

aysync



of five schools with middle
in Orange County,
through eighth grade
program has



Elizabeth Ellison is an eighth grade English Language Arts and English Language Essentials teacher. She has worked in the Fullerton School District for 21 years and has been at Fisler since it opened its doors. She discovered the *StudySync* ELA digital curriculum and wanted to add it to her classroom right away.

Ellison learned about *StudySync* from her colleagues using the program already. She felt confident about the potential of *StudySync* for her students given its robust multi-media library containing hundreds of texts and excerpts; Common Core aligned instruction in reading, writing, listening and speaking; differentiation resources; and assessment tools to ensure student readiness for key high-stakes assessments, college, and career.

During the 2012-2013 school year, Ellison incorporated *StudySync* into her classroom as a trial. Several other Fullerton School District middle school teachers did the same. Now Ellison uses *StudySync* in her classroom every day. Seventh and eighth graders across the whole district are using *StudySync's* core literacy program.

"The big thing is having access to so many great excerpts of literature," Ellison said. "We have immediate access to current and classic works. It's scary-easy planning."

Ellison believes that *StudySync* lessons and units ensure engaging digital learning aligned to the Common Core, giving teachers the ability to always create relevant, Common Core-aligned assignments through a user-friendly platform.

"It's phenomenal," Ellison said. "If everyone had *StudySync*, they'd have a Common Core ELA textbook."

Meeting the digital needs of a high-tech district

Although Fisler has been wired for online learning since established, that is not necessarily the case for other schools in the Fullerton School District using *StudySync*

The *StudySync* digital library provides texts and lesson plans, making it easy for teachers to keep pace within a

"They have been so completely engaged with the Suspense Unit, they are making connections to other reading selections and they are using what they have learned in other classes," said Ellison.

Improvements in the art of conversation in Language Arts class

Ellison believes the biggest improvement for all of her students is a deeper understanding of different types of literature — including poetry, classic and contemporary novels, and informational texts — alongside more meaningful classroom conversations.

Ellison compared class discussions before *StudySync* to "lobbing a wet tennis ball." One student would make a point, then, another student would make a different point."

"Nothing bounced," she said, "but they thought they were having discussions. Generating a running conversation was difficult."

After using *StudySync TV* with its modeling of student-led academic discussions and additional *StudySync* multi-media resources, Ellison reported that her students are engaged and excited to participate more fully in class. They also have

Early in her adoption, Ellison saw results. "I was just reviewing our latest benchmark results. I am very pleased," said Ellison. Prior to using the *StudySync* Thematic Unit on Suspense with her class, 26 of her students tested at grade level. After completing the unit, 68 students tested at grade level. Similarly, 19 students who had previously tested at minimal progress improved their test results.