



studysync®

SCIENCE OF READING

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Graw
Hill



Introduction

If reading opens the door of opportunity, will all students be able to cross the threshold to reading success? At McGraw Hill, we have always answered “Yes,” to this question. It is our tradition to help every student learn to become critical readers, writers, and thinkers, and to help every instructor teach literacy in the most effective manner possible—a practice that continues today with the StudySync 6-12 English Language Arts curriculum.

StudySync will help guide students to mastery of the Standards—because StudySync is anchored in salient and consequential research about what works.

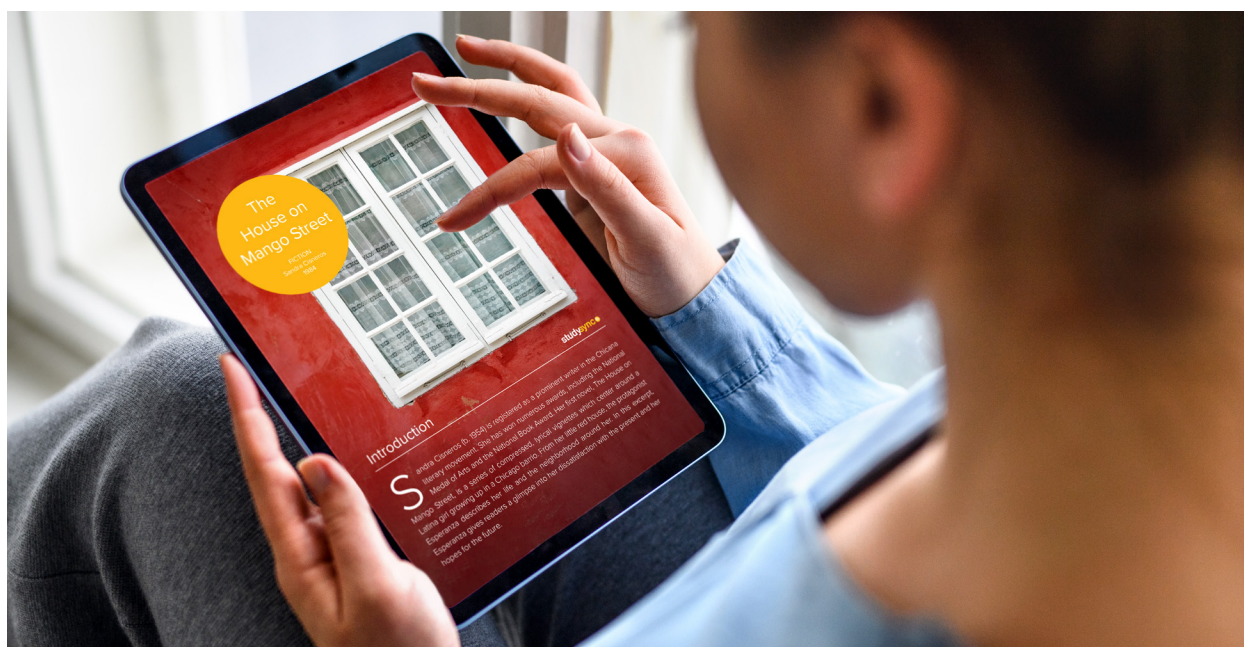
In fact, the National Institute for Literacy’s Partnership for Reading (2000) states that “Success in school starts with reading.” Educators have always sought out programs grounded in research-verified instructional strategies, methods, and approaches ensuring each child receives a strong start toward achieving success in literacy. We are proud to have risen to this challenge by incorporating highly-regarded research related to effective reading instruction throughout development of the StudySync curriculum.

If proven research is our foundation, then expert authors are our guides. McGraw Hill and StudySync are honored to work with world-class researchers and practitioners in education to assemble an expert authorship team, including Dr. Douglas Fisher and Dr. Timothy Shanahan. Our team works with these experts to design, develop, and validate instructional models, so you can be assured that StudySync not only meets state standards, but is designed to meet the full spectrum of educator and student needs in today’s changing world.

Close Reading is the cornerstone of StudySync’s pedagogy

Complex texts do not easily reveal their meaning. Literary texts are challenging and use more unconventional text structures, layered literary devices, and multiple points of view. Informational texts may include nuanced infographics, reference scientific data, or depart from typical genre conventions. Across genres, complex texts assume that a reader has cultural, historical, or literary background information that they can use to glean meaning from the text. Sentence length, word frequency, and challenging vocabulary also contribute to the complex nature of some texts.

While reading complex texts may seem too challenging for readers, particularly readers who struggle with comprehension, **research** indicates that students learn more from reading texts that are too difficult for them.



How students read complex texts is essential, too

Close Reading promotes a process of active rereading, and meaningful interactions like text-dependent questioning, collaborative discussion, and reflection that helps students to glean meaning from the text. Through close reading, StudySync Author **Dr. Doug Fisher says**, “texts that would have been considered out of students’ reach in the past can be made accessible when systematic questioning is used to support comprehension.”

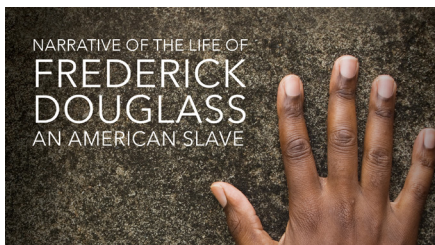
StudySync’s Close Reading Routine, the cornerstone of StudySync’s instructional approach, employs research-based strategies based on the work of Dr. Doug Fisher and Dr. Nancy Frey. Educators guide their students in the analytical reading of texts found throughout the StudySync instructional units, which consist of at least three lessons per text: The First Read, Skill Lesson(s), and the Close Read.

According to StudySync Author Dr. Tim Shanahan, “close reading requires a substantial emphasis on readers figuring out a high-quality text.” Through a sequence of rereads, close reading is “an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.”

Let’s take a closer look at StudySync’s Close Reading Routine to see how this process draws upon meaningful, research-based practices:



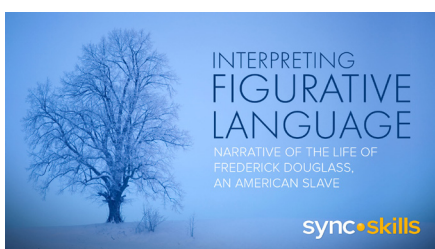
CLOSE READING ROUTINE



First Read Lesson

In a First Read, students read, annotate, and discuss key details before answering a series of text-dependent questions.

In advance of reading the text, students get limited background knowledge in the form of a video text preview and brief written introduction.



Skill Lessons

Skill Lessons follow a First Read. These lessons teach students to look for and analyze aspects of a text's complexity.

As students have already figured out what the text said, Skill Lessons are rereads of shorter passages to help students understand how the author creates meaning.

Checklists for analysis and modeling show students the type of expert thinking involved in figuring out a complex text.

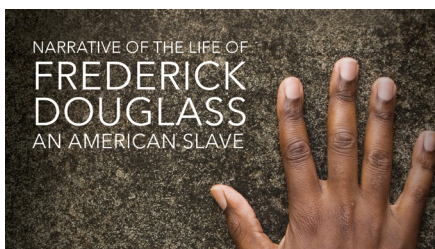
Skill Lessons incorporate discussion as well as autograded Your Turn questions for varied formative assessment opportunities.



Close Read Lessons

In the third or fourth reading of the text, the Close Read, students go even deeper with the text. Leveraging what they've learned already, students annotate the text using a series of close read prompts, engage in an analytical discussion of the text, and demonstrate their knowledge in writing.

Multimedia, like StudySyncTV episodes, provide models of academic discourse to support students' in-class or online discussions.





Learning is a process, not an event

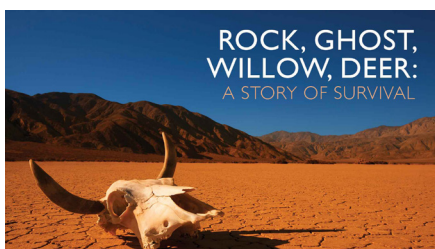
Close reading provides multiple access points to complex texts, while also instilling a valuable skill set that students can use on their own when confronted with challenging works of literature and information.

As Fisher and Hattie describe in their book, *Teaching Literacy in the Visible Classroom*, “the goal of schooling is for students to apply what they have been taught—to transfer their learning to new situations, tasks, and problems.”

StudySync’s Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Close Read Lessons shift the responsibility of analysis onto the student, while Independent Reads provide intentional opportunities for students to use their close reading skills autonomously.

Let’s take a closer look at StudySync’s Close Reading Routine to see how this process draws upon meaningful, research-based practices:

CLOSE READING ROUTINE



Independent Read Lesson

The teacher acts as facilitator throughout an Independent Read lesson. Just as with close reading, students are given limited background knowledge before reading and annotating the text on their own and discussing the text in collaborative groups.

A teacher may assign reading comprehension quiz questions along with the writing assignment for an additional data point.

Fisher and Hattie emphasize that “the movement from surface learning—the facts, concepts and principles associated with a topic of study—to deep learning, which is the ability to leverage knowledge across domains in increasingly novel situations, requires careful planning. If students are to deepen their knowledge, they must regularly encounter situations that foster the transfer and generalization of learning.”



To ensure that students experience transfer learning, StudySync units combine close and independent reading in every unit. In middle school grades, students encounter 7 texts through close reading and 3 selections as independent read lessons. In high school, the amount of independent reading opportunities increase to help students become more autonomous learners as they near graduation. Opportunities for comparative reading within every unit promote the synthesis of information and ideas across texts.

Learning to write effectively and flexibly

Writing instruction is integrated throughout StudySync's program. In both Close and Independent Reading lessons, for example, students write to process what they're learning and demonstrate their knowledge. Research shows us that writing about text improves comprehension. More specifically, writing longer analytical pieces at the secondary level has a significant impact in stimulating learning (Shanahan, 2006).

StudySync Close Read and Independent Read writing prompts, as shown below, illustrate the type of analytical writing embedded throughout reading instruction.

9TH GRADE CLOSE READING LESSON "THE NECKLACE" BY GUY DE MAUPASSANT	INDEPENDENT READING LESSON MEN WE REAPED: A MEMOIR BY JESMYN WARD
<p>Literary Analysis</p> <p>At the end of this short story, readers discover along with Mathilde Loisel that she has labored for ten years, lost her beauty, and declined into poverty to replace what was actually a fake diamond necklace. Write a thoughtful response explaining what this ironic ending and other key elements from the story suggest about the story's themes. Your response must be based on ideas and information that can be found in the text and must include original commentary. Remember to quote or paraphrase evidence from the text to support your commentary.</p>	<p>Literary Analysis</p> <p>This excerpt contains descriptions of multiple settings that were significant in the author's life. Write a response in which you evaluate how the social and economic context of the settings influences the depictions of individuals and events. Remember to use textual evidence to defend your response.</p>



Additional, longform writing takes place in StudySync's Extended Writing Projects, where students synthesize ideas from the unit as well as learn how to employ the writing process. Extended Writing Projects draw upon research that recommends teachers increase the amount of time students spend writing, as well as use effective writing instruction practices like modeling, explaining, and providing guided assistance when teaching (Graham, et al., 2006). Below, you can see an example of a StudySync Extended Writing Project Prompt along with an infographic that outlines the process students will employ to write.

7TH GRADE EXTENDED WRITING PROJECT PROMPT ARGUMENTATIVE WRITING

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graph LR; PLAN[PLAN] --> ORGANIZING[ORGANIZING ARGUMENTATIVE WRITING]; ORGANIZING --> CLAIMS[CLAIMS AND REASONING]; CLAIMS --> EVIDENCE[EVIDENCE AND ELABORATION]; EVIDENCE --> DRAFT[DRAFT]; DRAFT --> IMPROVING[IMPROVING WRITING]; IMPROVING --> INTRODUCTIONS[INTRODUCTIONS AND CONCLUSIONS]; INTRODUCTIONS --> TRANSITIONS[TRANSITIONS]; TRANSITIONS --> SOURCES[SOURCES AND CITATIONS]; SOURCES --> REVISE[REVISE]; REVISE --> EDIT[EDIT AND PUBLISH];
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Prompt

What are your interests, goals, and dreams? What club, class, or activity would you add to your school to help you achieve these goals or dreams?

Your principal has announced an essay writing contest:

If you had the option of adding a club, a class, or an activity to your school, what would it be and why would it be worth including? Think about why you would like it added to your school's offerings. Why is this club, class, or activity important to the school? How would other students benefit from this addition? Write an argumentative essay to convince your teachers or school leaders to establish this new club, class, or activity. In your essay, present your argument with clear reasons and relevant evidence. Be sure your essay includes the following:

- an introduction and conclusion
- a debatable claim
- an acknowledgment of at least one counterclaim
- relevant evidence and elaboration
- logical reasoning
- coherent body paragraphs
- varied transitions



Feedback and Writing for an Audience

Another facet of effective writing instruction is the use of feedback. Long-held research shows that students' writing improves when teachers provide them with feedback about their writing and learning. StudySync utilizes several tools to ensure that teachers can provide feedback accurately and effectively while being mindful of a teacher's time.

With StudySync, students can engage in a process of anonymous peer review after writing. This feature draws on research that giving and receiving feedback from a peer further improves student writing (Graham et al., 2016). StudySync peer review also always ensures that students are writing for more than just their teacher. This type of peer-to-peer feedback and subsequent revision has been shown to improve the quality of student writers (Bazerman, 2016).

Digital tools, like computer-based feedback has also been shown to improve the quality of student writing (Graham et al., 2016). StudySync's new essay writing tool, WritePrecise, provides pointed feedback to students in advance of submitting final drafts of their writing. This tool is yet another resource to teachers who want to ensure that each student is afforded timely, meaningful writing feedback and that they spend less time grading and more quality instructional time with students.



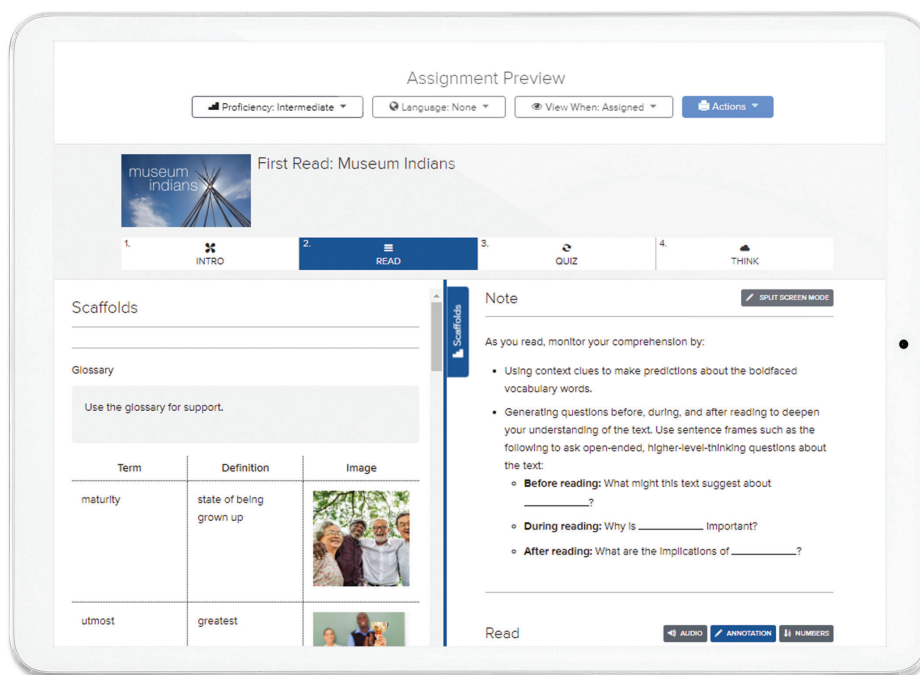


The Role of StudySync Vocabulary in the Science of Reading

Vocabulary instruction is vital in the Science of Reading, underpinning comprehension, academic success, and critical thinking while facilitating effective communication and preparation for lifelong learning. For that reason, StudySync’s vocabulary instruction and practice accompany the selections in the Core program to build vocabulary knowledge and improve students’ abilities to access complex texts.

Within the Close Reading Routine, students first experience vocabulary during a First Read in a limited context as they build background knowledge about a text they may not be familiar with. This approach also applies to vocabulary: the words chosen for a given text are rendered in boldface, alerting readers to unfamiliar words that may need extra attention.

Students continue to acquire knowledge of grade-level content and academic vocabulary through annotating, writing about, and discussing a text from an initial reading. Vocabulary scaffolds, including Spanish cognates, are also available for English learners and Approaching grade-level students on a slide-in screen.



Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. A low-stakes vocabulary exercise provides the opportunity for students to gauge their level of understanding and retention of the material.

Following their vocabulary work, students re-read the text to apply their reading and vocabulary skills before they respond to a writing prompt that challenges them to integrate their reading, writing, speaking, listening, and language skills, which contribute to building vocabulary.



The Core includes domain-specific vocabulary within Close Reading Routine Skills and Extended Writing Project Skills lessons. Domain-specific terms carry specific meanings that define key concepts within a topic, helping students analyze and synthesize information more effectively.

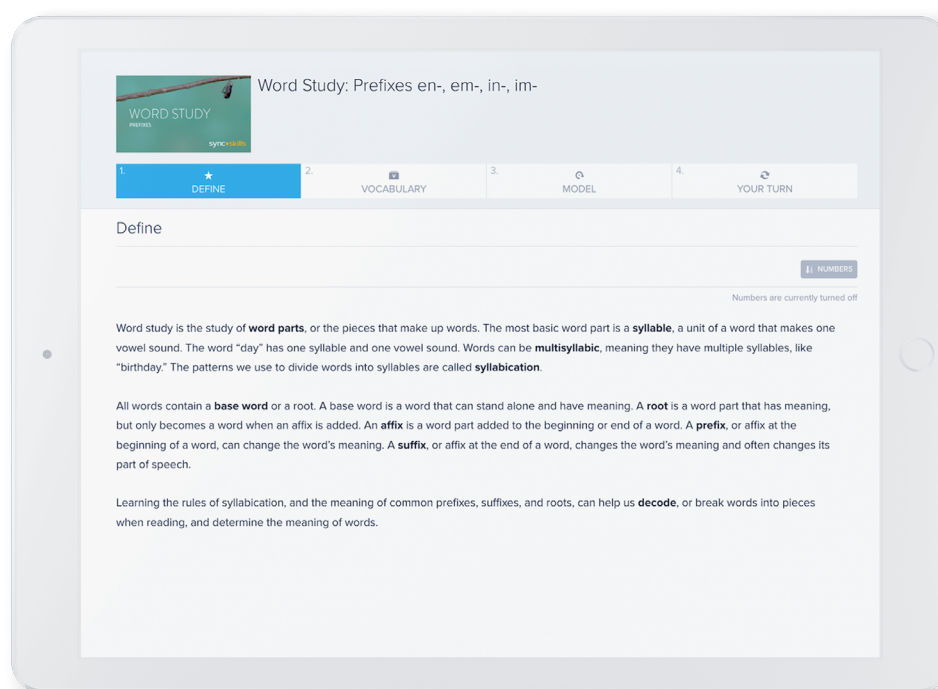
The StudySync Skills Library is a valuable resource for vocabulary lessons on word meaning, context clues, and content and academic vocabulary. As with Reading Skill lessons, each Vocabulary Skill lesson includes a definition, vocabulary, and skill model and finishes with Your Turn for student practice.

Foundational Skills

Word Study

Reading, writing, speaking, listening: mastering each of these skills involves a nuanced understanding of language. Through systematized Word Study instruction, students can learn to read and derive meaning from common word parts and patterns and use them to decode the multisyllabic words that they are likely to encounter in grade-level texts.

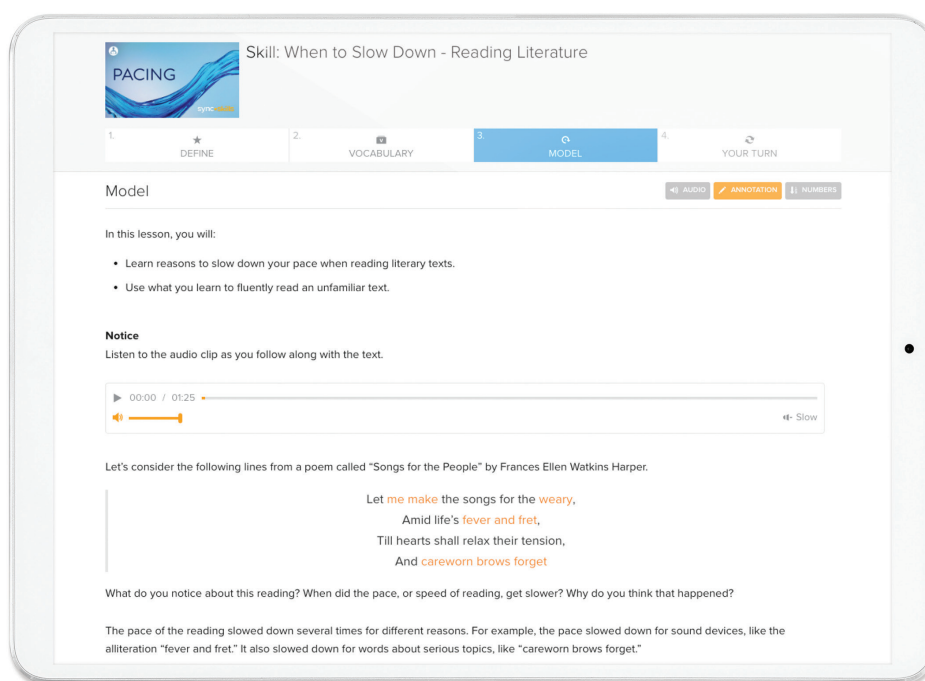
Specifically designed to support middle and high school students, StudySync's Word Study lessons can be used flexibly to aid in the reading process. Each StudySync Word Study lesson provides targeted support for students to decode and derive word meanings for words encountered in grade-level texts.





Developing Fluency Units and Benchmarks

Fluency is the link between decoding and comprehension. It is the voice that many of us hear in our heads as we read. For students to become fluent readers, they must develop that voice. The new digital and accessible Fluency benchmarks and lessons in the Developing Fluency units can pair with the decoding instruction in StudySync's Word Study lessons to develop fluent oral and silent reading voices. Fully aligned to the science of reading in secondary level learners, StudySync's Fluency and Word Study materials can support struggling readers in grades 6 through 12.



Graham, S., Harris, K. R., Chambers, A. (2016). Evidence-based practice and writing instruction. In MacArthur, C., Graham, S., Fitzgerald, J. (Eds.), Handbook of writing research (Vol. 2, pp. 211–226). New York, NY: Guilford Press.

Shanahan, T. (2006). Relations among oral language, reading, and writing development. In MacArthur, C. A., Graham, S., Fitzgerald, J. (Eds.), Handbook of writing research (Vol 2., pp. 171–183). New York, NY: Guilford Press.

Bazerman, C. (2016). What do sociocultural studies of writing tell us about learning to write? In MacArthur, C. A., Graham, S., Fitzgerald, J. (Eds.), Handbook of writing research (Vol 2., pp. 11–23). New York, NY: Guilford Press.
