



Scobre Press Corporation

www.scobre.com

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The Dream Series

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

Connecticut Reading *Framework* Standards & The Scobre Press Classroom Program

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Guiding Question: *How do we understand what we read?*

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods. **Guiding Question:** *How does literature enrich our lives?*

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences. **Guiding questions:** *How do we write, speak and present effectively?*

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Standard 4: Applying English Language Conventions

Overarching Idea: Students apply the conventions of standard English in oral, written and visual communication. Guiding Question: *How do we use the English language appropriately to speak and write?*

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

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, 2.1, 2.2, 2.4,

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

Standard(s) 1.3

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) 1.1, 1.2, 2.2, 4.1

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) 2.2, 3.1, 3.2, 4.1, 4.3

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

Standard(s) 1.4, 2.2, 3.2