.

I have some students who could not access the online platform which made it difficult for the first day. Once that problem was resolved, it was better. However, the print option for the online assignments are not user friendly. The online assignments vs. the student consumable were different. Also, the quiz for the story wasn't in the books vs. the think questions were in both. I did like the audio version of the text, and my students used that. The preview for the assignment was not in the best format to share with students. My students overall were able to navigate the online platform and assignments.

Positives - Concrete, accessible materials for students and teachers.

Challenges - StudySync difficult to access for students.

Supports not accessible for ELLs.

A lot of buttons and steps to make things accessible.

Supports weren't available to all students who may have benefitted from it.

I could not easily adapt the work for my ELL students.



I liked that I could preview the scaffolds for each learner level. However it was very time consuming to have to preview each learner level for every single assignment. I didn't have to do that but if I didn't I would have no way of knowing ahead of time what each lesson would look like for each of my students. The online platform did not correspond exactly with the workbooks and that made using both tricky. Neither I or my students liked how much screen/online time they had to have with this curriculum. I didn't like that so many lessons were only online. For students working beyond grade level there weren't many scaffolds or enrichment opportunities offered. The difference between the online scaffolds for my emerging learners vs my at or above grade level learners was pretty dramatic. This caused students to notice the differences and comment on them and at times made students resistant to using the scaffolds. The publisher would do well to remember that adolescents are using these scaffolds and work harder to make the scaffolds at least appear similar so that none of the levels stand out as dramatically different from the other.

Difficult to see different student views...like if one student was marked as reading above grade-level and one was below, you'd have to check through individual student views to see what they were seeing. No obvious "to-do" list for teachers - would be nice to have assignments in need of grading show up together somewhere. Lots of flipping back and forth between showing them what they should be seeing (from a student perspective, "mimicking" a student) and using my iPad for a mini-lesson. VERY cumbersome to switch back and forth between assignment settings and previewing assignment to see what changed when I changed a setting.

Positives: AI generated writing feedback that students can use before turning in an assignment; accessibility of assignments online

Challenges: Too many clicks to get where I'm going. No logical or easy way to navigate the site. Far too many menus, sub-menus, click and scroll down for an option that might not be there....

Clearly, this online platform is a work in progress. It is difficult for students to navigate to complete their work. It is NOT easy to edit or customize to set up different sections of the same class. As a teacher, I don't want to spend the extra time to locate, scroll, click, and type to grade student work. It's too difficult to do in an effective way using this platform.

Adding language support options for individual students is tedious and must be added by the teacher to give students access.

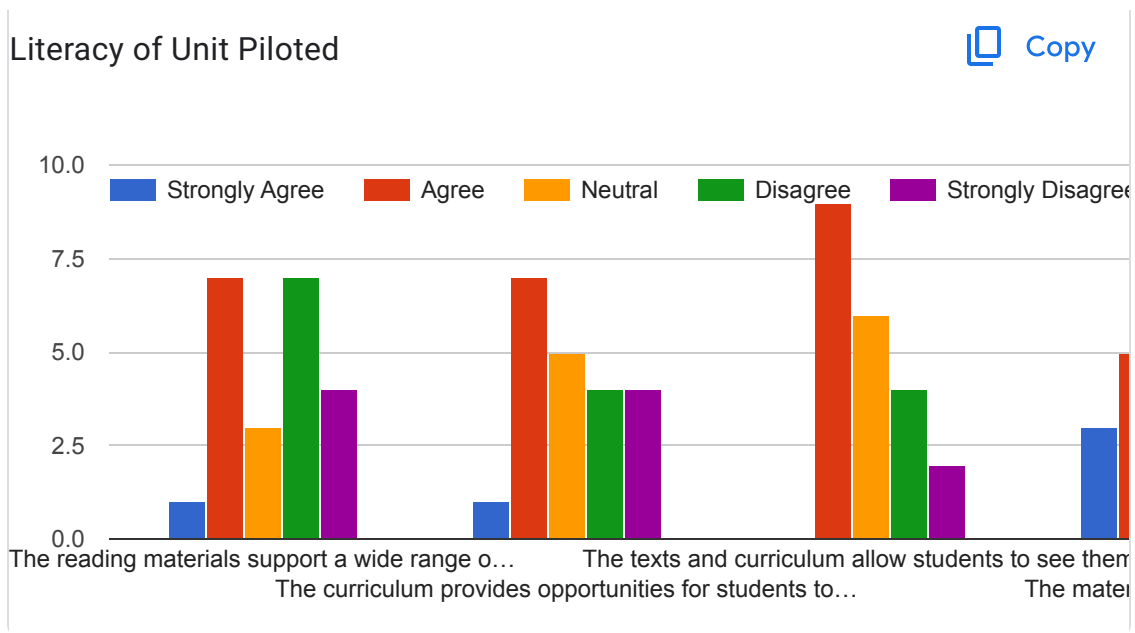


One issue I experienced was the challenge of grading student work. McGraw Hill's StudySync app was severely lacking in grading flexibility, which made it especially challenging to transfer to a 1-4 or 1-8 scale as we use in BSD Middle Schools. All questions required a 1 or 2 grade scale.

I loved the vocabulary piece within the StudySync application, the drag and drop features were great and would be lost if we tried to transfer it all to Canvas.

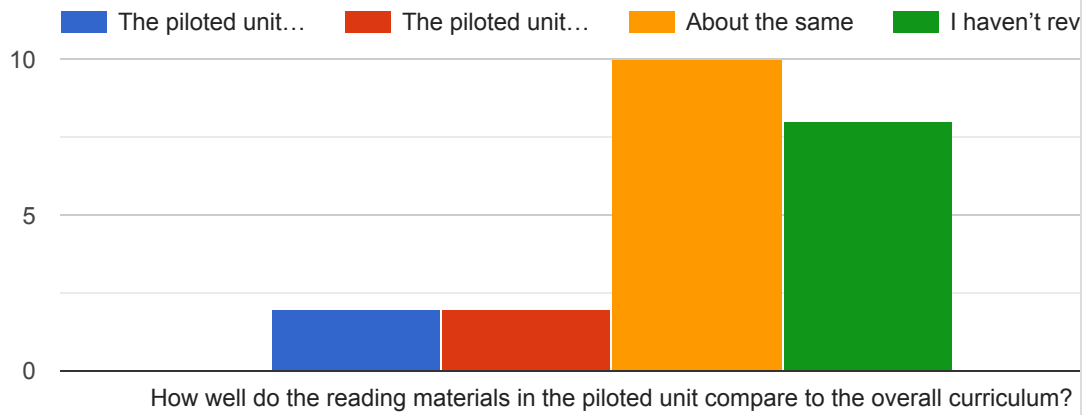
These materials seemed very digital--I found students spent too much time working online. Also, students tended to race through the "tabs" I assigned them and often worked ahead, meaning they often did them wrong. I DID like the tabs format, but I'd like to be able to release each part of a days assignment individually, so I could better control my student work progress.

Literacy of Unit Piloted



Piloted Unit vs. Overall Curriculum

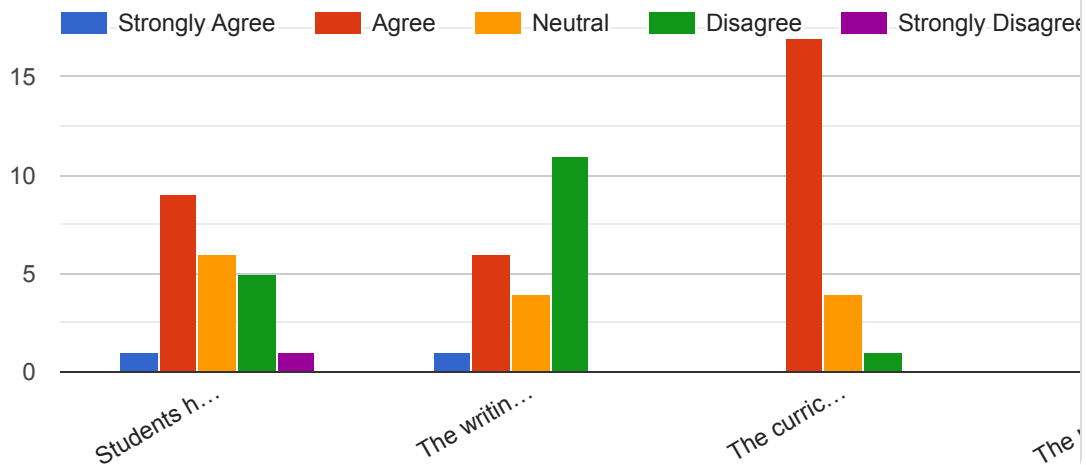
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Writing of Piloted Unit

Writing Components

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What did you find most effective about the writing components? What could be improved?

21 responses

I liked the sentence frames and scaffolds that were included, but I did not feel like they were extensive enough for many of my lower students. There were no useful graphic organizers provided and no exemplars. The writing was not broken down step-by-step in any useful way-- just a prompt given and an expectation that students will be able to organize and plan for themselves, which most cannot.

I thought the argumentative writing topic was very weak for seventh grade. It was more of a personal opinion piece rather than something that requires research, evidence, etc.

I liked the embedded supports for beginner MLL students. More paper supports and embedded collaboration time.

The workbooks have significant room for improvement. Where questions are asked, for example, space is not given for answering the questions. There is insufficient instruction throughout.

Some of the stories were not relatable to my 7th grade students. They were not engaged at all in the reading. They were not engaged in the writing.

The writing component did not seem connected. I had a hard time connecting the pilot to a writer's workshop model.

There seemed to only a box with a prompt, so I did not find it very useful. However, there were scaffolds with sentence stems as supports which was somewhat helpful.

Students did very little writing in the mini-unit we taught. For example, the summarizing skill lesson did not actually include any summarizing practice, and we had to add a writing prompt so they could practice the skill.

We did not have time to do a larger writing assignment, but the short ones were fine. For Beginning ELL's the scaffolds/ differentiation wasn't quite enough to meet their needs. I still had to further adapt a few writing assignments.



Many of the writing assignments seemed unrelated to the unit at large and asked students to use skills that weren't presented in the unit. For example, students were asked to compare two informational texts that were thematically dissonant. The alleged purpose was for students to compare the text structures, but there were no assessments regarding text structure besides annotating the text. After reading both, students were given a research assignment with vague parameters. The materials asked SENIORS to identify headers in the text and predict what the following text would be about, but then asked them to complete research with no instruction on source selection or proper citation--which is a much more integral and challenging skill for a research paper. Students expressed confusion on how the writing assessments connected to the materials and lessons.

There wasn't an aspect that helped students in the revision process- it was like, yeah write this thing, and then nothing. I did not get the chance to use the peer review function which may have helped with this.

Not much. The consumable was not user friendly for writers. No space to write, brainstorm, etc. That should be fleshed out. The design was almost TOO slick and simplistic.

We had 6 days. The only writing students were able to do was text response. So not exactly a rich opportunity to improve their actual writing skills.

I did not feel like I was able to use the writing components during the pilot.

More supports/guides for how to answer the questions fully and thoughtfully. The workbooks did not have everything that the online component has, and also did not have adequate space for students to answer the think questions.

We didn't do a writing assignment but they looked like they had a step by step plan

There were writing assignments connected to the major writing modes of argument, narrative and information writing

I liked the idea of the peer editing - we didn't really have enough time to complete much though. I liked multiple options for writing prompts.

Grade level curriculum requires too much teacher-added scaffolding for ELLs. The provided materials are only surface level and do not help ELLs complete the

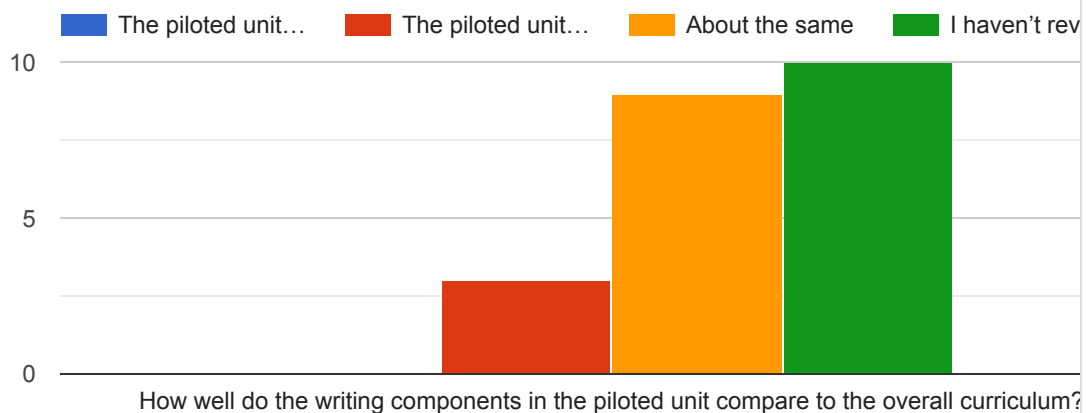


process. There are not enough opportunities to practice skills with increasingly more complex tasks, leading to a summative assessment. The basics are okay, but do not bridge the language gap between ELLs proficiency and grade-level content

I think the writing components were great for collaborative discussions that naturally supported students' ability to answer comprehension questions. However, it required a lot of effort and time by the teacher to build in that time because those opportunities were not included within the curriculum. It took conscious effort to make it engaging, collaborative, and meaningful and avoid a daily lesson plan of "read this and then answer the comprehension questions" that the curriculum seemed to lend itself toward.

I like that most questions require textual evidence, though i wish there was more explanation of HOW to incorporate textual evidence into a written discussion.

Piloted Unit vs. Overall Curriculum

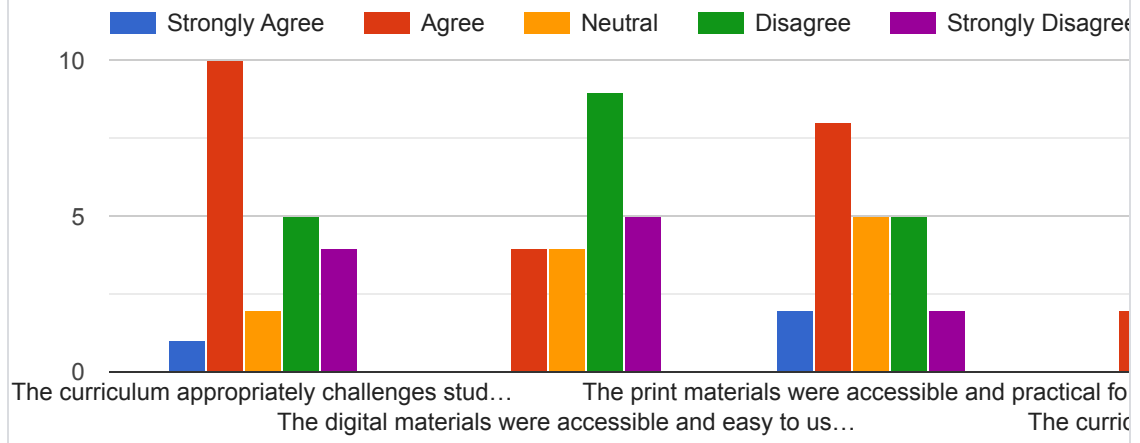


Engagement & Accessibility



Engagement & Accessibility

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Did students struggle with the digital or print materials? What worked best for them?

22 responses

First, the print materials and the digital are NOT equal. There is much more offered digitally, so if they were only doing print they would miss many activities and all of the scaffolds. There were so many clicks to get into each assignment and students if they accidentally close the tab are minutes behind everyone else. If a student misses a tab on an assignment (easily done) and submits it without completing everything, they cannot easily unsubmit the assignment on their own--the teacher has to reopen the assignment for them.

We used the workbooks and students liked being able to annotate and highlight the workbook. I also like that it was one workbook per unit, which seems more manageable for students to keep up with than a whole textbook for the year.

The digital materials are clunky and don't interact with Canvas.

Students had equal struggles with the digital and print materials. They had more success with the digital materials, which led to a feeling that this curriculum was highly focused on digital use and did not lend itself well to working on paper.

The print materials were not the same as the digital materials. The online materials were more engaging but allowed for too much independent work time on a screen. If I just used the workbook it was not enough instruction.

I didn't focus solely on the pilot material and I think that was a mistake. We were working on annotations for rhetorical strategies at the same time in class, so the digital StudySync material felt added on. Students struggled more with the amount of time I budgeted than with the material itself.

I did not use enough of either to make an accurate comparison.

It was easy to access the material as I walked them through it.

The print and digital materials did not match each other, so they aren't interchangeable. Several students had difficulty navigating the digital materials.



We did not use digital materials due to the short timeframe given (and snow days). The workbook worked for my students because they could write/ mark the text directly, which is helpful.

Students struggled with digital a bit- the online platform requires you to go to a tab for the "quiz" questions, then select question numbers within that tab. We were getting there toward the end, but it definitely had a steep learning curve and students still didn't know how to submit or how to navigate between all the questions by the end.

The print materials had space for students to check boxes, but did not provide space for students to write short-answer questions. What's the point of a workbook if you have to get scratch paper to answer half of the questions?

The unit we piloted left students in silos quite often, requiring them to work independently on their computer for extended periods of time. The only group activities were supplemented by teachers.

They enjoyed reading and taking notes in the margins of the physical version. Digital version was super useful for quizzes and think questions.

We did a combo - started with a read aloud and marking the physical text, then moved to more independent reading using the online platform. When given the choice, about half used the physical text and about half used the digital version.

They liked both equally. They did not struggle with using them.

They both presented different problems.

Sometimes, the online StudySync app did not work.

The printed materials did not have space for students to write, and did not have the same tools, questions, etc as online.

No. but they didn't match up great so it was a little confusing

Students struggled having to be on their Chromebooks so much. The online content for students was challenging for teachers to access and forced students to be in a vacuum alone with the work they were doing as it wasn't structured for collaboration or whole class check-in/support/discussion, etc.



Print was much better. Digital was not as easy to navigate and it was harder to keep students with me during direct instruction if they were trying to navigate online (AND harder to keep them off other websites).

We used both. The printed materials seemed to work better for them. There was too much on the digital materials that was distracting to students and diverted their focus from the task. The vocabulary and comprehension quizzes were okay.

Students shared that the print materials were nice and enjoyed the ability to read a physical text. However, they shared they wished there was less Chromebook usage/StudySync app usage. In the future, I would do a lot more of the work on paper or in physical interactive notebooks, while using the comprehension questions, vocabulary lessons, etc.

The problem with this is that it will take teachers a lot of extra time to create those resources, if they have the capacity to create them at all.

We mostly did the digital version. They seemed quick to understand the format (with tabs).



Choice reading

22 responses

It would have to be alongside what we are doing with the curriculum. It could not be easily integrated.

As I understand it, the lessons are formatted for ~50 minutes. We had time to do choice reading and a whole lesson in a class period.

It would be easy to for students to choice read at the start of a class period or to select texts for student book clubs.

I've just kept up my class routine of reading choice materials for ten minutes at the start of class.

I continued 15 minutes of choice reading along with the unit I taught.

I would try to pick and choose from grammar, discussion, and short reading to support skills used in choice reading

Choice reading is an essential part of the Literacy Workshop and I worried about having enough time with this curriculum.

it would be part of the routine, but not connected to the curriculum.

Silent reading time at the beginning of class. Book clubs connected to the unit topics.

It should be more modern titles, tied to each unit's theme or essential question. Find a way to provide silent reading time in the scope and sequence.

Honestly, as written, it's not built to accommodate choice reading very well. You would have to go off-curriculum to work in student choice.

Choice reading would have to be independent of the curriculum but I could see utilizing the reading skills taught to help support choice reading.

Blasts could be given as choice current event articles for students.



Since we have moved pretty exclusively to shorter texts for whole class instruction (with the exception of book groups once a year), choice reading is pretty much the ONLY place that students read novels. I believe it is essential for choice and reading stamina.

A block of time at the beginning of class.

N/A

we didn't look at that

There would need to be separate units and/or separate time as the content itself doesn't support choice reading.

I still did it at the beginning of class as part of our warm-up routine.

This curriculum does not lend itself to a variety of materials that students would choose to read for fun. Content is all public domain, which eliminates high-interest, current authors from all lessons and limits multicultural content to what teachers can provide from their brick and mortar school libraries.

I would love to continue to support choice reading daily. 15 or 20 minutes a day to make sure kids are reading for pleasure as well, and accessing high interest texts regularly.

It would have to be a separate routine in the classroom. (Except perhaps book clubs.)



Classroom Libraries

21 responses

Choice alongside the curriculum.

The way they are now -- available for students to read for choice reading.

In whole class novel reading, as part of an SSR classroom routine, and an additional themed unit that matches one of the curriculum unit themes.

I don't really see the link between classroom libraries and this curriculum, but I am continuing to use my classroom library for the choice reading at the start of class.

Choice reading is important! Classroom libraries should still be used to support choice/independent reading.

Classroom libraries should be at the heart of student learning. I am really hoping we will be able to continue to fund this essential investment.

It would be disjointed and feel like we were plugging it in.

Silent reading time at the beginning of class.

I admit I'm not sure of this, as I don't use classroom libraries in teaching Newcomers Lit/Comp.

Well, I think they should be in every classroom and that students should have choice reading time every English class and during Access Tutorial.

In general- classroom libraries are an essential part of student learning because they are the most easily accessible reading materials for students. Libraries should be supported and funded to continue fostering a love of reading for students with books that are high interest and reflective of their experiences.

Book clubs in tandem with the novel studies within StudySync.

This is the best place for student choice, but maintaining a good library is not easy. Books grow legs and walk away, student interests change, and my own



familiarity with titles is somewhat limited. I read a lot from my library, but I still only know a small percentage of the titles.

High interest books for them to read.

N/A

not sure

Students should have daily choice book reading time as well as assignments and units centered around choice reading. Student should be training in the use of classroom libraries as well as have ongoing opportunities to access and use them.

Choice reading...I'm not sure how else I would use my classroom library with this platform.

Sets for novel studies or novel sets in languages other than English.

A daily routine of reading for 15-20 minutes supports literacy and student engagement with texts overall. However, I would love to see an accountability piece at the end of each book - a summary or book report or something that proves that kids were not reading the same page of the same book for the entire year. Or not reading at all, but checking out a new book every couple weeks to make it seem like they were.

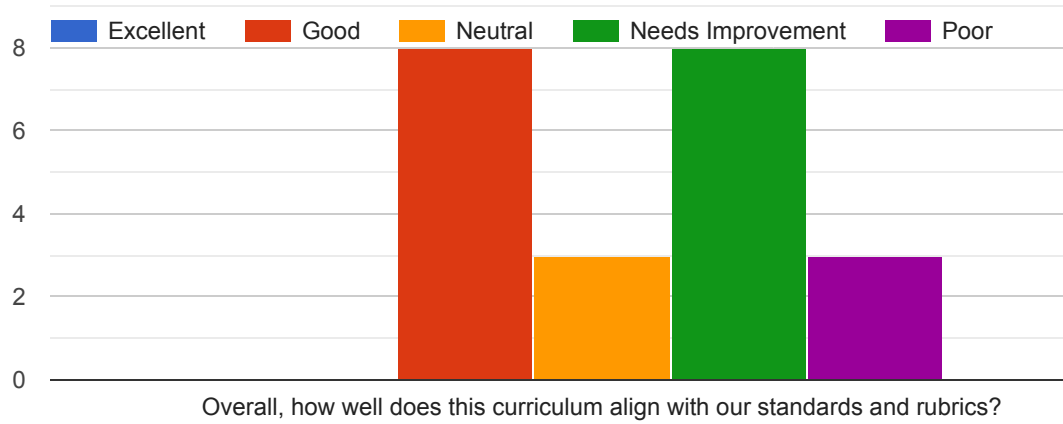
A choice reading routine separate from the curriculum is OK. Perhaps students could find connections between StudySync materials and their choice books.

Final Thoughts



Standards & Rubrics

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Additional Feedback

19 responses

All of the assignments are on a five point scale and we would have a hard time adapting everything to the four point scale we are on. The grading is cumbersome and not proficiency aligned. If we use our own rubrics, then all of our written assignments cannot be used with the writing feedback tools for students or teachers.

I personally think we need to have at least one or two novels (ideally one fiction and one nonfiction) to read a whole group, and I need to hear from our TOSAs that that instructional choice is strongly supported in BSD. I understand that whole class novel instruction goes in and out of fashion in Language Arts, but there is DEEP value in an entire group sharing a communal reading experience, and the practice fulfills district targets. My concern with this pilot is that there is very little opportunity to build sustained reading experiences. Everything is an excerpt or short text. I see with both pilots that there is "a novel extension," but I want to see a unit (or two) dedicated to FINISHING a book together.

Teacher supports are confusing and difficult to embed. A lot of support would be needed to implement this curriculum.

I am honestly not a fan of the StudySync curriculum. I think it forces students to spend far too much time staring at screens, and the materials for teachers are clunky and hard to navigate. I shouldn't have to be supplementing significantly to make a lesson comprehensible, and yet I did; the informative text lesson I taught was highly insufficient to actually teach the material.

I have SIGNIFICANTLY more confidence that the Savvas curriculum will meet our needs.

The stories in the unit were not relatable to the 7th grade student I teach. They were not engaging. I was excited to get off the screen so much and have a workbook but the print material was not the same as the online material.

It was hard to navigate all of the materials to see a cohesive lesson. I would print the lesson and reference the book but it was difficult to translate the information into a lesson I would teach.



I am concerned about student engagement with this curriculum.

I had a student who did not speak Spanish, so it was very difficult to support them with this curriculum.

This curriculum is not compatible with middle school students, struggling readers, ELs, beginning ELs, or visually impaired students.

- For all students, the materials are too difficult and lack engagement. There are too many quizzes, and the curriculum is too text-heavy. It's overwhelming for students.
- For struggling readers, there is no way to change the Lexile level. If students can't read the base text, the pop-out scaffolding isn't enough. Additionally, the scaffolds include Spanish, which is distracting white noise for students who already have difficulty reading.
- For ELs, again, there is no way to change the Lexile level. If students can't read the base text, the pop-out scaffolding (even with Spanish in the glossaries) isn't enough.
- For beginning ELs, there is almost no support. There is no Spanish CC option for videos. While they can use the app in the browser to translate, there's very little in the curriculum itself that is translated. Turning on Spanish doesn't translate a whole text - it just provides a summary of the text in Spanish. If they don't speak English, that does not include them in the learning.
- For visually impaired students, there is no audio description for videos, which are included in most lessons. **A video transcript does not help a visually impaired student.**
- Regarding the difficulty of the curriculum for all students, I had to spend hours adapting the curriculum to meet their needs. The last lesson I taught was almost entirely slides I made myself, rather than the curriculum itself, as the material was inaccessible to most of my students as written.

I am happy to provide more details regarding the difficulty of teaching this curriculum.

I appreciate the scaffolds/ suggestions for ELL's, but the scaffolds for Beginners is still not enough. I found I had to adapt a couple of assignments further for my Newcomers. I also wish there were more translation options, both in the digital library and languages offered. It is a bit limited.

Not only do I think that this curriculum will not improve outcomes for students, I genuinely think it might make them worse. The lessons are stilted and overly formulaic, almost exclusively following a routine of introduction of text (usually a



short video that summarizes what the text is about in a way that feels like a trailer: "How will Gregor's family and boss react to his transformation? Find out in Franz Kafka's 'The Metamorphosis'"), followed by independent reading unbroken by comprehension questions, and then independently answering questions at the end. The teacher's lesson plans include discussion topics like, "What is your favorite type of informational text?" and "What is the title of the last documentary you watched? Explain how it reflected the content of the documentary." Most of the discussion questions and assessment questions focused on the form of the text but did not provide opportunities for deeper inquiry or connection. The selected texts were not presented in ways that appeared relevant to students and did not function together holistically, and both the texts and the writing assignments didn't build on each other in a meaningful way. The texts vary wildly in topic and theme, and the writing assignments feel equally disjointed. For example, the unit focus is ostensibly on informational writing, but the end of unit assessment has students write a personal essay, and none of the lessons focus on the incredibly vital skill of identifying and verifying good information. On top of all of this, the lessons are below grade-level: the readings, questions, and skills are the kinds of things I teach my freshmen, and even my students expressed surprise at how uncritical the questions were.

On top of all of this, the format of the curriculum is resistant to customization. While you can reduce the number of questions in assignments, you cannot edit or add any. You can only adapt rubrics and learning targets for writing assignments in this curriculum. All reading and multiple choice assessments use the program's learning targets, which is confusing to students. Also, students don't have a "gradebook" in the studysync platform like exists in Canvas or StudentVue, so in order to see scores, they need to navigate to past assignments and click through each one individually.

The program is not compatible with coteaching, either. While there can be two instructors assigned to a course, teachers cannot edit or even see assignments made by other teachers. In order to see an assignment made by a coteacher, they must select a filter in which they "see all assignments given to my students," which on a broader adoption would include assignments from other teachers and classes - AND this filter must be selected every time you navigate away from the page.

In short, this curriculum has few redeeming qualities. My students hated it, and it's not good teaching.

Overall, I think we will find this was a loose guide for teachers and required a lot of extra work to implement and even within implementation it was not highly



engaging for students.

N/A

The whole class texts are NOT high interest or accessible. Kafka? Heart of Darkness? For sophomores? Really?!

There were two poems in the unit we piloted that felt accessible, but one of them I already use in another unit.

Literacy in the 21st century requires that we adapt as we go, gathering multi-genre texts, both literary and non-literary, driven by student interests and abilities. Canned curriculum cannot do that. At all.

Even if, at best, I imagined using the curriculum as supplemental, there was nothing there that I haven't already created or couldn't do better. The sentence stems from the publisher were so basic. I don't need that outsourced. I suppose if I really wanted to drill practice of ACT style questions, the quizzes might prove helpful, but I almost never do that in my classroom. We focus much more on critical thinking and interpretation.

As I said earlier, the option for audio was popular with students, and I was hoping translation might help my students. However, the readings themselves are not ones I would ever choose for my classroom.

I also want to add that for the reading we did select, I had to collect TONS of outside resources for building background knowledge before we even started. I also used scaffolding for rhetoric that I had previously developed for other units. We ended up doing an abridged version of the reading because it was just so challenging. The reading level was far too high for the majority of my students. Only a handful were able to successfully navigate the entire text. And my classes do NOT have high percentages of ELL and SPED students - only about 15%.

To be very honest, if this curriculum was chosen, I cannot see myself using any of the materials.

We lost a few days due to conferences and the snow days. I felt it was too short to pilot effectively. There were so many assignments just for one article, so it was hard to know where to focus. I spent a lot of time online when I did want to assign something which was not user friendly. I did like the multiple choice quiz and third questions for the first read. However, it took a long time for my students to complete. It was also hard for them. The scores were not the best. It was good



practice, and I think this is a positive for this curriculum. I did like the "debate" that was built into the close read, too.

This curriculum would have our students sitting silently and working on their Chromebooks for 50-80% of the time if followed. This goes against what we know our students need for meaningful learning. This content requires a great deal of supplementing and teacher modification in order to provide students with real learning which is very time consuming. The online resources for teachers were very cumbersome and time consuming to use. Students did not like having to be on their Chromebooks for the large amounts of time required.

I felt like I had to supplement a LOT. Like we needed context for Maus, even though we had just finished our "Night" unit. We did a minilesson on reading graphic novels (panels) and a minilesson on annotation. Changing assignment settings took forever to figure out the combination of pieces I wanted to use. The process of putting a day's lesson together felt disjointed. The online platform did not feel user-friendly and the student-facing version didn't seem particularly appealing. I will be very surprised if any of my students give positive feedback. Overall, I think it relied too heavily on the digital platform, which I didn't love to begin with. In order to use a majority of the tools that seemed to make this program appealing, students would have to be on their screens most of the time...and I just don't love that for an ELA classroom.

This curriculum does not provide slide shows or worksheets to assist teachers in lesson planning, so a lot of prep time would be used to create materials for each daily lesson. You can't just open the book and begin, esp. if you are teaching ELD. What we are using now (such as CommonLit) is much better in terms of lessons, practice, skill building, and reading comprehension activities.

Overall: Not the solution we are hoping for.

There would need to be a considerable effort to create worksheets and consumable work for notebooks and handwriting to remove emphasis on chromebooks.

Generally, I liked the curriculum and supports for students. Implementing assignments in the classroom is an area for improvement.

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