



Scobre Press Corporation

www.scobre.com

P: (877) SCO-BRE4

The Dream Series

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

Correlation to Kentucky Middle School Core Content for Reading Assessment

1. Forming a Foundation for Reading

Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts.

2. Developing an Initial Understanding

Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.

3. Interpreting Text

Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.

4. Reflecting and Responding to Text

Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.

5. Demonstrating a Critical Stance

Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting and understanding the impact of features such as irony, humor and organization.

The Scobre Press Classroom Program consists of 29 contemporary dual-leveled fiction and nonfiction novels for young adults, and about young adults. The variety of high-interest topics help students to **form a foundation for reading**. The books are **multicultural**, with a wide range of topics. Dual-leveled books facilitate differentiated instruction.

Lesson plans for before, during, and after reading are laid out for ease of use, and pre and post assessment. By continuously interacting with text, before, during, and after reading, students habitually **interpret** what they are reading.

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.

Reading comprehension and writing exercises are available for each title, so that students can **reflect and respond to text**. Students are required to write succinct essays relating to each chapter to demonstrate their understanding of text and relate it to their **background knowledge**, or schema. Essays must be clear, well-punctuated, with good spelling and grammar, and **demonstrate a critical stance**. Group discussions take place after reading, utilizing response and analysis writing as points of discussion.

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

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