

PLEASE READ EVERYTHING BEFORE ENROLLING!

Overview

Reading Comprehension, Grades 4-6, Ages 9-12

The goal is to help students improve their reading comprehension skills by delving into interesting stories and learning how to really understand and relate to what we read.

ENROLLMENT WILL OPEN JANUARY 19.

CLICK HERE TO SEE THE COURSE PAGE ON THE WEBSITE WHICH INCLUDES DAYS / TIMES OF CLASS MEETINGS.

****THE FIRST WEEK THIS CLASS IS OFFERED IS THE WEEK OF FEBRUARY 3**

CLASSES DO NOT BUILD UPON EACH OTHER.

STUDENTS CAN JOIN IN FEBRUARY OR ANYTIME AFTER THAT, IF SLOTS ARE OPEN AT THAT TIME.

Class meets 1x a week

This is an ongoing class

Same day and time of week

45 minutes per class session

Up to 6 students per class

Parent does NOT need to attend session with child

Subscription required

\$40 per month

Each week we will read a different text, and every class session follows the same format:

1. Welcome students
2. Review classroom rules (see below)
3. I will read a text aloud to the students - a short, interesting fiction or nonfiction full story/article **or** excerpt
4. I will engage the students in discussion
5. Say a quick goodbye

****Please note, all of the reading material will be sourced from ReadWorks.org. The reading levels for each text, based on Lexile measures, will range from 4th to 6th grade. It's important to note that Lexile levels are not an exact science; therefore, while a story may be classified as a 5th grade reading level, it could still present challenges for a 6th or 7th grader due to certain components.**

Also, please know that I will carefully select articles that are suitable and enjoyable for all reading levels in the class. For instance, I will avoid stories that may be rated at a 6th-grade Lexile level but contain challenging vocabulary that could frustrate both 6th and 7th graders. Similarly, I won't choose stories rated at a 4th-grade reading level that are overly simplistic and better suited for 3rd or 4th graders. My goal is to enhance students' reading comprehension skills without overwhelming them with difficult vocabulary or complex sentence structures, nor providing material that is too simplistic. Instead, I aim to offer engaging content that encourages deeper discussions for everyone.

Additionally, please remember that this ongoing class is not designed to enhance reading fluency—such as reading speed, correct pronunciation, or intonation—but rather to focus on improving comprehension and critical thinking skills, which are important for success in life.

Classroom Rules:

- a. Be respectful
- b. Active participation
- c. Students will **not** be called on if they do not want to be
- d. Mute when not speaking - if you have background noise like people conversing or the TV playing
- e. Raise your hand - with the "raise hand" feature
- f. Stay on topic
- g. Use the chat wisely
- h. Support each other
- i. Ask for help
- j. Have fun and be curious

What specific stories / texts will we be reading? (Stories are subject to change at any time.)

Week of February 3 - Accidental Butterfly (fiction)

Week of February 10 - Junkyard Duck (fiction)

Week of February 17 - Se Ri Pal, Champion Golfer / The Serena Slam (non-fiction)

Week of February 24 - Lizzie Escapes (fiction)

Week of March 3 - Roy Choi, The Food Truck Founder (non-fiction)

Week of March 10 - The Sad Tale of the Lonely Magnet (fiction)

Week of March 24 - Play Time (non-fiction)

Week of March 31 - Locker Mystery (fiction)

Week of April 7 - Making the Team (fiction)

Week of April 14 - NO CLASSES

Week of April 21 - The Fence, [Alien Kids, #1] (fiction)

What is meant by “reading comprehension?”

Reading comprehension is the ability to understand, interpret, and analyze written text. It involves recognizing words, grasping their meanings, identifying main ideas, and making inferences based on the content. Strong reading comprehension promotes critical thinking, allowing readers to interact with texts thoughtfully, extract meaning from their content, and apply it to the world around them.

What are examples of “surface-level” questions?

1. What is the setting of this story?
2. Who are the main characters? Describe them.
3. Summarize the story in a few sentences.

What are examples of “in-depth” questions?

1. What are clues that tell you about the character’s personality traits?
2. What do you think the character was thinking when _____ happened? Use text evidence to support your answer.
3. If you were faced with the same situation as the character, would you have chosen to react the same way? Why or why not?
4. What does this particular word mean in the context of this paragraph?

** I have a subscription with ReadWorks.org that permits me to use their content as part of the paid courses I provide.