



## Scobre Press Corporation

[www.scobre.com](http://www.scobre.com)

P: (877) SCO-BRE4

### The Dream Series

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

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### **Scobre Press Correlation for Tennessee Reading; Content Standard: 1.0, Grades 6, 7, 8**

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

#### **Tennessee Learning Expectations:**

- 1.01 Continue to develop oral language and listening skills.
- 1.02 Develop an understanding of the concepts of print.
- 1.03 Expand reading skills through phonemic awareness.
- 1.04 Use decoding strategies to read unfamiliar words.
- 1.05 Read to develop fluency, expression, accuracy, and confidence.
- 1.06 Expand reading vocabulary.
- 1.07 Employ pre-reading strategies to facilitate comprehension.
- 1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.
- 1.09 Refine study skills and develop methods of research to enhance learning.
- 1.10 Develop skills to facilitate reading in the content areas.
- 1.11 Read independently for a variety of purposes.
- 1.12 Experience and explore the elements of various literary and media genres.
- 1.13 Develop and sustain a motivation for reading.

- **The Scobre Press Classroom Program consists of 29 contemporary dual-leveled fiction and nonfiction novels for young adults, and about young adults.**  
**Standard(s) 1.02, 1.03, 1.05, 1.10, \*1.11, 1.12, \*1.13**
- **Vocabulary lists, along with graphic organizers based on best practices in vocabulary development, are available for each title.**  
**Standard(s) 1.04, 1.06**
- **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) 1.05, 1.07, 1.08, 1.10**
- **Lesson plans for before, during, and after reading are laid out for ease of use, and pre and post assessment.**  
**Standard(s) 1.01, 1.07, 1.08, 1.09**
- **Dual-leveled books facilitate differentiated instruction.**  
**Standard(s) 1.10, 1.11**

