



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 recorder (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:

Lauterbach, S. L. & Bender, W. N. (1995). Strategy instruction for reading comprehension: A success for high school freshman. *The High School Journal*, 79, 58-64.

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