

ENGLISH III CORE READING SELECTIONS

FICTION	NON-FICTION	POETRY	DRAMA
<i>Their Eyes Were Watching God</i> Hurston	<i>Narrative of the Life of Frederick Douglass</i>	<i>“Success is Counted Sweetest”</i> Emily Dickinson	<i>The Crucible</i> Arthur Miller
<i>Huckleberry Finn/ Twain Selections (h)</i>	<i>I Know Why the Caged Bird Sings</i> Angelou	<i>“Song of Myself”</i> Walt Whitman	
<i>The Great Gatsby</i> Fitzgerald	Thoreau from <i>Walden</i>	<i>“Mending Wall”</i> Robert Frost	
Young Adult / Contemporary Title Choose 1	Emerson from <i>Self Reliance</i>	<i>“The Negro Speaks of Rivers”</i> Langston Hughes	
<i>Stargirl</i> Spinelli		<i>“Crazy Horse Speaks”</i> Sherman Alexie	
<i>Speak</i> Anderson		<i>“Prayer to the Pacific”</i> Leslie M. Silko	
<i>Ellen Foster</i> Gibbons			

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 having students understand how the literature reflects the culture and history of our nation. Through required and teacher selected readings, students will make connections of themes, ideas, and movements in the United States across time. Teachers may organize the curriculum by literary/historical periods or by thematic approach, but students should read representative works from the colonial, romantic, realistic, modern and contemporary eras (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.