

# DOTORI BOOK CLUB

Dotori School Book Club runs in 10-week semesters and is organized by grade-level groups.

## Gr. K-1

The K-1 class meets for 60 minutes per session and is conducted entirely in English.

Students explore a different book each week. Grounded in the Common Core State Standards (CCSS), the program is intentionally designed to strengthen foundational literacy skills and phonics development essential in the early elementary years. Through engaging read-alouds, guided discussions, and structured literacy activities, students naturally build decoding skills, phonemic awareness, and comprehension strategies using authentic children's literature as the anchor.

### **Recommended for students who:**

- find independent reading challenging and would benefit from developing phonics skills in meaningful context
- want to learn how to talk about books, not just listen to stories
- are ready to build strong reading habits and confidence from an early age

## Gr. 2-3 / Gr. 4-5

Classes meet for 90 minutes per session and are conducted entirely in English.

The first five weeks focus on fiction, followed by five weeks of nonfiction study. During the fiction unit, students choose their class text through guided discussion between two carefully selected options. We believe that learning to select a book thoughtfully is part of becoming a purposeful reader.

Using Close Reading strategies, students learn to identify textual evidence, analyze setting and character development, examine conflict, explore theme, and practice structured summarization.

Reading strategies aligned with the Common Core State Standards (CCSS) are intentionally embedded throughout instruction, helping students meet expectations in both public and private school classrooms. The program also provides natural preparation for assessments such as i-Ready, FastBridge, and the SBA state exam.

### **Recommended for students who:**

- prefer a structured, academically focused book club
- want to strengthen their expressive skills in both speaking and writing
- are looking to develop reading strategies that directly support classroom success