



Scobre Press Corporation

www.scobre.com

P: (877) SCO-BRE4

The Dream Series

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

Scobre Press NJ State Standards Correlation

****This correlation is based on the Scobre Press Classroom Program and the teacher materials provided in the research based 2008-2009 Teacher's Resource Guide.***

New Jersey Grade 7: Language Arts Literacy

NJ Standard 3.1 Reading

All students will understand and apply knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension. (http://education.state.nj.us/cccs/?_list_cpi=c=3;s=1;g=7)

The Scobre Press Classroom Program provides direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient reader use to understand what they read, including summarizing, and keeping track of one's own understanding, while reading a variety of multicultural, fiction and nonfiction texts about peer role models.

NJ Standards targeted through 30 minute daily use of Scobre classroom program:

- *NJ STANDARD A. Identify concepts of print texts for fiction and nonfiction, including paragraphs, topic sentence, captions (when applicable), etc...general organizational structure of fiction and nonfiction texts.*
- *NJ STANDARD C, F. Decode new vocabulary using structural analysis. Use context analysis to decode new words. 1800 new vocabulary words identified in 58 Scobre titles. Graphic organizers to build vocabulary on a chapter by chapter basis, using the dictionary, and internet (technological resources) to appropriately define vocabulary words within context.*
- *NJ STANDARD D. Fluency, through read aloud and group reading. Reading comprehension questions and writing exercises associated with each title for independent reading for clarity and comprehension.*
- *NJ STANDARD E, G. Employ reading comprehension strategies before, during, and after reading. Graphic organizers provided for making Connections, Asking Questions, Visualization, and Making Predictions. Prior to reading, set a purpose by making and adjusting predictions, and relating prior knowledge (or schema). Respond critically (writing exercises for each title) to text using evidence as understanding.*
- *NJ STANDARD H. Inquiry and research. Produce written and oral work that demonstrates comprehension through end of chapter essay and discussion questions. Collect materials that reflect possible career choices in the Future Stars Series—which highlights career choices of real teenagers. Read and compare fiction and nonfiction books of same genre, topic, or subject.*

