RAP Strategy

**Objective:** To teach students to paraphrase text, improve their reading comprehension, and increase their reading skills.

**Setting and Materials:**

**Settings:** any setting that allows the student to read a passage and make an audio recording. Instruction can be one-to-one or small group.

**Materials:** readings at the students’ reading level, grade level readings, audio reorder (e.g., tape recorder, smart phone with a voice recording app), cue cards with steps for paraphrasing written.

**Content Taught**

A strategy for how to paraphrase a expository text.

**Teaching Procedures**

1. Conduct an assessment to identify the student(s) current reading level.
2. Describe the purpose of the instruction, state your commitment to complete the process, and obtain verbal commitment from the student to complete the entire process
3. Phase 1:
   i. Explain (a) rationale, (b) where/when to use the strategy, (c) expected results, and (d) describe steps in detail
      1. R – read the passage
      2. A – ask yourself the main idea and two details
      3. P – put the main idea and details into your own words
         *For scoring criteria see the “Evaluation” section
   ii. Model application of the strategy while “thinking aloud”
   iii. Require student(s) to state the acronym and its components with 100% accuracy
4. Phase 2:
   i. Materials: tape-recorder, cue cards
   ii. Utilize 5-paragraph readings at student(s)’ reading levels and make cue cards available
   iii. Have students apply strategy into tape-recorder
      1. R – read the passage
      2. A – ask yourself the main idea and two details
3. P – put the main idea and details into your own words
   *For scoring criteria see the “Evaluation” section
iv. Provide specific, corrective feedback while listening to the recording together
v. Administer comprehension tests the day after reading
vi. Progress the readings of the next grade level when student(s) score: 70% of paraphrasing steps completed independently and 80% correctly answered comprehension questions

5. Phase 3
   i. Materials: grade-appropriate readings, tape recorder, cue cards (initially)
   ii. Have students apply strategy into tape-recorder
      1. R – read the passage
      2. A – ask yourself the main idea and two details
      3. P – put the main idea and details into your own words
         * For scoring criteria see the “Evaluation” section
iii. Provide specific, corrective feedback while listening to the recording together
iv. Make Cue cards initially available, but fade them throughout phase 3
v. Administer comprehension tests the day after reading
vi. Progress the phase 4 when student(s) score: 70% of paraphrasing steps completed independently and 80% correctly answered comprehension questions

6. Phase 4
   i. Discuss generalization to other settings focusing on when, where, and how to use the strategy
   ii. Obtain a verbal commitment to use the strategy in other settings

Evaluation
1. Percent correct for paraphrasing. Paraphrasing was scored based on the following components:
   i. Complete thought, containing a subject and verb
   ii. Contain accurate information
   iii. Contain new information
   iv. Not a repeat of a previous statement
   v. Make sense
   vi. Contain useful information
   vii. Put in the student’s own words
   viii. Only one general statement about the main idea per paragraph.
2. Percent correct on 10-question multiple choice comprehension test the day after completing the paraphrasing.
Lesson Plan Based on:


This Lesson Plan Starter 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 (2015). *RAP Strategy*