



Scobre Press Corporation

www.scobre.com

P: (877) SCO-BRE4

The Dream Series

*Cutting-Edge Fiction and Nonfiction FOR Young Adults ... [ABOUT](#)
Young Adults*

New York State Academic Standards for English Language Arts & Scobre Press

<p>Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>The Scobre Press Classroom Program consists of 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. During reading, students will use best practices in reading comprehension to interact with text using graphic organizers. . As writers, students produce text and experience-based essays about Scobre literature. After reading, as speakers, students will complete a comprehensive internet research project, culminating in oral presentations to the class. *Vocabulary lists, along with graphic organizers based on best practices in vocabulary development, are available for each title.</p>
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.</p>	<p>Scobre books are multicultural and socially relevant. Students are encouraged to relate text to personal experiences, and express themselves in personal essays. High-interest topics range from sports, entertainment, business, computers, video games, robotics, etc... *Dual-leveled books help to facilitate differentiated instruction, allowing students of varying proficiencies to read and discuss literature in creative ways, based on interest, not simply reading level.</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers,</p>	<p>The Teacher's Resource guide focuses on the best practices in proficient reading. Using research based reading strategies, along with interactive graphic organizers, focusing on textual interaction as students make predictions, ask questions, visualize,</p>

<p>they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>and make connections about text, proficiency is developed. Furthermore, by interacting with text habitually, students can readily form opinions, judgments, and ideas, on the information they are reading. <i>*Reading, after all, is the construction of meaning—not just the words on the page.</i></p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	<p>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. As listeners and speakers, students will discuss their essays in groups after reading.</p>