

SyncQuest

Directions: This interactive experience is designed to deepen your understanding of StudySync’s instructional tools and how they support student learning. You’ll complete a series of Mini Quests, each focused on a different feature or resource within StudySync. For each Mini Quest:

1. **Follow the navigation instructions** to locate the resource in StudySync.
2. **Answer the guiding questions** to reflect on instructional value and classroom application.
3. **Complete the reflection and level-up prompts** to connect your learning to your teaching practice.

Mini Quest - Big Idea Section

Navigate to Unit 2 in your grade level under the Core ELA tab. Open the Integrated Reading and Writing blade and locate the **Big Idea** section.

- What is the genre focus and essential question?

- What types of activities are included to build connections?

Reflection

How could the genre focus or essential question from this section help frame your unit launch and hook students?

Level Up

In what ways does this section help students build background knowledge, personal connections, or theme awareness for the unit’s texts and tasks?

Mini Quest - Skill Lessons

Head to the Library, then open the Skills subtab. Use the Filter tool to locate a Spotlight Skill for your grade level focused on Argumentative Writing.

- What is the focus of the skill lesson you explored?

- What instructional supports (e.g., modeling, scaffolded steps, examples) are included?

Reflection

How could you use this lesson to support a small group or reteach a concept from a recent assessment?

Level Up

Which of your focus standards could be reinforced with this skill lesson?

Mini Quest - StudySyncTV

From the Core ELA tab, select any grade level, then open Unit 1. Click on the Integrated Reading and Writing blade and choose the SyncStart routine at the top. Once you click on the blue arrow, scroll down until you find the Close Read lesson. Click the Preview button, then click on the StudySyncTV tab and watch the video.

- What ideas or themes are being discussed by students in the video?
- What instructional purpose does the video seem to serve (e.g., modeling, engagement, connection)?

Reflection

How could this video support students in understanding the text or launching a discussion or writing response?

Level Up

How might incorporating more StudySyncTV help elevate student voice, peer modeling, or classroom discourse in your room?

Mini Quest - Blasts

Head to the Library, then open the Blasts subtab. Use the filter to locate a Blast that focuses on Science and Technology. Scroll down to see results and then click on one to open it.

- Which topic did you choose?

- What interactive elements (polls, videos, or discussion prompts) are included?

- What kind of student thinking or debate could this spark?

Reflection

How could this Blast support student voice, critical thinking, or connection to a relevant issue in your class?

Level Up

How might this Blast connect to a unique theme, anchor text, or larger classroom conversation?

Mini Quest - SyncStart

From the Core ELA tab, select any grade level, then open Unit 1. In the Integrated Reading and Writing blade, click the blue arrow to open the SyncStart routine.

- Which routines are introduced in SyncStart?

- How might these routines support classroom structure and student independence?

Reflection

Which SyncStart routines would most benefit your students at the start of the school year, and why?

Level Up

How might you revisit or reinforce these routines later in the year to support consistency and skill growth?

Mini Quest - Scaffolds

From the Library tab, select the Text subtab, then use the Search bar at the top and type in “The Necklace.” Hit enter and click the image to open the text overview. Review the blades along the left side and then click on the Scaffolds blade.

- What types of scaffolds are available for this text (e.g., Annotation Guide, Speaking Frames)?
- How do the supports change across levels, and what does that tell you about how StudySync differentiates instruction?

Reflection

Which scaffolds would best support the learners in your classroom, and when might you assign them?

Level Up

How might you incorporate these scaffolds into upcoming lessons or ongoing assignments to provide timely, targeted support for students who need it most?