



Using RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension

Objective: To teach students to paraphrase and increase reading comprehension skills.

Setting and Materials:

Settings: Small group settings in special education, resource, or general education classrooms (10-15 students; approximately 60 minutes per day).

Materials:

- *RAP cue card (see Appendix A)*
- Expository Reading passages with comprehension questions to practice reading comprehension (e.g., Timed Readings; Spargo, 1989); adapted materials that are appropriate for students' reading level

Content Taught

The RAP Strategy (Hua et al., 2014) is a three-step paraphrasing strategy: (a) **Read** a paragraph, (b) **Ask** myself, "What was the main idea and two details?", and (c) **Put** it into my own words. used to teach students to paraphrase text, thereby enhancing reading comprehension skills (i.e., main ideas and story details).

Teaching Procedures

- Provide a pretest for reading comprehension where students provide main ideas and details (80% accuracy criteria for mastery)
- Stage 1 (1 Lesson): teacher provides rationale, secures student commitment to learn the strategy, compares student performance to mastery criteria, discuss how reading comprehension is a valuable skill through scenarios/roleplay so that students buy-in to the rationale, students sign a pledge to learn the strategy
- Stage 2 (1 Lesson): Teacher input, discussion of when the strategy would be used, teacher describes each step of the RAP strategy, students make cue cards
- Stage 3 (1 Lesson): Teacher modeling through one paragraph, using statements to prompt the use of the strategy (e.g., "I remember we talked about using the paraphrasing strategy to help me read better and remember what I read.") and provide think-aloud through each step, students are prompted by the teacher to engage in a collaborative practice through the next paragraph (choral responding and individual volunteers)
- Stage 4 (1 Lesson): teacher checks for student understanding, students verbally practice and work to memorize the steps, students practice the steps in their own

words, teacher provides rapid fire practice with choral responding while teacher removes visuals of letters to facilitate memorization of steps, students practice reciting steps to a partner, teacher provides an oral quiz students (students recite the steps without looking and explain the rationale)

- Stage 5 (4 Lessons): teacher provides guided practice for students practice the strategy with teacher prompts by reading through one paragraph and working through the steps collaboratively, students are prompted by the teacher through independent practice (“What is the first step? Do it.”), students practice independently and share responses with the class, teacher provides corrective feedback.
- Stage 6: (4 Lessons): students practice independently, teacher monitors and offers corrective feedback, teacher provides 1-1 practice with students and score retell of the passage

Evaluation

Provide a posttest for reading comprehension where students provide main ideas and details (80% accuracy criteria for mastery).

Lesson Plan Based on:

Hua, Y., Woods-Groves, S., Ford, J. W., Nobles, K. A. (2014). Effects of paraphrasing strategy on expository reading comprehension of young adults with intellectual disability. *Education and Training in Autism and Development, 49*, 429-439.

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Appendix A

R A P

R = **R**ead a paragraph

A = **A**sk myself:

(a) Main idea?

(b) 2 details?

P = **P**ut it into my own words

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A = **A**sk myself:

(a) Main idea?

(b) 2 details?

P = **P**ut it into my own words