



Scobre Press Corporation

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The Dream Series

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

English Language Arts (ELA) Grade-Level Expectations: Seventh Grade Correlation to Scobre Press Classroom Program

Reading and Responding

Standard 1:

1. Develop vocabulary using a variety of strategies, including:
2. Explain story elements.
3. Interpret literary devices.
4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts.
5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)

Standard 6:

6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres.

Standard 7:

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies.
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
12. Explain the effects of an author's stated purpose for writing (ELA-7-M3)
13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills.

Writing

Standard 2:

15. Write multiparagraph compositions on student- or teacher-selected topics.
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
17. Develop grade-appropriate compositions on student- or teacher-selected topics.
18. Develop grade-appropriate compositions by identifying and applying writing processes.
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
20. Use the various modes to write compositions.

21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)
22. Write for various purposes.

Writing/Proofreading

Standard 3:

23. Use standard English punctuation.
24. Write paragraphs and compositions following standard English structure and usage.
25. Apply knowledge of parts of speech in writing.
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
31. State oral directions/procedures for tasks (ELA-4-M2)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)
35. Deliver formal and informal persuasive presentations (ELA-4-M4)
36. Deliver grade-appropriate research-based presentations (ELA-4-M4)
37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)
38. Participate in group and panel discussions.

Information Resources

Standard 5:

39. Locate and select information using organizational features of grade-appropriate resources.
40. Locate and integrate information from a variety of grade-appropriate resources.
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools.
43. Generate grade-appropriate research reports that include information presented in a variety of forms.
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)
45. Give credit for borrowed information following acceptable use policy.
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

The Scobre Press Classroom Program consists of 29 contemporary dual-leveled fiction and nonfiction novels for young adults, and about young adults.

Standard(s) 5, 6, 14

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

Standard(s) 1, 11, 26, 27, 39, 44

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) 3, 9, 10, 11, 12, 13

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. 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. Essays are personal, establishing a relationship between life experiences and text.

Standard(s) 7, 10, 15, 16, 17, 18, 19, 20, 22, 23, 24, 38, 46

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

Standard(s) 28, 29, 32, 33, 35, 36, 38, 42, 43, 44