



Using RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension

What is the evidence base?

- This is a research-based practice for students with intellectual disability based on one methodologically sound group experimental study across
 - 10 students with ID

Where is the best place to find out how to do this practice?

The best place to find out how to implement RAP Paraphrasing Strategy is through the following research to practice lesson plan starter:

- [Using RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension Skills \(Hua et al., 2014\)](#)

With whom was it implemented?

- Students with intellectual disabilities
- Ages ranged from 20-23
- Males (n=5), females (n=5)
- Ethnicity
 - Caucasian (n=8)
 - Asian (n=2)

What is the practice?

- The RAP Strategy (Hua et al., 2014) is a three-step paraphrasing strategy used to teach students to paraphrase text, thereby enhancing reading comprehension skills (i.e., main ideas and story details). Schumaker, Denton, and Deshler (1984) described the RAP strategy as: (a) **R**ead a paragraph, (b) **A**sk myself, “What was the main idea and two details?”, and (c) **P**ut it into my own words.

In the study used to establish the evidence base for using RAP to paraphrasing included using a:

- A series of 12 lessons broken down across six stages provided students with (a) explicit instruction from the teacher, guided practice, and independent practice in daily lessons lasting approximately 60 minutes
- Stage 1 (1 Lesson): teacher provided rationale, secured student commitment to learn the strategy, compared student performance to mastery criteria, discussed 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

Where has it been implemented?

- Small class sizes (5-10 students per group); special education classroom

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades
 - [CCSS.ELA-LITERACY.RL.11-12.1](#)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - [CCSS.ELA-LITERACY.RL.11-12.2](#)
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
 - [CCSS.ELA-LITERACY.RL.11-12.3](#)
Analyze the impact of the author's choices regarding how to develop and relate

elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

How does this practice relate to the Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
 - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

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.

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2019). *Using RAP Paraphrasing Strategy to Teach Paraphrasing and Reading Comprehension*.

