



Scobre Press Corporation

www.scobre.com

P: (877) SCO-BRE4

The Dream Series

*Cutting-Edge Fiction and Nonfiction **FOR** Young Adults ... **ABOUT**
Young Adults*

Alaska Reading Performance Standards – Grade 6

R.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.

b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.

R.2 Infer meaning from text.

R.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print.

R.4 a. Retell stories in correct sequence.

b. Restate and summarize information or ideas from a text.

R.5 Locate evidence in the text and from related experiences to support understanding of a main idea.

R.6 Read and follow multi-step directions to complete a simple task

R.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry.

R.8 a. Define and identify plots, settings, and characters in fiction.

b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors

R.9 a. Differentiate between fact and opinion.

b. Express opinions about a text and support these opinions with textual evidence.

R.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.

R.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.

Scobre Press Correlation to the Alaska Reading Performance Standards

The Scobre Press Classroom Program consists of 29 contemporary dual-leveled fiction and nonfiction novels for young adults, and about young adults. Lesson plans for before, during, and after reading are laid out for ease of use, and pre and post assessment. Dual-leveled books facilitate differentiated instruction.

Standard (s) R1

Vocabulary lists, along with graphic organizers based on best practices in vocabulary development, are available for each title.

Standard (s) R2,

The Teacher's Resource guide focuses on the best practices in proficient reading. Using research-based reading comprehension strategies, along with interactive graphic organizers, focusing on textual interaction as students make predictions, ask questions, visualize, and make connections about text, proficiency is developed. Reading, after all, is the construction of meaning—not just the words on the page.

Standard (s) R1, R2 , R5, R10, R11

Reading comprehension and writing exercises are available for each title. Students are required to write succinct essays relating to each chapter. Essays must be clear, well-punctuated, with good spelling and grammar. Essays are discussed in groups after reading.

Standard (s) R1, R5, R6, R8, R, 9, R10, R11

After reading a Scobre book, students complete a comprehensive internet research projects, culminating in oral presentations to class.

Standard (s) R4, R5, R6, R8, R10