



Scobre Press Corporation

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The Dream Series

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

Pennsylvania Department of Education

Academic Standards for Reading, Writing, Speaking and Listening

1.1. Learning to Read Independently

- A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.
- B. Identify and use common organizational structures and graphic features to comprehend information.
- C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.
- D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).
- E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- H. Demonstrate fluency and comprehension in reading.

1.2. Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.
- C. Analyze the effect of various literary devices.
- D. Identify poetic forms (e.g., ballad, sonnet, couplet).
- E. Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4. Types of Writing

- A. Write short stories, poems and plays.
- B. Write multi-paragraph informational
- C. Write persuasive pieces.
- D. Maintain a written record of activities, course work, experience, honors and interests

1.5. Quality of Writing

- A. Write with a sharp, distinct focus.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with an understanding of the stylistic aspects of composition.
- E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate

1.6. Speaking and Listening

- A. Listen to others.
- B. Listen to selections of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

1.7. Characteristics and Function of the English Language

- A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).
- B. Analyze the role and place of standard American English in speech, writing and literature.
- C. Identify new words that have been added to the English language over time.

1.8. Research

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- C. Organize, summarize and present the main ideas from research.

Scobre Press Correlations to the Pennsylvania Academic State Standards for Reading, Writing, Speaking and Listening

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(A), 1.1(B), 1.1(D), 1.1(G), 1.1(H), 1.3(A), 1.3(F), 1.6(D)(E)

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

Standard(s) 1.1(C), 1.1(E), 1.1(F)

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(G), 1.1(H), 1.4(D)

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) 1.1(G), 1.1(H), 1.3(F), 1.4(C), 1.5(A)(B)(C)(D)(E)

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

Standard(s) 1.1(G), 1.5 (G), 1.6(A), 1.6(C)(D)(E), 1.8(A), 1.8(B), 1.8(C)