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*The first week of school should stress large group organization and student procedures.*

—Harry & Rosemary Wong (2004, p. 94)

*Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.*

—Richard W. Strong, Harvey Silver, & Matthew Perini (2001, p. 7)

*Rigor is demanded, then, of the teacher as well as the student. But rigorous scrutiny of the work and the responses shouldn't obliterate the personal element of reading.*

—Robert E. Probst (2004, p. 60)

## UNIT 1

# INTRODUCTION TO ENGLISH 10: THE FIRST DAYS OF SCHOOL

### Prerequisites

- Ninth-grade English

### Selected Course Objectives

The primary objectives, which represent the central focus of this unit, are listed below and highlight skills useful not only in English, but in other disciplines as well. Secondary objectives are listed in Appendix K.

#### **A.1. Personal Reading**

- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

#### **A.2. Reading Strategies**

- Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)