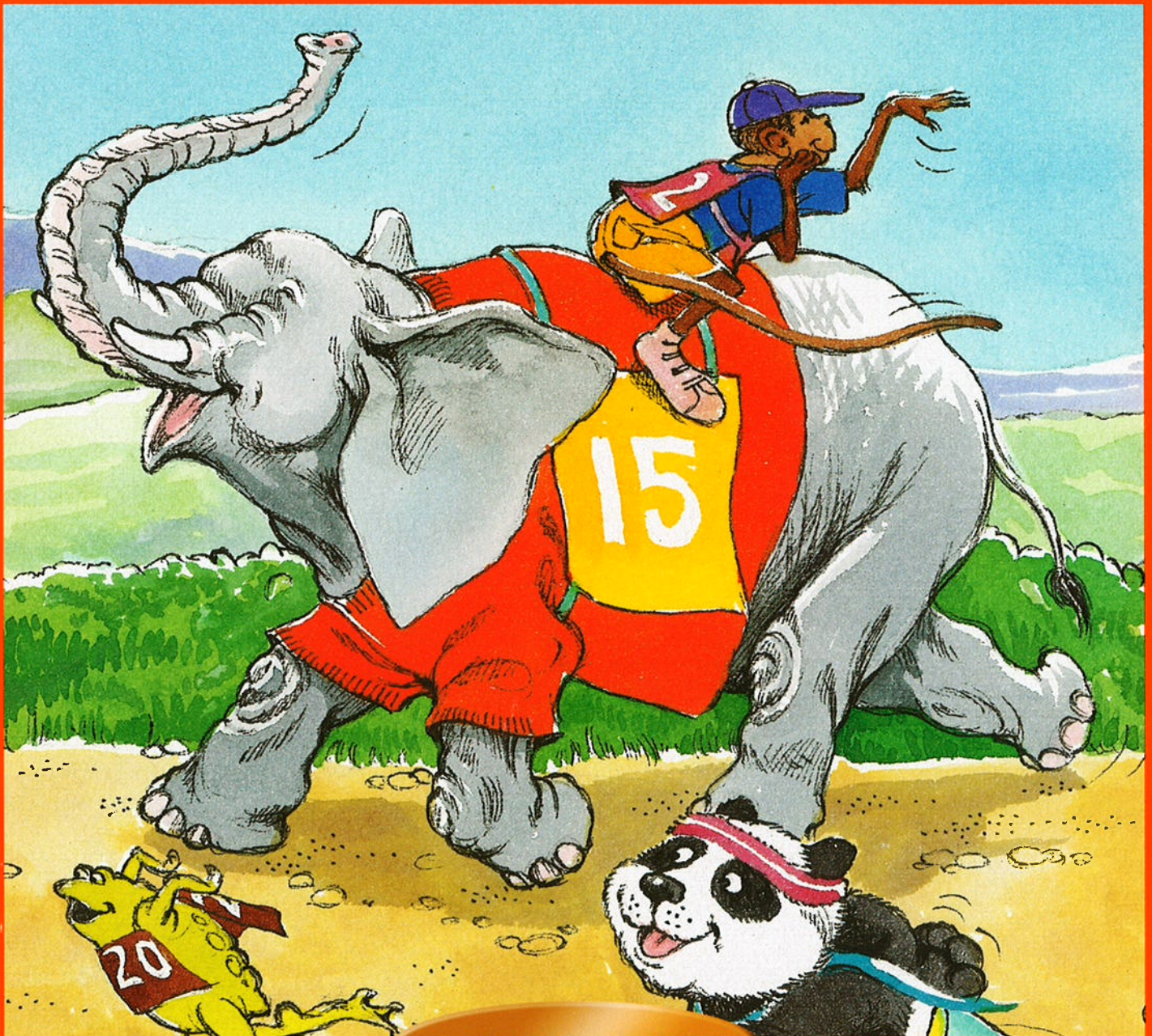


BEHAVIORAL OBJECTIVES
Levels I/II Fast Cycle

SRA

Reading Mastery



CLASSIC EDITION



Reading Mastery

CLASSIC EDITION

Behavioral Objectives

Levels I/II

Fast Cycle

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INTRODUCTION

The *Reading Mastery* programs are based on the underlying concept that all children can learn if carefully taught. The programs provide the kind of careful instruction that is needed to teach basic reading skills. *Reading Mastery* Classic Edition, Fast Cycle is an accelerated beginning reading program for children of average or above-average ability. In 170 lessons, it teaches all the basic comprehension and word attack skills presented in *Reading Mastery I* and *II*.

The sequence of skills in *Reading Mastery: Fast Cycle* is controlled so that the student is able to perform confidently the skills at each step before going on to more complicated tasks. Teacher-directed activities in the following areas are included: prereading, sound/letter relationships, decoding, reading vocabulary, oral reading, and comprehension. In the area of reading and picture comprehension, written activities relate to the stories that students are reading. Worksheet exercises offer practice in sound writing, pattern recognition, matching, and picture completion.

In the spelling part of the program, the student writes sounds, words, and sentences that the teacher dictates. Spelling words follow the sequence of reading words taught in the program.

Scope and Sequence Chart

The Scope and Sequence chart on pages 3 and 4 provides a quick overview of *Reading Mastery: Fast Cycle*. The chart lists the various tracks (skills) that are taught and the range of lessons for each track.

Behavioral Objectives

This booklet gives a comprehensive picture of *Reading Mastery: Fast Cycle*. It focuses on the general curriculum goals of the program and on special behavioral goals to be achieved by individual students.

The Behavioral Objectives, which begin on page 5, cover the major skill areas, or tracks, shown on the Scope and Sequence chart. Above each chart is the name of the track and the range of lessons in which it appears. The chart itself is divided into four sections:

- The **Purpose of the track** is the general curriculum objective.
- The **Behavioral objective** is the kind of performance that can be expected from the student who has mastered the skill.
- The section headed **The student is asked to** describes the specific kinds of tasks the student performs in order to master the skill.
- The section headed **First appears in** shows where the skill is first introduced in the program.

SCOPE AND SEQUENCE CHART *Reading Mastery Fast Cycle*

	Fast Cycle I	Fast Cycle II
SOUNDS AND LETTER NAMES		
Sounds	1 _____ 89	
Sound Combinations (Diphthongs and Digraphs)		81 _____ 170
Letter Names—Vowels		90–100
Letter Names—Consonants		114–117
Alphabetical Order		114–117
Capital Letters		118–125
PRONUNCIATION	1 _____ 21	
SEQUENCING GAMES	1–3	
BLENDING		
Say the Sounds	1–2	
Say It Fast	1–6	
Say the Sounds—Say It Fast	1 _____ 16	
Sounds—Say It Fast	2–8	
Say It Fast—Rhyming	3–7	
Sound Out	4–12	
Rhyming	8–15	
READING VOCABULARY		
Sounding Out Words	10 _____ 113	
Reading the Fast Way	27 _____ 170	
Word Attack Skills		
Regular Words	10 _____ 170	
Rhyming Words	15 _____ 80	
Words Beginning with Stop Sounds	29 42	
Irregular Words	43 _____ 170	
Word Build-ups	66 80	
Word Parts	81 _____ 170	
Final-e Rule		97 111
Spelling by Letter Names		117 _____ 170

Note: The skills shown on the Scope and Sequence Chart reflect only their structured presentation, not their continued use.

(continued on next page)

SCOPE AND SEQUENCE CHART (continued)

STORY READING—DECODING

	Fast Cycle I	Fast Cycle II
Sounding Out Words	17 53	
Reading the Fast Way	36	170
Rate-and-Accuracy Checkouts	54	170
Related Story-Reading Skills		
Word Finding	26 42	
Period Finding	43	
Sentence Saying	43 53	
Quotation Finding	46-53	
Question Mark Finding	48-50	
Reading the Title	57 80	

STORY READING—COMPREHENSION

Picture Questions	17	170
Story Questions—Oral	36	170
Story Questions—Written	66	170
Related Comprehension Skills		
Read the Items	76 89	112-125
Rule Review		157-170

TAKE-HOME EXERCISES

Say It Fast	1-4	
Sound Writing	1	83
Cross-Out Games	1	65
Picture Completion	1 16	
Sound Out	2 12	
Pair Relations	5	71
Matching	10	59
Reading Vocabulary	13-16	
Sentence and Story Copying	17	97
Reading Comprehension	60	170
Story Items	66	170
Picture Comprehension	72 83	
Following Instructions	83	144
Story-Picture Items	107 125	
Picture Deductions	126	157
Story-Items Review	127	157
Written Deductions		147 170
Factual Information Passages		151 170

SPELLING BOOK

36	114
(Lesson 1)	(Lesson 79)

BEHAVIORAL OBJECTIVES

SOUNDS

Range of Lessons: 1-89

Purpose of the track	Behavioral objectives	The student is asked to	First appears in																																																																												
To teach the student the sounds associated with letters (printed symbols)	When given a printed symbol, the student is able to recognize and produce the sound represented by the symbol.	Say the sounds represented by the following symbols:																																																																													
		<table><tr><td><u>Symbol</u></td><td><u>Sound</u></td><td><u>As in</u></td><td></td></tr><tr><td>a</td><td>aaa</td><td><u>and</u></td><td>Lesson 1</td></tr><tr><td>m</td><td>mmm</td><td><u>ram</u></td><td>Lesson 1</td></tr><tr><td>s</td><td>sss</td><td><u>bus</u></td><td>Lesson 3</td></tr><tr><td>ē</td><td>ēēē</td><td><u>eat</u></td><td>Lesson 4</td></tr><tr><td>r</td><td>rrr</td><td><u>bar</u></td><td>Lesson 6</td></tr><tr><td>d</td><td>d</td><td><u>mad</u></td><td>Lesson 9</td></tr><tr><td>f</td><td>fff</td><td><u>stuff</u></td><td>Lesson 11</td></tr><tr><td>i</td><td>iii</td><td><u>if</u></td><td>Lesson 13</td></tr><tr><td>th</td><td>ththth</td><td><u>this</u> (not thing)</td><td>Lesson 15</td></tr><tr><td>t</td><td>t</td><td><u>cat</u></td><td>Lesson 17</td></tr><tr><td>n</td><td>nnn</td><td><u>pan</u></td><td>Lesson 19</td></tr><tr><td>c</td><td>c</td><td><u>tack</u></td><td>Lesson 21</td></tr><tr><td>o</td><td>ooo</td><td><u>ox</u></td><td>Lesson 23</td></tr><tr><td>ā</td><td>āāā</td><td><u>ate</u></td><td>Lesson 26</td></tr><tr><td>h</td><td>h</td><td><u>hat</u></td><td>Lesson 28</td></tr><tr><td>u</td><td>uuu</td><td><u>under</u></td><td>Lesson 30</td></tr><tr><td>g</td><td>g</td><td><u>tag</u></td><td>Lesson 33</td></tr><tr><td>l</td><td>lll</td><td><u>pal</u></td><td>Lesson 35</td></tr></table>	<u>Symbol</u>	<u>Sound</u>	<u>As in</u>		a	aaa	<u>and</u>	Lesson 1	m	mmm	<u>ram</u>	Lesson 1	s	sss	<u>bus</u>	Lesson 3	ē	ēēē	<u>eat</u>	Lesson 4	r	rrr	<u>bar</u>	Lesson 6	d	d	<u>mad</u>	Lesson 9	f	fff	<u>stuff</u>	Lesson 11	i	iii	<u>if</u>	Lesson 13	th	ththth	<u>this</u> (not thing)	Lesson 15	t	t	<u>cat</u>	Lesson 17	n	nnn	<u>pan</u>	Lesson 19	c	c	<u>tack</u>	Lesson 21	o	ooo	<u>ox</u>	Lesson 23	ā	āāā	<u>ate</u>	Lesson 26	h	h	<u>hat</u>	Lesson 28	u	uuu	<u>under</u>	Lesson 30	g	g	<u>tag</u>	Lesson 33	l	lll	<u>pal</u>	Lesson 35	
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ing	iiing	sing																																																																						
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y	yyy	yard																																																																						
er	urrr	brother																																																																						
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oo	oooo	moon (not look)																																																																						
J	j	judge																																																																						
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wh	www or wh	why																																																																						
qu	kwww/koo	quick																																																																						
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SOUND COMBINATIONS

Range of Lessons: 81-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in	
To teach the student letter-sound combinations that make one sound	<p><i>Sound Combinations:</i> When given a sound combination, the student is able to say the sound represented by the letters and to read words that contain the sound combination.</p> <p><i>Disjoined letters:</i> When given two or three letters that had previously been joined, the student is able to say the sound represented by the letters and to read words that contain the letters.</p>	Identify the following sound combinations:		
		<u>Sound Combinations</u>	<u>As in</u>	
		ar	are	Lesson 81
		al	all	Lesson 84
		ou	out	Lesson 95
		ea	eat	Lesson 112
		ee	need	Lesson 114
		th	this	Lesson 107
		ing	sing	Lesson 107
		sh	she	Lesson 110
		ch	chat	Lesson 112
		oo	moon	Lesson 112
		wh	why	Lesson 112
		qu	quick	Lesson 112
er	brother	Lesson 112		

LETTER NAMES**Range of Lessons: 90-117**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to identify the names of lowercase letters	<i>Vowels:</i> When given lowercase vowels, the student is able to identify each letter by name.	Say the names of the vowels <i>a, e, i, o, and u</i>	Lesson 90
	<i>Consonants:</i> When given lowercase consonants, the student is able to identify each letter by name.	Say the names of the consonants	Lesson 114

ALPHABETICAL ORDER**Range of Lessons: 114-117**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to say the names of the letters of the alphabet in order	When given all of the alphabet, the student is able to say the names of the letters in order.	Say the names of the letters in order	Lesson 114 (and Take-Home 1)

CAPITAL LETTERS**Range of Lessons: 118-125**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to identify the names of capital letters	When given capital letters, the student is able to identify each letter by name.	Identify "easy" capitals (letters that are similar to their lowercase counterparts)	Lesson 118
		Identify "hard" capitals (letters that are very different from their lowercase counterparts)	Lesson 120

PRONUNCIATION

Range of Lessons: 1-21

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To provide practice in pronouncing sounds	When given a sound orally, the student is able to pronounce the sound.	Pronounce a sound after it has been presented orally	
		mmm	Lesson 1
		ththth	Lesson 1
		iii	Lesson 1
		d	Lesson 2
		fff	Lesson 2
		ooo	Lesson 2
		sss	Lesson 3
		ooo	Lesson 3
		eee	Lesson 4
		rrr	Lesson 4
		nnn	Lesson 4
		t	Lesson 11
		aaa	Lesson 17
		c	Lesson 21
		vvv	Lesson 21
		uuu	Lesson 21

SEQUENCING GAMES

Range of Lessons: 1-3

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to sequence events in order	When shown an action sequence pictured on an arrow, the student is able to perform the pictured actions in order.	Perform a pictured sequence of actions, following an arrow from left to right	Lesson 1
	When given the direction "first" or "next" for an action sequence, the student is able to respond with the appropriate action.	Perform the "first" and "next" actions pictured on an arrow; then perform the actions without looking at the pictures	Lesson 2

BLENDING: SAY THE SOUNDS

Range of Lessons: 1-2

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student that words are composed of blended sounds	The student is able to say a word slowly, one sound at a time, without pausing between the sounds.	Say the sounds in a word consisting of two or three continuous sounds	Lesson 1
		Say the sounds in a two- or three-sound word that ends in a stop sound	Lesson 1

BLENDING: SAY IT FAST

Range of Lessons: 1-6

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To help the student understand the relationship between the sounds in a word and the word that is formed	When the teacher says a word slowly, the student is able to say the word at a normal rate.	Say at a normal rate a word that the teacher has presented slowly with the sounds lengthened and <i>no pause</i> between the sounds	Lesson 1

BLENDING: SAY THE SOUNDS – SAY IT FAST

Range of Lessons: 1-16

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To consolidate the skills of saying words slowly and saying words fast	When the teacher says a word slowly, the student is able to repeat the word slowly and then say it fast.	Say a word slowly; then say it fast	Lesson 1

BLENDING: SOUNDS – SAY IT FAST

Range of Lessons: 2-8

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student the blending skills of saying a single written sound slowly and then saying it fast	When presented with a single or repeated symbol of a sound, the student is able to say the sound slowly and then say it fast.	Say a written sound slowly; then say it fast	Lesson 2

BLENDING: SAY IT FAST – RHYMING**Range of Lessons: 3-7**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to blend words that have two parts—an initial sound followed by an ending	When the teacher orally presents a word that has two parts—a beginning sound and an ending—the student is able to say the word parts slowly and then say the word fast.	Say a two-part word slowly; then say it fast	Lesson 3

BLENDING: SOUND OUT**Range of Lessons: 4-12**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to blend written sounds	When presented with two sounds written on an arrow, the student is able to say the sounds from left to right, slowly blending the sounds without pausing.	Say the sounds on an arrow slowly without stopping between sounds Touch under and say the sounds on an arrow slowly without stopping between sounds	Lesson 4 Take-Home 4

BLENDING: RHYMING**Range of Lessons: 8-15**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to rhyme	When the teacher orally presents a word ending, the student is able to produce a rhyming word by blending a specified initial sound with the ending.	Blend a sound with an ending to make a rhyming word	Lesson 8

READING VOCABULARY: SOUNDING OUT WORDS**Range of Lessons: 10-113**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to decode words	When given a word, the student is able to sound out the word and then say it at a normal rate.	Sound out a word and tell what word	Lesson 10

READING VOCABULARY: READING THE FAST WAY**Range of Lessons: 27-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to read words without decoding them first	When given a word, the student is able to say the word at a normal rate without sounding it out first.	Identify a word	Lesson 27

READING VOCABULARY: REGULAR WORDS**Range of Lessons: 10-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to decode regular words	The student is able first to sound out a regular word that begins with a continuous sound and then say the word at a normal rate.	Sound out and say a two- or three-sound word	Lesson 10
	The student is able to read some familiar words without sounding them out first.	Read <i>some</i> words "the fast way" without sounding out first	Lesson 31
	The student is able to read most words, new and old, without sounding out first.	Read <i>most</i> words "the fast way" without sounding out first	Lesson 47

READING VOCABULARY: RHYMING WORDS**Range of Lessons: 15-80**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to recognize and read word families by using rhyming skills	When given two or more rhyming words, the student is able to read the words by blending each initial sound with the ending.	Read two or more words by blending different initial sounds with the same ending	Lesson 15

**READING VOCABULARY:
WORDS BEGINNING WITH STOP SOUNDS****Range of Lessons: 29-42**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to decode words that begin with stop sounds	When given a word that begins with a stop sound, the student is able to use rhyming skills to decode the word.	Read a word that begins with a stop sound by first sounding out the rhyming element and then adding the initial sound	Lesson 29

READING VOCABULARY: IRREGULAR WORDS

Range of Lessons: 43-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to discriminate between the way an irregular word is sounded out and the way it is said	When given an irregular word, the student is able to sound out the word and then say it as it is usually said.	Sound out an irregular word and then say the word	Lesson 43
		Read an irregular word the fast way; then alternate sounding out and saying the word	Lesson 45
		Repeat an irregular word read by teacher, sound out the word, and then say the word	Lesson 81

READING VOCABULARY: WORD BUILD-UPS

Range of Lessons: 66-80

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to decode words that have endings such as <i>ed</i> , <i>ing</i> , and <i>er</i> and words that begin with two consonants	<i>Endings:</i> When given a word that ends in <i>ed</i> , <i>ing</i> , or <i>er</i> , the student is able to identify the word, identify the ending, and then read the whole word.	Read words with the following endings: ing ed er	Lesson 66 Lesson 72 Lesson 78
	<i>Initial consonant blends:</i> When given a word that begins with two consonants, the student is able first to blend the beginning sound with the rest of the word; then to sound out the whole word; and finally to say the whole word fast.	Read words beginning with the following consonant blends: sl br st fl sm tr	Lesson 62 Lesson 73 Lesson 74 Lesson 76 Lesson 77 Lesson 78

READING VOCABULARY: WORD PARTS**Range of Lessons: 81-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to analyze parts of a word	<i>Last-part, first-part:</i> When given a word beginning with a consonant blend, the student is able to blend the beginning sound with the rest of the word and then to say the word the fast way.	Read a word with the initial consonant covered, blend the initial consonant with the rest of the word, and say the whole word	Lesson 81
	<i>Two-part words:</i> When given a two-part word, the student is able to read the first part while the last part is covered and then to read the entire word.	Tell what the first part of a word says and then tell what the whole word says	Lesson 87
	<i>Underlined parts:</i> When given a word (a compound word, a word with a sound combination, a word with an ending, or a word that follows the long-vowel rule with endings), the student is able to read part of the word and then read the whole word.	Read the underlined part of a word and then read the whole word	Lesson 112

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to read long-vowel words ending in final <i>e</i>	<i>Read long-vowel words with final e:</i> When the final <i>e</i> rule has been presented, the student is able to recognize and read a long-vowel word with a final <i>e</i> .	Say the long-vowel sound of a word with a final <i>e</i> and read the word the fast way	Lesson 97
		Recognize a word with a final <i>e</i> , say the long-vowel sound, and read the word the fast way	Lesson 99
		After being prompted on the rule, read a long-vowel word with a final <i>e</i> the fast way and then sound out the word and say the word	Lesson 105
		After being prompted on the rule, read a long-vowel word with a final <i>e</i> the fast way	Lesson 105
	<i>Discriminate between long- and short-vowel words:</i> When given a vowel pair (a long-vowel word and a short-vowel word, such as ate and at) the student is able to discriminate between the long-vowel and short-vowel sounds and read the pair of words.	Reread a pair of long- and short-vowel words the fast way	Lesson 97
		Recognize whether each word in a vowel pair has a final <i>e</i> , say the sound of each vowel, and read each word the fast way	Lesson 99
		Read separate columns of long-vowel and short-vowel words, and then reread a mix of long- and short-vowel words	Lesson 102
		Recognize the word in a vowel pair that has a long vowel sound, and then read both words the fast way	Lesson 105
		Read a mix of long- and short-vowel words after being prompted on the final <i>e</i> rule	Lesson 107

READING VOCABULARY: SPELLING BY LETTER NAMES**Range of Lessons: 117-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to focus on every letter in a word	When a column of words is presented, the student is able to spell each word in the column by letter names and then read each word in the column.	Spell each word in a column of words and then read the column of words (The teacher models the first three words.)	Lesson 117
	When a word is presented, the student is able to spell the word by letter names and then read the word.	Spell a word and then read it the fast way	Lesson 119
	When a word is read by the teacher, the student is able to repeat the word, spell it, and then say it.	Repeat a word read by the teacher, spell it, and then say the word	Lesson 121

STORY READING DECODING: SOUNDING OUT WORDS**Range of Lessons: 17-53**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to apply to story reading the skills learned in reading vocabulary exercises	When given a story, the student is able to sound out and then say fast each word in the story.	Sound out and then say fast the words in the following kinds of stories:	
		2-word stories	Lesson 17
		1-sentence stories	Lesson 21
		2-sentence stories	Lesson 34
		3- to 7-sentence stories	Lesson 39
		2-page stories	Lesson 52

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to read a story accurately at a normal rate	When asked to read a story, the student is able to read the words at a normal rate, sounding out unknown words only.	Sound out the story; then reread the first sentence the fast way	Lesson 36
		Sound out the story; then reread the first two sentences the fast way	Lesson 43
		Sound out the story; then reread the entire story the fast way	Lesson 44
		Read the entire story the fast way on the first reading	Lesson 54
	When given a story, the student is able to read it aloud the fast way	Read aloud as a group the title and first three sentences of a story and then, taking turns, read aloud individually one or more of the remaining sentences in the story	Lesson 81
		Taking turns, read aloud individually from the title to the end of a story	Lesson 112
		Taking turns, read aloud individually from the title to the circled 5 with no more than five errors for the group, and then read aloud individually the rest of the story	Lesson 115

**STORY READING: DECODING —
RATE AND ACCURACY CHECKOUTS**

Range of Lessons: 54-170

Purpose of the track	Behavioral objectives	The student is asked to	Appears in
To teach the student to read with increased speed and accuracy	The student reads a previously read selection in a specified period of time with an error limit.	Read out loud at the following rates without exceeding the error limits:	
		<u>Error</u> <u>Number</u> <u>Number</u> <u>Words</u> <u>limit</u> <u>of words</u> <u>of</u> <u>per</u> <u>read</u> <u>minutes</u> <u>minute</u>	
		3 41 2.5 16	Lesson 54
		3 44 2.0 22	Lesson 55
		3 49 2.0 25	Lesson 57
		3 43 2.0 22	Lesson 60
		3 89 3.0 30	Lesson 62
		3 107 3.0 36	Lesson 65
		3 112 3.0 37	Lesson 67
		3 107 3.0 36	Lesson 72
		4 133 3.5 38	Lesson 75
		3 100 2.5 40	Lesson 77
		4 124 2.5 50	Lesson 86
		3 94 2.0 47	Lesson 90
		4 129 2.5 52	Lesson 95
		(continued)	

**STORY READING: DECODING –
RATE AND ACCURACY CHECKOUTS (continued)**

Range of Lessons: 54-170

Purpose of the track	Behavioral objectives	The student is asked to				Appears in
		Read out loud at the following rates without exceeding the error limits:				
		<u>Error limit</u>	<u>Number of words read</u>	<u>Number of minutes</u>	<u>Words per minute</u>	
		3	105	2.0	53	Lesson 103
		4	120	2.0	60	Lesson 111
		4	120	2.0	60	Lesson 116
		4	120	2.0	60	Lesson 121
		4	120	2.0	60	Lesson 129
		5	139	2.0	70	Lesson 134
		5	140	2.0	70	Lesson 139
		5	150	2.0	75	Lesson 144
		5	149	2.0	75	Lesson 149
		5	150	2.0	75	Lesson 153
		5	181	2.0	90	Lesson 160
		5	180	2.0	90	Lesson 165
		5	184	2.0	92	Lesson 170

**STORY READING: DECODING —
RELATED STORY READING**

Range of Lessons: 26-99

Purpose of the track	Behavioral objectives	The student is asked to	Range of lessons
<u>Word finding</u> To give the student practice in finding a word after hearing it pronounced	When the teacher tells what word to look for, the student is able to identify the correct word.	Touch a word that has been previously sounded out	Lessons 26 – 42
<u>Period finding</u> To teach the student how to find the end of a sentence	When shown the beginning of a sentence, the student is able to find the period that ends the sentence.	Move along an arrow, touching each word until reaching the period at the end of the sentence	Lessons 43
<u>Sentence saying</u> To teach the student to repeat a whole sentence	After reading a sentence word by word, the student is able to repeat the sentence from memory at a normal speaking rate with an inflection that conveys meaning.	Say from memory a whole sentence previously read word by word	Lessons 43 – 53
<u>Quotation finding</u> To teach the student that quotation marks designate spoken words	When given a quotation, the student is able to recognize that the quotation marks designate spoken words and to say the quotation.	Touch the quotation marks in a story Read and repeat the quotation	Lessons 46 – 53
<u>Question mark finding</u> To teach the student the difference between a question and a statement	When given a written question, the student is able to recognize that the sentence asks a question.	Touch a question mark at the end of a sentence Read the question and repeat it at a normal speaking rate	Lessons 48 – 50
<u>Reading the title</u> To teach the student to identify the title of a story	When given the title of a story, the student is able to tell what the story is about.	Tell what a story is about from its title	Lessons 57 – 80

STORY READING: COMPREHENSION – PICTURE QUESTIONS

Range of Lessons: 17-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student the relationship between a story and a picture	<i>Predictions:</i> After reading a story, the student is able to predict what will be seen in a related picture.	Answer questions or complete items to tell what will be in a picture	Lesson 17
	<i>Questions:</i> When given a picture that goes with a story, the student is able to answer questions directly related to the picture.	Answer factual questions requiring judgments about the story	Lesson 17
	<i>Item completion:</i> When given an incomplete item that goes with a picture, the student is able to complete the item by looking at the picture.	Read the item and write the correct word to complete it, using an initial consonant sound as a prompt	Take-Home 72

STORY READING: COMPREHENSION – ORAL STORY QUESTIONS

Range of Lessons: 36-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to focus on the meaning of a story while reading	When rereading a story, the student is able to answer comprehension questions interjected by the teacher.	Answer factual questions about the story	Lesson 36
		Answer a question by repeating a sentence or quotation	Lesson 43
		Answer a question by expressing an opinion or summarizing events	Lesson 37

**STORY READING: COMPREHENSION —
WRITTEN STORY QUESTIONS**

Range of Lessons: 66-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to focus on the meaning of a story through written exercises	When given a question or an incomplete item on a story previously read, the student is able to do the exercise by remembering or rereading the story.	Circle <i>yes</i> or <i>no</i> in response to a written question	Take-Home 67
		Circle a word or words to complete a sentence	Take-Home 66
		Circle the word or words in response to a written question	Take-Home 84
		Write in a blank the word or words in response to a written question	Take-Home 97
		Follow written instructions to answer a question or complete an item	Take-Home 145

STORY READING: COMPREHENSION — READ THE ITEMS

Range of Lessons: 76-125

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to read and follow written instructions	When given written instructions, the student is able to read the instructions and perform the specified response to the teacher's action or words.	Read the item and respond with the specified action or words to the teacher's action or words	Lesson 76

STORY READING — COMPREHENSION: RULE REVIEW
Range of Lessons: 157-170

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to apply information from story to story	When asked about a rule from an earlier story, the student is able to repeat that rule.	Say a rule from an earlier story	Lesson 157

TAKE-HOME EXERCISES: SAY IT FAST
Range of Lessons: 1-4

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To help the student understand the relationship between the sounds in a word and the word that is formed	When the teacher says a word slowly, the student is able to say the word at a normal rate to predict what the picture is about.	Say at a normal rate a word that the teacher has presented slowly with the sounds lengthened and <i>no pause</i> between the sounds	Take-Home 1

TAKE-HOME EXERCISES: SOUND WRITING
Range of Lessons: 1-83

Purpose of the track	Behavioral objectives	The student is asked to	Tracing first appears in	Freehand first appears in
To teach the student how to print the symbols that represent sounds	<p><i>Tracing:</i> When given a printed symbol previously introduced in Sound Recognition, the student is able to trace the symbol.</p> <p><i>Writing freehand:</i> When given a printed symbol previously introduced and traced, the student is able to print the symbol freehand.</p>	<p>Print the following symbols:</p> <p>m</p> <p>a</p> <p>ē</p> <p>s</p> <p>r</p> <p>d</p> <p>f</p> <p>i</p> <p>th</p> <p>t</p> <p>n</p> <p>(continued)</p>	<p>Take-Home 1</p> <p>Take-Home 2</p> <p>Take-Home 4</p> <p>Take-Home 5</p> <p>Take-Home 7</p> <p>Take-Home 10</p> <p>Take-Home 11</p> <p>Take-Home 13</p> <p>Take-Home 16</p> <p>Take-Home 19</p> <p>Take-Home 21</p>	<p>Take-Home 6</p> <p>Take-Home 9</p> <p>Take-Home 5</p> <p>Take-Home 5</p> <p>Take-Home 7</p> <p>Take-Home 10</p> <p>Take-Home 11</p> <p>Take-Home 13</p> <p>Take-Home 16</p> <p>Take-Home 19</p> <p>Take-Home 21</p>

TAKE-HOME EXERCISES: SOUND WRITING (continued)
Range of Lessons: 1-83

Purpose of the track	Behavioral objectives	The student is asked to	Tracing first appears in	Freehand first appears in
		Print the following symbols:		
		c	Take-Home 22	Take-Home 22
		o	Take-Home 23	Take-Home 23
		ā	Take-Home 26	Take-Home 26
		h	Take-Home 29	Take-Home 29
		u	Take-Home 31	Take-Home 31
		g	Take-Home 34	Take-Home 34
		l	Take-Home 35	Take-Home 35
		w	Take-Home 38	Take-Home 38
		sh	Take-Home 40	Take-Home 40
		I	Take-Home 43	Take-Home 43
		k	Take-Home 46	Take-Home 46
		ō	Take-Home 49	Take-Home 49
		v	Take-Home 52	Take-Home 52
		p	Take-Home 55	Take-Home 55
		ch	Take-Home 57	Take-Home 57
		e	Take-Home 60	Take-Home 60
		b	Take-Home 62	Take-Home 62
		ī	Take-Home 64	Take-Home 64
		y	Take-Home 67	Take-Home 67
		x	Take-Home 70	Take-Home 70
		J	Take-Home 73	Take-Home 73
		ȳ	Take-Home 78	Take-Home 78
		qu	Take-Home 77	Take-Home 77
		z	Take-Home 79	Take-Home 79

TAKE-HOME EXERCISES: CROSS-OUT GAMES**Range of Lessons: 1-65**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student visual discrimination of letters and words	When shown a specific sound symbol or word, the student is able to identify the same symbol or word wherever it appears in the exercise.	Cross out a specified sound symbol	Take-Home 1
		Cross out and circle specified sound symbols	Take-Home 18
		Cross out a specified word	Take-Home 42
		Cross out and circle specified words	Take-Home 62

TAKE-HOME EXERCISES: PICTURE COMPLETION**Range of Lessons: 1-16**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student practice in manipulating pencils and crayons	When given an unfinished picture, the student is able to trace the dotted line that completes the picture.	Follow a dotted line with a pencil or crayon to complete a picture	Take-Home 1

TAKE-HOME EXERCISES: SOUNDS/SOUND OUT**Range of Lessons: 2-12**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student practice in touching and saying sounds	When presented with one or two sounds written on an arrow, the student is able to touch and say the sound or sounds.	Touch and say one sound	Take-Home 2
		Touch under and say the sounds on an arrow . slowly without stopping between sounds	Take-Home 5

TAKE-HOME EXERCISES: PAIR RELATIONS

Range of Lessons: 5-71

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To familiarize the student with the kinds of pattern recognition and comprehension activities often found in workbook activities and standardized tests	<i>Picture-sound patterns:</i> When given a pattern of a picture and a sound symbol, the student is able to recognize the pattern.	Reproduce a model pattern by filling in the missing sound symbol	Take-Home 5
	<i>Two-sound patterns:</i> When given a pattern of two sound symbols, the student is able to recognize the pattern.	Reproduce a model pattern by filling in the missing sound symbol	Take-Home 17
		Recognize the model pattern in a row of patterns and cross out those patterns that differ from it	Take-Home 29
	<i>Word-picture relationships:</i> When given a word and various pictures, the student is able to read the word and recognize which pictures correspond with it.	Identify which word and picture in a row correspond with each other and cross out the other word-picture combinations	Take-Home 34
		Identify and circle the picture that corresponds with a word	Take-Home 40
	When given a picture and various words, the student is able to read the words and recognize which ones correspond with the picture.	Identify the word that corresponds with a picture and draw lines through the other words	Take-Home 57
		Draw a line connecting a word to a corresponding picture	Take-Home 63
	<i>Sentence-picture relationships:</i> When given sentences and pictures, the student is able to read each sentence and recognize the corresponding picture.	Identify the sentence that corresponds with a picture and draw lines through the other sentences	Take-Home 60
		Draw a line connecting a sentence with the corresponding picture	Take-Home 66

TAKE-HOME EXERCISES: MATCHING**Range of Lessons: 10-59**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student additional practice in visual discrimination, pair relations, and word copying	When given a column of sounds or words in a column, the student is able to match each one to the same sound or word in another column.	Draw a line connecting two sound symbols that are the same	Take-Home 10
		Draw a line connecting two words that are the same	Take-Home 31
		Follow a line that connects a word with a blank and write the word in the blank	Take-Home 44

TAKE-HOME EXERCISES: READING VOCABULARY**Range of Lessons: 13-16**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to decode words	When given a word, the student is able to touch under and sound out the word and then say it at a normal rate.	Touch under and say the sounds on an arrow slowly and then say the word fast	Take-Home 13

**TAKE-HOME EXERCISES:
STORY AND SENTENCE COPYING****Range of Lessons: 17-97**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to print words, phrases, and sentences	After tracing a dotted version of a word, phrase, or sentence from a story, the student is able to print it freehand.	Trace and print a word, phrase, or sentence	Take-Home 17

TAKE-HOME EXERCISES: READING COMPREHENSION**Range of Lessons: 60-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To help the student extend skills learned in oral story-comprehension tasks, as well as those learned in sentence-saying and matching tasks	When given two complete sentences and the same two sentences with words missing, the student is able to complete the unfinished sentences.	Read an incomplete sentence and circle the word or words that complete it	Take-Home 60
	When given a picture and two incomplete sentences that describe the picture, the student is able to complete the sentences.	Read an incomplete sentence and write the word that completes it	Take-Home 72
To give the student practice in silent reading comprehension	When given a reading passage of a story or factual information, the student is able to read the passage silently and do written exercises relating to it.	Read a passage and related exercises aloud in a group and circle the answers to the exercises	Take-Home 81
		Read a passage and related exercises silently and circle the answers to the exercises	Take-Home 83
		Read a passage and related exercises aloud in a group and write the answers to the exercises	Take-Home 97
		Read a passage and related exercises silently and write the answers to the exercises	Take-Home 98
		Read a story passage and related exercises silently and follow written instructions to complete the exercises	Take-Home 145
		Read a factual passage and related exercises silently and follow instructions to complete the exercises	Take-Home 151

TAKE-HOME EXERCISES: PICTURE COMPREHENSION**Range of Lessons: 72-83**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student the relationship between a story and a picture	When given incomplete items that go with a picture, the student is able to read and complete the items by looking at the picture.	Write a word to complete an item, using an initial consonant as a prompt	Take-Home 72

TAKE-HOME EXERCISES: FOLLOWING INSTRUCTIONS**Range of Lessons: 83-144**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to follow written instructions	When given a circle or a box or both, the student is able to mark in, under, over, or next to the figure according to written instructions.	Mark in the specified places with letters, numbers, figures, or words	Take-Home 83
	When given a sentence in a box, the student is able to mark the sentence according to written instructions.	Mark the sentence in the specified places according to written instructions	Take-Home 97

TAKE-HOME EXERCISES: STORY PICTURE ITEMS**Range of Lessons: 107-125**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student the relationship between a story and a picture	When given a story picture in the storybook, the student is able to read and answer questions about the picture.	Write answers to written questions by referring to details of the picture	Take-Home 107

TAKE-HOME EXERCISES: PICTURE DEDUCTIONS**Range of Lessons: 126-157**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student deductive thinking	When given a written rule, the student is able to read it and select pictures to which the rule applies.	Apply a simple rule	Take-Home 126
		Apply a rule with two criteria	Take-Home 156

TAKE-HOME EXERCISES: STORY ITEMS – REVIEW**Range of Lessons: 127-157**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student to retain information	When given a written question or an incomplete item on a story that has been read in an earlier lesson, the student is able to do the exercises by remembering the story	Write in a blank a word or words in response to a written question	Take-Home 127

TAKE-HOME EXERCISES: WRITTEN DEDUCTIONS**Range of Lessons: 147-170**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To teach the student deductive thinking through reading comprehension	When given a written rule, the student is able to read it and apply it.	Answer a question by applying a rule to a sentence.	Take-Home 147
		Answer a question by applying a rule to a series of sentences	Take-Home 158

Spelling Note: There are 79 lessons in the *Reading Mastery: Fast Cycle* spelling program. Spelling lessons do not start with the first reading lesson. If you are teaching spelling to small groups, present the first spelling lesson after a group completes reading lesson 36. If you are teaching spelling to the entire class, start after the lowest performing group reaches reading lesson 31.

In these 79 lessons, and in the first 89 lessons of the reading program, the children spell by sounds rather than by letter names. At lesson 90 in the reading program, the children begin the transition from spelling by sounds to spelling by letter names. By lesson 115, they are ready to begin a spelling program that is independent of the reading program.

SPELLING BOOK: SOUND WRITING

Range of Spelling Lessons: 1-76

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student practice in writing sounds and sound combinations	When the teacher says one or more sounds or sound combinations, the student is able to repeat and write the sound or sounds.	Write the following sounds:	
		h	Spelling Lesson 2
		u	Spelling Lesson 11
		d	Spelling Lesson 22
		e	Spelling Lesson 29
		w	Spelling Lesson 32
		l	Spelling Lesson 36
		c	Spelling Lesson 51
		b	Spelling Lesson 63
		th	Spelling Lesson 70
		p	Spelling Lesson 75

SPELLING BOOK: WORD WRITING**Range of Spelling Lessons: 1-79**

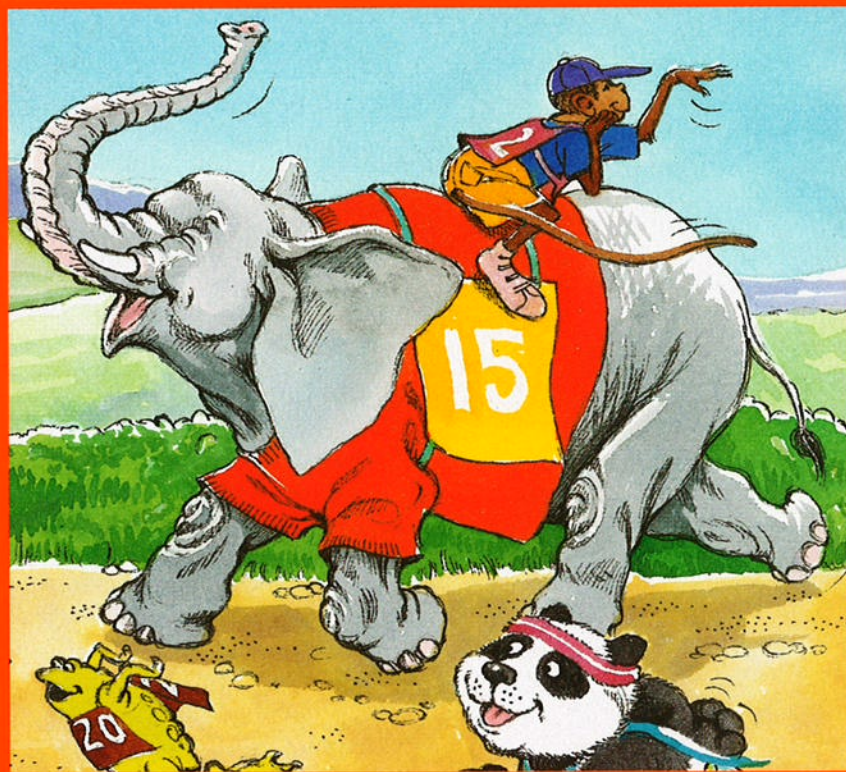
Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student practice in hearing and writing sounds in words	When a word is presented, the student is able to write the sounds in the word.	Say the sounds in a word the teacher has said and then write the word	Spelling Lesson 1
		Say the sounds in an irregular or difficult word after the teacher has said the sounds and write the word	Spelling Lesson 1
		Think about the sounds in a word the teacher has said and write the word	Spelling Lesson 1

SPELLING BOOK: SENTENCE WRITING**Range of Spelling Lessons: 50-79**

Purpose of the track	Behavioral objectives	The student is asked to	First appears in
To give the student practice in spelling and writing words in sentences	When the teacher dictates a sentence, the student is able to repeat the sentence slowly and then write the sentence with punctuation at the end.	Say and write one sentence	Spelling Lesson 50

SRA Reading Mastery

BEHAVIORAL OBJECTIVES



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