

Anchor Texts, Book Club Texts, Independent Reading, and Supplemental Texts

Students should be doing a significant amount of reading in each unit, and several different types of reading, with varying types and levels of support. Units in both Honors and Academic classes should include each of the following types of texts and experiences:

- **Anchor texts** are books that the entire class reads together, with more teacher support, guidance, and explicit instruction. These tend to be more canonical or challenging books (like *Romeo and Juliet*, *The Crucible*, or *The Kite Runner*). In some cases, **Academic classes may read adapted versions of these texts or only read selections from these texts**, while Honors classes will read the full, original texts. Short text discussed under supplemental texts can also be considered an anchor text, as it is a common experience for the whole class, and it anchors the conversation and instruction.
- [Culturally Responsive Indicators for Core Texts](#) is a cultural audit of the anchor texts.
- **Book Club texts** are books that students choose from a set the teacher selects that is thematically related to the anchor text and the essential question. Students are placed in small groups in which they discuss and analyze their books, with support from teachers. They apply skills that have been taught with anchor texts.
- **Independent Reading** texts are books that students choose from a larger set of texts which also speak to the unit's essential questions in some way. Because students are expected to be able to read these independently, these texts may vary significantly in reading level based on students' reading levels. Independent reading is an opportunity for students to transfer and apply the skills taught with anchor texts and book clubs independently.
- **Supplemental Texts:** All units will include a multi-genre set of texts that either present additional perspectives on the essential question and/or help students to master key skills and concepts in the unit. These may include short stories, essays, articles, poems, videos, songs, or other modes of communication. They may be used to introduce, review, or reinforce specific reading or literary analysis skills. Our adopted online platform StudySync provides between 10-12 short texts for consideration.

Attached is the [list of books that have been reviewed](#) to determine if they meet the Policy 5055 criteria for including "sexually explicit content." This list is updated monthly.

Teachers must complete this [Book Review Google Form](#) (with two reviewers) for any additional books under consideration.

Below are the anchor novels selected for each of the four identified units for high school curriculum. Teachers are expected to teach at least one novel anchor text within a unit and also should consider using these anchor texts in book clubs during the same unit, depending on access to books.

***Novels represent identified parental guidance novels in LCPS.**

Grade 9 Anchor Texts

Anchor texts may be taught as a common text for all students and also as a book club with student choice. All four units are expected to be taught during the school year.

Title	Author
Grade 9 - Unit 1: Divided We Fall	
<i>Speak</i>	Laurie Halse Anderson
<i>Little Fires Everywhere</i>	Celeste Ng
<i>Long Way Down</i>	Jason Reynolds
<i>Anthem</i>	Ayn Rand
<i>All American Boys</i>	Jason Reynolds and Brendan Kiely
<i>American Born Chinese</i>	Gene Luen Yang
<i>Dear Martin</i>	Nic Stone
Grade 9 - Unit 3: Demonstrating Your Intelligence (Formerly Declaring Your Genius)	
<i>Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream</i>	Joshua Davis
<i>The Odyssey</i> (*graphic novel)	Homer
<i>Curious Incident of the Dog in the Night: A Novel</i>	Mark Haddon
<i>Challenger Deep</i>	Neal Shusterman
Grade 9 - Unit 4: Choices & Their Consequences (Formerly The Art of Disguise)	
<i>*Every Day</i>	David Levithan
<i>*Allegedly</i>	Tiffany Jackson
<i>*The Hate You Give</i>	Angie Thomas
<i>Written in the Stars</i>	Aisha Saeed
<i>*Eleanor and Park</i>	Rainbow Rowell
<i>*Romeo and Juliet</i> (Guide for <i>Romiette and Julio</i>)	William Shakespeare
Grade 9 - Unit 6: Human Potential	
<i>*Everything, Everything</i>	Nicola Yoon
<i>*I Know Why the Caged Bird Sings</i>	Maya Angelou
<i>Just Mercy: A Story of Justice and Redemption</i> (YA Version)	Bryan Stevenson
<i>The 57 Bus</i>	Dashka Slater
<i>To Kill A Mockingbird</i>	Harper Lee
<i>Twelve Angry Men</i>	Reginald Rose

Grade 10 Anchor Texts

Anchor texts may be taught as a common text for all students and also as a book club with student choice. All four units are expected to be taught during the school year.

Text	Author
Grade 10 - Unit 1: The Power of Communication	
*1984 (Classic version and/or Graphic Novel)	George Orwell
<i>Animal Farm</i> (Classic version and/or Graphic Novel)	George Orwell
<i>Code Name: Verity</i>	Elizabeth Wein
<i>Fahrenheit 451</i>	Ray Bradbury
<i>I Will Always Write Back</i>	Caitlin Alifirenka and Martin Ganda
<i>March: Book One</i>	John Lewis
<i>Sir Gawain and the Green Knight</i>	Anonymous
Grade 10 - Unit 5: Chopped, Stirred & Blended	
<i>Piecing Me Together</i>	Renee Watson
* <i>How the Garcia Girls Lost Their Accents</i>	Julia Alvarez
<i>Darius the Great is Not Okay</i>	Adib Khorram
* <i>I Am Not Your Perfect Mexican Daughter</i>	Erika Sanchez
<i>Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i>	David Grann
<i>Patron Saints of Nothing</i>	Randy Ribay
Grade 10 - Unit 6: Origin Stories	
* <i>The Joy Luck Club</i>	Amy Tan
* <i>The Immortal Life of Henrietta Lacks</i>	Rebecca Skloot
<i>And Then There Were None</i>	Agatha Christie
<i>Macbeth</i>	William Shakespeare
<i>The Astonishing Color of After</i>	Emily X.R. Pan
<i>God Help the Child</i>	Toni Morrison
<i>Maus</i> (Graphic Novel)	Art Spiegelman
Grade 10 - British Lit Unit 3: What is Human Nature, and What Shapes It? (Formerly Sculpting Reality)	
<i>Monster</i> (and/or Graphic Novel)	Walter Dean Meyers
<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Robert Louis Stevenson
<i>Frankenstein</i> (Classic version and/or Graphic Novel)	Mary Shelley and Sir Walter Scott
<i>Lord of the Flies</i>	William Golding
<i>Wilder Girls</i>	Rory Power
<i>Unwind</i>	Neal Shusterman
* <i>Brave New World</i>	Aldous Huxley
<i>The Importance of Being Earnest</i>	Oscar Wilde

Grade 11 Anchor Texts

Anchor texts may be taught as a common text for all students and also as a book club with student choice. All four units are expected to be taught during the school year.

Text	Author
Grade 11 - Unit 4: Living the Dream	
<i>A Raisin in the Sun</i>	Lorraine Hansberry
<i>*Americanah</i>	Chimamanda Ngozi Adichie
<i>*Their Eyes Were Watching God</i>	Nora Zeale Hurston
<i>*Poet X</i>	Elizabeth Acevedo
<i>The Secret Life of Bees</i>	Sue Monk Kidd
Grade 11 - Unit 5: The Wars We Wage	
<i>Between the World and Me</i>	Ta-Nehisi Coates
<i>The Great Gatsby</i>	F. Scott Fitzgerald
<i>The Things They Carried</i>	Tim O'Brien
<i>Purple Heart</i>	Patricia McCormick
<i>The Death of a Salesman</i>	Arthur Miller
<i>*The Glass Castle</i>	Jeannette Walls
<i>*A Phoenix First Must Burn: Sixteen Stories of Black Girl Magic</i>	Patricia Caldwell (Editor)
Grade 11 - Unit 6: With Malice Toward None	
<i>The Crucible</i>	Arthur Miller
<i>An American Sunrise: Poems</i>	Joy Harjo
<i>*A Lesson Before Dying</i>	Ernest J. Gaines
<i>Revolution</i>	Deborah Wiles
<i>*Mexican White Boy</i>	Matt de la Peña
<i>Dreamland Burning</i>	Jennifer Latham
Grade 11 - American Lit Unit 5: Life, Liberty and the Pursuit of Happiness	
<i>Into the Wild</i>	Jon Krakauer
<i>Stamped: Racism, Anti Racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning</i>	Jason Reynolds and Ibram X. Kendi
<i>The Other Wes Moore</i>	Wes Moore
<i>Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</i>	J. D. Vance
<i>American Street</i>	Ibi Zoboi

Challenged Text, Now Book Club Book for Eng. 11 Living the Dream

<i>Fences</i>	August Wilson
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Grade 12 Anchor Texts

Anchor texts may be taught as a common text for all students and also as a book club with student choice. All four units are expected to be taught during the school year.

Text	Author
Grade 12 - Unit 1: What's Next?	
<i>The House on Mango Street</i>	Sandra Cisneros
<i>*Ready Player One</i>	Ernest Cline
<i>When Breath Becomes Air</i>	Paul Kalanithi and Abraham Verghese
<i>Future Home of the Living God</i>	Louise Erdrich
<i>Born a Crime</i>	Trevor Noah
<i>*Persepolis: The Story of A Childhood</i>	Marjane Satrapi
Grade 12 - Unit 2: Uncovering the Truth	
<i>Night</i>	Elie Wiesel
<i>The Alchemist</i>	Paulo Coelho
<i>I Am Malala</i>	Malala Yousafzai
<i>Into Thin Air</i>	Jon Krakauer
<i>The Distance Between Us</i>	Reyna Grande
<i>Hamlet</i>	William Shakespeare
<i>Where the Crawdads Sing</i>	Delia Owens
Grade 12 - Unit 5: Fractured Selves	
<i>Funny in Farsi: A Memoir of Growing Up Iranian in America</i>	Firoozeh Dumas
<i>When the Emperor was Divine</i>	Julie Otsuka
<i>They Called Us Enemy</i>	George Takei and Justin Eisinger
<i>Pride</i>	Ibi Zoboi
<i>*Clap When You Land</i>	Elizabeth Acevedo
Grade 12 - Unit 6: Times of Transition	
<i>Educated</i>	Tara Westover
<i>*In the Time of Butterflies</i>	Julia Alvarez
<i>A Long Walk to Water</i>	Linda Sue Park
<i>*Song of Solomon</i>	Toni Morrison
<i>*The Kite Runner</i>	Khaled Hosseini
<i>Things Fall Apart</i>	Chinua Achebe
<i>*Homegoing</i>	Yaa Gyasi

Challenged Text, Now Book Club/IR Book for Eng. 12 Fractured Selves

<i>*Monday's Not Coming</i>	Tiffany Jackson
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