

Scobre Press Classroom Kit

Overview:

- 58 dual-leveled, high-interest fiction and nonfiction books centered on the life of adolescents. (*Reading levels 3-7, interest levels 6-8*)
 1. Differentiated instruction: Each title is available at two distinct reading levels, for use in a diverse classroom where students read at different levels of proficiency.
 - Red bordered books = Levels 3-4
 - Black bordered books = Levels 5-7
 2. Multi-cultural
 3. Real life informational text for reading across curriculum
- Sturdy, easy-access storage unit
- Books produced using *superbinding* for longevity of use and flexibility
- Comprehensive Teacher's Resource Guide
 1. Instructional sequences for before, during, and after reading
 2. Reading comprehension strategies with graphic organizers for self-Monitoring and assessment, including:
 - Making Connections
 - Making Predictions
 - Asking Questions
 - Visualization
 3. Reading comprehension & essay writing—for each title.
 4. Vocabulary—lists and vocabulary building graphic organizers for each title, and each reading level.
 5. Career education and character education—each title focuses on a career path, and is centered around a character issue (i.e., bullying, alcohol, etc...)
 6. Oral language skills—group discussions and presentations

Correlation to Grade 6, Georgia Performance Standards for Language Arts

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes sensory details and figurative language.

Supported independent reading is initiated with before, during, and after instructional sequences. Reading comprehension strategies along with graphic organizers for making connections, making predictions, asking questions and visualization, teach students to identify elements of fiction and nonfiction text, while interacting with text constantly—thus, facilitating comprehension.

- b. Identifies and analyzes the author’s use of dialogue and description.

Short answer questions follow each chapter of each Scobre book. Many of these questions relate to specific dialogue and/or description. It is up to the reader to interpret such textual references in answering short answer questions and essays.

- c. Relates a literary work to historical events of the period.

Legit: The Rise of a Cyber Athlete is a nonfiction book about interactive entertainment (the video game industry), centered on the life of 17 year old Brian Rizzo, aka “Legit.” A timeline of modern technology is assembled using students interest in video game technology to discuss the birth of the internet, beginning with Alexander Graham Bell’s invention of the telephone.

Bold Moves: A Dancer’s Journey is a nonfiction book about modern dance, centered on the life of Haitian refugee Carolyn Lamour. A brief history of Haiti provides context for the journey of an immigrant family and their passion for dance. A history of dance around the world is also explored.

Other notable books with ties to historically relevant events: *The Biz* (history of the entertainment business and birth of Los Angeles), *Robot Revolution* (brief history of the US Space Program), *Unique Soul Weird World* (evolution of X-Games and skateboarding on America’s west coast), *Turning Green* (history of the environmental “green” movement), *Full Speed Ahead* (history of wheelchair sports from post World War II America to the modern Paralympic Games)

- d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.

Writing exercises accompany each chapter of each Scobre book. Interpreting the authors thematic message through the events of the chapter, and how they relate to the reader personally are explored in short essays, to be written at the conclusion of each short chapter.

e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play:

- i. internal/external conflicts (The reader interprets and responds to questions about conflict in post-chapter short essay questions.)
- ii. character conflicts, characters vs. nature, characters vs. society (
- iii. antagonist/protagonist. (Each fiction Scobre book has a clear protagonist and antagonist. Students characterize characters as being one or the other through short answer and essay questions located in the back of each book.)

(In nonfiction Scobre books, the antagonist is always situational, rather than a villain. For example, the main character may have to overcome an obstacle such as scoliosis (*Bold Moves*), and the disease becomes the antagonist...etc...Students must write clearly about this in post-chapter essays, and be ready to discuss in group discussions and through oral presentations.)

f. Identifies the speaker and recognizes the difference between first- and third-person narration.

Scobre fiction is all told in the first person perspective of a fictional young person. Scobre nonfiction is all told in the third person perspective of an all-knowing narrator. In comparing fiction and nonfiction, students must identify the differences between first and third person narration.

g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.

h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature:

- i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
- ii. Figurative language (i.e., simile, metaphor, hyperbole, personification)
- iii. Graphics (i.e., capital letters, line length, bold face print, italics).

i. Compares traditional literature and mythology from different cultures.

j. Identifies and analyzes similarities and differences in mythologies from different cultures. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

Scoble nonfiction is real life informational text that spans across different cultures. Through post-chapter short essays and writing prompts, students produce evidence of reading text and mastery of content within.

a. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index).

In the instructional sequence for before reading, students must identify the features of the book they are reading. This includes reading the back cover text, and identifying textual features of the book.

b. Applies knowledge of common graphic features (i.e., graphic organizers, diagrams, captions, illustrations, charts, tables, graphs).

Students use graphic organizers while participating in supported independent reading. Graphic organizers facilitate consistent interaction with text, while facilitating student mastery of critical reading comprehension strategies. Students create illustrations for visualization exercises, and use internet research in filling out graphic organizer for vocabulary development.

c. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes).

Through post-chapter short essays and writing prompts, students demonstrate understanding of common organizational structures and patterns.

d. Identifies and analyzes main ideas, supporting ideas, and supporting details.

Through post-chapter short essays and writing prompts, students demonstrate understanding of main ideas, and supporting ideas.

e. Follows multi-step instructions to complete or create a simple product.

At the conclusion of reading a Scoble book, students must complete a multi-step Internet research project. First, they read a Scoble book. Next, they research a real person who relates to the main character in the book they read and answer the appropriate question in the research project graphic organizer. Then, they write a comparative essay, analyzing the similarities and differences of the main character of the book they read, and the person whom they researched. Finally, they present their project to their classmates and participate in group discussions.

ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.

Students identify the meaning of specific vocabulary words in each chapter of each Scobre book. A list of critical vocabulary words is provided in the Teacher's Resource Guide and is copied and passed out to students reading specific Scobre books. Students must fill out the graphic organizer for each vocabulary word, defining the meaning of each word by using context (sentence and paragraph clues.) Then, students must refer to the Internet or a dictionary to define the word correctly, and see how it compares to the definition they created through context.

b. Uses knowledge of Greek and Latin affixes to understand unfamiliar vocabulary.

c. Identifies and interprets words with multiple meanings.

When defining words using the process described above (see ELA6R2a), students will often come across words with multiple meanings and must choose the definition that best suits the context.

d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.

(See ELA6R2 a and c).

ELA6R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student

a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.

Scobre books are designed for guided reading groups and read aloud exercises, for both fiction and nonfiction. Students form groups, read aloud and discuss literature together.

b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).

c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

ELA6RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

The Scobre Press Classroom Program consists of 29 contemporary dual-levelled fiction and nonfiction novels for young adults, and about young adults. Multicultural literature spans from topics such as skateboarding, Haiti, robotics, steroids, the environment, technology, baseball, football, acting, the Paralympics, modern dance, adoption, death, etc....

ELA6RC2 The student participates in discussions related to curricular learning in all subject areas. The student

Group discussion are a part of every after reading instructional sequence. These discussions highlight everything from thematic elements, plot and characters, to broader issues such as life context, character education issues, and career education.

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly. The student

Students identify the meaning of specific vocabulary words in each chapter of each Scobre book. A list of critical vocabulary words is provided in the Teacher's Resource Guide and is copied and assed out to students reading specific Scobre books. Students must fill out the graphic organizer for each vocabulary word, defining the meaning of each word by using context (sentence and paragraph clues.) Then, students must refer to the Internet or a dictionary to define the word correctly, and see how it compares to the definition they created through context.

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

ELA6RC4 The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.

Post-chapter writing prompts require students to write essays based on personal experiences and their relationship to text, and subject area content.

- b. Discusses in both writing and speaking how certain words and concepts

relate to multiple subjects.

c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

(See ELA6RC3) for learning vocabulary words and concepts through context.

ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.

b. Writes texts of a length appropriate to address the topic or tell the story.

c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA6W1, ELA6W2

Post-chapter writing prompts provide students with the opportunity to create organized short essays that relate to text. A student will be asked to create 8-13 organized essays (based on the content of the book and their personal experiences) throughout the reading of any Scobre book.

The writing portion of the Scobre Press Classroom Kit is to be used as practice for students to write clear, concise, and interesting essays based on their personal experiences and knowledge of text, keeping in mind sound grammar and their audience.

ELA6W2 The student demonstrates competence in a variety of genres.

The student produces a narrative (fictional, personal) that:

a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).

b. Creates an organizing structure appropriate to purpose, audience, and context.

c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).

d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).

e. Excludes extraneous details and inconsistencies.

f. Provides a sense of closure appropriate to the writing.

The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Establishes a statement as the main idea or topic sentence.
- c. Develops a controlling idea that conveys a perspective on the subject.
- d. Creates an organizing structure appropriate to purpose, audience, and context.
- e. Develops the topic with supporting details.
- f. Excludes extraneous and inappropriate information.
- g. Follows an organizational pattern appropriate to the type of composition.
- h. Concludes with a detailed summary linked to the purpose of the composition.

The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

The student produces a response to literature that:

All post-chapter writing prompts are direct responses to literature.

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Demonstrates an understanding of the literary work.
- c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.
- d. Organizes an interpretation around several clear ideas, premises, or images.
- e. Supports a judgment through references to the text.
- f. Provides a sense of closure to the writing.

The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position of a proposition or proposal.
- c. Supports the position with organized and relevant evidence.
- d. Excludes information and arguments that are irrelevant.
- e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- f. Anticipates and addresses readers' concerns and counter-arguments.
- g. Provides a sense of closure to the writing.

ELA6W3 The student uses research and technology to support writing. The student

The final essay that a student writes while participating in the Internet research project outlined in ELA6R1(e), requires that students use the Internet, and a variety of Websites to research a real person, and later write a comparative essay about the subject of their research and the subject of the book they read.

- a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- c. Cites references.

ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

Scobre's leveled books are perfect for guided reading and class discussions. The key element of a Scobre book, is the fact that each title is available on two distinct reading levels. This means that two students reading on two different reading levels can read and discuss the same book together.

Students read

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Confirms understanding by paraphrasing the adult's directions or suggestions.

All Rights Reserved Revised July 13, 2006

- e. Displays appropriate turn-taking behaviors.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without being domineering.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j. Gives reasons in support of opinions expressed.
- k. Clarifies, illustrates, or expands on a response when asked to do so.
- l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- m. Writes a response to/reflection of interactions with others.

ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.
- b. Identifies the tone, mood, and emotion conveyed in the oral communication.

When delivering or responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
- c. Uses language for dramatic effect.
- d. Uses rubrics as assessment tools.
- e. Uses electronic media for presentations.

