



Scobre Press Corporation

www.scobre.com

P: (877) SCO-BRE4

The Dream Series

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

Colorado Content Standards for Reading and Writing & Scobre Press

STANDARD 1: Students read and understand a variety of materials. • using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.

STANDARD 2: Students write and speak for a variety of purposes and audiences. • writing stories, letters, and reports with greater detail and supporting material; • choosing vocabulary and figures of speech that communicate clearly; • drafting, revising, editing, and proofreading for a legible final copy; • applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • incorporating source materials into their speaking and writing (*for example, interviews, news articles, encyclopedia information*); • writing and speaking in the content areas (*for example, science, geography, history, literature*), using the technical vocabulary of the subject accurately; and • recognizing stylistic elements such as voice, tone, and style.

STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. • identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; • using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; • using modifiers, homonyms, and homophones in writing and speaking; • using simple, compound, complex, and compound/complex sentences in writing and speaking; • punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; • using prefixes, root words, and suffixes correctly in writing and speaking; • expanding spelling skills to include more complex words; • demonstrating use of conventional spelling in their published works; and • using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.

STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. • recognizing an author's or speaker's point of view and purpose, separating fact from opinion; • using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; • making predictions, drawing conclusions, and analyzing what they read, hear, and view; • recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and • determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue.

STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. • using organizational features of printed text such as prefaces, afterwords, and appendices; • using organizational features of electronic information (*for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, laser disc*), and library and interlibrary catalog databases; • locating and selecting relevant information; • using available technology to research and produce an end-product that is accurately documented; and • giving credit for borrowed information in a bibliography.

STANDARD 6: Students read and recognize literature as a record of human experience. • reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • distinguishing the elements that characterize and define a literary "classic"; • comparing the diverse voices of our national experience as they read a variety of United States literature; • using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • using new vocabulary from literature in other context.

Scobre Press Correlation to the Colorado Standards for Reading and Writing

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, 6

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

Standard(s) 2

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) 2, 3, 6

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) 2, 3, 6

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

Standard(s) 2, 4, 5