LETRS Objectives

Chapter One

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| Content Objective | SWBAT identify the key features of the reading process that demonstrate how earning to read is an acquired (not natural) skill. |
| Language Objective | SWBAT define the following vocabulary words: Phoneme awareness, phonics, fluency, vocabulary, and comprehension. |

Chapter Two

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| Content Objective | SWBAT explain the role that vocabulary and comprehension play in the reading process. |
| Language Objective | SWBAT explain the relationship between vocabulary and comprehension using the following sentence stem: “Vocabulary and comprehension are related in the following ways…” |

Chapter Three

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| Content Objective | SWBAT explain the role that phoneme awareness plays in the reading process. |
| Language Objective | SWBAT define the following vocabulary words: Repetition, Word Identification, Syllable Manipulation, Onset-Rime Manipulation, Rhyming, Alliteration, and Phoneme Awareness |

Chapter Four

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| Content Objective | SWBAT explain the role that phonics plays in the reading process. |
| Language Objective | SWBAT explain the relationship between phoneme awareness and phonics using the following sentence stem: “Phoneme awareness and phonics are related in the following ways…” |

Chapter Five

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| Content Objective | SWBAT explain the role that fluency plays in the reading process. |
| Language Objective | SWBAT describe the steps of the Elementary Repeated Reading Model using the following sentence stems: “On the first day you…, then you…, finally you…” “On the second day you..., then you…” |

Chapter Six

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| Content Objective | SWBAT identify the key differences between “What to Teach” and “How to Teach” |
| Language Objective | SWBAT contrast the three keys to teaching effectively: Planning vs. Knowledge, Presentation vs. Management, & Instruction vs. Monitoring. |