



Scobre Press Corporation

www.scobre.com

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The Dream Series

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

Arizona Academic Standards—Reading Grade 6-8

Strand 1: Reading Process

Concept 1: Print Concepts: Demonstrate understanding of print concepts.

Concept 2: Phonemic Awareness: Identify and manipulate the sounds of speech.

Concept 3: Phonics: Decode words, using knowledge of phonics, syllabication, and word parts.

Concept 4: Vocabulary: Acquire and use new vocabulary in relevant contexts.

Concept 5: Fluency: Read fluently.

Concept 6: Comprehension Strategies: Employ strategies to comprehend text.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature.

Concept 2: Historical and Cultural Aspects of Literature: Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text: Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Concept 2: Functional Text: Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Concept 3: Persuasive Text: Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

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) 1.1, 1.5, 2.1,

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

Standard(s) 1.2, 1.3, 1.4, 1.5

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) 1.5, 1.6, 2.1

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.

Standard(s) 1.6, 3.1, 3.2, 3.3