Shared/Close Read

Date/ Time Frame	Module 1 Part 2
Type:	**Shared Read:** StudySync: *From Hinton to Hamlet: Building Bridges Between Young Adult Literature and the Classics*
Lessons	2
Technology Integration	Digital: StudySync Article Video Google Slides Discussion-Google Meet
Reading Behaviors/ Writing Behavior	→ Express opinions about texts and justify them with evidence. → Recall important details about the setting; problem and resolutions; and characters after a story is read.
Standards Addressed	**7.RL/I. 1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **7.RI.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **7.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. **7.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Learning Intention	I can make connections with the text to real-life situations.
Success Criteria	I can ask questions to deepen understanding I can identify and reference important details to support claims. I can explain my thinking and participate in class discussions.
Materials: (Physical or Digital)	• Evolution of YA Google Slides View | Copy • StudySync - *From Hinton to Hamlet: Building Bridges Between Young Adult Literature and the Classics*
Prompt	Discussion question: What can you conclude about American society and values from the literature available to teenagers before YA? -Student collaboration in Google Chat with the teacher.

Task - What do you want the students to do?	As the teacher reads, stop at designated points and have students discuss questions they may have or important observations. Students will annotate their text for understanding, and apply background knowledge to form connections.
CFU / Rubric	

Success Criteria	1	2	3	4	Teacher Feedback
I can ask questions to deepen understanding					
I can identify and reference important details to support claims.					
I can explain my thinking and participate in class discussions.					

1-standard not met, 2-standard partially met, 3-standard met, 4-standard exceeded

Lesson Part 1

Review the Learning Intention and Success Criteria in student-friendly terms with the students.

Watch: Begin the lesson by watching the short video *The Evolution of YA*

Discuss: Ask students "What are your thoughts on YA today, and what you saw in the video?"

Read: Individually or as a class, read the article in StudySync titled, *From Hinton to Hamlet: Building Bridges Between Young Adult Literature and the Classics* (Students may use audio)

Lesson Part 2

Introduce the Reading Strategy "Readers Explain Their Thinking" on Slides (Slide 3)

Demonstrate to students using paragraph 1 of the article

Have students read/whisper read article for a second time using the reading strategy

CFU:
What did you notice connected the video and the article together? What about the text as well?
What are your thoughts?

Discuss:
Pose discussion questions with students, and have student refer to any notes to help support their responses with evidence.