

The hypothesis: *Training in Rapid Automatised Naming (RAN) of two and three letter rime units increases student's accuracy in prose reading.*

Abstract

Training in Rapid Automatised Naming (RAN) of two and three letter rime units increases student's accuracy in prose reading.

I taught one child, who will be known as D, over a period of 2 weeks at 11.30 am, which is outside of and separate to the Literacy block which occurs between 9-11am on a daily basis. D knows that he has difficulty with reading, and was quite keen to come to the sessions, as he would like to improve his prose reading. The sessions were made to be fun with lots of positive reinforcement to ensure D's self-efficacy levels were maintained at a high rate. The sessions were also conducted in exactly the same way, as stated in the Appendix, so as not to confuse D and to maintain consistency and uniformity throughout the Action Research.

I read a couple of articles on training in Rapid Automatised Naming (RAN) and its impact on prose reading ability. Many articles state that training in RAN is significant to developing prose reading ability. Many areas of difficulty can inhibit a student's capacity and ability in prose reading; however, one of the most common reading difficulties for students is their inability to accurately and fluently identify printed words. (Ehri & Wilce, 1983; Gelzheiser & Clark, 1991; Torgesen & Wagner, 1998) This can be attributed to not knowing rapidly and confidently rime units and stored phonological codes within memory. The strategy of learning to rapidly name rime units assists those with reading difficulties. Once these strategies of RAN and of rime unit knowledge were internalised prose reading ability did improve.

Explicit teaching and training in RAN of rime units assisted D to improve his prose reading ability, to improve his knowledge of rime units and to apply this learned knowledge to other unknown rime units. The constant positive reinforcement given to D, I believe also can be attributed to his success in learning a larger number of rime units than was originally targeted.

The implication for D and for others with similar difficulties is to continue to be trained in RAN of rime units until all are learnt and are able to be transferred to prose reading. This training assisted D, therefore needs to continue until he is confidently rapidly naming all rime units. This will transfer to prose reading ability and continue to improve it.

Introduction

Many students experience difficulties when learning to read. These difficulties can be attributed to a number of different areas, whether they are one isolated area of difficulty, such as a difficulty with phonological awareness, or a number of difficulties: difficulties with phonological awareness and Rapid Automatised Naming (RAN). All areas of difficulty in reading ability are linked or point toward difficulties in reading prose by a student.

Many areas of difficulty can inhibit a student's capacity and ability in prose reading; however, one of the most common reading difficulties for students is their inability to accurately and fluently identify printed words. (Ehri & Wilce, 1983; Gelzheiser & Clark, 1991; Torgesen & Wagner, 1998) This inability is a primary cause of being unable to read prose confidently. One possible reason for not reading prose confidently is a lack of knowledge of rime units and the ability of reading and recognising these rime units rapidly and automatically. Rapid

Automatised Naming (RAN) is the ability to retrieve phonological codes stored in long-term memory (Howard Allor, 2002) Many students have a difficulty in being able to read and rapidly recognise rime units. There are thirty-seven commonly known or dependable rimes that students need to know to help them to read fluently. They can then apply this knowledge of rimes to read a large number of words, thus using their rapid and automatic knowledge of rimes to read new and unfamiliar words consequently increasing prose reading ability.

Rapid Naming tasks are needed to train a student in specific Rapid Automatised Naming. A Rapid Naming task is defined as the efficiency of reading specific items or stimuli and the amount of time needed to name these items or stimuli when they are presented in isolation or serially to a student. (Howard, 2002) The drilling of a student in Rapid Naming tasks has been shown to be highly correlated to reading ability as Howard (2002) highlights in the Learning Disabilities Journal. Rapid Automatised Naming is an important predictor of growth in word-level reading and Rapid Automatised Naming assessment tasks are likely to be useful in the diagnosis of particular kinds of reading problems in individual children. Rapid Automatised Naming tasks specifically linked to the difficulties identified with the students – lack of knowledge of rime units, should increase a students rime unit recognition abilities, thus impacting on his or her prose reading ability.

For a student to confidently read prose they need a wide range of strategies. One such valuable strategy is to fluently and rapidly identify words using their component parts (Fountas and Pinnell, 2001) Students need to have some phonological awareness knowledge and some decoding skills available to them to facilitate explicit instruction in unknown rime units (Treiman, R., 1985,1992) Phonological Awareness being the understanding that sentences are made up of words, words are made up of groups of sounds and syllables are made up of individual sounds or phonemes. Phonological Awareness is essentially an oral language skill that is a prerequisite for understanding the relationship between sounds and print. Without Phonological Awareness a student is unable to blend sounds together to form words or to segment words into their individual sounds (Howard Allor, 2002)

The student I will be working with, indicated in his assessments, that he has a general understanding of Phonological Awareness; however his knowledge is one that is not adaptable and fluid. This student may be able to do these things associated with Phonological Awareness separately but not together.

Students' awareness of sounds, sound patterns, onsets (the first part of the word – initial sound or blend) and rimes (the last part of the word or word family or phonogram that remains consistent across words (-ain, pain, main, gain or rain) gives them the ability to be able to know how to use and apply that knowledge to a large number of words they want to read thus increasing their prose reading ability. (Fountas and Pinnell 2001) This sophisticated knowledge of sounds, onsets and rimes develops in early childhood; however, if students have not learnt or been taught how to specifically recognise sounds in word families or rimes, they will invariably experience difficulties in prose reading, as the student I have assessed and studied has presented.

If a child has difficulty in prose reading ability, modelling and training in Rapid Automatised Naming of rime units will support and assist. Learning rime units rapidly should improve a student's prose reading as they will be able to use knowledge of rime units to apply and read many words with the same rime unit. E.g. -ale, s+ale, p+ale, st+ale, m+ale, st+ale+mate. If a student cannot read using onset and rime they tend to read letter-by-letter. This is one such difficulty identified in the running records of the child worked with - his accomplishment in letter-by-letter decoding. Letter-by-letter decoding indicates a lack of Rapid Automatised Naming, (Notes – Literacy Intervention Strategies John Munro) therefore there is a need to speed up retrieval of rime units or word families, otherwise the student will continue to have an inability to use onset and rime in

prose reading. To increase Rapid Automatised Naming a teacher would need to rote drill students in unfamiliar rime units, thus building on their existing knowledge.

The hypothesis to be investigated is: *Training in Rapid Automatised Naming (RAN) of two and three letter rime units increases student's accuracy in prose reading.*

Design

The study uses a case study OXO design, in which the student will gain confidence, speed and accuracy in learning to read words using Rapid Automatised Naming of particular rime units not known to the student. The student would be retrieving rimes confidently and promptly, thus enabling him to read the text much quicker and more accurately than he has been

The participant

The student is male and in year four in 2002. His date of birth is 14/01/93. He will be identified as D henceforth. Tests conducted on D over the years have been numerous: Audiology - 18/12/2000 and 23/07/2001, Educational Assessment (K-Bit) on 2/11/01 and 08/11/01. The audiology assessments showed that D had some difficulty in hearing as his left ear showed mild conductive hearing loss and his speech discrimination results were consistent with the audiogram. The assessment by the paediatric Audiology Service at the Royal Children's Hospital suggested that D's hearing 'at present is not adequate for general listening' and that he would have difficulties listening in noise, over distance and observing socialisation. D came with an assessment of hearing within the normal range in early 2001, thus suggesting that much of his difficulties in reading could be attributed to his not 'catching' much of what was said to him or taught to him over the early years of schooling. However, since his hearing was corrected D has continued to improve at an extremely slow rate rather than the rapid rate you would assume once the hearing difficulty was resolved.

From year one in 1999, D has presented with difficulties in many areas of reading. By the completion of year one he was only reading at Reading Recovery Text Level 1, this despite the fact that he had received 15 weeks of daily one-to-one instruction in Reading Recovery. This assistance was continued in year 2 for the first four weeks of the school year, and upon completion of the Reading Recovery program D achieved Reading Recovery Text level 14. A monumental achievement; however, throughout year three and year four, above and beyond individual class instruction at the rate of 2-3 times per week and his inclusion in the Corrective Reading program in year 3, D remained at between Reading Recovery Text Level 14-18 in year three, and Reading Recovery Text Level 16 – 18 in year four. Despite the fact that D has shown some improvement in text level (in the most, attributed to using meaning to read) he remains with a reading age of 7 years 9 months according to the results obtained from the Burt Word Reading Test.

D displayed difficulties with RAN as he would retrieve sounds, letters and words slowly thus making his reading a 'laboured' process. His time would be spent on working out those letters and sounds then begin working on words. This in turn would frustrate D and his teachers and make for decoding and gaining meaning very difficult.

RAN has influenced D's ability to learn to read words, as he has been concentrating on decoding words by individual sounds and letters. For example if a learner with RAN in place encountered the rime 'end' in a word, they would be able to automatically read 'end' and apply it to other words, such as spend, pretend, etc. This, however, is not the case for D as he tends to not encounter 'end,' but would decode it as e-n-d, separate, individual sounds each time he came across it in a word.

One way to diagnose RAN is to give a child 10 individual letters and time them to see how long they took to say those letters. Obviously, if a learner reads the letters over a lengthy period, they have difficulties with RAN, yet, if they state them rapidly, their RAN has developed or is developing.

Materials Used

- Running Records (Marie Clay) used for pre, during and post testing
- Burt Word Test - used for pre, during and post testing
- 37 Dependable Rimes Test - used for pre, during and post testing
- Dependable rimes word list
- Magnetic letters
- Magnetic letter chunks
- Python path – game
- Rime unit dice
- Rime unit short texts/sentences
- RAN Test/Task prepared by John Munro and Hugh McCusker in the Literacy Research Project and Study

Procedure

The above tests used and lessons carried out were conducted using a withdrawal method. D was tested at the same time of the day (11.30 am) and all tasks were conducted at the same time also. D continued to be a part of the 2 hour daily Literacy block which follows a Whole, Small, Whole approach in the classroom. The classroom teacher in a small group situation and in a whole class situation targeted his difficulties. Throughout the two-hour Literacy block, D's teacher did not target 2 and 3 letter rime units, as I was targeting these throughout my six sessions over a two-week period. Each session lasted thirty minutes.

Steps undertaken at each session

1. Read simple sentences targeting specific rime unit to student.
2. Student repeats and reads sentence. Rime unit to be studied by student is highlighted.
3. Running Record completed.
4. Rime unit introduced: written, spoken and repeated.
5. Using magnetic letters, student makes up rime unit.
6. Using magnetic letters, teacher places different single letter onsets in front of rime unit to create words. (3 times)
7. Using magnetic letters, student places different single letter onsets in front of rime unit to create words. (3 times)
8. Use onset die and rime die to play game making real and pseudo words with particular rime unit. (Do not include other rime units on die)
9. Teacher lists words created with rime unit highlighted on white board.
10. Read list and highlight rime unit.
11. Student chooses 5 words to make using magnetic letters and chunks tiles.
12. Reread sentences highlighting rime unit.
13. Teacher completes running record using sentences with rime unit studied.

At the beginning of each subsequent session the sentence from the previous session is read, a running record taken and observations recorded by the teacher to reinforce the rime unit and to develop RAN and memory.

At the conclusion of each subsequent session, the student is shown flash cards of known rime units and of newly instructed and learned rime units.

Results

Running Record

The same running record was used throughout.

The Crocodiles Christmas Jandals – Reading Recovery Text Level 22

Running Words - 128

	Words correct	Re-reads	Reads-on	Self-corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
1 week prior to commencement of sessions Accuracy – 86%	110	0	0	1	0	18	0	0
Prior to commencement of sessions Accuracy – 92%	119	2	0	1	1	9	0	1
At the end of session 3 Accuracy – 95%	122	2	0	1	0	6	0	2
At the end of session 5 Accuracy – 90%	116	0	0	1	0	12	0	0
At the end of research Accuracy – 94%	120	1	0	1	0	8	0	1

Burt Word Test

	Raw Score	Reading Age
1 week prior to commencement of sessions	36	7.05-7.11
Prior to commencement of sessions	33	7.02-7.08
At the end of session 3	36	7.05-7.11
At the end of session 5	37	7.08-8.02
At the end of research	40	8.08-9.02

37 Dependable Rimes Test

	Raw Score	Known Rime units	Unknown Rime units
<p>1 week prior to commencement of sessions</p>	<p>21</p>	<p>an</p> <p>ap ask at</p> <p>ate</p> <p>eat ell</p> <p>est</p> <p>ide ill</p> <p>in</p> <p>ing ink</p> <p>ip it</p> <p>oke unk</p> <p>ore</p> <p>uck ug ump</p>	<p>ack ail ake ale ame</p> <p>ank</p> <p>aw ay</p> <p>ice ick</p> <p>ight ine</p> <p>ock</p> <p>ot</p> <p>op</p>

<p>Prior to commencement of sessions</p>	<p>18</p>	<p>ack ail ale an ap ask at ate eat est ick ill in ing it oke ore ump</p>	<p>ake ame ank aw ay ell ice ide ight ine ink ip ock unk ot uck ug op</p>

<p>At the end of session 3</p>	<p>24</p>	<p>ack</p> <p>ake ale ame</p> <p>an</p> <p>ap ask at</p> <p>ate</p> <p>ay eat</p> <p>est ice ick</p> <p>ill</p> <p>in</p> <p>ing</p> <p>ip it</p> <p>unk</p> <p>ore</p> <p>uck ug ump</p>	<p>ail</p> <p>ank</p> <p>aw</p> <p>ell</p> <p>ide</p> <p>ight</p> <p>ine</p> <p>ink</p> <p>ock oke</p> <p>ot</p> <p>op</p>

At the end of session 4	26	ail ake ame an ap ask at ate ay eat ell est ice ick ide ill in ing ink it oke unk ore uck ug ump	ack ale ank aw ight ine ip ock ot op

<p>At the end of session 5</p>	<p>29</p>	<p>ack ail ake ale ame</p> <p>an ank</p> <p>ask at</p> <p>ate aw ay eat</p> <p>est ice ick ide ill</p> <p>ight in</p> <p>ing ink</p> <p>ip it</p> <p>oke unk</p> <p>uck ug ump</p>	<p>ap</p> <p>ell</p> <p>ine</p> <p>ock</p> <p>ore ot</p>

			op
At the end of session 6	30	ack ail ake ale ame An ank Ask At Ate Aw Ay Eat est Ick Ide Ill Ight In Ine Ing Ink Ip It Oke unk uck ug ump	ap ell ice ock ore ot

		op	
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Words made at each session using rime unit

Session 1 – ay

**play
bay
say
clay
pay**

**slay
jay
tray
lay
may**

**way
kay
ray
hay
day**

Session 2 – ale

**tale
yale
bale
pale**

**sale
whale
stale
male**

Session 3 – ame

**game
same
lame
fame
frame**

	flame blame shame dame name came tame james
Session 4 – aw	saw paw draw law Shaw raw thaw claw jaw flaw
Session 5 – ight	flight sight light right knight slight might plight bright blight fright fight night tight
Session 6 - op	drop

	<p>clop pop plop flop</p> <p>cop prop shop bop chop</p> <p>top mop hop crop stop</p>
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RAN Test

RAN test of known 2 and 3 letter rime unit words

	Raw Score	Known words	Unknown words	Time Taken (seconds)
1 week prior to commencement of sessions	14	<p>can still</p> <p>mat man ring din eat</p> <p>thing ate bit pin</p> <p>will drink</p>	<p>tap sap pat</p> <p>link</p> <p>feat</p>	19 secs

		gate hit		
Prior to commencement of sessions	17	can still sap pat mat man ring eat thing ate bit pin feat will drink gate hit	tap din link	17 secs
At the end of session 3	19	can still tap sap pat mat man ring din eat thing ate bit pin	link	20 secs

		feat will drink gate hit		
At the end of session 6	20	can still tap sap pat mat man ring din eat thing ate bit pin link feat will drink gate hit		23 secs

Session One
Running Words - 29

	Words correct	Re-reads	Reads-on	Self-corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
Prior to session 1 commencing	28	0	0	1	0	1	0	0

- Unseen text								
Error rate – 1:29					Accuracy – 99%			
At the conclusion of session 1 – seen text	29	0	0	0	0	0	0	0
Error rate – 0:29					Accuracy – 100%			

**Session Two
Running Words - 29**

	Words correct	Re-reads	Reads-on	Self-corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
Prior to session 2 commencing - Unseen text	29	0	0	1	0	0	0	0
Error rate – 1:29					Accuracy – 100%			
At the conclusion of session 2 – seen text	29	0	0	0	0	0	0	0
Error rate – 0:29					Accuracy – 100%			

**Session Three
Running Words - 37**

	Words correct	Re-reads	Reads-on	Self-corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
Prior to session 3 commencing - Unseen text	37	0	0	0	0	0	0	0
Error rate – 0:37					Accuracy – 100%			
At the conclusion of session 3 – seen text	37	0	0	0	0	0	0	0
Error rate – 0:37					Accuracy – 100%			

**Session Four
Running Words - 32**

	Words	Re-	Reads-	Self-	Teacher	Read	No	Repetition
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	correct	reads	on	corrects	assistance – appeal for help	and incorrect response	response	
Prior to session 4 commencing - Unseen text	26	1	0	0	1	6	0	0
Error rate – 6:32					Accuracy – 80%			
At the conclusion of session 4 – seen text	29	0	0	0	0	0	0	0
Error rate – 3:32					Accuracy – 90%			

Session Five
Running Words - 33

	Words correct	Re- reads	Reads- on	Self- corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
Prior to session 5 commencing - Unseen text	33	0	0	0	0	0	0	0
Error rate – 0:33					Accuracy – 100%			
At the conclusion of session 5 – see text	33	0	0	0	0	0	0	0
Error rate – 0:33					Accuracy – 100%			

Session Six
Running Words - 37

	Words correct	Re- reads	Reads- on	Self- corrects	Teacher assistance – appeal for help	Read and incorrect response	No response	Repetition
Prior to session 1 commencing - Unseen text	32	0	0	0	0	5	0	0
Error rate – 5:37					Accuracy – 86%			
At the conclusion of session 1 – seen text	33	0	0	0	1	4	0	0
Error rate – 4:37					Accuracy – 89%			

Results

The running record used was an as yet unseen text with a reading recovery level of 22. As shown in the results this text was a difficult one for D, scoring an accuracy rate of 86%, which places him in the hard section of text readability. My aim was to increase his readability, his accuracy of text prose reading up into at least an instructional level. This was achieved prior to the commencement of sessions, scoring 92 % accuracy. Therefore, D does improve and benefit from general and intermittent classroom instruction. However, at the conclusion of all sessions, D had achieved an accuracy rate of 94%, 8 % higher within 2 weeks of individual instruction in Rapid Automatised Naming of rime knowledge.

One notable improvement was in D's reading age, it had increased by 1.03 years, which is quite significant. My recommendation to D's teacher and future teachers would be to continue the instruction in RAN of rime units as in definitely increases his knowledge and ability of words in isolation, as indicated by the Burt word tests conducted. It is interesting to note that D's results in the Burt Word test begin by being quite variable – he scored quite low after a week of classroom instruction. This is interesting as he improved in his running record, but not the Burt word test, which tests words in isolation. It needs to be noted that D would most probably improve in prose reading of the text used, as it becomes more familiar to him each time he rereads it, therefore, becoming easier to master. Even though the test using words in isolation – Burt Word test, becomes familiar to him, he is not able to use semantic cues to assist him in reading as he can and does in the running record.

Of the 37 dependable rimes, D only knew 21 of them. This is quite a significant number, as many words are made up of these rime units. This assessment was completed 1 week prior to commencement of the sessions associated with the Action Research. However, just before commencing the Action research sessions D's knowledge of dependable rimes decreased. His raw score was 18. This was again even more significant as he didn't know approximately half of the dependable rimes.

By the end of session 3 D's knowledge of dependable rimes increased by 6, and continued to increase at the end of each session until the completion of session 6, where his raw score was 30 – an improvement of 12. Many of the rimes internalised were picked up and learnt by D through the sessions held throughout the Action Research.

As I taught D to rapidly name the rimes he didn't know – I also taught him the reasons behind why particular rimes were to be pronounced and read a certain way. This knowledge was then transferred across to other rimes that were similar. An example of this would be those rimes ending with 'e'. I taught D that if there is a 'magic e' at the end of a rime unit, that 'e' makes the vowel say its name. He transferred this knowledge across to 'ine', 'oke', 'ide', 'ake', 'ale' and 'ame'.

Continued work with D re dependable rimes will allow him to further improve his decoding skills of more difficult words and of his prose reading.

By the end of all sessions, D became quite adept at making words using onsets and rimes. At times he needed to say the word a number of times to ascertain whether or not it was a 'real' word. These word breaking and making sessions led D to developing these skills, enabling him to transfer them across to real text or prose reading, which became evident in his running record results, with him achieving an accuracy rate of 94%, as opposed to 84% of his first reading of the text.

D's RAN test improved over the duration of the Action Research. Even though his rapid naming time increased by 4 secs, his accuracy increased by 6 to a final raw score of 20 – an achievement of 100% accuracy. The rimes I chose to work on with D were unknown rimes 'ay', 'ale', 'ame', 'aw', 'ight' and 'op'. The rimes increased in difficulty as the sessions progressed. The first 3 sessions went quite well with D achieving accuracy rates of 99% or 100%. However, by session 4 I introduced a more difficult rime – 'aw', where upon his initial reading he achieved 80% accuracy, which places this 'text' in the hard category. By the conclusion of the session, however, D achieved an accuracy rate of 90% - within the instructional range, therefore, continued work with this particular rime unit should improve his accuracy rate to the easy rate of between 95 – 100%. A similar situation occurred at session 6 as; this again was a particularly difficult rime unit for D. His error rate was 5 incorrect words in 37 at the beginning of the session and 4 in 37 at the end of the session, indicating a slight improvement.

I believe that with the more difficult rime units, as experienced by D, continued drilling and training in RAN on these rime units will enable him to internalise them to such a degree that he would transfer this knowledge across to prose reading.

Discussion

It is important to examine the issue of what readers do automatically as this skill eventually allows them to read successfully. A learner needs to be able to automatically integrate functional units of common letter patterns and letter clusters to help them make sense of what they are reading. They need to automatically integrate orthographic – the written form of the word, phonological - the spoken word and the semantic – the meaning of the word.

Being able to read using these three forms, builds on the learner's lexicon and also enables the learner to enter into reading through one of three doors initially, and conversely use the three forms to become a good reader – how the word is said (spoken or phonological form), what the word means (semantic form) and how the word is written (orthographic form)

When a reader can process a text at all levels; word, sentence, topic, conceptual and dispositional, automatically and plan, review, consolidate and manage what they're reading, they become a confident, competent and admirable reader able to integrate all skills that they need to read automatically.

D has a good bank of frequently used words; however, reads words in isolation. At times D uses the structure of the text to read a word (often incorrectly) and can tend to read words, letter by letter. D has to be shown to break words up into their onset and rime and to recode these word units before putting them back together to read whole words rather than sounding out letter by letter. D needs to be taught to pay attention to medial sounds and final rimes/endings of words, this would enable him to have manageable chunks to decode and recode, thus improving his reading.

As seen in the results of the Running records D reads sentences that are structurally or grammatically familiar to him and tends to read phrases of words that are structurally correct for him. He is able to self-correct simple words, such as 'it' or 'its' and words that have been assisted by picture cues. Before D can understand that words are written as sentences to help the reader gain information to build on their knowledge and to assist in accessing meaning contextually, he needs to learn to rapidly recognise all 37 dependable rime units. If he can't recognise and read words, then he won't have much hope in the meaning of what he's reading becoming clearer

for him. Allowing for a good rapid and automatic knowledge of the structure of words would assist him with decoding words, thus eventually improving his prose reading. Hopefully this would then lead D to learn that Reading prose is to access new learning and that what is read can be valued and understood.

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Format – individual

Session Outline – Teaching RAN

<i>Activity</i>	Task Description	Time
Text reading	Read simple sentences targeting specific rime unit to student	2 mins
Text Reading Running Record	At the beginning of each subsequent session the sentence from the previous session is read, a running record taken and observations recorded by the teacher to reinforce the rime unit and to develop RAN and memory Student repeats and reads sentence. Rime unit to be studied by student is highlighted	5 mins
Running Record	Running Record completed	2 mins
Building onsets and rimes	<ul style="list-style-type: none"> • Rime unit introduced: written, spoken and repeated • Using magnetic letters, student makes up rime unit • Using magnetic letters, teacher places different single letter onsets in front of rime unit to create words (3 times) • Using magnetic letters, student places different single letter onsets in front of rime unit to create words (3 times) 	7 mins
Rime Game	<ul style="list-style-type: none"> • Use onset die and rime die to play game making real and pseudo words with particular rime unit.(Do not include other rime units on die) • Teacher lists words created with rime unit highlighted on white board • Read list and highlight rime unit • Student chooses 5 words to make using magnetic letters and chunks tiles 	5 mins
Text Reading	Reread sentences highlighting rime unit	2 mins
Running Record	Teacher completes running record using sentences with rime unit studied	2 mins
Reflection/Revision	At the conclusion of each subsequent session, the student is shown flash cards of known rime units and of newly instructed and learned rime units.	5 mins

30 minutes in total

Session 1 - Word List for ay

Bay, day, Fay, gay, hay, cray, dray, Jay, Kay, lay, may, pay, Ray, say, stay, sway, way, play, slay, bray, fray, pray, clay, tray, away.

Text:

One day Jay and Kay were playing in the hay with some clay. Then Ray came that way and lay in the hay so Jay and Kay ran away.

Session 2 - Word list for ale

Ale, bale, Dale, gale, male, pale, sale, tale, whale, exhale, Yale, shale, stale, scale.

Text:

Dale is a male from Yale who is very pale. He once told a tale about a whale he put on a scale at a sale. I think he drank some ale to spin such a stale tale.

Session 3 - Word list for ame

Came, dame, fame, game, lame, name, same, tame, blame, flame, frame, shame.

Text:

Dame Flame came to fame because of her name. She played a game with a lion she tamed with a flame. She soon got the blame as that lion went lame. He was not the same again.

Session 4 - Word list for aw

Hawk, dawn, fawn, lawn, law, jaw, paw, raw, saw, flaw, thaw, draw, Shaw.

Text:

The hawk and the fawn were playing on the lawn. We saw the Hawk's paw rip the jaw of the fawn. Under law the hawk had to draw the fawn at dawn.

Word list for Ight

Fight, height, light, might, night, plight, right, sight, tight, flight, slight, bright, fright, knight.

Text:

In the night light we saw a tight fight that gave us a bit of a fright. The knight came and thought he might put things right, then he left out of sight.

Word list for op

Bop, cop, hop, mop, pop, top, flop, plop, slop, prop, chop, clop, crop, shop, stop, drop

Text:

A cop took a mop from a shop. He stopped a man with a red top because he stole some chops for his slops. The man dropped with a plop when the cop gave him a bop.

Session 1

Running Record – pre/ unseen

One day Jay and Kay were playing in the hay with some clay.

Then Ray came that way and lay in the hay so Jay and Kay ran away.

Error Rate =
Accuracy - %

Session 1

Running Record – post/ seen

One day Jay and Kay were playing in the hay with some clay.

Then Ray came that way and lay in the hay so Jay and Kay ran away.

Error Rate =
Accuracy - %

Session 2

Running Record – pre

Dale is a male from Yale who is very pale. He once told a tale about a whale he put on a scale at a sale. I think he drank some ale to spin such a stale tale.

Error Rate =
Accuracy - %

Session 2

Running Record – post

Dale is a male from Yale who is very pale. He once told a tale about a whale he put on a scale at a sale. I think he drank some ale to spin such a stale tale.

Error Rate =
Accuracy - %

Session 3 Running Record – pre

Dame Flame came to fame because of her name. She played a game with a lion she tamed with a flame. She soon got the blame as that lion went lame. He was not the same again.

Error Rate =
Accuracy - %

Session 3 Running Record – post

Dame Flame came to fame because of her name. She played a game with a lion she tamed with a flame. She soon got the blame as that lion went lame. He was not the same again.

Error Rate =
Accuracy - %

Session 4 Running Record – pre

The hawk and the fawn were playing on the lawn. We saw the

Hawk's paw rip the jaw of the fawn. Under law the hawk had to draw the fawn at dawn.

Error Rate =
Accuracy - %

Session 4

Running Record - post

The hawk and the fawn were playing on the lawn. We saw the

Hawk's paw rip the jaw of the fawn. Under law the hawk had to draw the fawn at dawn.

Error Rate =
Accuracy - %

Session 5

Running Record - pre

In the night light we saw a tight fight that gave us a bit of a fright. The knight came and thought he might put things right, then he left out of sight.

Error Rate =
Accuracy - %

Session 5

Running Record - post

In the night light we saw a tight fight that gave us a bit of a fright. The knight came and thought he might put things right, then he left out of sight.

Error Rate =
Accuracy - %

Session 6

Running Record - pre

A cop took a mop from a shop. He stopped a man with a red top

because he stole some chops for his slops. The man dropped with
a plop when the cop gave him a bop.

Error Rate =
Accuracy - %

Session 6

Running Record - post

A cop took a mop from a shop. He stopped a man with a red top
because he stole some chops for his slops. The man dropped with
a plop when the cop gave him a bop.

Error Rate =
Accuracy - %

can

still

tap

sap

pat

mat

man

ring

din

eat

thing

ate

bit

pin

link

feat

will

drink

gate

hit

Rapid Automatised Naming Test of known rime unit words devised for D

24/10/02

Can	still	tap	sap	pat
mat	man	ring	din	eat
thing	ate	bit	pin	link
feat	will	drink	gate	hit

Errors _____

Time Taken _____

Rapid Automatised Naming Test of known rime unit words devised for D

31/10/02

Can	still	tap	sap	pat
mat	man	ring	din	eat
thing	ate	bit	pin	link
feat	will	drink	gate	hit

Errors _____

Time Taken _____

Rapid Automatised Naming Test of known rime unit words devised for D

7/11/02

Can	still	tap	sap	pat
mat	man	ring	din	eat
thing	ate	bit	pin	link
feat	will	drink	gate	hit

Errors _____

Time Taken _____

Rapid Automatised Naming Test of known rime unit words devised for D

14/11/02

Can	still	tap	sap	pat
mat	man	ring	din	eat
thing	ate	bit	pin	link
feat	will	drink	gate	hit

Errors _____

Time Taken _____

Rime units to be targeted:

Word List for ay

Bay, day, Fay, gay, hay, cray, dray, Jay, Kay, lay, may, pay, Ray, say, stay, sway, way, play, slay, bray, fray, pray, clay, tray, away.

Sentences - One day Jay and Kay were playing in the hay with some clay. Then Ray came that way and lay in the hay so Jay and Kay ran away.

Word list for ale

Ale, bale, Dale, gale, male, pale, sale, tale, whale, exhale, Yale, shale, stale, scale.

Sentences – Dale is a male from Yale who is very pale. He once told a tale about a whale he put on a scale at a sale. I think he drank some ale to spin such a stale tale.

Word list for ame

Came, dame, fame, game, lame, name, same, tame, blame, flame, frame, shame.

Sentences - Dame Flame came to fame because of her name. She played a game with a lion she tamed with a flame. She soon got the blame as that lion went lame. He was not the same again.

Word list for aw

Hawk, dawn, fawn, lawn, law, jaw, paw, raw, saw, flaw, thaw, draw, Shaw.

Sentences – The hawk and the fawn were playing on the lawn. We saw the Hawk's paw rip the jaw of the fawn. Under law the hawk had to draw the fawn at dawn.

Word list for ight

Fight, height, light, might, night, plight, right, sight, tight, flight, slight, bright, fright, knight.

Sentences – In the night light we saw a tight fight that gave us a bit of a fright. The knight came and thought he might put things right.

Word list for op

Bop, cop, hop, mop, pop, top, flop, plop, slop, prop, chop, clop, crop, shop, stop, drop

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