

English Workshop 9 PLC
August 2026

PROPOSAL: To read the novel *Stargirl* by Jerry Spinelli in English 9 Workshop classes.

Common Sense Media Review: 5 out of 5 stars

Parent Review on Common Sense Media: 4 out of 5 stars

Student Review on Common Sense Media: 4 out of 5 stars

Book	Synopsis	Awards & Honors
<i>Stargirl</i> by Jerry Spinelli	At Mica Area High School, the student body is defined by a sea of conformity until the arrival of Stargirl Caraway. She wears long peasant dresses, plays the ukulele in the cafeteria, and cheers for both teams. Leo Borlock falls in love with her unconventional spirit, but as the school turns against her for being different, Leo urges her to become "normal." The novel explores the tension between the need for popularity and the value of nonconformity, ultimately questioning what it means to be true to oneself.	New York Times Bestseller Parents' Choice Gold Award Winner ALA Notable Children's Book An ALA Best Book for Young Adults

CONNECTION TO: This book will fit into a thematic unit regarding Individualism vs. Conformity and the impact of social hierarchies on personal identity.

The following state standards will be addressed through the exploration of the novel:

- 9-10.RC.1: Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
- 9-10.RC.2: Determine the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RC.3: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story) contribute to its overall meaning and effect.

- 9-10.RC.4: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.W.1: Write arguments in a variety of forms that introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences evidence.
- 9-10.CC.1: Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

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PROPOSAL: To adopt *Percy Jackson and the Olympians: The Lightning Thief* by Rick Riordan as a whole-class anchor text for English 9 Workshop. This text will serve as the primary vehicle for modeling reading strategies, analyzing narrative structure, and introducing the "Hero's Journey" archetype.

Common Sense Media:

- 4 out of 5 stars for Common Sense Media and parents
- 5 out of 5 stars for students
- Common Sense Family Selection Award

Book	Synopsis	Awards & Honors
<i>Percy Jackson and the Olympians</i> by Rick Riordan	Twelve-year-old Percy Jackson is on the verge of being expelled from boarding school... again. Lately, mythological monsters and the gods of Mount Olympus seem to be walking straight out of the pages of Percy's Greek mythology textbook and into his life. Worse yet, he's angered a few of them. Zeus's master lightning bolt has been stolen, and Percy is the prime suspect. Now Percy and his friends have just ten days to find and return Zeus's stolen property and bring peace to a warring Mount Olympus.	New York Times Bestseller ALA Notable Book School Library Journal Best Book of the Year Red House Children's Book Award Winner

CONNECTION TO: This book will fit into a thematic unit regarding Individualism vs. Conformity and the impact of social hierarchies on personal identity. English 9 Workshop Unit 1 — Foundations of Narrative and the Archetypal Hero.

The following state standards will be addressed through the exploration of the novel:

Reading: Literature

- 9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RL.2.2: Analyze in detail the development of a theme over the course of a work of literature, including how it emerges and is shaped and refined by specific details.
- 9-10.RL.2.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- 9-10.RL.3.2: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time contribute to the overall meaning and effect of a work.

Reading: Vocabulary

- 9-10.RV.2.1: Use context clues to determine or clarify the meaning of words and phrases.
- 9-10.RV.3.3: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Communication and Collaboration

- 9-10.CC.1: Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 9-10.CC.2: Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence from the text to support or refute ideas.