The Core Reading List provides a short list of titles that matches the expectations of the 9-10 grade span in the Common Core State Standards.  The core list is not an exhaustive list of titles necessary to facilitate the learning of the Reading Standards for grade 9-10 students; therefore, **PLTs and English departments at each school will determine additional full or excerpted texts to be included**. PLTs and departments will also determine whether texts should be read in full or excerpted.

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| --- | --- | --- | --- | --- |
| Text Type | Literature | | | Informational Text |
| Common Core | Stories | Drama | Poetry | Literary Nonfiction |
| Descriptor (pg 57 CCSS) | “Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels” | “Includes one-act and multi-act plays, both in written form and on film” | “Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics” | “Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience” |
| Core Titles | “The Scarlet Ibis” (950)  James Hurst  “The Most Dangerous Game” (700)  Richard Connell  *To Kill a Mockingbird* (870L)  Harper Lee  Include selection(s) that represent science fiction and/or fantasy literature | *Romeo and Juliet*  William Shakespeare  *A Raisin in the Sun*  Lorraine Hansberry | **Selections from** Homer’s *The Odyssey*  “The Raven”  Edgar Allan Poe  “A Dream Deferred”  Langston Hughes | Work with your social studies department to determine seminal U.S. documents that would support the standards in both English and social studies courses. |

**Consideration of alternative texts:** Students who are unable to access the curriculum through grade level appropriate texts, in part or whole, may be considered for an alternate text. For a text to be exchanged, the teacher must first use multiple data points to determine the student is unable to access grade level appropriate texts. By acknowledging the student is not reading on grade level, the teacher must participate in the creation or updating of the personal education plan (PEP) for this student. The PEP will include targeted interventions designed to develop the reading skills necessary for this student to access grade level appropriate text.