
SpringBoard® Sample Review

ENGLISH LANGUAGE ARTS, GRADES 6–12

NATIONAL EDITION

preview.springboardonline.org

Contents

SpringBoard is pleased to provide access to
the sample copies of the 2021 National Edition of

English Language Arts Grades 6–12

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Login Page

SpringBoard® Digital makes possible deeper, richer, and more effective teaching and learning. For optimal viewing experience, see our System Requirements. (Please refer to final page.)

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New York SpringBoard Preview

Log in to SpringBoard:

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password

Log In

English Language Arts

Getting Started

SpringBoard® English Language Arts

Sample Review

Digital Reviewers Guide

Guide

Mathematics

Getting Started

Getting Started

Features Guide

Correlations

Mathematics Course 1

Mathematics Course 2

Mathematics Course 3 / Pre Algebra

Algebra 1

Geometry

Algebra 2

Precalculus

Professional Learning

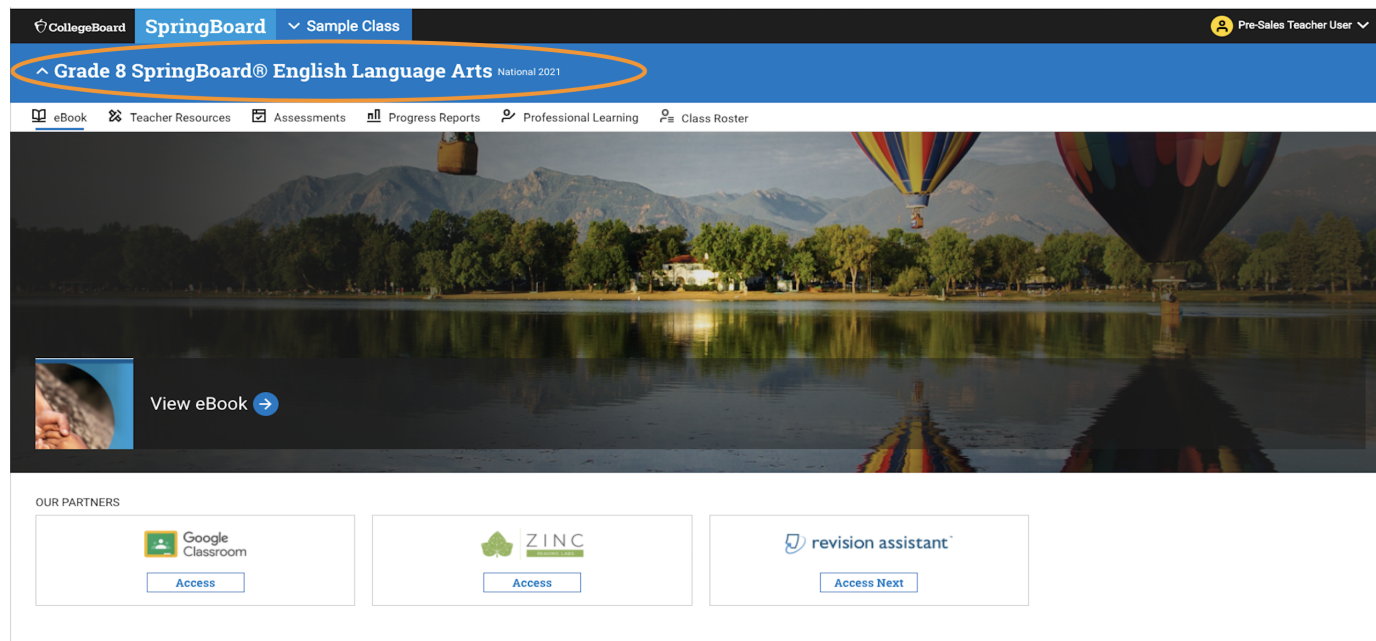
Overview Video

Professional Learning Brochure

Select your State and enter your designated **Username** and **Password**.

Landing Page

From the landing page, select your English Language Arts, Language Workshop, Close Reading, or Writing Workshop books.



EBOOK

Interactive eBooks (student and teacher).

TEACHER RESOURCES

Student- and teacher-facing resources, activities, and strategies to support differentiation.

ASSESSMENT

Online and printable assessments.

PROGRESS REPORTS

Assessment, and standards progress reports to provide insight into student performance.

CLASS ROSTER

Manage classes and student enrollment.

PROFESSIONAL DEVELOPMENT

Access training modules to support your SpringBoard experience.

ZINC READING LABS

Access to an online library of nonfiction and fiction texts with gamified vocabulary development.

GOOGLE CLASSROOM

Access to your classes in Google Classroom where you can share links to SpringBoard eBook assignments, grade, send feedback, and communicate with your students.

REVISION ASSISTANT

Coming soon! Access your next Revision Assistant available writing prompt within your eBook. Revision Assistant is an online tool that gives feedback to students as they write so they can polish their draft and practice their revision skills before you see it.

eBook Access

From your book dropdown, select your English Language Arts or Workshop books. Then, click on **View eBook** to access a selected book.

The screenshot shows the SpringBoard interface for Grade 7 English Language Arts. At the top, there's a navigation bar with 'CollegeBoard', 'SpringBoard', and a 'Sample Class' dropdown. Below this is a blue header with 'Grade 7 SpringBoard® English Language Arts National 2021'. A secondary navigation bar contains links for 'eBook', 'Teacher Resources', 'Assessments', 'Progress Reports', 'Professional Learning', and 'Class Roster'. The main content area features a large background image of a colorful umbrella in a field. Overlaid on this is a dark box containing a book cover thumbnail, the text 'View eBook' with a right-pointing arrow (circled in orange), and 'LAST VIEWED Activity 1.2: Exploring the Concept of Choice'. At the bottom, an 'OUR PARTNERS' section displays logos for Google Classroom, ZINC, and revision assistant, each with an 'Access' or 'Access Next' button.

ENGLISH LANGUAGE ARTS

- English Language Arts materials provide comprehensive, integrated instruction built around rich texts and grounded in standards.

LANGUAGE WORKSHOPS

- Language Workshops build from anchor texts in English Language Arts and offer deeply scaffolded activities for English language learners or any student who would benefit from language development support.
- The Language Workshop eBooks also include Foundational Skills Workshop activities designed to support students who still need to develop their foundational language skills to become successful at the secondary level.

eBook Navigation

All SpringBoard Digital eBook functionality may be accessed from the left sidebar.



TABLE OF CONTENTS

A quick way to navigate to a unit or activity.



TEACHER WRAP

Quick access to Teacher Guide, standards, and Student Edition Pages.



CORRELATIONS

Search/view embedded standards in the Teacher or Student pages.



SEARCH

Enables you to search the content by keyword.



CONTENT VERSION

View teacher and student copies of your eBook.

The screenshot shows the 'Teacher Wrap' interface. At the top, there's a title 'Teacher Wrap' with a right arrow. Below it are two buttons: 'Edit On' (disabled) and 'Edit Off' (active). The main content area is titled 'Plan' and contains the following text:

Materials: books for independent reading or access to a library; dictionaries (print or online)

Suggested Pacing: 1 50-minute class period

Teach

- 1 Read aloud the About the Unit section with students and ask them to jot down any questions they have about the unit.
- 2 Have students answer each Essential Question and discuss them briefly with a partner. Over the course of the unit, students will be answering and asking questions to develop their understanding of these ideas.
- 3 This activity begins the yearlong effort to encourage and facilitate independent reading. You may want to prepare by previewing the titles found in the Planning the Unit pages. Decide which books you think would be most suitable for your students and use them as recommendations.

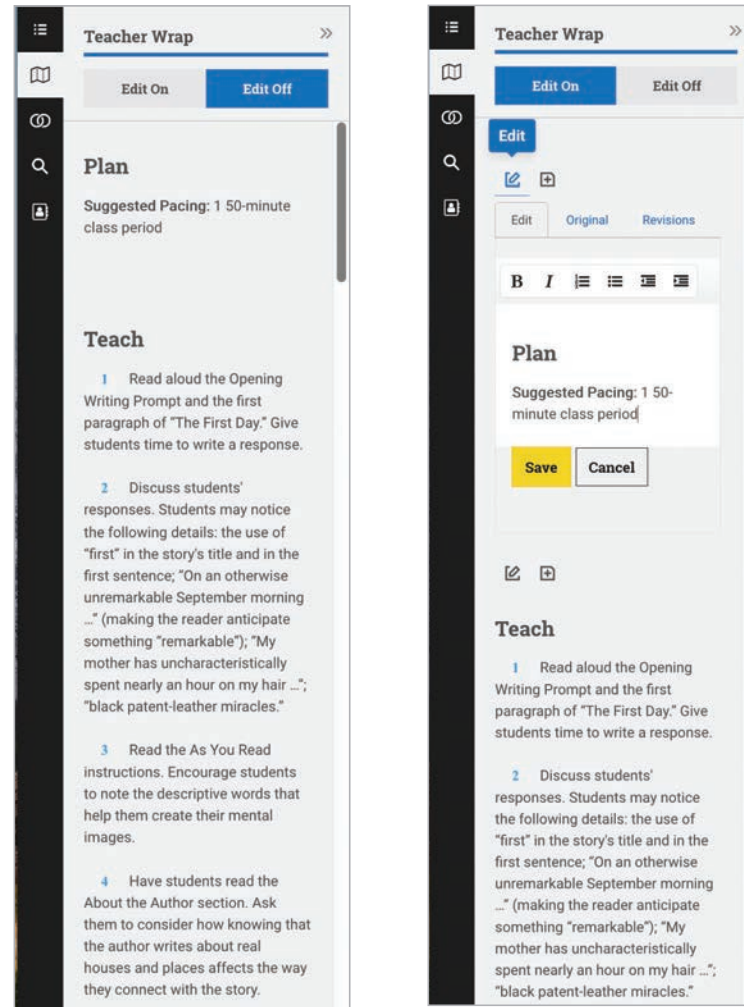
To begin, activate prior knowledge by asking students about their successful experiences with reading in school and for pleasure.

eBook Teacher Wrap

The Teacher Wrap is where you'll find step-by-step teacher guidance and tips, standards citations, suggested pacing, and a suggested instructional pathway through each activity.

eBook Teacher Wrap


Editable Teacher Wrap features suggested learning steps, text complexity measures, opportunities for differentiated instruction, and more.

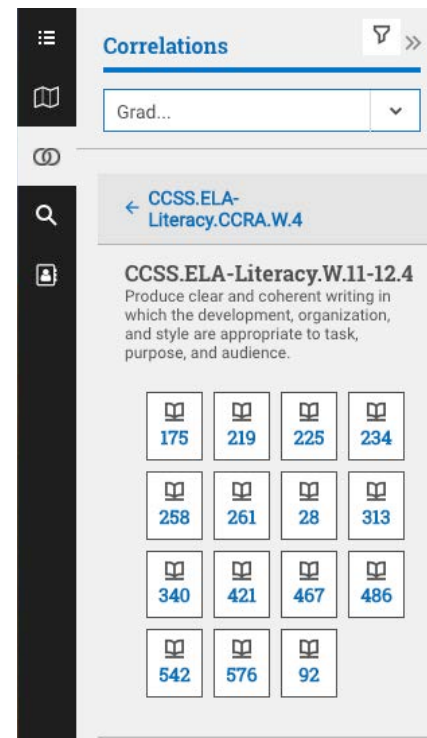


eBook Correlations Viewer

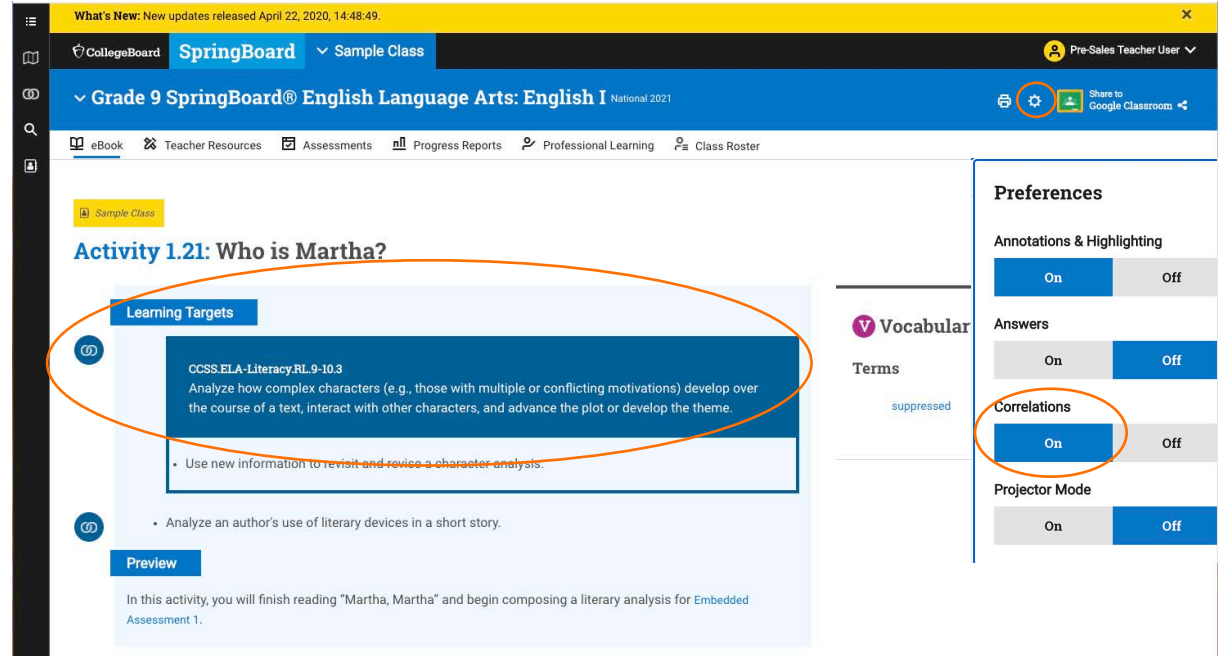
Teachers can find correlations to standards instantly with the correlations viewer.

Correlations can be found through search features or at point of use.

- 1 Open the correlations viewer by clicking the  icon.
- 2 Select standards.
- 3 Click on the page in the text to view the aligned content.



- You may also view standards on each page throughout the eBook.
- In the **Preferences** menu under **Correlations**, click on the "On" button.
- You will now see icons throughout the eBook. Click them to view the correlated standards.



eBook Smart Tools


SpringBoard Digital's smart tools promote deep engagement with content.

SpringBoard® English Language Arts: English I
Activity 1.17: "Games at Twilight": Use the Evidence

23 Ravi shook, then shivered with delight, with self-congratulation. Also with fear. It was dark, spooky in the shed. It had a muffled smell, as of graves. *Paul had never not looked into* the linen cupboard and sat there weeping for half an hour before it became familiar place, and even smelled pleasantly of starch, laundry, the shed smelled of rats, anthills, dust, and spider webs. horrors. And it was dark. Except for the white-hot cracks of light from the window. The roof was very low. Although Ravi was small, he felt as if he could touch the ceiling. But he didn't stretch. He hunched himself into a ball. He didn't want to touch or feel anything. What might there not be to touch or feel anything.

104 as he stood there, trying to see in the dark? Something cold, or slimy—like a snake. Snakes! He leapt up as Raghu whacked the wall with his stick—then, quickly realizing what it was, felt almost relieved to hear Raghu, hear his stick. It made him feel protected.

24 But Raghu soon moved away. There wasn't a sound once his footsteps had gone around the garage and disappeared. Ravi stood frozen inside the shed. Then he shivered all over. Something had tickled the back of his neck. It took him a while to pick up the courage to lift his hand and explore. It was an insect—perhaps a spider—exploring him. He squashed it and wondered how many more creatures were watching him, waiting to reach out and touch him, the stranger.



Marking the Text


Highlight, annotate, and add metacognitive markers in both the Student and Teacher Editions by selecting text and choosing from the menu of options that appears.

Audio Passages

Performed audio of passages provides interactive support for all students as they read along.

English Language Arts Grade 6
Reading 1.2: Understanding Change


3 Ravi's Time at Night



Billy Collins (b. 1941) Born in 1941 in New York City, Billy Collins earned a BS from the College of the Holy Cross, and both an MA and PhD from the University of California, Riverside. Collins served two terms as the US Poet Laureate, from 2001–2003 and with New York State Poet Laureate from 2004–2006. Critics have noted that Collins's style mixes humor and insight and helps his readers feel the "joy of being alive."

Poetry
On Turning Ten
by Billy Collins

Poetry: On Turning Ten Audio
1:00 / 2:04



The whole idea of it makes me feel

eBook Smart Tools

SpringBoard® English Language Arts: English I
Activity 2.11: Setting the Stage

Making Observations

- What details stand out to you in the prologue?
- What questions does this text raise for you?

Prologue

1). *noun* - An introduction or preface, especially a poem recited to introduce a play.

2). *noun* - An introduction or introductory chapter, as to a novel.

EN

Vocabulary Defined— at Point of Use

- Audio pronunciations in English and Spanish.
- Select any word and click **"Define."**

SpringBoard® English Language Arts
Activity 1.2: The Initiation

from
The Odyssey
By Homeros; prose translation by E. V. Rieu

Book IX: 152–192

Odysseus Tells His Tale: The Cyclops's Cave

1 Looking across to the land of the neighbors their sheep and goats. Sun set and darkness fell, and the sound of

2 As soon as rosy-fingered Dawn appeared, I here, while I and my crew take ship and try and find good to strangers, and in their hearts fear the god

3 With this I went aboard and ordered my crew to follow and loose the cables. They boarded swiftly and took their place on the benches then sitting in their rows struck the grey water with their oars. When we had reached the nearby shore, we saw a deep cave overhung with laurels at the cliffs edge close to the sea. Large herds of sheep and goats were penned there at night and round it was a raised yard walled by deep-set stones, tall pines and high-crowned oaks. There a girl spent the night, one that grazed his herds far off, alone, and keeping clear of others, lived in lawless solitude. He was born a monster and a wanderer, not like any ordinary human, but like some wooded peak of the high mountains, that stands there isolated to our gaze.

Book IX: 193–256

Odysseus Tells His Tale: Polyphemus Returns

4 Then I ordered the rest of my loyal friends to stay there and guard the ship, while I selected the twelve best men and went forward. I took with me a goatskin filled with dark sweet wine that Maeros, son of Eumachos, priest of Apollo, guardian god of Ithaca, had given me, because out of respect we protected him, his wife and child. He offered me splendid gifts, seven talents of well-wrought gold, and a silver mixing-bowl; and wine, twelve jars in all, sweet unmixed wine, a divine draught. None of his serving-men and maids knew of this store, only he and his loyal wife, and one housekeeper. When they drank that honeyed red wine, he would pour a full cup into twenty of water, and the banquet that rose from the mixing bowl was wonderfully sweet. In truth no one could hold back. I filled a large goatskin with the wine, and took it along, with some food in a bag, since my instincts told me the giant would come at us quickly, a savage being with huge strength, leaving nothing of right or law.

Sticky Notes

Click anywhere in the text and select **"Sticky Note"** to add comments to the text.

Assessments

Access to a variety of assessment types provides teachers with the flexibility they need to assess student progress toward mastery.

- Once you've selected your core book, access your assessments in the **"Assessments"** tab; click an assessment and select **"Preview"** to view it.

Assessment Types:

- End-of-Unit
- Activity Quizzes

Tech-Enhanced Items

- Multiple choice, multiple select, matching, and highlighting items

SpringBoard Sample Class

SpringBoard® English Language Arts: English II: National ©2021 (Level: 10) Common Core 2021

eBook Teacher Resources Assessments Progress Reports Professional Learning Class Roster

Assessments

Showing:

Assessments	Answer Key	Assigned	Format	Source
National ELA Grade 10 Unit 1 Open Response	get info		Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 1, Part 1 — Digital	preview		Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 1, Part 1 — Print	assign		Printable	SpringBoard Digital
National ELA Grade 10 Unit 1, Part 2 — Digital			Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 1, Part 2 — Print			Printable	SpringBoard Digital
National ELA Grade 10 Unit 2 Open Response			Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 2, Part 1 — Digital			Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 2, Part 1 — Print			Printable	SpringBoard Digital
National ELA Grade 10 Unit 2, Part 2 — Digital			Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 2, Part 2 — Print			Printable	SpringBoard Digital
National ELA Grade 10 Unit 3 Open Response			Tech Enhanced	SpringBoard Digital
National ELA Grade 10 Unit 3, Part 1 — Digital			Tech Enhanced	SpringBoard Digital

SpringBoard

Viewing Assessment Preview

Return to Assessment Summary

National ELA Grade 10 Unit 1, Part 1 — Digital

Question One

Waste Not, Want Not:
Food Waste and Hunger Exist Side by Side
by Jeanne Miller

Forty percent of the food that's produced in this country never makes it into the mouth of a human being. "That's like going to the grocery store and buying five bags of groceries, then dropping two bags in the parking lot and not bothering to pick them up," says Diana Gunders, a scientist with the Natural Resources Defense Council. In a recent year we discarded 34 million tons of food while 17 million American households could not always be sure where their next meal was coming from. How can this be? And what can we do about it?

Starting at the Farm
Farm manager Nick Papadopoulos says, "I was standing in our walk-in cooler one Sunday, and I saw boxes of unsold vegetables that had come back from the farmers' market. I realized that they were going to go to the chickens and the compost. It was still premium, edible, sellable food," he says. "It made me want to bang my head on the wall."

Several months earlier Papadopoulos had taken a break from a career as a business consultant to help manage his family's farm in Petaluma, California. He had repeatedly watched fresh, nutritious vegetables going into the compost pile. That Sunday, thinking of all the care and resources that had gone into growing

Based on the examples discussed in "Waste Not, Want Not," which choice **best** demonstrates how technology helps to minimize food waste?

A It increases the length of time that certain food items remain fresh and are appealing to customers.

B It increases awareness and informs the public about specific opportunities to help prevent waste. ✓

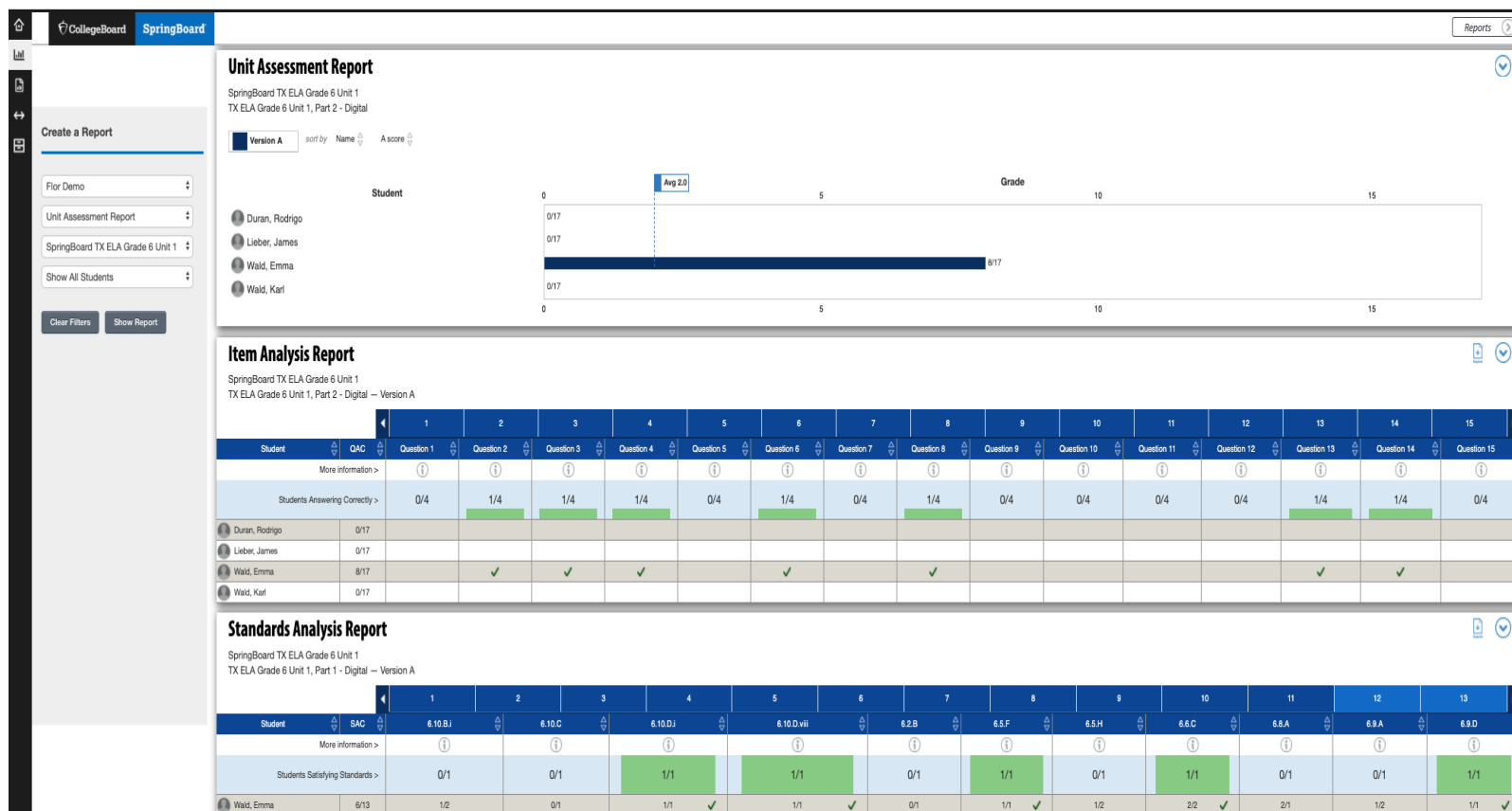
C It improves the physical appearance of food items in order to prevent them from being rejected by grocery stores.

D It improves compost methods and recycling procedures in order to minimize the amount of waste that goes into landfills.

Explanation:
A. The passage discusses certain food items that are considered unappealing, but this statement does not explain how technology minimizes food waste according to the passage.

Progress Reports

Access to end-of-unit assessments and activity quizzes provides teachers with the flexibility they need to assess student progress toward mastery.



System Requirements

SpringBoard Digital System Requirements

System Compatibility Requirements and Accessibility Tools

SpringBoard is committed to designing a digital learning experience that's accessible for all users, including those with disabilities. Every student who experiences SpringBoard Digital should be able to achieve success, and as such, we'll continually improve this experience. For an optimal experience, we recommend using the following assistive device, browser, and operating system combinations with SpringBoard Digital.

Supported Operating Systems and Web Browsers

Operating System	Browser (Latest Version)	Screen Reader Combinations
ChromeOS	Chrome	ChromeVox
Windows® 10	Chrome/Firefox	NVDA
Windows 10	Chrome/Firefox	JAWS
Mac® OSX	Safari or Chrome	VoiceOver
iOS 11 and 12	Safari	VoiceOver

■ Recommended (continually tested to ensure compatibility)

■ Supported Combination (committed to supporting compatibility)

Browser Settings

SpringBoard Digital requires the following settings for the web browser:

- JavaScript must be enabled.
- Cookies must be enabled.

Adobe Acrobat Reader

SpringBoard Digital requires Adobe Acrobat Reader DC to view and print Adobe Portable Document Format (PDF) files.

- See: get.adobe.com/reader/

