

Curriculum Reading List for Language Arts Instruction

Table of Contents

Kindergarten	Page 2
First Grade	Page 5
Second Grade	Page 7
Third Grade	Page 9
Fourth Grade	Page 11
Fifth Grade	Page 12
Sixth Grade	Page 14
Seventh Grade	Page 18
Eighth Grade	Page 21
Ninth Grade	Page 25
Tenth Grade	Page 27
Eleventh Grade	Page 31
Twelfth Grade	Page 35

Kindergarten Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connections
Morris, A. and Hayman, K.	<u>Bread, Bread, Bread</u>	Nonfiction	Multicultural	Reading 4 SOL K.8	<ul style="list-style-type: none"> Discuss main ideas and supporting facts 	Social Studies
Martin, Bill	<u>Brown Bear, Brown Bear</u>	Fiction	American	Reading 1 SOL K.6c	<ul style="list-style-type: none"> Read aloud for color words and high frequency words 	Science
Slobodkina, Esphyr	<u>Caps For Sale</u>	Folktale	European	Reading 3 SOL K.8c	<ul style="list-style-type: none"> Setting and events 	
Martin, Bill	<u>Chicka Chicka Boom Boom</u>	Alphabet Book	American	Reading 1 SOL K.7a	<ul style="list-style-type: none"> ABC recognition 	
Freeman, Donald	<u>Corduroy</u>	Fiction	African American	Reading 3 SOL K.8c, SOL K.8d	<ul style="list-style-type: none"> Distinguish characterization Use story language in discussion and retellings 	
MacMillan, Bruce	<u>Eating Fractions</u>	Nonfiction	Multicultural	Reading 4 SOL K.8e, SOL K.8f	<ul style="list-style-type: none"> Identify the topics of nonfiction Identify what an author does and what an illustrator does Read aloud for ABC recognition 	Math
	<u>Gingerbread Man</u>	Folktale	English	Reading 3 SOL K.8b, SOL K.8c, SOL K.8d	<ul style="list-style-type: none"> Compare and contrast Setting and events Discuss real and make believe Use story language Characterization Retell story using beginning, middle, and end 	
	<u>Goldilocks and the Three Bears</u>	Fairy Tale	European	Reading 3 SOL K.8b, SOL K.8c, SOL K.8d	<ul style="list-style-type: none"> Compare and contrast Setting and events Discuss real and make believe Use story language Characterization Retell story using beginning, middle, and end 	

Ehlert, Lois	<u>Growing Vegetable Soup</u>	Nonfiction	American	Reading 4 SOL K.8e, SOL K.8f	<ul style="list-style-type: none"> • Text organizers unique to nonfiction • Discuss main idea and supporting facts 	Science
Numeroff, Laura Joffe	<u>If You Give A Mouse A Cookie</u>	Fiction	American	Reading 3 SOL K.8b	<ul style="list-style-type: none"> • Retell story using beginning, middle, and end 	
Hoban, Tana	<u>I Read Signs</u>	Picture Book, Nonfiction	American	Reading 4 SOL K.8	<ul style="list-style-type: none"> • Recognize text organizers 	
Galdone, Paul	<u>The Little Red Hen</u>	Fable	American	Reading 1 SOL K.5	<ul style="list-style-type: none"> • Understand function of punctuation 	
Slate, Joseph	<u>Miss Bindergarten Celebrates the 100th Day of Kindergarten</u>	Fiction	American	Reading 3 SOL K.8b	<ul style="list-style-type: none"> • Retell story using beginning, middle, and end 	
Brett, Jan and Tresselt, Alvin	<u>The Mitten</u>	Folktale	Ukrainian	Reading 3 SOL K.8	<ul style="list-style-type: none"> • Characterization, genre, and versions of story 	Science
	<u>Nursery Rhymes</u>	Nursery Rhymes	European	Reading 3 SOL K.8	<ul style="list-style-type: none"> • Listen to and read fiction to recognize text organizers, stories, and nursery rhymes 	
Titherington, Jeanne	<u>Pumpkin, Pumpkin</u>	Nonfiction	American	Reading 4 SOL K.8	<ul style="list-style-type: none"> • Use elements of nonfiction to demonstrate comprehension of nonfiction • Read nonfiction to recognize text formats for stories, including shape, bold 	Science
Keats, Ezra Jack	<u>Snowy Day</u>	Fiction	African American	Reading 3 SOL K.8d	<ul style="list-style-type: none"> • Use story language beginning, middle, and end 	Science

Crews, Donald	<u>Ten Black Dots</u>	Counting Book	American	Reading 4 SOL K.8	<ul style="list-style-type: none"> • Use elements of nonfiction to demonstrate comprehension of nonfiction • Read nonfiction to recognize text formats for stories, including shape, bold 	Math
Bang, Molly	<u>Ten-Nine-Eight</u>	Counting Book	African American	Reading 4 SOL K.8	<ul style="list-style-type: none"> • Use elements of nonfiction to demonstrate comprehension of nonfiction • Read nonfiction to recognize text formats for stories, including shape, bold 	Math
Carle, Eric	<u>The Very Hungry Caterpillar</u>	Fiction	American	Reading 3 SOL K.8b	<ul style="list-style-type: none"> • Retell stories using beginning, middle, and end 	Science

First Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connection
Baer, Edith	<u>This Is The Way We Go To School</u>	Factual/ Nonfiction	Multicultural	Reading 4 SOL 1.9, SOL 1.9h	<ul style="list-style-type: none"> • Read nonfiction to recognize text formats for stories, including rhyming patterns and titles • Identify topic, main idea, and supporting facts 	Social Studies
Brett, Jan	Any Title	Folktale	Scandinavian, American	Reading 3 SOL 1.9g	<ul style="list-style-type: none"> • Character details • Retell stories and events, using beginning, middle, and end • Compare and contrast characterization 	
Various authors	Any Poetry	Poetry		Oral Language 1 SOL 1.3 Reading 3 SOL 1.9	<ul style="list-style-type: none"> • Listen to recognize text format for poetry • Listen to and read fiction to recognize text formats for stories and poetry, including rhyming patterns and titles • Recognize author's purpose 	Age appropriate selections
Rylant, Cynthia	Any Title	Fiction	American	Reading 3 SOL 1.9	<ul style="list-style-type: none"> • Listen to and read fiction to recognize text formats for stories • Retell stories and events using beginning, middle, and end 	
Lobel, Arnold	Any title	Fiction	American	Reading 3 SOL 1.9	<ul style="list-style-type: none"> • Characterization • Compare and contrast • Setting and important events 	

Zelinsky, Paul	<u>Rumplestiltskin</u>	Fairy Tale	European	Reading 3 SOL 1.9	<ul style="list-style-type: none"> • Compare and contrast characterization, genre, and versions of a fairytale • Describe characteristics of fairytales 	
Soto, Gary	<u>Too Many Tamales</u>	Realistic Fiction	Hispanic	Reading 3 SOL 1.9f, SOL 1.9g	<ul style="list-style-type: none"> • Retell stories and events, using beginning, middle, and end • Identify characters, setting, and important events • Author's purpose 	
Coles, Robert OR Adler, David	<u>The Story of Ruby Bridges</u> OR Picture book biography series by David Adler	Biographical	African American or American	Reading 4 SOL 1.9	<ul style="list-style-type: none"> • Author's purpose • Recognize text formats for stories 	Social Studies
Carle, Eric	<u>Very Busy Spider</u>	Fiction		Reading 1 SOL 1.5 Reading 3 SOL 1.9h	<ul style="list-style-type: none"> • Understand function of punctuation • Identify the topic or main idea 	
Lionni, Leo	<u>Swimmy</u> or <u>Fish is Fish</u>	Fable	American	Reading 3 SOL 1.9g	<ul style="list-style-type: none"> • Retell stories and events, using beginning, middle, and end • Introduction to genre 	

Second Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connections
Farris, Christine King	<u>My Brother Martin: A Sister Remembers Growing Up With Reverend Dr. Martin Luther King, Jr.</u>	Nonfiction	African American	Reading 4 SOL 2.8, SOL 2.9	<ul style="list-style-type: none"> • Author's purpose • Text organizer 	Social Studies
OR						
Donnelly, Judy	<u>King Tut: Lost and Found</u>	Nonfiction	Egypt	Reading 4 SOL 2.8, SOL 2.9	<ul style="list-style-type: none"> • Author's purpose • Text organizer 	Social Studies (Egypt)
Duke, Kate	<u>Aunt Isabel Tells a Good One</u>	Fiction		Reading 3 SOL 2.8f, SOL 2.8g	<ul style="list-style-type: none"> • Main idea • Characterization • Setting • Sequence of events • Problem/solution 	
Gannett, Ruth OR Park, Barbara OR Osborne, Mary Pope	Easy to read chapter books	Fiction	American	Reading 3 SOL 2.8f, SOL 2.8g	<ul style="list-style-type: none"> • Main idea • Characterization • Setting • Sequence of events • Problem/solution 	
OR						
Adler, David OR Giff, Patricia	Easy to read chapter books	Fiction	American	Reading 3 SOL 2.8f, SOL 2.8g	<ul style="list-style-type: none"> • Main idea • Characterization • Setting • Sequence of events • Problem/solution 	

Polacco, Patricia	<u>Thundercake & Chicken Sunday</u>	Fiction	Russian Jewish	Reading 3 SOL 2.8f, SOL 2.8g	<ul style="list-style-type: none"> • Main idea • Characterization • Compare/contrast • Sequence of events • Problem/solution 	
Sabuda, Robert	<u>Tutankhamen's Gift</u>	Biography	Egypt	Reading 4 SOL 2.8, SOL 2.9	<ul style="list-style-type: none"> • Author's purpose • Main idea 	Social Studies (Egypt)
Young, Ed	<u>Lon Po Po: A Red-Riding Hood Story from China</u>	Folktale	China	Reading 3 SOL 2.8	<ul style="list-style-type: none"> • Main idea • Setting • Compare and contrast • Problem/Solution 	Social Studies (China)
Martin, Rafe	<u>The Rough-Face Girl</u>	Folktale	Native American	Reading 3 SOL 2.8f	<ul style="list-style-type: none"> • Compare and contrast • Setting • Characterization 	Social Studies
Various Authors	Any Poetry	Poetry		Reading 3 SOL 2.8	<ul style="list-style-type: none"> • Text format • Characterization • Setting • Events 	

Third Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connections
Lobel OR Yolen	Fables	Fables		Reading 3 SOL 3.5	<ul style="list-style-type: none"> • Author's purpose • Plot 	
Various authors	Poetry- any anthology	Poetry		Oral Language 3 Reading 3 SOL 3.4c, SOL 3.5e	<ul style="list-style-type: none"> • Author's purpose • Text formats 	
Bulla, Clyde Robert	<u>A Lion to Guard Us</u>	Historical Fiction	English 1600's	Reading 3 SOL 3.4, SOL 3.5	<ul style="list-style-type: none"> • Plot • Setting • Characterization 	Social Studies (Explorers)
Ringgold, Faith	<u>Dinner at Aunt Connie's House</u>	Fictional Biography	African American	Reading 3 SOL 3.5 Reading 4 SOL 3.6g, SOL 3.6h Research	<ul style="list-style-type: none"> • Characterization • Compare and contrast • Could be used as an author study if you read, <u>Tar Beach</u> and <u>Aunt Harriet's Underground</u> 	Social Studies
Step toe, John	<u>Mufaro's Beautiful Daughters: An African Tale</u>	Folktale	African	Reading 3 SOL 3.4, SOL 3.5	<ul style="list-style-type: none"> • Compare and contrast • Setting • Characterization 	
Cleary, Beverly	Any title	Realistic Fiction	American	Reading 3 SOL 3.4, SOL 3.5	<ul style="list-style-type: none"> • Characterization • Plot • Sequence of events • Author study 	
Various Authors	Nature's Children Series or New True Books (selected animal titles)	Nonfiction		Reading 4 SOL 3.4, SOL 3.6a, SOL 3.6e Research	<ul style="list-style-type: none"> • Author's purpose • Text organizers 	Science
Aardema, Verna	<u>Bringing the Rain to Kapiti Plain</u>	Folktale	Africa	Reading 3 SOL 3.4, SOL 3.5d	<ul style="list-style-type: none"> • Setting • Main idea • Sequence of events • Rhyming words 	Social Studies

Aesop	Any Fable	Fables	Greek	Reading 3 SOL 3.5j	<ul style="list-style-type: none"> • Characterization • Main idea • Lesson or moral 	Social Studies (Greece)
Various Authors	Any Autobiography	Nonfiction		Reading 4 SOL 3.6g, SOL 3.6h	<ul style="list-style-type: none"> • Characteristics of biographies and autobiographies • Compare-contrast lives of two persons 	
Various Authors	Any Tall Tale, Pourquoi Tale, Trickster Tale, Legend, and Myth	Folktale		Reading 3 SOL 3.5e, SOL 3.5j	<ul style="list-style-type: none"> • Understand basic plots • Author's purpose 	

Fourth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connection
Various Authors	Mystery-any title	Mystery		Oral Language 3 Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Story elements • Author's purpose • Text structure 	
Giblin, James	<u>Thomas Jefferson: A Picture Biography</u>	Biography	Colonial Virginia	Oral Language 3 Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Characterization • Setting • Text structure • Sequence of events 	Social Studies (1700's - 1800's)
Henry, Marguerite	<u>Misty Of Chincoteague</u>	Realistic Fiction (Novel)	Tidewater Virginia	Reading 3 SOL 4.4 Research	<ul style="list-style-type: none"> • Use of primary and secondary sources • Setting • Author's purpose 	Social Studies
Mitchell, Margaree	<u>Uncle Jed's Barbershop</u>	Historical Fiction	African American	Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Characterization • Sequence of events • Author's purpose 	
OR						
McKissack, Patricia C.	<u>Goin' Someplace Special</u>	Historical Fiction	African American	Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Characterization • Sequence of events • Author's purpose 	
OR						
Fleischman, Paul	<u>Bull Run</u>	Historical Fiction	American	Reading 3 SOL 4.4a, SOL 4.4b	<ul style="list-style-type: none"> • Point of view • Author's purpose 	Social Studies
Naylor, Phyllis	<u>Shiloh</u>	Realistic Fiction (Novel)	Rural America	Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Characterization • Setting • Plot 	Social Studies
Various Authors	Poetry-any anthology	Poetry	Various Cultures	Oral Language 3 Oral Language 4 Reading 3 SOL 4.4	<ul style="list-style-type: none"> • Figurative language • Listening • Narrative • Free verse • Rhymed • Patterned • Denotation • Connotation 	
Various Authors	Fantasy – any title	Fantasy		Reading 3 SOL 4.4c	<ul style="list-style-type: none"> • Compare use of fact and fantasy 	

Fifth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus	Content Connection
Bauer, Marion Dane	<u>On My Honor</u>	Realistic Fiction (Novel)	Contemporary	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Conflict • Characterization • Author's purpose • Plot • Sequence of events 	
OR						
Paterson, Katherine	<u>Bridge to Terabithia</u>	Realistic Fiction (Novel)	American	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Conflict • Characterization • Author's purpose • Plot • Sequence of events 	
OR						
Lord, Bette	<u>In the Year of the Boar and Jackie Robinson</u>	Realistic Fiction (Novel)	Asian American	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Conflict • Characterization • Author's purpose • Plot 	
Fleischman, Paul	<u>Joyful Noise</u>	Poetry	American	Oral Language 3 Reading 1 Reading 3 SOL 5.5d, SOL 5.5e	<ul style="list-style-type: none"> • Oral class participation • Figurative language 	Science
Hopkins, Lee Bennett	Poems from <u>Hand in Hand: An American History</u>	Poetry	American	Oral Language 3 Oral Language 4 Reading 1 Reading 3 SOL 5.3, SOL 5.5	<ul style="list-style-type: none"> • Denotation • Figurative language • Fluency • Connotation 	Social Studies American History
Lewis, C.S.	<u>The Lion, The Witch, and the Wardrobe</u>	Fantasy (Novel) Graphic		Reading 1 Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Setting • Conflict • Figurative language • Author's purpose 	
OR						
Dahl, Roald	Any title	Fantasy		Reading 1 Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Setting • Conflict • Figurative language • Author's purpose 	

Osborne, Mary Pope	<u>Selections from American Tall Tales</u>	Tall Tales	Regional America	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Figurative language • Characterization 	Social Studies
San Souci, Robert	<u>Selections from Cut From the Same Cloth: American Women of Myth, Legend and Tall Tales</u>	Tall Tales	Regional America	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Style • Setting 	Social Studies American History
Reeder, Carolyn	<u>Shades of Gray</u>	Historical Fiction (Novel)	Reconstruction Virginia	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Setting • Conflict • Characterization • Author's purpose • Plot • Sequence of events 	Social Studies Civil War - 1861-1865
OR					•	
Woodruff, Elvira	<u>George Washington's Socks</u>	Historical Fiction	Revolutionary War	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Setting • Conflict • Characterization • Author's purpose • Plot • Sequence of events 	Social Studies
Turner, Glennette Tilley	<u>Selections from Take a Walk in Their Shoes</u>	Biography Drama	African American	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Drama • Facts/Fiction 	
Yolen, Jane	<u>Encounter</u>	Historical Fiction (Picture book)	Native American Explorers	Reading 3 SOL 5.5	<ul style="list-style-type: none"> • Setting • Point of view 	Social Studies Christopher Columbus - 1492

Sixth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
Hesse, Karen	<u>Letters From Rifka</u>	Novel Historical Fiction	Russian	Reading 3 SOL 6.4a, SOL 6.4b, SOL 6.4e	<ul style="list-style-type: none"> Plot: Central conflict and resolution Narrative structure Cause-effect and impact on plot
Taylor, Mildred	<u>Roll Of Thunder Hear My Cry</u>	Novel Historical Fiction	African American	Reading 3 SOL 6.4a, SOL 6.4g	<ul style="list-style-type: none"> Theme Characterization (four types) Character and plot supporting central conflict
OR					
Curtis, Christopher Paul	<u>The Watson's Go to Birmingham</u>	Historical Fiction	African American	Reading 3 SOL 6.4a, SOL 6.4g	<ul style="list-style-type: none"> Theme Characterization (four types) Character and plot supporting central conflict
Hill, Douglas and Robinson, Gail	"How Coyote Stole Fire" (Prentice Hall 2000)	Myth	Native American	Reading 3 SOL 6.4, SOL 6.4a, SOL 6.4b	<ul style="list-style-type: none"> Foreshadowing External and internal conflicts Folk literature: Myth
OR					
Yolen, Jane	"Wings" (McDougal 1994/1997)	Myth	Greek	Reading 3 SOL 6.4, SOL 6.4a, SOL 6.4b	<ul style="list-style-type: none"> Foreshadowing External and internal conflicts Folk literature: Myth
OR					
Bruchac, Joseph	"Loo-Wit, the Fire Keeper" (Holt1997)	Myth	Native American	Reading 3 SOL 6.4, SOL 6.4a, SOL 6.4b	<ul style="list-style-type: none"> Foreshadowing External and internal conflicts Folk literature: Myth
Soto, Gary	"The Drive-In Movies" (Prentice Hall 2000)	Autobiography	American	Reading 3 SOL 6.4b	<ul style="list-style-type: none"> Narrative nonfiction: Autobiography Tone Point of view
OR					
Yep, Lawrence	Excerpts from <u>The Lost Garden</u> "Chinatown" (McDougal 1994/1997)	Memoir	Asian American	Reading 3 SOL 6.4b	<ul style="list-style-type: none"> Narrative nonfiction: Autobiography Tone Point of view
OR					

Paulsen, Gary	"Storm" (Holt 1997)	Autobiography	American	Reading 3 SOL 6.4b	<ul style="list-style-type: none"> • Narrative nonfiction: Autobiography • Tone • Point of view
Singer, Isaac	"Zlateh the Goat" (Prentice Hall 2000; Holt 1997)	Short Story	Jewish American	Reading 3 SOL 6.4a, SOL 6.4e, SOL 6.4g	<ul style="list-style-type: none"> • Setting: Time, place, and duration • Cause-effect • Character change through plot events
OR					
Alexander, Sue	"Nadia the Willful" (McDougal 1994/1997)	Short Story	Mid-East	Reading 3 SOL 6.4a, SOL 6.4e, SOL 6.4g	<ul style="list-style-type: none"> • Setting: Time, place, and duration • Cause-effect • Character change through plot events
e. e. cummings	"who knows if the moon's" (Prentice Hall 2000)	Poetry	American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Understand poetic forms: Free verse • Imagery • Figurative language
Cisneros, Sandra	"Abuelito Who" (Prentice Hall 2000)	Poetry	Hispanic	Reading 3 SOL 6.4. SOL 6.4d	<ul style="list-style-type: none"> • Tone • Repetition • Word choice and imagery create meaning
Hughes, Langston	"Dream Dust" (Prentice Hall 2000)	Poetry	African American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Rhyme • Repetition • Author's craft: Vocabulary
Silverstein, Shel	"Jimmy Jet and His TV Set" (Prentice Hall 2000)	Poetry	American	Reading 3 SOL 6.4, SOL 6.4c	<ul style="list-style-type: none"> • Rhyme • Rhythm • Tone • Hyperbole
Bashó and Soseki	Haiku (Prentice Hall 2000)	Poetry	Asian	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Poetic forms: Haiku • Imagery • Language patterns
OR					
Sandburg, Carl	"Fog" (McDougal 1994)	Poetry	American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Understand poetic forms: Free verse • Imagery • Figurative language
Angelou, Mayo	"Life Doesn't Frighten Me" (McDougal 1994)	Poetry	African American	Reading 3 SOL 6.4, SOL 6.4d	<ul style="list-style-type: none"> • Tone • Repetition • Word choice and imagery create meaning
Hughes, Langston	"Words Like Freedom" (McDougal 1994)	Poetry	African American	Reading 3 SOL 6.4, SOL 6.4c	<ul style="list-style-type: none"> • Rhyme • Rhythm • Tone • Simile

	"Three Haiku" (McDougal 1994)	Poetry	Asian	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Poetic forms: Haiku • Imagery • Language patterns
OR					
Flores, Norma Landa	"Street Corner Flight" (McDougal 1997)	Poetry	American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Poetic forms: Free verse • Imagery • Tone
Angelou, Maya	"Life Doesn't Frighten Me" (McDougal 1997)	Poetry	African American	Reading 3 SOL 6.4, SOL 6.4d	<ul style="list-style-type: none"> • Repetition • Tone • Word choice and imagery to create meaning
Sandburg, Carl	"Primer Lesson" (McDougal 1997)	Poetry	American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Repetition • Tone
Silverstein, Shel	"Where the Sidewalk Ends" (McDougal 1997)	Poetry	American	Reading 3 SOL 6.4, SOL 6.4d	<ul style="list-style-type: none"> • Rhyme • Repetition • Alliteration • Word choice and imagery to create meaning
Basho, Issa, Patterson, Raymond R.	"Three Haiku" (McDougal 1997)	Poetry	Asian	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Poetic forms: Haiku • Imagery • Language patterns
OR					
Silverstein, Shel	"Jimmy Jet and His TV Set" (Holt 1997)	Poetry	African American	Reading 3 SOL 6.4, SOL 6.4c	<ul style="list-style-type: none"> • Rhyme • Rhythm • Tone • Hyperbole
Mora, Pat	"Petals" (Holt 1997)	Poetry	Mexican American	Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Poetic forms: Free verse • Imagery • Alliteration
Prelutsky, Jack	"Ankylosaurus" (Holt 1997)	Poetry	American	Reading 3 SOL 6.4, SOL 6.4c	<ul style="list-style-type: none"> • Onomatopoeia • Rhyme • Tone • Simile
Soto, Gary	"Ode to Mi Gato" (Holt 1997)	Poetry	American	Reading 3 SOL 6.4c, SOL 6.4d	<ul style="list-style-type: none"> • Simile • Word choice and imagery to create meaning
OR					
Hughes, Langston	Selections from <u>The Dreamkeeper and Other Poems</u>	Poetry	African American	Reading 3 SOL 6.4, SOL 6.4d	<ul style="list-style-type: none"> • Word choice and imagery to create meaning • Imagery • Language patterns • Figurative language

Various Authors	Any Drama	Drama		Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Form: Plays • Mood and tone • Theme
Various Authors	Any Personal Essay	Personal Essay		Reading 3 SOL 6.4	<ul style="list-style-type: none"> • Form: Essay • Sentence Structure • Source • Viewpoint • Purpose

Seventh Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
Duckett, Alfred	Excerpts from <u>The Nobel Experiment</u> (McDougal 1994/1997)	Autobiography	American	Reading 3 SOL 7.5a, SOL 7.5b, SOL 7.5c	<ul style="list-style-type: none"> • Characterization: Four ways • Form: Autobiography • Word choice • Irony
OR					
Baker, Russell	"No Gumption" From: <u>Growing Up</u> (Prentice 2000)	Autobiography	American	Reading 3 SOL 7.5a, SOL 7.5b, SOL 7.5c	<ul style="list-style-type: none"> • Characterization: Four ways • Form: Autobiography • Word choice • Irony
OR					
Sayers, Gale	"Pic" From: <u>I Am Third</u> (Holt 1997)	Autobiography	American	Reading 3 SOL 7.5a, SOL 7.5b, SOL 7.5c	<ul style="list-style-type: none"> • Characterization: Four ways • Form: Autobiography • Word choice • Irony
Serling, Rod	<u>The Monsters Are Due On Maple Street</u> (McDougal 1994/1997)	Drama – Science Fiction/Fantasy	American	Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.5f	<ul style="list-style-type: none"> • Form: Plays • Mood and tone • Theme
OR					
Uhry, Alfred	<u>Driving Miss Daisy</u> (Prentice 2000)	Drama – Historical Fiction	African American	Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.5f	<ul style="list-style-type: none"> • Form: Plays • Mood and tone • Theme
OR					
Blinn, William	<u>Brian's Song</u> (Holt 1997)	Drama – Nonfiction	American	Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.5f	<ul style="list-style-type: none"> • Form: Plays • Mood and tone • Theme
Ballard, Robert	Excerpts from <u>Exploring The Titanic</u> (McDougal 1994/1997)	Essay	American	Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.6d	<ul style="list-style-type: none"> • Form: Essays • Sentence structure • Source • Viewpoint • Purpose
OR					

Dickey, James	"How To Enjoy Poetry" (Prentice 2000)	Essay	American	Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.6d	<ul style="list-style-type: none"> • Form: Essays • Sentence structure • Source • Viewpoint • Purpose
OR					
Raver, Anne	"In A Mix Of Cultures, An Olio Of Plantings" (Holt 1997)	News Article		Reading 3 SOL 7.5b, SOL 7.5c, SOL 7.6d	<ul style="list-style-type: none"> • Form: Essays • Sentence structure • Source • Viewpoint • Purpose
Patterson, Katherine	<u>Park's Quest</u>	Novel Historical Fiction	Asian American	Reading 3 SOL 7.5a, SOL 7.5c, SOL 7.6a	<ul style="list-style-type: none"> • Plot (initiating event, rising action, climax, falling action, resolution, theme) • Internal conflict • External conflict • Foreshadowing
Avi	<u>Nothing But The Truth</u>	Novel Realistic Fiction	American	Reading 3 SOL 7.5a	<ul style="list-style-type: none"> • Setting • Character development • Plot • Theme • Internal conflict • External conflict • Point of view
Bradbury, Ray	"All Summer In A Day" (McDougal 1994/97 and Prentice 1997)	Science Fiction - Short Story	American	Reading 3 SOL 7.5a, SOL 7.5b, SOL 7.5c	<ul style="list-style-type: none"> • Setting: Time, place, and duration • Form: Short story • Tone • Imagery • Figurative language
OR					
Bradbury, Ray	"The Naming Of Names" (Holt 1997)	Science Fiction - Short Story	American	Reading 3 SOL 7.5a, SOL 7.5b, SOL 7.5c	<ul style="list-style-type: none"> • Setting: Time, place, and duration • Form: Short story • Tone • Imagery • Figurative language

Berry, James	"What Do We Do With a Variation?" (McDougal 1994/1997)	Poetry	American	Reading 3 SOL 7.5c, SOL 7.5d	<ul style="list-style-type: none"> • Form: Free verse • Word choice • Alliteration • Imagery • Repetition
Giovanni, Nikki	"Choices" (McDougal 1997)	Poetry	American	Reading 3 SOL 7.5a, SOL 7.5c	<ul style="list-style-type: none"> • Mood and tone • Assonance • Consonance • Word choice
Petri, Phi	"It Happened in Montgomery" (McDougal 1994/1997)	Poetry	African American	Reading 3 SOL 7.5a, SOL 7.5c	<ul style="list-style-type: none"> • Plot • Assonance • Alliteration • Onomatopoeia
OR					
Longfellow, Henry Wadsworth	"The Village Blacksmith" (Prentice 2000)	Poetry	American	Reading 3 SOL 7.5c, SOL 7.5d	<ul style="list-style-type: none"> • Word choice • Imagery • Rhyme • Rhythm • Line structure
St. Vincent Millay, Edna	"The Courage That My Mother Had" (Prentice 2000)	Poetry	American	Reading 3 SOL 7.5c, SOL 7.5d	<ul style="list-style-type: none"> • Poetic form: Quatrain • Assonance • Consonance • Meter • Imagery
OR					•
Poe, Edgar Allan	"Annabel Lee" (Holt 1997)	Poetry	American	Reading 3 SOL 7.5a, SOL 7.5c, SOL 7.5d	<ul style="list-style-type: none"> • Setting • Word choice • Imagery • Rhyme • Rhythm • Repetition
Various Authors	Any Biography	Biography		Reading 3 SOL 7.5	<ul style="list-style-type: none"> • Narrative nonfiction: Biography • Tone • Point of view
Various Authors	Any Folk Literature	Folk Literature		Reading 3 SOL 7.5	<ul style="list-style-type: none"> • Folk literature: Tales, Myths, Legends, Fables • Foreshadowing • Internal/external conflicts

Eighth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
London, Jack	<u>The Call of the Wild</u>	Novel Adventure	American	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Foreshadowing • Irony • Symbolism • External conflict • Internal conflict • Authors use of characters, conflict, point of view, and tone to create meaning
Lowry, Lois	<u>The Giver</u>	Novel Science-Fiction		Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Understand plot (initiating event, rising action, climax, falling action, resolution, and theme) • Characters: Static and dynamic • Foreshadowing • Mood and tone
Paulsen, Gary	Excerpts from: <u>Woodson:</u> “Glow in the Dark” (Prentice 2000)	Essay		Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Mood and tone • Irony • Imagery • Text form: Essay
OR					
Gomez, Rogelio	“Foul Shots” (McDougal 1994)	Essay	Hispanic	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Mood and tone • Irony • Imagery • Text form: Essay
OR					
Herriot, James	Excerpts from <u>All Things Bright and Beautiful</u> (McDougal 1997)	Essay	American	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Mood and tone • Irony • Imagery • Text form: Essay
OR					
Cofer, Judith Ortiz	Excerpts from <u>Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood</u> “One More Lesson” (Holt 1997)	Essay	Hispanic	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Mood and tone • Irony • Imagery • Text form: Essay

Poe, Edgar Allan	"The Tell-Tale Heart" (all texts)	Short Story		Reading 3 SOL 8.5c	<ul style="list-style-type: none"> • Author's tone: Nervous • Author's use of characters, conflict, point of view, and tone to create meaning • Point of view: First person, third person limited, third person omniscient
Dillard, Anne	Excerpts from <u>An American Childhood</u> "Lights in the Night" (Prentice 2000)	Autobiography	American	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Text form: Autobiography • Flashback • Imagery • External conflict • Internal conflict
OR					
Taulbert, Clifton	Excerpts from <u>Once Upon a Time When We Were Colored</u> (McDougal 1994)	Autobiography	African American	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Text form: Autobiography • Flashback • Imagery • External conflict • Internal conflict
OR					
Sone, Monica	Excerpt from <u>Nisei Daughter</u> "Camp Harmony" (Holt 1997)	Autobiography	Asian American	Reading 3 SOL 8.5, SOL 8.5c	<ul style="list-style-type: none"> • Text form: Autobiography • Flashback • Imagery • External conflict • Internal conflict
Ashabranner, Brent	"Always to Remember: The Vision of Maya Ying Lin" (Prentice 2000)	Biography	Asian	Reading 3 Reading 4 SOL 8.5b, SOL 8.6b, SOL 8.6d	<ul style="list-style-type: none"> • Inferred main ideas • Author's credentials, viewpoint, and impact • Choice of details
OR					
Petry, Ann	Excerpts from <u>Harriet Tubman: Conductor on the Underground Railroad</u> (McDougal 1994, 1997)	Biography	African American	Reading 3 Reading 4 SOL 8.5b, SOL 8.6b, SOL 8.6d	<ul style="list-style-type: none"> • Inferred main ideas • Author's credentials, viewpoint, and impact • Choice of details
OR					

Petry, Ann	Excerpt from <u>Harriet Tubman: Conductor on the Underground Railroad</u> "Go On or Die" (Holt 1997)	Biography	African American	Reading 3 Reading 4 SOL 8.5b, SOL 8.6b, SOL 8.6d	<ul style="list-style-type: none"> Inferred main ideas Author's credentials, viewpoint, and impact Choice of details
Frost, Robert	"Nothing Gold Can Stay" (McDougal 1994)	Poetry	American	Reading 3 SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> Author's tone: Impersonal Poetic form: Couplet Word choice Rhyme/Rhythm Alliteration
OR					
Frost, Robert	"A Time to Talk" (Holt 1997)	Poetry	American	Reading 3 SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> Author's tone: Personal Word choice Rhyme Alliteration Consonance
OR					
Momoday, N Scott	"New World" (Prentice Hall 2000)	Poetry	Native American	Reading 3 SOL 8.5a, SOL 8.5c	<ul style="list-style-type: none"> Personification Poetic form: Free verse Mood and tone Imagery
OR					
Frost, Robert	"The Runaway" (McDougal 1997)	Poetry	American	Reading 3 SOL 8.5a, SOL 8.5d	<ul style="list-style-type: none"> Simile Alliteration Onomatopoeia Rhyme
Angelou, Maya	"Still I Rise"	Poetry	African American	Reading 3 SOL 8.5a, SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> Hyperbole Poetic form: Quatrain Onomatopoeia Rhyme Repetition Voice
Alvarez, Julia	"Dusting" (McDougal 1994)	Poetry	Hispanic	Reading 3 SOL 8.5b, SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> Inferred theme Poetic form: Free verse Author's tone: Serious Word choice
OR					

Hughes, Langston	"Refugee in America" (Holt 1997)	Poetry	African American	Reading 3 SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> • Poetic form: Quatrain • Alliteration • Consonance • Repetition
OR					
Villa, Jose Garcia	"Lyric 17" (McDougal 1997)	Poetry	Philippine	Reading 3 SOL 8.5a, SOL 8.5d	<ul style="list-style-type: none"> • Simile • Personification • Consonance • Repetition
OR					
Merriam, Eve	"Willow and Ginkgo" (McDougal 1997)	Poetry	American	Reading 3 SOL 8.5c, SOL 8.5d	<ul style="list-style-type: none"> • Poetic form: Quatrain • Imagery • Alliteration • Consonance • Repetition

Ninth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
Lee, Harper	<u>To Kill a Mockingbird</u>	Novel	American South	Reading 3 SOL 9.3a. SOL 9.3b, SOL 9.3c, SOL 9.3d, SOL 9.3g	<ul style="list-style-type: none"> • Point of view • Characterization/Archetypes • Setting: South • Theme: Good overcoming evil/prejudice, intolerance, courage, justice • Historical context: Post modernism, civil rights
OR					
Orwell, George	<u>Animal Farm</u>	Novel	British	Reading 3 SOL 9.3a. SOL 9.3b, SOL 9.3c, SOL 9.3d, SOL 9.3g	<ul style="list-style-type: none"> • Point of view • Characterization • Setting • Theme: Corruption caused by power • Allegory/fable • Symbolism
OR					
Card, Orson Scott	<u>Ender's Game</u>	Novel Science Fiction	American	Reading 3 SOL 9.3a. SOL 9.3b, SOL 9.3c, SOL 9.3d	<ul style="list-style-type: none"> • Point of view • Characterization • Setting • Theme: Good versus evil, concept of a game, compassion
OR					
Dickens, Charles	<u>Great Expectations</u>	Novel	British	Reading 3 SOL 9.3a. SOL 9.3b, SOL 9.3c, SOL 9.3d, SOL 9.3g	<ul style="list-style-type: none"> • Characterization • Setting: Victorian England • Theme: Loyalty, love, reform, self-improvement • Symbolism
OR					
Peck, Robert	<u>A Day No Pigs Would Die</u>	Novel Autobiography	American	Reading 3 SOL 9.3a. SOL 9.3b, SOL 9.3c, SOL 9.3d	<ul style="list-style-type: none"> • Point of view • Characterization • Setting: Vermont • Theme: Death, birth, religion, coming of age • Archetype: Outsider

Angelou, Maya	Excerpts from <u>I Know Why the Caged Bird Sings</u>	Novel Autobiography	African American	Reading 3 SOL 9.3b, SOL 9.3c	<ul style="list-style-type: none"> • Characterization • Point of view • Flashback • Theme: Loss of innocence
Homer	Excerpts from <u>The Odyssey</u>	Epic	Ancient Greek	Reading 3 SOL 9.3a, SOL 9.3b, SOL 9.3c, SOL 9.3d, SOL 9.3g	<ul style="list-style-type: none"> • Mythology • Setting • Characterization • Theme • Foreshadowing • Plot
Shakespeare William	<u>Romeo and Juliet</u>	Drama	Renaissance British	Reading 3 SOL 9.5a, SOL 9.5b, SOL 9.5c	<ul style="list-style-type: none"> • Stage directions • Staging and scripting
Frost, Robert	"The Road Not Taken"	Poetry	Modern American	Reading 3 SOL 9.3c, SOL 9.3d, SOL 9.3e	<ul style="list-style-type: none"> • Symbolism • Theme • Tone
Hughes, Langston	"Mother to Son"	Poetry	Harlem Renaissance	Reading 3 SOL 9.3c, SOL 9.3d, SOL 9.3e, SOL 9.3f	<ul style="list-style-type: none"> • Symbolism • Theme • Tone • Metaphor
London, Jack	"To Build a Fire"	Short Story	Modern American	Reading 3 SOL 9.3a, SOL 9.3b, SOL 9.3c, SOL 9.3d	<ul style="list-style-type: none"> • Foreshadowing • Setting • Imagery • Irony • Tone • Point of view
Various Authors	Any Anecdote, Character Sketch, Fable, Legend, Myth, Tall Tale, Allegory, and Biography in text	Narrative		Reading 3 SOL 9.3b	<ul style="list-style-type: none"> • Characteristics of literary form
Various Authors	Any Ballad, Sonnet, Lyric, Elegy, and Ode	Poetry		Reading 3 SOL 9.3b	<ul style="list-style-type: none"> • Characteristics of literary form
Various Authors	Any Comedy	Drama		Reading 3 SOL 9.3b	<ul style="list-style-type: none"> • Characteristics of literary form
Various Authors	Any Editorial, Journal/Diary, Informative Essay, Analytical Essay, and Speech in text	Essay		Reading 3 SOL 9.3b	<ul style="list-style-type: none"> • Characteristics of literary form

Tenth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
Bradbury, Ray	<u>Fahrenheit 451</u>	Novel Science Fiction	American	Reading 3 SOL 10.3a, SOL 10.3e	<ul style="list-style-type: none"> • Setting • Symbolism • Universal theme: Censorship, knowledge versus ignorance • Cultural archetype: Outcast/outsider, rebel/misfit
OR					
Achebe, Chinua	<u>Things Fall Apart</u>	Novel	African	Reading 3 SOL 10.3a, SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Setting: Nigeria, Africa • Language • Universal theme: Struggle between change and tradition • Cultural archetype: Tragic hero, outcast/outsider
Houston, Jeanne and James	Excerpts from <u>Farewell to Manzanar</u>	Novel Nonfiction	Japanese American	Reading 3 SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Alienation, isolation, and survival of the fittest • Cultural archetype: Outsider/outcast • Critical perspectives: Historical, reader response
OR					
Hayslip, Le Ly	Excerpts from <u>When Heaven and Earth Changed Places</u>	Novel Nonfiction	Vietnamese	Reading 3 SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Alienation and isolation • Cultural archetype: Outsider/outcast • Critical perspectives: Historical, reader response
OR					
Uchida, Yoshiko	Excerpt from <u>Desert Exile</u>	Novel Nonfiction	Japanese American	Reading 3 SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Alienation and isolation • Cultural archetype: Outsider/outcast • Critical perspectives: Historical, reader response
OR					
Ciseros, Sandra	<u>House on Mango Street</u>	Novel	Latino	Reading 3 SOL 10.3, SOL 10.3a, SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Struggle with self and declaration of independence • Historical context: Post modernism • Structure: Vignettes/short story • Tone and voice • Point of view

Weisel, Elie	<u>Night</u>	Novel Memoir	Jewish-WW II	Reading 3 SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Alienation, isolation, and survival of the fittest • Cultural archetype: Outsider/outcast • Critical perspectives: Historical, reader response
Rose, Reginald	<u>12 Angry Men</u>	Drama	20th Century American	Reading 3 SOL 10.3e, SOL 10.6a, SOL 10.6b	<ul style="list-style-type: none"> • Cultural archetype • Compare and contrast character development as compared to other literary forms • Dramatic conventions: Irony
OR					
Shakespeare, William	<u>Julius Caesar</u>	Drama	Ancient Rome British	Reading 3 SOL 10.6a, SOL 10.6b	<ul style="list-style-type: none"> • Dramatic conventions: Irony, asides, soliloquy, monologue • Compare and contrast character development as compared to other literary forms
OR					
Shakespeare, William	<u>A Midsummer Night's Dream</u>	Drama	Athens, Greece British	Reading 3 SOL 10.6a, SOL 10.6b	<ul style="list-style-type: none"> • Dramatic conventions: Irony, asides, soliloquy, monologue • Compare and contrast character development as compared to other literary forms
OR					
Shakespeare, William	<u>Merchant of Venice</u>	Drama	Venice, Italy British	Reading 3 SOL 10.6a, SOL 10.6b	<ul style="list-style-type: none"> • Dramatic conventions: Irony, asides, soliloquy, monologue • Compare and contrast character development as compared to other literary forms
OR					
Shakespeare, William	<u>Taming of the Shrew</u>	Drama	British	Reading 3 SOL 10.6a, SOL 10.6b	<ul style="list-style-type: none"> • Dramatic conventions: Irony, asides, soliloquy, monologue • Compare and contrast character development as compared to other literary forms
Brooks, Gwendolyn	"Beaneaters"	Poetry	African American	Reading 3 SOL 10.5a, SOL 10.5b	<ul style="list-style-type: none"> • Rhyme and rhythm • Tone • Interpret and paraphrase meaning
Frost, Robert	"Stopping by Woods"	Poetry	American	Reading 3 SOL 10.3e, SOL 10.5a, SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Iambic pentameter • Interpret and paraphrase meaning • Meter • Refrain • Identify universal theme: Struggle with self

Dove, Rita	"Fifth Grade Autobiography"	Poetry	African American	Reading 3 SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Diction
OR					
Clifton, Lucille	"Miss Rosie"	Poetry	African American	Reading 3 SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Figurative language
cummings, e.e.	"look at this"	Poetry	American	Reading 3 SOL 10.5a, SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Tone • Syntax
OR					
cummings, e.e.	"since feeling is first"	Poetry	American	Reading 3 SOL 10.5a, SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Metaphor • Syntax
Sandburg, Carl	"Moon Rondeau"	Poetry	American	Reading 3 SOL 10.5a, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Free verse • Figurative language
OR					
Merriam, Eve	"Metaphor"	Poetry	American	Reading 3 SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Metaphor
OR					
Sexton, Anne	"Courage"	Poetry	American	Reading 3 SOL 10.5a, SOL 10.5b, SOL 10.5c	<ul style="list-style-type: none"> • Interpret and paraphrase meaning • Metaphor • Simile • Stanza
Gage, Nicholas	"Teacher Who Changed My Life"	Essay	Greek American	Reading 3 SOL 10.3, SOL 10.3e, SOL 10.3f	<ul style="list-style-type: none"> • Universal theme: Honoring historical past • Critical perspective: Biographical, historical • Fact from fiction
OR					
King, Stephen	"Now You take 'Bambi' or 'Snow White'-That's Scary!"	Essay	American	Reading 3 SOL 10.3f	<ul style="list-style-type: none"> • Critical perspective: Biographical • Fact from fiction
Angelou, Maya	"At Harvest Time"	Essay	African American	Reading 3 SOL 10.3f	<ul style="list-style-type: none"> • Critical perspective: Biographical
To be determined by teacher	Opinion/Editorials from <u>The Washington Post</u>	Editorials	American	Reading 4 SOL 10.4	<ul style="list-style-type: none"> • Persuasion • Fact vs. opinion • Propaganda

Christie, Agatha	"The Witness for the Prosecution"	Short Story	British	Reading 3 SOL 10.3e	<ul style="list-style-type: none"> • Cultural archetype: Innocent, villain
OR					
de Maupassant, Guy	"Two Friends"	Short Story	French	Reading 3 SOL 10.3e	<ul style="list-style-type: none"> • Universal theme: Loss of innocence
OR					
Finney, Jack	"Contents of a Dead Man's Pockets"	Short Story	American	Reading 3 SOL 10.3e	<ul style="list-style-type: none"> • Universal theme: Struggle with self, disillusionment with life
OR					
Chekhov, Anton	"The Bet"	Short Story	Russian	Reading 3 SOL 10.3e	<ul style="list-style-type: none"> • Universal theme: Alienation and isolation
OR					
Vonnegut, Kurt	"Harrison Bergeron"	Science Fiction/Short Story	American	Reading 3 SOL 10.3e	<ul style="list-style-type: none"> • Universal theme: Scientific progress • Cultural archetype: Misfit, rebel
Shakespeare, William	<u>Julius Caesar</u> , Act III	Speeches	Ancient Rome British	Reading 3 SOL 10.5a, SOL 10.6a	<ul style="list-style-type: none"> • Dramatic conventions: Soliloquy, monologue, verbal irony • Blank verse
Any Author	Any Haiku, Sonnet, Fable, and Myth	Poetry and Folk Literature		Reading 3 SOL 10.3d	<ul style="list-style-type: none"> • Similarities and differences of techniques and literary forms in literature of different cultures

Eleventh Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
Miller, Arthur	<u>The Crucible</u>	Drama	17 th Century American	Reading 3 SOL 11.6a, SOL 11.6b, SOL 11.6c	<ul style="list-style-type: none"> • Dramatic conventions: Stage directions; dramatic, situational, and verbal irony • Compare/evaluate adaptations and interpretations for other media
OR					
Hansberry, Lorraine	<u>A Raisin in the Sun</u>	Drama	20 th Century African American	Reading 3 SOL 11.6a, SOL 11.6b, SOL 11.6c	<ul style="list-style-type: none"> • Dramatic conventions: Stage directions; dramatic, situational, and verbal irony • Compare/evaluate adaptations and interpretations for other media
OR					
Williams, Tennessee	<u>The Glass Menagerie</u>	Drama	20 th Century American	Reading 3 SOL 11.6a, SOL 11.6b, SOL 11.6c	<ul style="list-style-type: none"> • Dramatic conventions: Stage directions; dramatic, situational, and verbal irony • Compare/evaluate adaptations and interpretations for other media
OR					
Williams, Tennessee	<u>A Street Car Named Desire</u>	Drama	20 th Century American	Reading 3 SOL 11.6a, SOL 11.6b, SOL 11.6c	<ul style="list-style-type: none"> • Dramatic conventions: Stage directions; dramatic, situational, and verbal irony • Compare/evaluate adaptations and interpretations for other media
OR					
Miller, Arthur	<u>Death of a Salesman</u>	Drama	20 th Century American	Reading 3 SOL 11.6a, SOL 11.6b, SOL 11.6c	<ul style="list-style-type: none"> • Dramatic conventions: Stage directions; dramatic, situational, and verbal irony • Compare/evaluate adaptations and interpretations for other media
Fitzgerald, F. Scott	<u>The Great Gatsby</u>	Novel	20 th Century American	Reading 3 SOL 11.3, SOL 11.3b, SOL 11.3c	<ul style="list-style-type: none"> • Universal character: Hero/outsider • Theme: American Dream, Loss of Innocence • Historical context: Jazz Age, 20's • Motifs: Symbolism
OR					
Wharton, Edith	<u>Ethan Frome</u>	Novel	19 th Century American	Reading 3 SOL 11.3a, SOL 11.3c	<ul style="list-style-type: none"> • Universal character: Caretaker, outsider • Theme: Alienation and isolation, disillusionment, societal constraints • Literary device: Irony
OR					

Hurston, Zora Neale	<u>Their Eyes Were Watching God</u>	Novel	20 th Century African American	Reading 3 SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Harlem Renaissance • Theme: Coming of age • Language: Dialect, diction
OR					
Crane, Stephen	<u>The Red Badge of Courage</u>	Novel	19th Century American	Reading 3 SOL 11.3, SOL 11.3b, SOL 11.3c	<ul style="list-style-type: none"> • Historical context: Civil War (Realism/Naturalism) • Universal character: Innocent • Theme: Coming of age
OR					
Hawthorne, Nathaniel	<u>The Scarlet Letter</u>	Novel	17 th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c	<ul style="list-style-type: none"> • Historical context: Colonialism/Puritanism • Motifs: Symbolism • Universal characters: Villain, heroine, innocent, misfit • Theme: Relationship with society, alienation, and isolation
Poe, Edgar Allan	"The Raven"	Poetry	19 th Century American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> • Historical context: Romanticism • Form: Narrative • Poetic devices: Alliteration, rhyme, internal rhyme, mood, assonance, meter
Whitman, Walt	selections determined by teacher	Poetry	19 th Century American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b	<ul style="list-style-type: none"> • Poetic elements: Rhyme (free verse), metrical patterns, figurative language • Theme: Love of humanity
Bryant, William Cullen	"Thanatopsis"	Poetry	19 th Century American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> • Historical context: Romanticism • Meter: Iambic pentameter (metrical patterns) • Theme: Relationship with nature, death, acceptance
Cullen, Countee	"Yet do I Marvel"	Poetry	20 th Century African American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> • Historical context: Harlem Renaissance • Poetic devices: Figurative language, imagery
OR					
Cullen, Countee	"Any Human to Another"	Poetry	20 th Century African American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> • Literary movement: Harlem Renaissance • Poetic elements: Rhyme, figurative language, imagery
OR					
Cullen, Countee	"Tableau"	Poetry	20 th Century African American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> • Literary movement: Harlem Renaissance • Poetic devices: Rhyme, figurative language, imagery
OR					

Cullen, Countee	"From the Dark Tower"	Poetry	20 th Century African American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> Literary movement: Harlem Renaissance Poetic devices: Rhyme, figurative language, imagery
Hughes, Langston	"I, Too"	Poetry	20 th Century African American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> Literary movement: Harlem Renaissance Poetic devices: Rhyme, figurative language, imagery
OR					
Dickinson, Emily	"Because I could not stop for Death"	Poetry	19th Century American	Reading 3 SOL 11.5, SOL 11.5a, SOL 11.5b, SOL 11.5c	<ul style="list-style-type: none"> Poetic elements: Metrical patterns, rhyme, metaphor, imagery, slant rhyme Literary Movement: Romanticism /transcendentalism Literary element: Irony Form: Lyric
Franklin, Benjamin	Excerpts from "It Was about this Time"	Autobiography	18th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> Literary Movement: Colonialism Context and language structure Language choice: Diction Theme Literary concepts: Autobiography, aphorism
OR					
Henry, Patrick	"Speech to the Virginia Convention"	Essays and Speeches	18th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> Historical context: Revolutionary Language devices: Rhetorical question, allusion, metaphor Persuasion Theme: Rebellion and protest
OR					
Jefferson, Thomas	"The Declaration of Independence"	Essay	18th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> Historical context: Revolutionary Language devices: Parallelism Persuasion Theme: Rebellion and protest
King, Jr., Martin Luther	"Letter from Birmingham Jail"	Letter	20th Century African American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> Historical context: Post Modernism Language devices: Tone, word choice Theme: Rebellion and protest, disillusionment

Douglass, Frederick; Lee, Robert E.; Lincoln, Abraham; Chesnut, Mary; Ballou, Sullivan; Truth, Sojourner	Three selections determined by teacher	Nonfiction	19th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Regionalism, Realism • Language structures and choices • Theme • Literary forms: Essays, speeches, letters, diaries
Least Heat-Moon, William	Excerpts from <u>Blue Highways</u>	Nonfiction	20th Century Native American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Post Modernism • Universal character: Individualist • Language devices: Dialect
OR					
Momoday, N. Scott	Excerpts from <u>The Way to Rainy Mountain</u>	Nonfiction	20th Century Native American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Universal character: Earth Mother • Language devices: Tone, imagery, figurative speech • Theme: Relationship with nature
Twain, Mark	"The Notorious Jumping Frog of Calaveras County"	Short Story	19th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Regionalism • Universal character: Trickster • Genre: Tall tale • Language devices: Diction, dialect, monologue
OR					
Harte, Bret	"The Outcast of Poker Flat"	Short Story	19th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Regionalism • Literary devices: Irony • Universal character: Misfit, rebel, innocent, lonely orphan, faithful companion • Theme: Survival of the fittest
OR					
Crane, Stephen	"The Open Boat"	Short Story	19th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Naturalism/Symbolism • Literary devices: Irony • Theme: Relationship with nature
OR					
Crane, Stephen	"A Mystery of Heroism"	Short Story	19th Century American	Reading 3 SOL 11.3, SOL 11.3a, SOL 11.3b, SOL 11.3c, SOL 11.3d	<ul style="list-style-type: none"> • Historical context: Realism (Civil War) • Language devices: Figurative language, symbolism, situational irony, imagery • Universal character: Hero/fool

Twelfth Grade Curriculum Reading List

Author	Title	Genre	Culture	Language Arts Objectives	Language Arts Instructional Focus
	Excerpts from <u>Beowulf</u>	Epic Poem	Ancient Britain	Reading 3 SOL 12.3a, SOL 12.3c, SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> Literary form: Epic Universal character: Hero Universal theme: Fate
Chaucer, Geoffrey	<u>The Canterbury Tales</u> , Prologue and teacher-selected tale	Poetry	Early Middle Ages British	Reading 3 SOL 12.3a, SOL 12.5, SOL 12.5b	<ul style="list-style-type: none"> Structure Tone and voice Archetypes Satire
Shakespeare, William	<u>Macbeth</u>	Drama	Middle Ages, Scotland British	Reading 3 SOL 12.6, SOL 12.6a, SOL 12.6b, SOL 12.6c, SOL 12.6d	<ul style="list-style-type: none"> Theme Blank verse Universal character: Tragic hero Irony Aside and soliloquy
OR					
Shakespeare, William	<u>Hamlet</u>	Drama	Middle Ages British	Reading 3 SOL 12.6, SOL 12.6a, SOL 12.6b, SOL 12.6c, SOL 12.6d	<ul style="list-style-type: none"> Theme Blank verse Universal character: Tragic hero Irony Aside and soliloquy
OR					
Shakespeare, William	<u>Othello</u>	Drama	Middle Ages British	Reading 3 SOL 12.6, SOL 12.6a, SOL 12.6b, SOL 12.6c, SOL 12.6d	<ul style="list-style-type: none"> Theme Blank verse Universal character: Tragic hero Irony Aside and soliloquy
Swift, Jonathan	"A Modest Proposal"	Essay	18th Century	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> Satire Inference Irony Connotation, denotation
OR					<ul style="list-style-type: none">
Swift, Jonathan	Excerpts from <u>Gulliver's Travels</u>	Essay	18th Century	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> Satire Inference Irony Connotation, denotation

Milton, John	Excerpts from <u>Paradise Lost</u>	Poetry	17th Century	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Diction • Literary form: Epic • Allusion • Theme
OR					
Alighieri, Dante	Excerpts from <u>The Inferno</u>	Poetry	Renaissance	Reading 3 SOL 12.5a, SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Tone and voice • Rhyme • Allegory
OR					
Donne, John	"A Valediction: Forbidding Mourning"	Poetry	17th Century Neo-classic	Reading 3 SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Extended metaphor • Paradox • Simile
Wordsworth, William	"The World is Too Much With Us"	Poetry	19 th Century Romantic	Reading 3 SOL 12.3a, SOL 12.5, SOL 12.5b, SOL 12.5c	<ul style="list-style-type: none"> • Tone and voice • Allusion • Rhythm • Imagery • Apostrophe • Sonnet
OR					
Coleridge, Samuel	"The Rime of the Ancient Mariner"	Poetry	19 th Century Romantic	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c	<ul style="list-style-type: none"> • Plot • Narrative/ballad/poem • Symbolism • Imagery • Personification
OR					
Keats, John	"Ode on a Grecian Urn"	Poetry	19 th Century Romantic	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c	<ul style="list-style-type: none"> • Assonance • Theme • Tone • Metaphor
Tennyson, Alfred, Lord	"Crossing the Bar"	Poetry	19 th Century Victorian	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Extended metaphor • Tone • Blank verse • Imagery • Theme
OR					
Tennyson, Alfred, Lord	"Ulysses"	Poetry	19 th Century Victorian	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c	<ul style="list-style-type: none"> • Tone • Blank verse • Inference • Allusion

OR					
Browning, Robert	"My Last Duchess"	Poetry	19 th Century Victorian	Reading 3 SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Dramatic monologue • Diction • Inference
OR					
Arnold, Matthew	"Dover Beach"	Poetry	19 th Century Victorian	Reading 3 SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Lyric • Mood • Theme • Imagery
Yeats, William Butler	"The Lake Isle of Innisfree"	Poetry	20th Century British	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Assonance • Alliteration • Theme
OR					
Yeats, William Butler	"An Irish Airman Foresees His Death"	Poetry	20th Century British	Reading 3 SOL 12.5, SOL 12.5b, SOL 12.5c, SOL 12.5d	<ul style="list-style-type: none"> • Theme • Inference • Tone • Diction • Rhyme scheme
Joyce, James	"Araby"	Short Story	20th Century British	Reading 3 SOL 12.3, SOL 12.5a, SOL 12.5b, SOL 12.5c	<ul style="list-style-type: none"> • Irony • Point of view • Setting • Connotation, denotation • Allusions
Paton, Alan	<u>Cry, the Beloved Country</u>	Novel	20th Century African	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting: Africa • Theme: Individual and civil rights, ethnic and cultural mores and traditions • Paradox
OR					
Markandaya, Kamala	<u>Nectar in a Sieve</u>	Novel	20th Century Indian	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting: India • Theme: Individual rights, ethnic and cultural mores and traditions, religious diversity, and gender equity
OR					
Bronte, Emily	<u>Wuthering Heights</u>	Novel	19th Century British	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting: England • Theme: Cultural mores and traditions, revenge/love, social class • Point of view • Conflict: Nature and culture • Flashback

OR					
Hardy, Thomas	<u>The Mayor of Casterbridge</u>	Novel	19th Century British	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting: England • Theme: Individual rights, gender equity, and fate, importance of character • Characterization
OR					
Wilde, Oscar	<u>The Picture of Dorian Gray</u>	Novel	19th Century Victorian	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting • Theme: Ethnic and cultural mores and traditions, superficial nature of society, beauty and youth
OR					
Shelley, Mary	<u>Frankenstein</u>	Novel Gothic	19th Century British	Reading 3 SOL 12.3, SOL 12.3a, SOL 12.3b, SOL 12.3c	<ul style="list-style-type: none"> • Setting • Theme: Ethnic and cultural mores and traditions, good and evil • Flashback • Plot