New Blasts are published daily at 3 Lexile® levels in both English and Spanish.

**Blasts Challenge Students To:**

1. **BUILD** vital research, writing, and critical thinking skills while providing an easy entry point for peer review.
2. **DEVELOP** informed opinions on high-interest topics of cultural significance.
3. **EXPRESS** their own opinions succinctly, in a familiar 140 characters or less format.
4. **PARTICIPATE** in thoughtful discussions for an authentic audience of peers.

**Impact Student Involvement in Current Issues and Events with SyncBlasts**

SYNCBLASTS are short, daily reading and writing assignments inspiring students to think critically about high interest topics, write a succinct analysis of their opinions, and spark debate on an engaging social-media-like platform.

New Blasts are published daily at 3 Lexile® levels in both English and Spanish.
Blasts Offer Teachers:

- Relevant content with multiple perspectives from both current and historic events to help students make connections from the past to the present.
- Differentiation tools for struggling readers that allow teachers to select from 3 Lexile® levels of research content, revise existing Blasts, or create their own custom Blasts to meet specific needs of students.
- Vetted research links with additional nonfiction resources, including articles, opinions, interactive graphics, and videos.
- Ease of monitoring students’ peer-to-peer ratings and feedback to provide a safe environment for social networking interactions.
- A fun number crunch fact widget and a variety of audio-supported Blasts, including podcasts incorporating actual student voices.

"Our students enjoy the Blasts because they pertain to their interests and daily lives. Blasts also provide opportunities for students to review their peers’ response.”
- HEIDI MUCH, TEACHER

"My students especially love the Blasts, and they beg me to do them. I use them as a carrot, because they don’t realize when they are doing Blasts that they are actually engaging in critical thinking.”
- HEATHER DALGLEISH, TEACHER

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