

Introducing
**Literature
Circle Titles**
through
Book Talks

Grades 9-12



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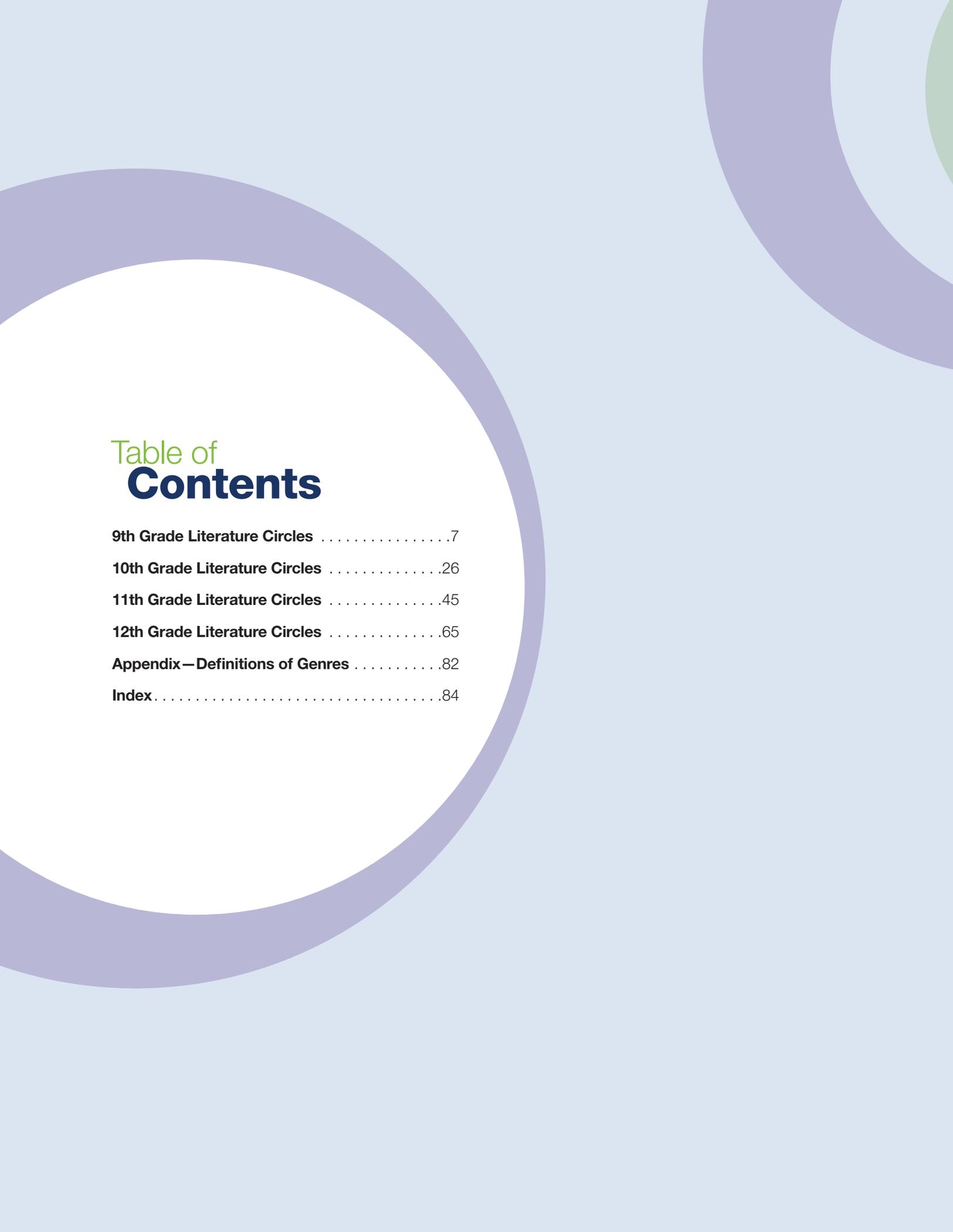
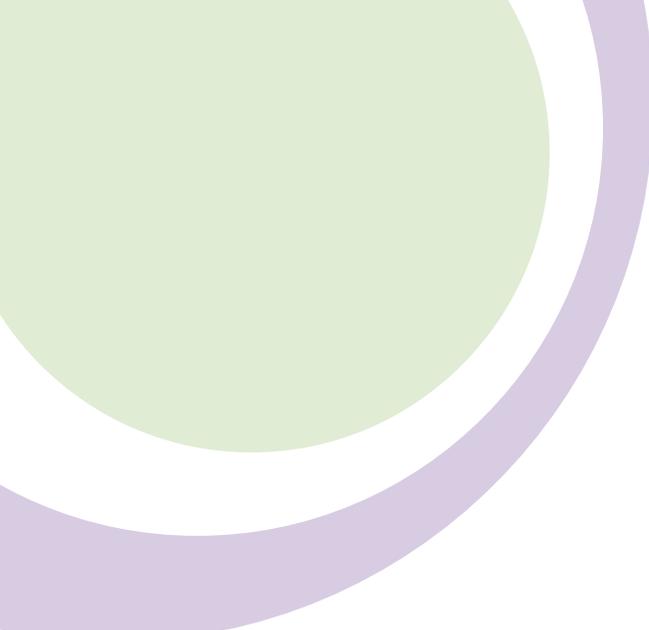


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Introducing Literature Circle Titles through Book Talks

For a teacher, one of the most delightful sights is a student immersed in a book. Getting the right book into those hands can be tricky, but when successful, it can motivate a student to read more frequently and more often.¹ Even more powerful is teaching students how to select those books to read on their own. When this is done well, it can have a great impact on their futures as readers.

For this to happen, students need to be armed with enough information about the content, context, and structure of the book, including helping them balance their interests with what is an appropriately challenging or manageable book. When selecting a book to read for something like a Literature Circle, it is even more important to ensure that students are able to select a book that they can commit to reading and discussing over a period of time.

What are book talks?

Book talks are quick blurbs that are presented to the class to introduce the book selection options available during Literature Circles. While making each book seem equally enticing and exciting, these blurbs include things like key themes, a teaser about the plot, information about the setting, characters, and key conflicts. Like an advertisement pitch, book talks are meant to spark curiosity and draw students into the book. They are also an opportunity to mention any points of concern such as the length of the text, the difficulty of the language, any unconventional narration or structure, explicit content, sensitive issues or material that students should be aware of when making their selections.

How might teachers use the book talks in this guide?

Each grade section begins with a comprehensive chart that shows how each book in the Literature Circle aligns to the units in *Collections*. It also includes sample book talks, listed alphabetically, that you may wish to use with your students. These book talks are not scripts, but models of how you can share information about each of the books with your students to help them select the book that they will read. We encourage you to make adaptations to these book talks in order to meet the needs and interests of the students in your classrooms. Such changes may include adding any additional information that you know about the books which will help your students make informed book selections.

¹ Morrow, L.M. (1996). *Motivating reading and writing in diverse classrooms: Social and physical contexts in a literature-based program*. Urbana, IL: National Council of Teachers of English.

Along with the sample book talks, we have included a text complexity analysis that looks at both qualitative and quantitative features of each book to help you and your students consider a variety of factors when selecting books for Literature Circles. In some instances, this text complexity analysis differs from what appears in *Collections*. This occurs because the analysis in this guide refers to the complexity features of the book as a whole, and in *Collections*, the analysis only refers to the excerpt that is featured in the text.

Can students conduct the book talks?

For the first round of Literature Circle, many teachers choose to conduct the book talks for their classes to model the way book talks are done. After that, since nearly all of the books featured in the Literature Circles appear in more than one unit, teachers are encouraged to empower their students to write and conduct book talks for the books they have read. Students can then share their own insights about the books, and touch upon points that they know are of interest to their peers.

How were the books selected?

The books listed are recommendations made by a team of teachers and educators from the New York City Department of Education, and their reviews of the texts have been incorporated into the book talks. Their hard work, expertise, and enthusiasm helped build this guide, and we know that you will add the same to your own Literature Circles to make this a rewarding and beneficial experience for the students in your classrooms.

How many book choices should be made available in each unit?

The book sets that accompany the *Collections* series include five to six possible choices for each unit. Teachers may choose to offer all the titles as possible choices, or teachers might include or replace particular titles with books they currently have in the school. Based on the needs of students in each individual classroom, teachers may elect to omit a particular title.

Each Literature Circle collection includes titles with a wide variety of issues and content, as well as varying genres and levels of complexity. Schools will need to make selections based upon the needs of students. Some of the books in the collection address sensitive issues. These are noted in the individual book talks. Schools will need to make choices about each title that best meet the needs of the school community. Teachers will also notice that there is quite a bit of diversity in text complexity among the selections which can help guide students toward particular books within the set.

Where can a model lesson plan be found for presenting book talks?

For further support on book talks, refer to “Presenting Choices with Book Talks” in *Mini-Lessons for Literature Circles* by Harvey Daniels and Nancy Steineke. This section features sample mini-lessons, as well as ways to work with students to select books.

Can books be used with other *Collections* units beyond those recommended in this guide?

The books within the Literature Circle sets have many themes running throughout. Teachers can replace or substitute to best meet the needs of students. The unit pairings in this guide are just suggestions.



9th Grade Literature Circles

List of Book Titles Aligned by Unit

The books included in the **9th Grade Literature Circle** collection may be used to further explore the themes of each HMH *Collections* unit. The literature circle sets, unless otherwise noted, include ten copies of each title. Teachers may elect to offer all six choices in each unit to students, or may elect to offer three or four choices. Furthermore, schools may elect to use only the titles within the set for literature circles, or expand the selection by offering additional choices from books available in the school. Finally, many of the titles in the set may support several unit themes; teachers may choose to mix and match these titles.

UNIT	BOOK TITLES	
<p>1</p> <p>Finding Common Ground: The focus of this collection is the individual and society—from the individual's struggle to be a part of a society to a nation's struggle to unite for a common cause.</p>	<ul style="list-style-type: none"> • Buried Onions • Day of Tears • Divergent 	<ul style="list-style-type: none"> • Finding Miracles • Freedom's Children • Iqbal
<p>2</p> <p>The Struggle for Freedom: From the American civil rights movement to the Middle East and Latin America, this collection explores the universal desire for freedom.</p>	<ul style="list-style-type: none"> • Chinese Cinderella: The True Story of an Unwanted Daughter • Day of Tears • Enrique's Journey (The Young Adult Adaptation) 	<ul style="list-style-type: none"> • Freedom's Children • The Lions of Little Rock • Iqbal
<p>3</p> <p>The Bonds Between Us: This collection explores what links us to family, friends, pets, and community.</p>	<ul style="list-style-type: none"> • The Absolutely True Diary of a Part-Time Indian • Buried Onions • Chinese Cinderella: The True Story of an Unwanted Daughter 	<ul style="list-style-type: none"> • Finding Miracles • Of Mice and Men • Thirteen Reasons Why
<p>4</p> <p>Sweet Sorrow: This collection explores the nature of love and the conflicts surrounding it.</p>	<ul style="list-style-type: none"> • Divergent • Enrique's Journey (The Young Adult Adaptation) • The Fault in Our Stars 	<ul style="list-style-type: none"> • The Lions of Little Rock • Luna • The Outsiders
<p>5</p> <p>A Matter of Life or Death: This collection provides a wide-ranging look at how humans endure in the face of adversity</p>	<ul style="list-style-type: none"> • The Fault in Our Stars • Luna • Night 	<ul style="list-style-type: none"> • Of Mice and Men • An Ordinary Man • Thirteen Reasons Why
<p>6</p> <p>Heroes and Quests: The hero's journey takes many forms, from traveling through forbidding places to exploring the mind.</p>	<ul style="list-style-type: none"> • The Absolutely True Diary of a Part-Time Indian • Chinese Cinderella: The True Story of an Unwanted Daughter • Divergent 	<ul style="list-style-type: none"> • Night • An Ordinary Man • The Outsiders

Alphabetical List of Book Titles

TITLE	AUTHOR	QTY.	UNIT					
			1	2	3	4	5	6
Absolutely True Diary of a Part-Time Indian, The	Alexie, Sherman	10			X			X
Buried Onions	Soto, Gary	10	X		X			
Chinese Cinderella: The True Story of an Unwanted Daughter	Mah, Adeline Yen	10		X	X			X
Day of Tears: A Novel in Dialogue	Lester, Julius	10	X	X				
Divergent	Roth, Veronica	10	X			X		X
Enrique's Journey: The True Story of a Boy Determined to Reunite with His Mother (The Young Adult Adaptation)	Nazario, Sonia	10		X		X		
Fault in Our Stars, The	Green, John	10				X	X	
Finding Miracles	Alvarez, Julia	10	X		X			
Freedom's Children: Young Civil Rights Activists Tell Their Own Stories	Levine, Ellen	10	X	X				
Iqbal	D'Adamo, Francesco	9	X	X				
Lions of Little Rock, The	Levine, Kristin	10		X		X		
Luna	Peters, Julie Ann	10				X	X	
Night	Wiesel, Elie	10					X	X
Of Mice and Men	Steinbeck, John	10			X		X	
Ordinary Man, An: An Autobiography	Rusesabagina, Paul with Zoellner, Tom	10					X	X
Outsiders, The	Hinton, S.E.	10				X		X
Thirteen Reasons Why	Asher, Jay	10			X		X	

The Absolutely True Diary of a Part-Time Indian

by Sherman Alexie

Genre:	Realistic Fiction	Suggested Units:	3 The Bonds Between Us
			6 Heroes and Quests

Junior, a talented young cartoonist, has an opportunity to go to a school where he can further develop his artistic skills. Everyone should be happy for him, right? Wrong. No one is happy for him. His friends consider him a traitor for leaving their school on the Spokane Reservation, and the kids at the all-white school in town consider him an outcast. With his foot in both worlds, Junior begins to feel like a part-time Indian. He begins to wonder whether he can ever be accepted by both communities, or whether he will always be an outsider in two different cultures.

This story is written as a diary. There are a number of points where you may want to decide whether to completely accept Junior’s account of himself and the events he relays, or read between the lines to move beyond Junior’s point of view. This story includes scenes with violence, sexual situations and includes some profanity and racial slurs.

Text Complexity: The Absolutely True Diary of a Part-Time Indian

Quantitative Measures	Lexile: Approximately 600
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Sequential organization; use of simple graphics</i>
	Language Conventinality and Clarity  <i>Some figurative language; some unfamiliar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Buried Onions

by Gary Soto

Genre:	Realistic Fiction	Suggested Units:	1 Finding Common Ground
			3 The Bonds Between Us

Nineteen-year-old Eddie is trying to turn his life around. His father, two brothers and best friend have all been killed in the cycle of violence that bathes Fresno in tears, as if onions were buried beneath the city. Eddie wants to forget the violence; he wants to hold down a job. He reaches out to those he loves for help—only to discover that his closest friends and loved ones just might be his worst enemies.

The characters use many Spanish words that need to be understood to follow the story. If you aren't familiar with Spanish, there is a glossary of words and phrases. This account of the cycle of gang-related violence includes some graphic scenes.

Text Complexity: Buried Onions

Quantitative Measures	Lexile: Approximately 850
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Chinese Cinderella: The True Story of an Unwanted Daughter

by Adeline Yen Mah

Genre:	Memoir	Suggested Units:	2 The Struggle for Freedom
			3 The Bonds Between Us
			6 Heroes and Quests

Adeline Yen Mah tells the story of her turbulent childhood. Her wealthy family considers her bad luck because her mother died shortly after her birth due to complications from the delivery. Already neglected by her family, things get even worse when her father remarries. Upon moving to Shanghai, Adeline and her siblings are treated as servants in the household while her father's children with his new wife are spoiled and doted upon. This is the story of how she triumphs over it all.

As you read, keep track of both Yen Mah's story as well as what you are learning about her Chinese culture and language. You might also track what you are learning about the Chinese Communist Revolution. This memoir includes some scenes of neglect and abuse.

Text Complexity: Chinese Cinderella: The True Story of an Unwanted Daughter

Quantitative Measures	Lexile: Approximately 960
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex; but clearly stated and generally sequential</i>
	Language Conventionality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Day of Tears: A Novel in Dialogue

by Julius Lester

Genre:	Historical Fiction	Suggested Units:	1 Finding Common Ground
			2 The Struggle for Freedom

On March 2 and 3, 1859, Pierce Butler ran the largest slave auction in American history in Savannah, Georgia. During those two days, over 400 enslaved persons were sold and ripped apart from families and loved ones. As the auction began, torrential rain poured down and it continued to pour during the rest of the auction. This time became known as “the weeping time,” and *Day of Tears* is a book that features fictionalized accounts of those enslaved Africans and their owners. Told through multiple voices, this book reveals the heartbreak of families being torn apart while honoring the valiant actions that they took to maintain their own humanity in the midst of such tragedy.

Much of this story is told as dialogue between the characters and is interspersed with reflective interludes from the major characters. In many cases, a new chapter indicates a shift in time. Look closely at the chapter headings to help you follow the timeline and the historical details. This book includes scenes with violence and racial slurs that are offensive.

Text Complexity: Day of Tears: A Novel in Dialogue

Quantitative Measures	Lexile: Approximately 910*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Unconventional story structure; order of events not chronological</i>
	Language Conventinality and Clarity  <i>Some unfamiliar language and less straightforward sentence structure</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

Divergent

by Veronica Roth

Genre:	Dystopian Fiction	Suggested Units:	1 Finding Common Ground
			4 Sweet Sorrow
			6 Heroes and Quests

It is the future in the United States, and Beatrice and her brother Caleb are turning sixteen. In their community, that means choosing a faction with which to share the rest of their lives: Erudite, Dauntless, Abnegation, Candor, or Amity. As Beatrice deals with the shocking and confusing results from a test that helps determine which faction she's best suited for, she makes a surprising decision, which she will be bound by for life. Follow Beatrice through this fast-paced narrative filled with action and death-defying feats, as she discovers how even small choices can have a profound effect on who you are and where you will go.

Many things are not what they initially seem to be. As you read this story, be ready to revise some of your initial interpretations. This story does include some scenes with violence and references to physical abuse.

Text Complexity: Divergent

Quantitative Measures	Lexile: Approximately 700
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased clearly assigned dialogue</i>
	Knowledge Demands  <i>Moderately complex themes</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Enrique's Journey: The True Story of a Boy Determined to Reunite with His Mother (The Young Adult Adaptation)

by Sonia Nazario

Genre:	Biography	Suggested Units:	2 The Struggle for Freedom
			4 Sweet Sorrow

Based on a true story, *Enrique's Journey* chronicles the dangers sixteen-year-old Enrique faces on his journey from Honduras to the United States in search of his mother, who made the incredibly difficult choice to leave him with relatives when he was just five-years-old so that she could look for work in the U.S. This story of one family is really the story of thousands of immigrant families who must make nearly impossible choices every day just to help their family survive.

The author, a journalist, presents an honest portrayal of situations that children like Enrique often face on their journey including references to gangs, drug use, and sexual assault.

Text Complexity: Enrique's Journey:

The True Story of a Boy Determined to Reunite with His Mother (The Young Adult Adaptation)

Quantitative Measures	Lexile: Approximately 770
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex; but clearly stated and generally sequential</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Fault in Our Stars

by John Green

Genre:	Realistic Fiction	Suggested Units:	4 Sweet Sorrow
			5 A Matter of Life or Death

Sixteen-year-old Hazel has thyroid cancer that has spread to her lungs. She's currently on an experimental drug that is keeping her alive—but there's no telling how long the medication will work. In many ways, Hazel feels that her life ended with her diagnosis, but that all changes when she attends a Cancer Kid Support Group and meets Augustus, a survivor of osteosarcoma. You might not think a book featuring teens with cancer could be funny, but this one actually has moments where you'll likely laugh out loud. Is there possibly a future for these two star-crossed kids?

The story includes scenes that depict the incredible suffering of persons with cancer. Hazel and Gus use quite a lot of sophisticated vocabulary. Use context clues to figure out their meaning. The story has some scenes with sexual situations and uses some profanity.

Text Complexity: The Fault in Our Stars

Quantitative Measures	Lexile: Approximately 850
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words; figurative, less accessible language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful; some references to other texts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Finding Miracles

by Julia Alvarez

Genre:	Realistic Fiction	Suggested Units:	1 Finding Common Ground
			3 The Bonds Between Us

Growing up with her therapist mom and carpenter dad in a small community, Milly never felt different from the rest of her Vermont town—until ninth grade. One small incident starts a chain of life-altering events and suddenly, her adoptive grandmother is struggling to accept Milly in the family, her best friend Em is “outing” her as an adoptee, and the cute new guy in school, Pablo, turns out to be from her birthplace, a war-torn Latin American country. As if high school weren’t difficult enough, Milly must now find the balance between who she is and where she came from as she faces this new challenge of building her “true” identity.

This story explores the theme of finding your identity as you grow up. To illustrate this, the author features some dialogue in Spanish which is not always translated. The novel also contains very realistic details and a few disturbing scenes of wartime violence.

Text Complexity: Finding Miracles

Quantitative Measures	Lexile: Approximately 770
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Conventional; few, if any, shifts in point of view</i>
	Language Conventuality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful; single perspective with unfamiliar aspects</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories

by Ellen Levine

Genre:	Biographical Profiles	Suggested Units:	1 Finding Common Ground
			2 The Struggle for Freedom

In the 1950s and 1960s, many brave Americans stood up against Jim Crow laws and segregation in the South. These first-hand accounts detail the actions these brave activists took as teenagers. As you read, you’ll gain a deeper appreciation for what it was like to endure the institutional racism that was rampant in these areas. Their stories about the Montgomery Bus Boycott, Freedom Rides, the Children’s Crusade, and Bloody Sunday make history come alive and show readers of all ages, how even a little bit of courage can change the world in the fight for freedom.

This book contains some historical references and vocabulary with which you may be unfamiliar. It also includes poignant photographs of these young heroes, on whose shoulders today’s activists stand.

Text Complexity: Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories

Quantitative Measures	Lexile: Approximately 760
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple topics (more than three)</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventionality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Somewhat complex social and historical concepts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Iqbal

by Francesco D'Adamo

Genre:	Historical Fiction	Suggested Units:	1 Finding Common Ground
			2 The Struggle for Freedom

Iqbal is a shocking tale—children fighting against modern day slavery. To repay the debt owed by his family, young Iqbal has been sold into slavery to work in a Pakistani carpet factory. When he sees hundreds of children toiling from morning to night—never a moment for rest or play—he decides that he must act. This is the story of how one child inspires the others to dream of freedom and gives them the courage to rise up.

As you read, keep track of both the story of Iqbal as well as all that you are learning about the plight of children who are being enslaved. This story contains scenes of graphic violence.

This book is really quite short. You might elect to read another book when your literature circle finishes this one, or you might choose to re-read the book to do some deeper analysis.

Text Complexity: Iqbal

Quantitative Measures	Lexile: Approximately 730
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Somewhat complex social and historical concepts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Lions of Little Rock

by Kristin Levine

Genre:	Historical Fiction	Suggested Units:	2 The Struggle for Freedom
			4 Sweet Sorrow

Twelve-year-old Marlee lives in Little Rock, Arkansas in 1958. Starting middle school is a frightening experience for her; she’s painfully shy and feels desperately alone—until she meets Liz. Liz is everything Marlee wishes she could be; she’s bold, brave and always speaks her mind. Then suddenly, Liz is gone. Rumors begin flying that Liz is African-American, and that she was “passing” as white in their segregated all-white middle school. Will the prejudices of mid-century America destroy their friendship or will these two young girls rise up like lions to take on school integration?

Though the story is fictional, it is based on real events during the Civil Rights Movement. As you read, keep track of both the story line about Marlee and Liz as well as what you are learning about the time period. This story does include some violent scenes and racial slurs.

Text Complexity: The Lions of Little Rock

Quantitative Measures	Lexile: Approximately 630
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful; single perspective with unfamiliar aspects</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Luna

by Julie Anne Peters

Genre:	Realistic Fiction	Suggested Units:	4 Sweet Sorrow
			5 A Matter of Life or Death

Sixteen-year-old Regan has a secret—a secret that could change everything. To protect it, she stays quiet at school, avoids making friends, and tells her parents nothing. The secret takes over her life—but it’s not her secret. The secret belongs to her beloved sibling. During the day, he is Liam, her brainy, computer aficionado brother. But at night, Liam becomes Luna, transforming himself into the beautiful girl he desperately longs to be. As Luna prepares to reveal herself to their parents and community, Regan is desperately conflicted. Will Luna’s revelation destroy her own tenuous hold on normalcy?

The story has a number of flashbacks. These are all set off in italics and provide a glimpse into the past which has led to the pivotal moments of Regan and Luna’s story. This story contains some scenes with violence.

Text Complexity: Luna

Quantitative Measures	Lexile: Approximately 500
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Several shifts in chronology; use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful; single perspective with unfamiliar aspects</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Night

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 9)

by Elie Wiesel

Genre:	Memoir	Suggested Units:	5 A Matter of Life or Death
			6 Heroes and Quests

Night is Elie Wiesel’s personal account of the daily horrors of life under the Nazis for a serious and devoted Jewish teen from Transylvania. He shares his struggle to maintain the bonds of family and faith through his brutal experiences from the first hint of the Nazi takeover, to his time in Auschwitz and Buchenwald—Nazi concentration camps infamous for their horrific brutality. Throughout his story, we see Wiesel battle to hold on to whatever he can at a time where everything else is lost.

Wiesel includes both Yiddish and Hebrew words, but most can be figured out from the context. This story includes graphic descriptions of the atrocities committed in the concentration camps.

Text Complexity: *Night* (An excerpt from this novel is included in *Collections*, Chapter 5, Grade 9)

Quantitative Measures	Lexile: Approximately 570
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>No major shifts in chronology; few, if any, shifts in point of view</i>
	Language Conventinality and Clarity  <i>Increased unfamiliar language</i>
	Knowledge Demands  <i>Specialized knowledge required</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Of Mice and Men

by John Steinbeck

Genre:	Realistic Fiction	Suggested Units:	3 The Bonds Between Us
			5 A Matter of Life or Death

George and Lennie are an unlikely pair of friends. George is small, agile, short-tempered, and sometimes sharp-tongued. Lennie is a big man with an even bigger heart who, because of his intellectual delays, often misjudges his own strength. They dream of one day owning a small piece of land that they can farm together, but that dream will have to wait. They are struggling just to survive, traveling from farm to farm as migrant workers during the Great Depression. George has always looked out for Lenny, but what is George to do when things go terribly, terribly wrong?

The characters speak in a dialect that may take some getting used to. As you read this story, keep track of George and Lenny's story as well as what you are learning about the Great Depression. This book does include some scenes with violence and assault.

Text Complexity: Of Mice and Men

Quantitative Measures	Lexile: Approximately 630
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Less familiar story concepts, no major shifts in chronology; few shifts in point of view</i>
	Language Conventionality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Somewhat unfamiliar experiences; fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

An Ordinary Man: An Autobiography

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 9)

By Paul Rusesabagina and Tom Zoellner

Genre:	Memoir	Suggested Units:	5 A Matter of Life or Death
			6 Heroes and Quests

To what lengths are you willing to go to save the lives of your family and friends? Would you risk your life to save strangers? What would possess an ordinary man to do seemingly extraordinary things? Paul Rusesabagina faced this very dilemma and made courageous choices to use both deception and diplomacy to save hundreds of lives from the horrific Rwandan genocide in the 1990's. His choices came at a terrible price, but that is what often defines the moments when ordinary people become extraordinary. In this book, Rusesabagina tells his story—what he did, and what led to the complicated choices he made.

As you read, keep track of both the experiences of Rusesabagina and what you are learning about the war in Rwanda. This book presents a realistic depiction of the horrors of genocide. The violence is often graphic.

Text Complexity: An Ordinary Man (An excerpt from this novel is included in *Collections*, Chapter 5, Grade 9)

Quantitative Measures	Lexile: Approximately 980
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple topics (more than three)</i>
	Structure  <i>Organization of main ideas and details complex, but clearly stated and generally sequential</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure</i>
	Knowledge Demands  <i>Complex social studies concepts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Outsiders

by S. E. Hinton

Genre:	Realistic Fiction	Suggested Units:	4 Sweet Sorrow
			6 Heroes and Quests

S.E. Hinton was sixteen years old in 1965 when she wrote *The Outsiders*. She couldn't find any novels that realistically portrayed teens, so she wrote one herself. Her main character is the tough but conflicted Ponyboy. At just fourteen years old, he's the youngest of three orphaned brothers belonging to a working class gang called the "greasers." Their rivals are called the "Socs." When members of the Socs attack Ponyboy, it sets off a string of fights, and soon everyone is facing a nightmare of violence. Conflicts about class, family, and loyalty emerge as each character takes a very different path to find his place in the world.

This book includes many words that were common in the time period, but are no longer used. Use the context clues to figure out their meaning. This story includes several scenes with violence.

Text Complexity: The Outsiders

Quantitative Measures	Lexile: Approximately 750
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Less familiar story concepts, no major shifts in chronology; few shifts in point of view</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Thirteen Reasons Why

by Jay Asher

Genre:	Realistic Fiction	Suggested Units:	3 The Bonds Between Us
			5 A Matter of Life or Death

Clay Jensen comes home from an ordinary day at school to find a package on his porch—a package that leads to a night of turmoil and discovery. Inside the package is a set of cassette tapes recorded by Hannah Baker, a classmate who committed suicide two weeks earlier. As Clay listens, Hannah tells him that there are thirteen reasons why she killed herself. Clay is one of those reasons.

Following a tragedy, we often want to find a reason—one simple answer. Readers of *Thirteen Reasons Why* will need to trace all thirteen reasons and determine how they interrelate. This story includes scenes involving sexual situations and violence.

Text Complexity: Thirteen Reasons Why

Quantitative Measures	Lexile: Approximately 550
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Several shifts in chronology; use of flashback</i>
	Language Conventionalty and Clarity  <i>Contemporary, familiar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)



10th Grade Literature Circles

List of Book Titles Aligned by Unit

The books included in the **10th Grade Literature Circle** collection may be used to further explore the themes of each HMH *Collections* unit. The literature circle sets, unless otherwise noted, include ten copies of each title. Teachers may elect to offer all six choices in each unit to students, or may elect to offer three or four choices. Furthermore, schools may elect to use only the titles within the set for literature circles, or expand the selection by offering additional choices from books available in the school. Finally, many of the titles in the set may support several unit themes; teachers may choose to mix and match these titles.

UNIT	BOOK TITLES	
1 Ourselves and Others This collection explores how we interact with other people—family, enemies, neighbors, strangers, and those with whom we disagree.	<ul style="list-style-type: none"> • Boy Meets Boy • The House of the Scorpion • To Kill a Mockingbird 	<ul style="list-style-type: none"> • Marcelo in the Real World • The Other Wes Moore • Sold
2 The Natural World We are intertwined with nature: We affect it as much as it affects us.	<ul style="list-style-type: none"> • The Call of the Wild & White Fang • A Long Way Gone • Lord of the Flies 	<ul style="list-style-type: none"> • Parable of the Sower • Touching Spirit Bear • The Winter Horses
3 Responses to Change Change is inevitable; how we respond to it reveals who we are.	<ul style="list-style-type: none"> • Animal Farm • The Call of the Wild & White Fang • Does My Head Look Big In This? 	<ul style="list-style-type: none"> • Marcelo in the Real World • The Metamorphosis (graphic novel) • Touching Spirit Bear
4 How We See Things Our view of the world depends not only on our five senses, but also on technology and surprising insights.	<ul style="list-style-type: none"> • Animal Farm • Boy Meets Boy • Does My Head Look Big In This? 	<ul style="list-style-type: none"> • The Metamorphosis (graphic novel) • The Other Wes Moore • Parable of the Sower
5 Absolute Power Human ambition is timeless, and its fruits are fleeting.	<ul style="list-style-type: none"> • Animal Farm • Enter Three Witches • First They Killed My Father 	<ul style="list-style-type: none"> • To Kill a Mockingbird • A Long Way Gone • Lord of the Flies
6 Hard-Won Liberty This collection travels around the world to explore how people win their freedom from oppression.	<ul style="list-style-type: none"> • First They Killed My Father • The House of the Scorpion • A Long Way Gone 	<ul style="list-style-type: none"> • Lord of the Flies • Sold • The Winter Horses

Alphabetical List of Book Titles

TITLE	AUTHOR	QTY.	UNIT					
			1	2	3	4	5	6
A Long Way Gone: Memoirs of a Boy Soldier	Beah, Ishmael	10		X			X	X
Animal Farm	Orwell, George	10			X	X	X	
Boy Meets Boy	Levithan, David	10	X			X		
Call of the Wild & White Fang, The	London, Jack	10		X	X			
Does My Head Look Big In This?	Abdel-Fattah, Randa	10			X	X		
Enter Three Witches	Cooney, Caroline B.	5					X	
First They Killed My Father: A Daughter of Cambodia Remembers	Ung, Loung	10					X	X
House of the Scorpion, The	Farmer, Nancy	10	X					X
Lord of the Flies	Golding, William	10		X			X	X
Marcelo In The Real World	Stork, Francisco X.	10	X		X			
Metamorphosis, The (graphic novel)	Kafka, Franz (Author) Kuper, Peter (Adapter)	10			X	X		
Other Wes Moore, The: One Name, Two Fates	Moore, Wes	10	X			X		
Parable of the Sower	Butler, Octavia E.	10		X		X		
Sold	McCormick, Patricia	10	X					X
To Kill a Mockingbird	Lee, Harper	10	X				X	
Touching Spirit Bear	Mikaelsen, Ben	10		X	X			
Winter Horses, The	Kerr, Philip	9		X				X

Animal Farm

by George Orwell

Genre:	Allegory	Suggested Units:	3 Responses to Change
			4 How We See Things
			5 Absolute Power

Animal Farm is not what it seems on the surface. On one level, it's a story about barnyard animals fighting for power and respect. On a deeper level, this is an allegory of the Russian Revolution with each animal representing one of the major historical figures. Either way, this is the story of what can happen when the oppressed join together to overthrow their tyrants. Will they be kind and generous leaders or will they too become tyrants corrupted by the power they hold?

If you are familiar with the Russian Revolution, bring all that you know to this text.

Text Complexity: Animal Farm

Quantitative Measures	Lexile: Approximately 1170
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Boy Meets Boy

by David Levithan

Genre:	Realistic Fiction	Suggested Units:	1 Ourselves and Others
			4 How We See Things

Paul goes to school in a town unlike any of the surrounding New Jersey towns. The star quarterback and homecoming queen used to be a boy called Daryl, but now she prefers to be called Infinite Darlene. The cheerleaders all ride Harleys. And the Gay-Straight Alliance was organized to support the straight kids. When Paul meets Noah, he is convinced that he's found the love of his life, but as with many romance stories, Paul messes it up and must try to win Noah back. This is a story filled with crushes, betrayals, rumors, and tested loyalties that all might, just might, grow into love.

There are many characters in this story and just as many love triangles. Readers may want to make a chart just to keep up with them all. The story includes some references to violence and sexual situations.

Text Complexity: Boy Meets Boy

Quantitative Measures	Lexile: Approximately 730
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Call of the Wild & White Fang

by Jack London

Genre:	Adventure / Allegory	Suggested Units:	2 The Natural World
			3 Responses to Change

This book is actually two novels in one—*Call of the Wild* and *White Fang*. Both are high-action adventure stories set in the harsh Yukon Territory of Alaska and told by a unique narrator—a dog. In this unforgiving environment, you must either eat or be eaten, kill or be killed. London explores these themes and others through the interactions of humans and dogs as they fight to survive in the tundra. In some ways these two novels are mirrors of one another. *Call of the Wild* is about a domesticated dog who must embrace his wild ancestry to survive. *White Fang* is about a wild half-dog, half-wolf who encounters several human owners who attempt to domesticate him.

If you choose this book, your Literature Circle will need to decide whether you will read both novels or choose just one to read. Both novels explore the ways in which the dogs survive the violence of nature and the violence of the human world, and explore the very essence of what lies within human nature. These books both include scenes with violence and abuse. Many critics believe the process of taming *White Fang* is actually an allegory for socialism. If you choose to read this book, look carefully at the issues of power in the book—Who has it? How do they use it? How do they abuse it?

Text Complexity: Call of the Wild & White Fang

Quantitative Measures	Lexile: Approximately 1010
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Specialized knowledge required; somewhat unfamiliar experiences; fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Does My Head Look Big in This?

by Randa Abdel-Fattah

Genre:	Realistic Fiction	Suggested Units:	3 Responses to Change
			4 How We See Things

Sixteen-year-old Amal decides to start wearing the hijab, the Muslim head scarf, every day. As she struggles with opposition from family, friends, and even complete strangers on the street, she is forced to grapple with her own issues of intolerance as she creates an independent identity for herself. Despite the serious issues that Amal faces, she maintains a sense of humor throughout.

This book contains many references to racial and religious prejudice and a few uses of profanity.

Text Complexity: Does My Head Look Big in This?

Quantitative Measures	Lexile: Approximately 850
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Enter Three Witches

by Caroline B. Cooney

Genre:	Alternate Fiction	Suggested Units:	5 Absolute Power
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Based on Shakespeare’s play *Macbeth*, Caroline Cooney creates an alternate version of the story in the form of a novel. One key difference is the creation of a new character, Lady Mary, which the author inserts into the story to give readers a behind-the-scenes look at Lord and Lady Macbeth. We follow young Lady Mary as she witnesses strange events and attempts to survive living in the murderous Macbeth household.

Readers of this book may find Cooney’s narrative very helpful in clarifying elements of Shakespeare’s play, but will need to keep track of what is lifted from the original text and what parts of the story are invented by Cooney. Just as in the original play, this novel includes some violent scenes.

Text Complexity: Enter Three Witches

Quantitative Measures	Lexile: Approximately 880*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Adapted from the original print source</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Adapted from the original print source</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

* Lexile Analyzer Results

First They Killed My Father: A Daughter of Cambodia Remembers

by Loung Ung

Genre:	Memoir	Suggested Units:	5 Absolute Power
			6 Hard-Won Liberty

The life of privilege, granted to children of an upper class government official, ends abruptly with the arrival of dictator Pol Pot's Khmer Rouge army. Loung Ung and her siblings must flee their home and their city when the ruthless soldiers invade the capital. Only five years old when this event tears apart her family, Ung is trained as a child soldier in a work camp for orphans. Through her eyes, we relive the horrors that she and others faced, as she fights for survival and yearns to find out what has happened to her family.

As you read, keep track of what you are learning about Ung's life, as well as what you are learning about Pol Pot's regime. This memoir includes graphic violence and sexual assault.

Text Complexity: First They Killed My Father: A Daughter of Cambodia Remembers

Quantitative Measures	Lexile: Approximately 920
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Specialized knowledge required; somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
	Knowledge Demands  <i>Specialized knowledge required; somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The House of the Scorpion

by Nancy Farmer

Genre:	Dystopian Fiction	Suggested Units:	1 Ourselves and Others
			6 Hard-Won Liberty

In a world of hovercrafts, holograms, and humans implanted with computer chips, Matteo was not born normally. Using the DNA of a man which was then implanted in a cow, Matteo was “harvested.” But this was not just any man—the source of the DNA was El Patron, a drug lord from a place called Opium. Nearly everyone considers Matteo a monster, everyone but El Patron. Matteo has no idea just how different he actually is, and just what problems will arise. Questions about Matteo and his connection to El Patron arise throughout the story: why would the savage El Patron love Matteo, and how is it that El Patron has lived 140 years?

Little in this story turns out to be what it may have originally seemed. Readers will need to be ready to revise understandings as the story progresses. This book includes some violent scenes.

Text Complexity: The House of the Scorpion

Quantitative Measures	Lexile: Approximately 660
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventionalty and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

A Long Way Gone: Memoirs of a Boy Soldier

by Ishmael Beah

Genre:	Memoir	Suggested Units:	2 The Natural World
			5 Absolute Power
			6 Hard-Won Liberty

In *A Long Way Gone*, Ishmael Beah tells his true, heart-wrenching story about how he survives as a child soldier in Sierra Leone during their civil war. Separated from his family, he attempts to hide out with his friends, but they are captured and inducted into the rebel army against their will. Once in the army, the children are forced to take drugs and commit horrible atrocities. Beah is poignantly honest in depicting how his past haunts him in his journey toward forgiveness.

As you read, keep track of what you are learning about Beah’s experiences as well as what you are learning about the war in Sierra Leone. This memoir is a realistic depiction of the savagery of war and includes graphic descriptions of violence and sexual assault.

Text Complexity: A Long Way Gone

Quantitative Measures	Lexile: Approximately 920
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit; may exhibit disciplinary traits</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Specialized knowledge required; somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Lord of the Flies

By William Golding

Genre:	Realistic Fiction / Allegory	Suggested Units:	2 The Natural World
			5 Absolute Power
			6 Hard-Won Liberty

Set in the “near future,” *Lord of the Flies* begins with a plane crash on a deserted island. (The plane was filled with schoolboys fleeing from a catastrophic war.) The pilot was killed in the crash and the boys must fend for themselves. They immediately begin to create a society and elect Ralph as their leader. He appoints Jack to be in charge of the boys who will hunt for food—and there all the trouble begins. On one level, this novel can be read as an action story with factions competing for power. However, on a much deeper level this may be an exploration of human nature—will these innocent boys be able to create a peaceful society or will they disintegrate into the same cycle of violence that they were originally fleeing?

As you read, you will notice many objects that are mentioned from chapter to chapter. Carefully consider which of these might be symbols and what it is that they potentially symbolize. Also consider whether each of the characters may represent something larger than themselves. Many critics consider *Lord of the Flies* to be an allegory for much larger themes in human nature. Consider whether each character may represent particular archetypes or particular human traits. This is a survival story and does include several scenes with violence.

Text Complexity: Lord of the Flies

Quantitative Measures	Lexile: Approximately 920
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventionality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Marcelo in the Real World

by Francisco X. Stork

Genre:	Realistic Fiction	Suggested Units:	1 Ourselves and Others
			3 Responses to Change

Marcelo is a mystery to his doctors. They don't understand why his autism is causing him to hear music that no one else hears. He lives in his own world that up until now has been protected in the special classes that he attends. All of that changes during the summer after his junior year of high school, when Marcelo's father insists that he come to work in the mail room of his office to experience the "real world." Afterwards, Marcelo is able to decide for himself whether he will stay in his special classes or go to a mainstream school for his senior year. Told from Marcelo's unique point of view, we experience his consideration of love, jealousy, competition, desire, and a determination to fight for justice.

There are a number of points where you may want to decide whether to completely accept Marcelo's account of events or read between the lines to see things from a broader point of view. As you read this story, keep track of Marcelo's story as well as what you are learning about autism. The lead character in this story frequently uses profanity.

Text Complexity: Marcelo in the Real World

Quantitative Measures	Lexile: Approximately 700
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Some unfamiliar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Metamorphosis

(An excerpt from this graphic novel is included in *Collections*, Chapter 3, Grade 10)

by Franz Kafka; adapted by Peter Kuper

Genre:	Graphic Novel	Suggested Units:	3 Responses to Change
			4 How We See Things

Gregor Samsa wakes up one day and slowly realizes he has morphed from a young man with an office job into a giant, human-sized cockroach. *The Metamorphosis* keeps us inside Gregor’s mind throughout his transformation from a man to a gigantic insect. This 21st century graphic novel pairs striking images with selections from Franz Kafka’s original dialogue to heighten the drama of Gregor’s transformation.

As with all graphic novels the pictures tell part of the story. You will need to read both the words and the pictures. As you read, look closely for symbolism and what the story might really be about to figure out the deeper meaning.

Text Complexity: The Metamorphosis (An excerpt from this graphic novel is included in *Collections*, Chapter 3, Grade 10)

Quantitative Measures	Lexile: Approximately 700
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Genre traits more specific to graphic novels</i>
	Language Conventionality and Clarity  <i>Genre traits more specific to graphic novels</i>
	Knowledge Demands  <i>Adapted from the original print source</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Other Wes Moore

by Wes Moore

Genre:	Memoir	Suggested Units:	1 Ourselves and Others
			4 How We See Things

The Other Wes Moore is the true story of two boys both named Wes Moore who grew up in Baltimore. Their childhoods were quite similar. Both grew up without a father, hung out on similar corners with similar friends, frequently skipped going to school, had trouble with the police, and both desperately wanted something better for themselves. Both boys had serious choices to make—choices that shaped their entire lives. One Wes Moore became a Rhodes Scholar, a decorated veteran, a White House Fellow and a successful investment banker in New York City. The other Wes Moore is serving a life sentence for his involvement in the murder of a police officer during an attempted robbery. This book explores both of their stories and the choices that led them to such different fates.

The memoir is told in alternating narratives from each man. As both men have the same name, you will need to be sure to keep track of which Wes Moore you are reading about in each chapter. This book includes some profanity and references to violence, drug use, and sexual situations.

Text Complexity: The Other Wes Moore

Quantitative Measures	Lexile: Approximately 990
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Some specialized knowledge required and some difficult concepts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Parable of the Sower

by Octavia E. Butler

Genre:	Dystopian Fiction	Suggested Units:	2 The Natural World
			4 How We See Things

In 2025 USA, most citizens live in armed gated communities amid relentless poverty, lawlessness, environmental disasters, and the demise of social services. There is no public school, no police force, no protections from the government—chaos is rampant. The experience would be horrific for anyone, but it’s nearly intolerable for Lauren Olamina, an empath who actually feels the pain of others and is often crippled by that pain. Due to a set of horrible events, Lauren must venture out on her own in a fight for survival that leads to becoming a prophet for a new faith, Earthseed.

This dystopian novel calls into consideration many constructs in our current society, including family, culture, government and religion. The story includes scenes with violence and sexual references.

Text Complexity: Parable of the Sower

Quantitative Measures	Lexile: Approximately 710
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Sold

by Patricia McCormick

Genre:	Novel in Verse	Suggested Units:	1 Ourselves and Others
			6 Hard-Won Liberty

Thirteen-year-old Lakshmi, a poor farm girl from a small village in Nepal, had a simple life playing with her goat, Tali, and earning honors at school. Despite her concerns about her step-father who gambled away what little money the family had, it was a relatively happy life. When a monsoon hits and the crops are destroyed, her step-father insists that she get a job to help support the family. He arranges for her to work in the city, but when she arrives, she discovers the horrifying truth: she has been sold into prostitution.

Sold is a novel in verse. The story of Lakshmi is conveyed through a series of poems. While the story is fiction, it does provide a realistic portrayal of forced child prostitution and therefore includes scenes with violence and sexual assault.

Text Complexity: Sold

Quantitative Measures	Lexile: Approximately 820
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Free verse, no particular patterns</i>
	Language Conventionalty and Clarity  <i>Figurative, less accessible language; More complex descriptions</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

To Kill a Mockingbird

by Harper Lee

Genre:	Realistic Fiction	Suggested Units:	1 Ourselves and Others
			5 Absolute Power

To Kill a Mockingbird tells the story of how one family challenges the social and racist conventions of their town in Alabama during the Great Depression. Scout Finch, a young girl, tells the story of the events that led her father, Atticus, to defend an African American man accused of raping a white woman. Scout's innocence and naiveté about social conventions push her to challenge established codes and rules in favor of "what's right."

While this story is told from Scout's perspective as a nine-year-old, the narration is actually a flashback of an older Scout recalling this time. There are times when her voice switches into the "present," so be prepared. There are also several different plot lines running throughout the story which may initially seem disconnected. As you read, look for the theme or themes that connect them all together. This story includes some violence and reference to sexual assault, as well as some racial slurs.

Text Complexity: To Kill a Mockingbird

Quantitative Measures	Lexile: Approximately 870
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts; several shifts in chronology; use of flashback</i>
	Language Conventionalty and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words; some unassigned dialogue; more complex descriptions; archaic language; figurative, less accessible language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Touching Spirit Bear

by Ben Mikaelson

Genre:	Realistic Fiction	Suggested Units:	2 The Natural World
			3 Responses to Change

Touching Spirit Bear is about fifteen-year-old Cole, who has serious problems with rage. He’s been stealing and fighting for years, but now after attacking a classmate and causing permanent physical damage, Cole may be heading to prison. He has one final chance; the court system has offered him the opportunity to participate in Circle Justice, an alternate judicial process based on Native American traditions. Now it’s all up to Cole. Can he learn to control his anger or will he face being tried as an adult for his crime? He’s in for the biggest fight of his life—a fight to redeem himself.

As you read, keep track of what you’re learning about the characters as well as what you are learning about the Native American Tlingit culture. This story includes scenes with violence.

Text Complexity: Touching Spirit Bear

Quantitative Measures	Lexile: Approximately 670
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some cultural and literary knowledge useful</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Winter Horses

by Philip Kerr

Genre:	Historical Fiction	Suggested Units:	2 The Natural World
			6 Hard-Won Liberty

Kalinka has lost everything—her mother and father, her home, all of her possessions. It’s the winter of 1941, and Kalinka is hiding from the Nazis in a Ukrainian animal preserve that provides protection for the rare wild Przewalski’s horses. Her safety is again threatened when the Nazis arrive at the preserve, intent on exterminating all of the horses, and causing their extinction. With the harsh, freezing winter setting in, will Kalinka be able to save the only surviving Przewalski’s horses and herself?

Though the story is fictional, it is based on real events during World War II. As you read, keep track of both the story line about Kalinka as well as what you are learning about the time period. This story does include some violent scenes.

Text Complexity: The Winter Horses

Quantitative Measures	Lexile: Approximately 930
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventionalty and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)



11th Grade Literature Circles

List of Book Titles Aligned by Unit

The books included in the **11th Grade Literature Circle** collection may be used to further explore the themes of each HMH *Collections* unit. The literature circle sets include ten copies of each title. Teachers may elect to offer all six choices in each unit to students, or may elect to offer three or four choices. Furthermore, schools may elect to use only the titles within the set for literature circles, or expand the selection by offering additional choices from books available in the school. Finally, many of the titles in the set may support several unit themes; teachers may choose to mix and match these titles.

UNIT	BOOK TITLES	
1	Coming to America: This collection explores how America has always been a land shaped by immigrants.	<ul style="list-style-type: none"> • Before We Were Free • Funny in Farsi • Girl in Translation • The Joy Luck Club • Of Beetles and Angels • When I Was Puerto Rican
2	Building a Democracy: This collection explores how people who are so different can work together to create a unified whole while also protecting the rights of everyone.	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn • Before We Were Free • Code Talker • Of Beetles and Angels • Orphan Train • A Raisin in the Sun
3	Individual and Society: The focus of this collection is how writers in the early 19th century created a new “American” literature.	<ul style="list-style-type: none"> • Adventures of Huckleberry Finn • Incidents in the Life of a Slave Girl • My Antonia • The Scarlet Letter • Twelve Years a Slave
4	A New Birth of Freedom: This collection explores how African Americans and women gained new freedoms after the bloody civil war.	<ul style="list-style-type: none"> • The Autobiography of Miss Jane Pittman • Have Our Say • Incidents in the Life of a Slave Girl • My Antonia • A Raisin in the Sun • Twelve Years a Slave
5	An Age of Realism: The focus of this collection is how post-Civil War America experienced rapid industrialization, urban growth, and social change.	<ul style="list-style-type: none"> • The Autobiography of Miss Jane Pittman • Fast Food Nation • Have Our Say • The Jungle • Orphan Train • When I Was Puerto Rican
6	The Modern World: This collection explores how Americans have responded to modern life in a globally connected world.	<ul style="list-style-type: none"> • Code Talker • Fast Food Nation • Funny in Farsi • Girl in Translation • The Joy Luck Club • The Jungle

Alphabetical List of Book Titles

TITLE	AUTHOR	QTY.	UNIT					
			1	2	3	4	5	6
Adventures of Huckleberry Finn	Twain, Mark	10		X	X			
Autobiography of Miss Jane Pittman, The	Gaines, Ernest J.	10				X	X	
Before We Were Free	Alvarez, Julia	10	X	X				
Code Talker: A Novel About the Navajo Marines of World War Two	Bruchac, Joseph	10		X				X
Fast Food Nation: The Dark Side of the All-American Meal	Schlosser, Eric	10					X	X
Funny in Farsi: A Memoir of Growing Up Iranian in America	Dumas, Firoozeh	10	X					X
Girl in Translation	Kwok, Jean	10	X					X
Having Our Say: The Delany Sisters' First 100 Years	Delany, Sarah L. and A. Elizabeth with Hearth, Amy Hill	10				X	X	
Incidents in the Life of a Slave Girl	Jacobs, Harriet	10			X	X		
Joy Luck Club, The	Tan, Amy	10	X					X
Jungle, The	Sinclair, Upton	10					X	X
My Antonia	Cather, Willa	10			X	X		
Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard	Asgedom, Mawi	10	X	X				
Orphan Train	Baker Kline, Christina	10		X			X	
Raisin in the Sun, A	Hansberry, Lorraine	10		X		X		
Scarlet Letter, The	Hawthorne, Nathaniel	10			X			
Twelve Years a Slave	Northup, Solomon	10			X	X		
When I Was Puerto Rican	Santiago, Esmeralda	10	X				X	

Adventures of Huckleberry Finn

by Mark Twain

Genre:	Realistic Fiction	Suggested Units:	2 Building a Democracy
			3 Individual and Society

As literature developed in the United States, a quest for the Great American Novel began. Americans were looking for the book that would clearly define the American experience and culture. Many critics contend that book was found in 1884 with the publishing of *Adventures of Huckleberry Finn*. This novel has a bit of everything—high-action adventure, humor, coming-of-age saga, friendships being tested to their limits, considerations of slavery and deciding what action to take, exploration of family dynamics (both functional and dysfunctional), social commentary through the eyes of a child, and much, much more.

Huck and Jim speak in a variety of southern dialects filled with colloquialisms, mispronunciations, and idioms, all of which may take some getting used to. The story includes a realistic depiction of how race and poverty were addressed in the mid-1800’s America. Modern readers may find some of the language and ideas expressed offensive.

Text Complexity: Adventures of Huckleberry Finn

Quantitative Measures	Lexile: Approximately 990
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situations</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Autobiography of Miss Jane Pittman

by Ernest J. Gaines

Genre:	Realistic Fiction	Suggested Units:	4 A New Birth of Freedom
			5 An Age of Realism

This book takes the form of an autobiography, but it's actually fiction. Miss Jane Pittman retells vividly her long life story and her constant battle for freedom. The story starts with her childhood as a slave on a plantation, moves through her struggles to survive in the post-Reconstruction South, and culminates as she joins protests during the Civil Rights Era. All the while, Miss Jane Pittman retains her hope and determination for a better life.

As you read, keep track of both the story of Miss Jane Pittman as well as what you are learning about the historical events which form the background and focus of her life and the lives of thousands of others. This story presents a realistic portrayal of the time period and includes scenes with graphic violence, sexual assault and racial slurs.

Text Complexity: The Autobiography of Miss Jane Pittman

Quantitative Measures	Lexile: Approximately 710
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventionalality and Clarity  <i>Unfamiliar, academic, or domain-specific words; archaic language</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Before We Were Free

by Julia Alvarez

Genre:	Realistic Fiction	Suggested Units:	1 Coming to America
			2 Building a Democracy

In *Before We Were Free*, twelve-year-old Anita de la Torre’s life changes forever when she discovers a secret about her family—they are members of the rebel movement fighting to end the savage rule of dictator Rafael Trujillo in the Dominican Republic. She watches as most of her family flees to the United States, her uncle has disappeared without a trace, and the secret police are inspecting her house. To escape the threat to her life and her family, Anita must leave everything she knows. Is she strong enough?

(Note: *Before We Were Free* tells the story of Anita de la Torre, who is the fictional cousin of the Garcia girls from Julia Alvarez’s *How the Garcia Girls Lost Their Accents*. While you do not need to read both novels to understand the story, you may wish to do so to see how the two families took two very different paths in their quests for freedom.)

This story includes many Spanish words. If you aren’t familiar with Spanish, there are context clues to help you figure them out. This novel includes some violent scenes.

Text Complexity: Before We Were Free

Quantitative Measures	Lexile: Approximately 890
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventionality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Code Talker: A Novel About the Navajo Marines of World War Two

by Joseph Bruchac

Genre:	Historical Fiction	Suggested Units:	2 Building a Democracy
			6 The Modern World

At just sixteen years old, Ned Begay joined the U.S. army during World War II. As a Navajo code talker, he was part of a secret and crucial program that used the Navajo language as an unbreakable code for highly sensitive military communications. Ned and his fellow warriors endured some of the heaviest fighting and saved thousands of lives—all while enduring blatant and shocking racial prejudice from the very people they were risking their lives to protect.

This story is a fictionalized account of real events. As you read, keep track of Ned’s story as well as what you are learning about World War II, the Navajo culture, and the secret Navajo code program. This book contains scenes depicting racial prejudice and gruesome scenes of war.

Text Complexity: Code Talker: A Novel About the Navajo Marines of World War Two

Quantitative Measures	Lexile: Approximately 910
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements; use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Fast Food Nation: The Dark Side of the All-American Meal

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 11)

by Eric Schlosser

Genre:	Exposé (nonfiction)	Suggested Units:	5 An Age of Realism
			6 The Modern World

In a similar spirit to Upton Sinclair's *The Jungle*, Eric Schlosser takes a critical look at the fast food industry. Grabbing a burger or a box of chicken may be easy and cheap, but is there a much deeper cost—a cost to our health, our economy, possibly our whole way of life? *Fast Food Nation* is the result of years of research by Schlosser into food quality, treatment of fast food workers and the economy that surrounds the industry. This is an exposé about far more than just French fries and nuggets.

The text includes many sources of data that need to be considered along with the text. As you read, think critically not only about the information you are learning but also the conclusions that Schlosser makes about the data. This book is the source of significant controversy and you will need to reach your own conclusions. This text includes some graphic descriptions of animal mistreatment and food-borne disease.

Text Complexity: Fast Food Nation: The Dark Side of the All-American Meal

Quantitative Measures	Lexile: Approximately 1290
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple topics (more than three)</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit; may exhibit disciplinary traits</i>
	Language Conventinality and Clarity  <i>Many unfamiliar, highly academic, and complex domain-specific words</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Funny in Farsi: A Memoir of Growing Up Iranian in America

by Firoozeh Dumas

Genre:	Memoir	Suggested Units:	1 Coming to America
			6 The Modern World

Many memoirists focus in on the turmoil and hardships of emigrating, but Firoozeh Dumas focuses instead on a series of humorous moments as she and her family adjust to life in the U.S. From her father’s passion for watching television game shows, to her mother’s complete lack of understanding about birthday cupcakes, Dumas sees all of these quirks as wonderfully endearing. However, it’s not all laughs. Dumas punctuates these moments of levity with her experiences as an Iranian-American during the hostage crisis of the late 1970s and the subsequent prejudice and financial hardships that her family faced.

The memoir is not presented in chronological order. You will need to construct the timeline of events for yourself. As with any memoir, this book offers an opportunity to learn about the culture of the writer. You will need to attend not only to the story of Dumas and her family, but also to what you are learning about the Iranian culture.

Text Complexity: Funny in Farsi: A Memoir of Growing Up Iranian in America

Quantitative Measures	Lexile: Approximately 950*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventionality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

Girl in Translation

by Jean Kwok

Genre:	Realistic Fiction	Suggested Units:	1 Coming to America
			6 The Modern World

After emigrating from Hong Kong to New York City’s Chinatown, Kimberly not only translates the language for her mother, she begins to translate herself—finding a way to balance her mother’s traditional expectations for her and the pressures she feels at school to assimilate into American culture. By day she’s a brainy, ambitious student. By night she’s a piece worker in a textile sweatshop. Throughout the story, Kimberly must make incredibly difficult choices, facing the reality that something always gets lost in translation.

Though the story is fictional, it is a realistic depiction of the experiences of many immigrants. Readers will need to track not only the story line but also social and political issues across the story. This story includes some violence and sexual situations.

Text Complexity: Girl in Translation

Quantitative Measures	Lexile: Approximately 1200*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>No major shifts in chronology; occasional use of flashback</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

Having Our Say: The Delany Sisters' First 100 Years

by Sarah L. Delany & A. Elizabeth Delany with Amy Hill Hearth

Genre:	Oral History	Suggested Units:	4 A New Birth of Freedom
			5 An Age of Realism

Daughters of a former slave, Sarah (Sadie) Delany and her sister, Annie Elizabeth (Bessie) Delany were both over a hundred years old at the time this book was written. Many history books ignore the Delany sisters—and that is a travesty. Bessie, the spunky and tenacious sister, was the only black female graduate of the Columbia School of Dentistry in 1923 and served the Harlem community for years, treating all patients whether they could pay or not. Sadie, the sweet and inventive sister, was the first black high school teacher in New York City and opened the door for everyone who followed her. Both women were well-respected activists for social justice. As you “pull up a chair” to hear their stories, you might just be sitting in the same chair once occupied by Booker T. Washington, Paul Robeson, W.E.B. Du Bois, or Cab Callaway. They too learned so much from these remarkable sisters.

Each chapter is told from the point of view of one of the sisters. As they are quite different from one another, it’s important to keep track of who is telling the story and the ways in which their perspectives align and differ. Furthermore, as these women were not only witnesses to history, but also shapers of that history, you may want to trace what you are learning about the social and political conditions in a century of American history.

Text Complexity: Having Our Say

Quantitative Measures	Lexile: Approximately 890
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>multiple topics (more than three)</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language; straightforward sentence</i>
	Knowledge Demands  <i>Somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Incidents in the Life of a Slave Girl

by Harriet Jacobs

Genre:	Slave Narrative	Suggested Units:	3 Individual and Society
			4 A New Birth of Freedom

Incidents in the Life of a Slave Girl is the true account of the experiences of Harriet Jacobs writing under the pseudonym Linda Brent. Ms. Jacobs was active in the abolitionist movement during the 1850's. Her accounts of slavery were published as anonymous letters in the *New York Tribune*. *Incidents in the Life of a Slave Girl* was published as a book in 1861, making her the first African American woman to publish her own slave narrative. Her stories of the sexual exploitation endured by slaves and her personal battle to gain her freedom were part of the antislavery literature that began raising the consciousness of many Americans, convincing them to oppose slavery.

The language and sentence structure are likely to be unfamiliar to modern readers, but if you stick with it, it may begin to feel more comfortable after the first few chapters. You may find it helpful to read some sections aloud. Ms. Jacobs writes with an incredibly powerful voice, and hearing that voice, may make the archaic language more accessible. This is a true account of slavery and includes scenes with violence, sexual assault, and racial slurs.

Text Complexity: Incidents in the Life of a Slave Girl

Quantitative Measures	Lexile: Approximately 1100*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situations</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

The Joy Luck Club

by Amy Tan

Genre:	Realistic Fiction	Suggested Units:	1 Coming to America
			6 The Modern World

Amy Tan’s novel *The Joy Luck Club* is a funny, painful look at how four American-born girls conflict with their Chinese-born mothers about their roles in society. Their mothers don’t speak English or understand American culture completely, and the girls struggle to find their place somewhere between the two very different cultures. While navigating their journeys, their mothers continue to exert their own influence upon their daughters, pushing their girls to compete in America and with each other.

The novel is constructed like a series of memoirs of all the daughters and mothers, taking turns focusing on each person’s story. Their names appear on the title page of each new section, so the reader can identify when the focus is changing.

Text Complexity: The Joy Luck Club

Quantitative Measures	Lexile: Approximately 930
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements; several shifts in chronology; use of flashback</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Specialized knowledge required; somewhat unfamiliar experiences; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Jungle

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 11)

by Upton Sinclair

Genre:	Realistic Fiction / Exposé (fiction)	Suggested Units:	5 An Age of Realism
			6 The Modern World

The Jungle shows us the misery of men like Jurgis, an immigrant from Lithuania, who put in long, back-breaking hours at the filthy Chicago slaughterhouses. When *The Jungle* came out in 1906, it shocked readers (they had no idea what was really in the sausage they purchased at the store) and launched a government investigation of the meat-packing industry that resulted in the Pure Food and Drug Act. This fictionalized account of real events by muckraker Upton Sinclair quite literally changed the way we live and was one step in working to ensure the safety of the food we buy.

This story contains many words that were common in the early 1900s but are rarely used today. Use context clues to help determine their meaning. This story includes scenes with violence and graphic descriptions of animal slaughterhouses.

Text Complexity: The Jungle (An excerpt from this novel is included in Collections, Chapter 5, Grade 11)

Quantitative Measures	Lexile: Approximately 1170
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of complex meanings</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventionality and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situations</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

My Antonia

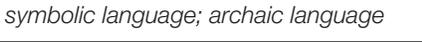
by Willa Cather

Genre:	Realistic Fiction	Suggested Units:	3 Individual and Society
			4 A New Birth of Freedom

In the late 1800s, Nebraska was a vast and even treacherous prairie land flooded by thousands of European immigrants clearing the land to establish farms and small towns. When physical survival is at stake, gender roles are mitigated and blurred. However, Antonia struggles with the community’s attempts to reassert rigid gender roles once the towns and farms are established. While much of her ability to survive and prosper depends on her own strength, she is frequently supported by the kindness and devotion of her friend Jim.

Cather’s classic novel is rich with startling imagery showing the beauty of the prairie contrasted with the death and destruction many immigrants faced trying to achieve the American dream. This book was written in 1918 and some of the words had a different meaning then than they have today, readers will need to be on the lookout for these and use context clues to make meaning of them.

Text Complexity: My Antonia

Quantitative Measures	Lexile: Approximately 1010
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventionalty and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Of Beetles and Angels: A Boy’s Remarkable Journey from a Refugee Camp to Harvard

by Mawi Asgedom

Genre:	Memoir	Suggested Units:	1 Coming to America
			2 Building a Democracy

“Treat people ... as though they were angels sent from heaven,” was tough advice to follow as Mawi Asgedom’s family fled from war-torn Ethiopia, to a refugee camp in Sudan, and then to live on welfare in a Chicago hotel. He faced racial prejudice, prejudice against immigrants, dire poverty, and the senseless loss of beloved family members but overcame it all—earning a full scholarship to Harvard University where he was honored by the community and asked to give the commencement speech at graduation. Asgedom is brutally honest in telling his story. He shares not only the false assumptions made about him, but also the false assumptions he made about others and his painful journey to understand his family, the two cultures he lives in, and ultimately to discover himself.

The story includes many words and phrases from Asgedom’s native language, however these are translated on each page to help the reader understand. The story includes scenes depicting violence.

Text Complexity: Of Beetles and Angels: A Boy’s Remarkable Journey from a Refugee Camp to Harvard

Quantitative Measures	Lexile: Approximately 780*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge and experiences)

*Lexile Analyzer Results

Orphan Train

by Christina Baker Kline

Genre:	Historical Fiction	Suggested Units:	2 Building a Democracy
			5 An Age of Realism

In *Orphan Train*, seventeen-year-old Molly Ayer had a choice to make—community service helping ninety-year-old Vivian Daly clean out her attic or detention in a juvenile facility. She chose what she thought would be the easier path. But when Molly, a Penobscot Native-American who has been in and out of foster homes for most of her life, discovers trunks in Vivian’s attic that chronicle her experiences as an orphaned Irish Immigrant during the Great Depression, Molly makes some startling discoveries about herself and the choices she’s made.

The timeline of this story moves back and forth between contemporary Maine and Depression-era Minnesota. You will need to keep track of both story lines as well as what you are learning about the ways in which the U.S. has historically addressed issues facing orphans. This book includes some references to sexual assault and some use of profanity.

Text Complexity: Orphan Train

Quantitative Measures	Lexile: Approximately 1000*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Several shifts in chronology; use of flashback</i>
	Language Conventionalty and Clarity  <i>Some figurative language; Some unfamiliar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

A Raisin in the Sun

by Lorraine Hansberry

Genre:	Drama	Suggested Units:	2 Building a Democracy
			4 A New Birth of Freedom

A Raisin in the Sun takes its title from a line in Langston Hughes’ poem “Harlem,” and warns that dreams that have to wait may “dry up like a raisin in the sun.” The Youngers are a family that grapples with the racism and sexism of 1950’s Chicago. Mr. Younger has passed away and the family will be receiving a life insurance check for \$10,000. He has left them a chance to fulfill a dream. But each member of the family has a different dream and only enough money for one to be realized. Tempers flare and family dynamics are revealed as they each vie for their ambitions.

This play offers a commentary on family dynamics as well as social commentary on forces that create that dynamic. You will need to follow both as you read. This play provides a realistic portrayal of the time period and includes some racial slurs.

Text Complexity: A Raisin in the Sun

Quantitative Measures	Lexile: Approximately 1170
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Scarlet Letter

by Nathaniel Hawthorne

Genre:	Historical Fiction	Suggested Units:	3 Individual and Society
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The Scarlet Letter takes us to the Puritan settlement of Boston, in the 1600s. The story begins with a young woman, Hester Prynne, being led from the town’s jail to a platform in the public square. She holds her infant daughter in her arms. Hester has been found guilty of adultery, but refuses to identify the father of her child. Because of her “sin” and her silence, Hester has been ordered to wear a scarlet red patch in the shape of the letter ‘A’ and submit to a public shaming. As townspeople shout insults and accusations, Hester holds her head high—defiant. *The Scarlet Letter* is an American classic telling the tale of love, passion, revenge and redemption.

This story was written in 1850. The language and sentence structure are likely to be unfamiliar to modern readers, but if you stick with it, it may begin to feel more comfortable after the first few chapters. Though the book was banned in its time because of its risqué content, most contemporary readers find the references to sexual situations quite tame.

Text Complexity: The Scarlet Letter

Quantitative Measures	Lexile: Approximately 1340
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Several shifts in chronology; use of flashback</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Twelve Years a Slave

by Solomon Northrup

Genre:	Slave Narrative	Suggested Units:	3 Individual and Society
			4 A New Birth of Freedom

Twelve Years a Slave is the horrifying true story of Solomon Northrup, a free black man living in upstate New York in 1841 who was kidnapped, beaten, and sold into slavery in the South. After twelve years, he was dramatically rescued in 1853, and he returned to his wife and children. Frederick Douglass wrote about Solomon Northrup, saying, “Think of it. For thirty years a man with all a man’s hopes, fears, and aspirations—with a wife and children to call him by endearing names of husband and father—with a home, humble it may be, but still a home...then for twelve years a thing, a chattel person, classed with mules and horses...It chills the blood.”

This book was written in 1853 and the language and sentence structure are likely to be unfamiliar to modern audiences. Many of the words were used somewhat differently in the author’s time. You may need to use context clues to figure out their meaning. You may also note that Northrup writes incredibly long sentences; however, if you carefully follow the clear punctuation—the clues which offer readers a path to meaning—you will begin to enjoy and admire Northrup’s skill. This is a true account of slavery and includes graphic violence, sexual assault, and frequent use of racial slurs.

Text Complexity: Twelve Years a Slave

Quantitative Measures	Lexile: Approximately 1200
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

When I Was Puerto Rican

by Esmeralda Santiago

Genre:	Memoir	Suggested Units:	1 Coming to America
			5 An Age of Realism

Esmeralda Santiago tells the story of leaving the poverty and tropical beauty of Puerto Rico for a “better life” in the States. That “better life” turned out to be a dilapidated tenement in Brooklyn, rife with poverty and void of any tropical beauty. Yet hope remained, and Santiago’s mother, a force of nature herself, doggedly pressured her to make that “better life” for herself. Poignant moments of incredible conflict are balanced with laugh-out-loud anecdotes. Santiago shares this memoir with her readers as a way of paying homage to her Puerto Rican culture and to her family who grew and adapted to U.S. culture without surrendering their Puerto Rican heritage.

The author uses many Spanish words and phrases throughout the book. If you aren’t a speaker of Spanish, you will likely be able to figure out most of the words from context clues. This story includes some scenes with violence and sexual situations.

Text Complexity: When I Was Puerto Rican

Quantitative Measures	Lexile: Approximately 1020
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)



12th Grade Literature Circles

List of Book Titles Aligned by Unit

The books included in the **12th Grade Literature Circle** collection may be used to further explore the themes of each HMH *Collections* unit. The literature circle sets include ten copies of each title. Teachers may elect to offer all five choices in each unit to students, or may elect to offer three or four choices. Furthermore, schools may elect to use only the titles within the set for literature circles, or expand the selection by offering additional choices from books available in the school. Finally, many of the titles in the set may support several unit themes; teachers may choose to mix and match these titles.

UNIT	BOOK TITLES	
1 Chasing Success Success may be sweet, but as this collection shows, it sometimes requires great sacrifice.	<ul style="list-style-type: none"> Annie John An Invisible Thread The Old Man and the Sea 	<ul style="list-style-type: none"> The Pact The Things They Carried
2 Gender Roles This collection explores the traditional roles of men and women as well as changes in gender roles that have occurred in recent decades.	<ul style="list-style-type: none"> Annie John Chains The First Part Last 	<ul style="list-style-type: none"> Rainbow Boys The Revolution of Evelyn Serrano
3 Voices of Protest This collection represents nearly three centuries of opposition to injustice, addressing problems such as tyranny, hunger, and pollution.	<ul style="list-style-type: none"> The Kite Runner Killer of Enemies Native Son 	<ul style="list-style-type: none"> Rainbow Boys The Things They Carried
4 Seeking Justice, Seeking Peace This collection raises the issue of whether it is more important to avenge evil acts or end conflict through reconciliation.	<ul style="list-style-type: none"> Chains An Invisible Thread The Kite Runner 	<ul style="list-style-type: none"> The Pact The Revolution of Evelyn Serrano
5 Taking Risks From mythical heroes to contemporary scientists, the individuals shown in this collection face the choice of taking a big risk.	<ul style="list-style-type: none"> Alive: The Story of the Andes Survivors Beowulf The First Part Last 	<ul style="list-style-type: none"> Into the Wild Native Son
6 Finding Ourselves in Nature This collection reveals personal insights gained through encounters with the natural world.	<ul style="list-style-type: none"> Alive: The Story of the Andes Survivors Beowulf Into the Wild 	<ul style="list-style-type: none"> Killer of Enemies The Old Man and the Sea

Alphabetical List of Book Titles

TITLE	AUTHOR	QTY.	UNIT					
			1	2	3	4	5	6
Alive: The Story of the Andes Survivors	Read, Piers Paul	10					X	X
Annie John: A Novel	Kincaid, Jamaica	10	X	X				
Beowulf	Anonymous Gordon, R.K. (translator)	10					X	X
Chains	Anderson, Laurie Halse	10		X		X		
First Part Last, The	Johnson, Angela	10		X			X	
Into the Wild	Krakauer, John	10					X	X
Invisible Thread, An: The True Story of an 11-Year-Old Panhandler, a Busy Sales Executive, and an Unlikely Meeting with Destiny	Schroff and Tresniowski	10	X			X		
Killer of Enemies	Bruchac, Joseph	10			X			X
Kite Runner, The	Hosseini, Khaled	10			X	X		
Native Son	Wright, Richard	10			X		X	
Old Man and the Sea, The	Hemingway, Ernest	10	X					X
Pact, The: Three Young Men Make a Promise and Fulfill a Dream	Davis, Sampson	10	X			X		
Rainbow Boys	Sanchez, Alex	10		X	X			
Revolution of Evelyn Serrano, The	Manzano, Sonia	10		X		X		
Things They Carried, The	O'Brien, Tim	10	X		X			

Alive: The Story of the Andes Survivors

by Piers Paul Read

Genre:	Biography	Suggested Units:	5 Taking Risks
			6 Finding Ourselves in Nature

In 1972, the laughter of an Uruguayan rugby team traveling with their friends and family turned to horror and devastation when their plane crashed in the Andes mountains. Of the forty-five passengers who survived the crash, only sixteen made it through the ten excruciating weeks it took to find help. They faced sub-zero temperatures with little shelter or protective clothing. Snow could be melted for water, but there was little source of food. The survivors were forced to make choices they would have once considered unthinkable.

The story uses a dual story-line moving back and forth between the survivors and the people searching to find them. Readers will need to keep track of both story lines. This story does contain some gruesome scenes.

Text Complexity: Alive

Quantitative Measures	Lexile: Approximately 1160
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words; more complex descriptions</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Annie John

(An excerpt from this novel is included in *Collections*, Chapter 1, Grade 12)

by Jamaica Kincaid

Genre:	Realistic Fiction	Suggested Units:	1 Chasing Success
			2 Gender Roles

Growing up in Antigua, Annie John is trying to understand the myriad relationships in her life: her friendship with Gwen and the neighbor boys, her relationship with her mother who fears she will make only bad choices, and her relationship with herself, as she discovers her own identity. Annie John loves literature, the Methodist Church, and the people of her community, but she has to leave it behind forever to escape the shadow of all that haunts her.

This novel explores the complex relationships between the characters. Readers will need to hold onto conflicting responses and actions that are often happening simultaneously. The story includes some references to sexual situations.

Text Complexity: Annie John (An excerpt from this novel is included in *Collections*, Chapter 1, Grade 12)

Quantitative Measures	Lexile: Approximately 1220
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Few, if any, shifts in point of view</i>
	Language Conventinality and Clarity  <i>More complex sentence structure</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> Teacher determined Vary by individual reader (such as motivation, knowledge, and experiences)

Beowulf

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 12)

by Anonymous, translated by R.K. Gordon

Genre:	Epic	Suggested Units:	5 Taking Risks
			6 Finding Ourselves in Nature

The name of the author of *Beowulf* is long forgotten, but the story he wrote has been told for over a thousand years. It is the story of a young Geat warrior who travels to Denmark to save a kingdom from the torment of a horrible monster called Grendel. Beowulf is brave and fearless. But just when he thinks all the trouble is over—he realizes the real danger has just begun! This is a timeless story of a hero's quest, filled with action, intrigue and the primal desire for honor.

Just as the *Iliad* and *Odyssey* are classic Greek epics, *Beowulf* is the classic English epic. As you read, pull forward all that you have learned over the years about the characteristics of classic heroes. The story does jump around in time; you will need to infer the actual sequence of events. As this is the story of battling monsters to the death, there are violent scenes.

Text Complexity: Beowulf

(An excerpt from this novel is included in *Collections*, Chapter 5, Grade 12)

Quantitative Measures	Lexile: Approximately 1070
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Genre traits specific to poetic text</i>
	Language Conventionalty and Clarity  <i>Complex and varied sentence structure; Figurative, symbolic language; archaic language</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Chains

by Laurie Halse Anderson

Genre:	Historical Fiction	Suggested Units:	2 Gender Roles
			4 Seeking Justice, Seeking Peace

As the Revolutionary War begins, we follow the tribulations of Isabel and her sister Ruth, as they fight to survive life as slaves in New York City. After her sister suffers an unthinkable tragedy at the hands of their owners, the incredibly cruel Locktons, Isabel is shaken to the core and reluctantly accepts an offer to spy on the Locktons, who may know more about Britain’s plans for invasion than she is aware. While Isabel struggles with her situation as a spy for the Patriots, she makes any attempt she can to secure her freedom from her abusers.

This story is told from thirteen year-old Isabel’s point of view. Because of her enslavement, her understanding of political events is limited. You will need to bring all that you know about the American Revolution to fill in the pieces that Isabel is not privy to.

Text Complexity: Chains

Quantitative Measures	Lexile: Approximately 780
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts; several shifts in chronology; use of flashback</i>
	Language Conventionalty and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words; figurative, less</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The First Part Last

by Angela Johnson

Genre:	Realistic Fiction	Suggested Units:	2 Gender Roles
			5 Taking Risks

In this short but evocative story, the author paints a picture of a typical teen romance that ends quite differently from most. Not only is carefree and fun-loving Bobby fated to become a teen parent, he is destined to face that difficult situation alone. His parents support him, as do his friends, but the responsibility for taking care of Feather, his precious newborn daughter, is his.

This novel is deceptively simple. It can certainly be read on a surface level just to get the story line; however, you may consider reading the text through the lens of gender issues, social commentary or self-discovery to truly uncover all this novel has to offer. This story is told with a dual timeline—the story of Bobby and his girlfriend finding out they are pregnant and a year later when Bobby is raising his daughter alone. As you start a new chapter, be sure to note which time period you are in.

Text Complexity: The First Part Last

Quantitative Measures	Lexile: Approximately 790
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Several shifts in chronology; use of flashback and flash-forward</i>
	Language Conventinality and Clarity  <i>Contemporary, familiar language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Into the Wild

by Jon Krakauer

Genre:	Biography	Suggested Units:	5 Taking Risks
			6 Finding Ourselves in Nature

Into the Wild is a bit of a cross between biography and mystery. It's the story of Chris McCandless, who leaves the comfort of his suburban family to pursue a vision quest in the wild. He gives away his earthly possessions, including \$25,000 in savings, to charity. He abandons his car and hitchhikes to Alaska where he burns his remaining cash and enters Denali National Park. Seventeen weeks later, his decaying body is found by a hunter. Newspaper articles condemned McCandless for his naiveté and hubris for thinking he could survive. Biographer Krakauer seeks to go beyond those easy answers to unravel the mystery of not just what happened to McCandless but to explore the American cultural fascination with wilderness survival, the primal pull toward risk-taking that so many young men find compelling, and the complex relationship between fathers and sons.

Each chapter begins with a quote from a renowned author. Read these carefully as they frame the theme of the chapter. The book was compiled from a series of interviews with people who knew McCandless and often they offer very different perspectives on the same event. As a reader, you will need to trace those perspectives and make your own conclusions. This biography includes some use of profanity.

Text Complexity: Into the Wild

Quantitative Measures	Lexile: Approximately 1080*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit; may exhibit disciplinary traits</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> Teacher determined Vary by individual reader (such as motivation, knowledge, and experiences)

An Invisible Thread: The True Story of an 11-Year-Old Panhandler, a Busy Sales Executive, and an Unlikely Meeting with Destiny

by Laura Schroff and Alex Tresniowski

Genre:	Memoir	Suggested Units:	1 Chasing Success
			4 Seeking Justice, Seeking Peace

Maurice was eleven years old, living in a welfare hotel, and begging on the street for change. Laura was a high-powered advertising executive who walked right past him. She made it to the middle of the intersection but felt drawn by what she calls an “invisible thread” to go back. This is the amazing, true story of two people who find that they have so much to offer to one another, despite their differences. They meet almost every week and build a friendship that has endured more than 30 years through deaths, births, marriages, and divorces.

The frequent references to drug use, violence, and domestic abuse may be disconcerting; however, some readers have found that these descriptions serve to reveal the level of challenges Maurice faced and overcame.

Text Complexity: An Invisible Thread

Quantitative Measures	Lexile: Approximately 1280*
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit; may exhibit disciplinary traits</i>
	Language Conventionality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; straightforward sentence structure</i>
	Knowledge Demands  <i>Somewhat unfamiliar experiences</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

*Lexile Analyzer Results

Killer of Enemies

by Joseph Bruchac

Genre:	Dystopian Fiction	Suggested Units:	3 Voices of Protest
			6 Finding Ourselves in Nature

Seventeen-year-old Lozen was raised in a world with stark differences among the social classes. The wealthy and powerful were implanted with computer chips, kept monstrosly mutated animals as pets, and were served by everyone else. Things changed radically when a strange silver cloud descended over the world and all technology stopped working. Those monstrosly mutated pets escaped from their cages and now roam free. Lozen’s family is being held hostage, and the only way she can keep them safe is to agree to become the hunter of those mutated beasts. Lozen uses her Apache upbringing to navigate the wilderness. With each kill, she begins to feel a new power growing within her. Soon she discovers that she’s more than just a hunter; she may be the legendary Killer of Enemies.

Though this is a completely fictional story, there are many elements of actual Apache traditions and beliefs woven throughout. As you read, keep track of both the story and what you are learning about Apache culture. This story includes scenes with violence and some references to sexual assault.

Text Complexity: Killer of Enemies

Quantitative Measures	Lexile: Approximately 860
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> Teacher determined Vary by individual reader (such as motivation, knowledge, and experiences)

The Kite Runner

by Khaled Hosseini

Genre:	Realistic Fiction	Suggested Units:	3 Voices of Protest
			4 Seeking Justice, Seeking Peace

Amir is the often neglected son of a wealthy Afghani businessman. Hassan is his deeply devoted friend and son of the family’s servant. On one level, this is the story of how their lives are thrust into chaos when the Taliban seizes power. On another level, this is the story of a terrible betrayal that leaves one of the boys seeking redemption throughout his adult life. On his quest for forgiveness, he discovers a web of lies that surround him—their truth making his betrayal even more heinous.

Many things in this story initially appear to be something other than what they really are. Be prepared to revise your thinking as you read. Though the story is fictional, much of the history and culture of Afghanistan are factual. As you read, keep track of Amir’s story as well as what you are learning about Afghanistan. This story includes scenes with graphic violence and brutal sexual assault.

Text Complexity: The Kite Runner

Quantitative Measures	Lexile: Approximately 840
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventionalilty and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Native Son

by Richard Wright

Genre:	Realistic Fiction	Suggested Units:	3 Voices of Protest
			5 Taking Risks

Bigger Thomas is a twenty-year-old man living in utter poverty on Chicago’s South Side in the 1930s. This is the story of his decline after he accidentally kills a young white woman in a moment of panic. Author Richard Wright, explores not just the crime but the circumstances that led to the crime—poverty, desperation, and the expectations of society concerning African American men. The reaction of others to Bigger’s situation reveals the many levels of prejudice, guilt and denial that exist within the larger community.

This story challenges our assumptions and perceptions. As you read, you may need to revise your understanding of the characters as they develop across the story. This book includes racial epithets, profanity, sexual situations, and graphic violence.

Text Complexity: Native Son

Quantitative Measures	Lexile: Approximately 700
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventionalty and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Cultural and literary knowledge essential to understanding; distinctly unfamiliar situation</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Old Man and the Sea

by Ernest Hemingway

Genre:	Realistic Fiction	Suggested Units:	1 Chasing Success
			6 Finding Ourselves in Nature

Hemingway’s classic tale, *The Old Man and the Sea*, presents as a simple story of an old Cuban fisherman who is down on his luck. Within this modest story, Santiago finds courage when faced with defeat, pride in the midst of public scorn, and peace in knowing his own truth. He begins his adventure seeking to prove that even in old age he is still the man he used to be. But the ocean is cruel, and she demands that he become more than he ever was. Does he have what it takes to make it through this ordeal?

As you read, consider the deeper meanings of the story. You might pay special attention to symbolism and what the characters and setting may be representing either as individual ideas or as universal truths.

Text Complexity: The Old Man and the Sea

Quantitative Measures	Lexile: Approximately 940
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Somewhat complex story concepts</i>
	Language Conventionalty and Clarity  <i>Some unfamiliar, academic, or domain-specific words; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Pact: Three Young Men Make a Promise and Fulfill a Dream

by Drs. Sampson Davis, George Jenkins, and Rameck Hunt

Genre:	<i>Memoir</i>	Suggested Units:	1 Chasing Success
			4 Seeking Justice, Seeking Peace

People make promises every day, some they keep, some they break. But three young men from Newark, NJ made a pact as teenagers—a pact that transformed their lives. They open their memoir writing, “We treat them in our hospitals every day. They are young brothers, often drug dealers, gang members, or small-time criminals, who show up shot, stabbed, or beaten after a hustle gone bad. To some of our medical colleagues, they are just nameless thugs, perpetuating crime and death in neighborhoods that have seen far too much of those things. But when we look into their faces, we see ourselves as teenagers, we see our friends, we see what we easily could have become as young adults. And we’re reminded of the thin line that separates us—three twenty-nine-year-old doctors (an emergency-room physician, an internist, and a dentist)—from these patients whose lives are filled with danger and desperation.”

This memoir presents a poignant depiction of the hurdles that Davis, Jenkins and Hunt overcame in their lives. There are references to violence, drug use, and sexual situations.

Text Complexity: The Pact: Three Young Men Make a Promise and Fulfill a Dream

Quantitative Measures	Lexile: Approximately 940
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>More than one purpose; implied but easy to infer</i>
	Structure  <i>Organization of main ideas and details complex but mostly explicit</i>
	Language Conventinality and Clarity  <i>Some unfamiliar language and less straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Rainbow Boys

by Alex Sanchez

Genre:	<i>Realistic Fiction</i>	Suggested Units:	2 Gender Roles
			3 Voices of Protest

Meet three high school teens. There's wild haired, pierced, out-and-proud Nelson, who for all his bravado has some body image issues. There's conservative, star athlete Jason, who suspects he might be something other than straight (which causes a problem with his girlfriend and his alcoholic father). And there's "average" Kyle, whose parents struggle to accept their son's homosexuality. Their stories intertwine in a web of drama—crushes on best friends, break-ups, regrettable relationships, first kisses, and harassment from school bullies.

Each chapter focuses on a different character providing an insight into both their world and their feelings about the other two characters. You will need to keep track of the different perspectives revealed across the story. This book does include some profanity and some scenes with sexual situations.

Text Complexity: Rainbow Boys

Quantitative Measures	Lexile: Approximately 800
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Contextual ambiguous language</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Revolution of Evelyn Serrano

by Sonia Manzano

Genre:	Realistic Fiction	Suggested Units:	2 Gender Roles
			4 Seeking Justice, Seeking Peace

Living in New York’s El Barrio in 1969, Evelyn Serrano kept her feelings to herself—never telling her parents what she really thought about conditions in Spanish Harlem or about her grandmother coming to live with them. But when the Young Lords, a Puerto Rican activist group, take over a local church and start a powerful protest, everyone must take a side. This is the story of three generations of women—Abuela, Mami and Evelyn—finding their voice as anger ignites and loyalties are tested. Evelyn embraces her Latino heritage as she joins the revolution to take control of her destiny.

Interspersed throughout the story are several actual news accounts about the Young Lords. Readers will need to keep track of which elements of the story are fictionalized and which are historically accurate. Some readers may remember the author, Sonia Manzano, from their childhood. She played Maria on *Sesame Street*. But make no mistake, the themes and issues addressed in this book are for young adult readers. Some scenes in the book include violence and physical abuse.

Text Complexity: The Revolution of Evelyn Serrano

Quantitative Measures	Lexile: Approximately 720
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Some unconventional story structure elements</i>
	Language Conventinality and Clarity  <i>Some unfamiliar, academic, or domain-specific words; increased, clearly assigned dialogue; some figurative language; straightforward sentence structure</i>
	Knowledge Demands  <i>Some cultural and literary knowledge useful; some references to other texts</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

The Things They Carried

by Tim O'Brien

Genre:	Realistic Fiction	Suggested Units:	1 Chasing Success
			3 Voices of Protest

The Things They Carried presents the stories of several young soldiers in the Vietnam War. The stories depict their battles. Battles not just with the enemy but with each other, with loneliness, and with fear. In the midst of this adversity, the men bond together as a family to help one another endure.

The structure of the book defies definition. Is it a novel or a collection of short stories? Though each story can stand alone, all of the pieces weave together to create a larger narrative. As you read each piece, look for the ways in which it intersects with the earlier stories. You will also notice that some of the pieces are written from the time of the war; whereas, other pieces are reflections from years later. This book presents a realistic portrayal of war and includes some scenes with graphic violence and drug use.

Text Complexity: The Things They Carried

Quantitative Measures	Lexile: Approximately 880
Qualitative Measures (from 1-4)	Levels of Meaning/Purpose  <i>Multiple levels of meaning (multiple themes)</i>
	Structure  <i>Unconventional story structure; order of events not chronological</i>
	Language Conventinality and Clarity  <i>Complex and varied sentence structure; unfamiliar, academic, or domain-specific words</i>
	Knowledge Demands  <i>Fairly complex theme; increased amount of cultural and literary knowledge useful</i>
Reader/Task Considerations:	<ul style="list-style-type: none"> ■ Teacher determined ■ Vary by individual reader (such as motivation, knowledge, and experiences)

Appendix – Definitions of Genres

Adventure

Adventure stories are dominated by action that frequently involves danger and risk. The events, though actually possible, are exaggerated from events in routine life and frequently occur in exotic locales, though this isn't essential to the genre. In many adventure stories, the protagonist is changed by the series of events.

Allegory

Allegories are full length stories or poems in which persons or events in the text are associated with meanings beyond the content of the story and require significant interpretation from the reader. Allegories can be read on a literal level for the story within the text, or they can be read on a metaphorical level to link the story with an outside moral concept or social/political precept. The story itself does not link the text to the outside idea; readers must do that work through interpretation and by using the knowledge they bring to the text. Famous allegories include George Orwell's *Animal Farm* (communism), Jack London's *White Fang* (socialism), and Arthur Miller's *The Crucible* (McCarthyism).

Alternate Fiction

Alternate fiction is a category that encompasses many sub-genres. Some book reviewers include alternative history, which imagines how current realities might be significantly different if a key event in history went differently. Other reviewers include any piece of speculative fiction like science fiction or fantasy as part of this genre. In addition to these, alternate fiction also includes stories that are expansions, re-imaginings, or genre alterations of established pieces of literature. The adaptations or altered versions hold tightly to the original source. Popular texts in this latter description include the wealth of novelizations of Shakespeare's plays. As many of Shakespeare's plays are re-imaginings of stories in Holinshed's *Chronicles*, an argument can be made that Shakespeare himself wrote alternate fiction.

Biography

Biography is a sub-genre within narrative nonfiction. Biographies present facts about a person's life and the author usually provides some interpretation on the

significance of those events. Often told in chronological order from birth to death, biographies consider early influences, major accomplishments, and the social or political impact of the subject's endeavors. Frequently, biographers firmly situate the subject in both a historical and cultural context and explore the subject's choices and accomplishments through those lenses.

Biographical Profiles

Biographical profiles are essentially short biographies that spotlight only the accomplishments for which a person is famous. These may include brief descriptions of different events or factors surrounding the ones that are highlighted in the profile, but these references are very short and include only those details that illuminate the accomplishments that are the focus of the profile.

Drama

Dramas are a form of literature designed to be performed on a stage for an audience. The story unfolds primarily through dialogue and actions between characters. Setting or character development information is sometimes available in direction notes embedded throughout the text.

Dystopian Fiction

Dystopian novels are set in fictionalized realities (often futuristic or post-apocalyptic versions of our own world) in which oppressive societal controls are in place to create an illusion of a perfect society. For the most part, dystopian novels are hyperbolic "worst-case scenarios" offered as a critique of current social or political trends. Many dystopian novels are a sub-genre of science fiction and explore the ways in which science may be used to correct for difficulties in our society, but often infringe on the elements that essentially define our humanity.

Epic

Traditionally, epics were written in poetic form; however, some modern versions are written in prose. The classic epic is a long poem typically transcribed from an oral tradition and retells the adventures and deeds of an historical or legendary hero. For the most part, classic epics extol the beliefs, values and culture of the society that produced them. Classic epics include *The Iliad* and *The Odyssey* (Greek), *Beowulf* (Old English), *Gilgamesh* (Mesopotamian), and *The Aeneid* (Roman).

Exposé

The majority of exposés are media articles or reports, though there are a significant number of full-length books that fall into this category, most of which are written by journalists often referred to as muckrakers. An exposé seeks to reveal discreditable elements in society for the purpose of righting a wrong. Famous examples of exposé include Upton Sinclair's *The Jungle* (bringing to light shameful practices in the meat-packing industry) and Eric Schlosser's *Fast Food Nation* (positing that the fast food industry has permeated contemporary society in negative ways).

Graphic Novel

Graphic novels tell a full-length story through a sequenced series of images that are accompanied with some text. The story is conveyed through the images as much as it is by the text. Readers must read both to get the full story.

Historical Fiction

Historical fiction is sometimes simply defined as stories that are set in the past. The difficulty with that definition is that every book written would eventually be considered historical fiction after some length of time has passed. The Historical Novel Society defines historical fiction as “novels written at least 50 years after the events described or novels written by people approaching the subject only via research... The genre also has unofficial rules that authors are expected to follow. To persuade readers that the story could really have happened (and perhaps some of it did), authors should portray the time period as accurately as possible and avoid obvious anachronisms. The fiction and the history should be well balanced, with neither one overwhelming the other.” (Johnson, Sarah. “Masters of the Past: Twenty Classic Historical Novels and their Legacy.” *Bookmarks Magazine*. Jan/Feb 2006.)

Memoir

Memoirs are a sub-genre of autobiography. Autobiographies tell the story of the author's life from birth to the time of the writing, whereas a memoir provides a narrowed retelling of particular events in the author's life that are usually organized around a theme or belief. Memoirs frequently zoom in on a

series of events that led to a particular turning point in the author's life. Memoirists frequently infuse their story with both their understanding of events at the time as well as their later reflections on the significance of the moments included.

Novel in Verse

A novel in verse is a type of narrative poetry in which a full-length novel is told entirely through poetry rather than prose. The novel can be one single poem, but is more frequently a series of connected individual poems. Even though the structure of the story is in verse, all elements of the novel are present—narration, dialogue, description, character development, action, conflict, climax, and resolution.

Oral History

Oral histories are first-person accounts told to an interviewer with a clear intention that the history will be recorded. They are in-depth accounts of the interviewee's experiences and include personal details as well as reflections on the significance or importance of their personal experiences. Many oral histories also include commentary from the interviewee on political and social norms of the past and their commentary of how those events are perceived at the time of the writing.

Realistic Fiction

Realistic fiction maintains fidelity to everyday life, focuses on the world as it actually is, and presents ordinary characters leading ordinary lives. Typically, the protagonist is changed through a series of choices made in response to the events of the story.

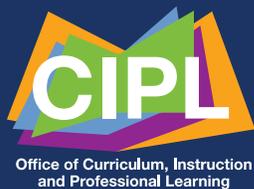
Slave Narrative

Slave narratives are personal accounts of enduring the horrors of enslavement. Some were written directly by former slaves; others were told to a writer who recorded the stories. Many slave narratives were originally published as pamphlets or installments in periodicals and later bound into full length books. Most 19th century slave narratives were published by abolitionists for the purpose of exposing the evils of slavery and bringing about legislative change.

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