

ENGLISH I CORE READING SELECTIONS

FICTION	NON-FICTION	POETRY	DRAMA
<p style="text-align: center;">Novels</p> <p><i>To Kill a Mockingbird</i> Harper Lee</p> <p><i>Great Expectations</i>(h) Charles Dickens</p> <hr style="width: 20%; margin: 5px auto;"/> <p><i>Fahrenheit 451</i> Ray Bradbury</p> <p style="text-align: center;">or</p> <p><i>The Last Book in the Universe</i> Rodman Philbrick</p> <hr style="width: 20%; margin: 5px auto;"/> <p style="text-align: center;">Short Stories</p> <p><i>“The Most Dangerous Game”</i> Richard Connell</p> <p><i>“The Scarlet Ibis”</i> James Hurst</p>	<p><i>“Only Daughter”</i> Sandra Cisneros</p> <p><i>“Not Much of Me”/</i> <i>“With a Task Before Me”</i> Abraham Lincoln</p>	<p>Selections from Homer’s <i>The Odyssey</i></p> <p><i>“The Raven”</i> Edgar Allan Poe</p> <p><i>“A Dream Deferred”</i> Langston Hughes</p> <p><i>“The Seven Ages of Man”</i> Shakespeare</p>	<p><i>Romeo and Juliet</i> Shakespeare</p> <p><i>A Raisin in the Sun</i> Lorraine Hansberry</p>

All high schools will teach these titles; in addition, teachers will add selections from the adopted textbooks and supplementary book list to meet the goal of providing a strong foundation for literary analysis. Through required and teacher-selected readings, students will develop an understanding of literary concepts, elements, genres and terms as background for further study of world, American and British literature (SCS, p. 74).

On the pacing guide that follows, teachers can include these titles, additional textbook selections and titles from the supplemental list. This form can be used for year-long planning and for pre-observation conferences.