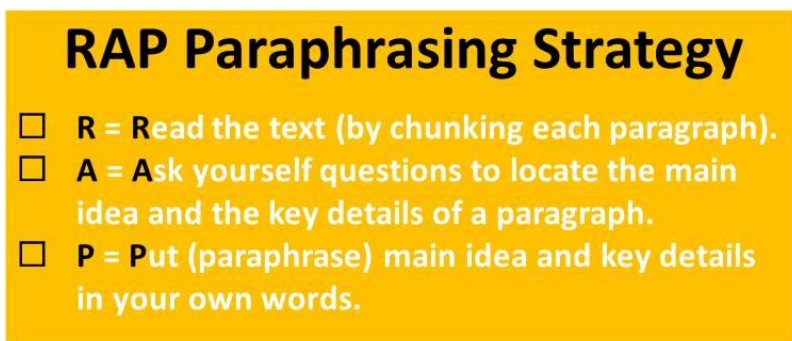


Step-by-step instructions:

1. In preparation for lesson, collect data on each student's reading comprehension using a reading assessment.
2. Discuss the results with each student individually and obtain a written commitment from student to learn RAP.
3. Then meet with student individually to identify goals for learning the strategy with specific dates for completing phases of training.
4. Describe the strategy in detail (noting to think of RAPping or paraphrasing as talking to oneself), the general situations where the strategy can be used (with expository text/passages), the benefits the students can expect from learning and utilizing the strategy (improving reading comprehension), and the guidelines, cautions, or exceptions for using the strategy.
 - Note when RAPping look for main idea initially in the first sentence of the passage and for the use of the same word or similar words within a paragraph.
5. Create a slide and poster with the following mnemonic:



RAP Paraphrasing Strategy

- R = Read the text (by chunking each paragraph).**
- A = Ask yourself questions to locate the main idea and the key details of a paragraph.**
- P = Put (paraphrase) main idea and key details in your own words.**

6. While displaying the slide to the students, tell students that RAP is acronym mnemonic.
7. Ask the students if they have learned about acronym mnemonics.
8. Note that an acronym mnemonic is a word created with letters used to represent lists of information or a sequence of steps.
9. Introduce and describe each step of RAP.
10. Note that “R” stands for “read the text by chunking each paragraph.”
 - During this first step, the student must read one paragraph or section of a text or a stanza of a poem.

- Breaking up the assigned text into paragraphs, sections, or a stanza to read and analyze one at a time will guide the students toward understanding the material more easily than reading the entire text at once.
- Emphasize that the students are to read the paragraph silently while they think about what the words in the paragraph mean.

11. Note that “A” stands for “ask yourself questions to locate the main idea and the key details of a paragraph.”

- Define what “the main idea as what the paragraph is about/concerns; it is the chief topic or central thought.
- Define what “key details” are by describing that key details provide more information about the main idea.
- Guide students to identify the main idea by filling in the blanks of the following sentences: (1) The paragraph is about _____. (2) The paragraph tells me _____ about the main idea.
- The students must ask themselves “What is the main idea of the paragraph or stanza?” thinking about what they just read.
- If a student is having difficulty, they can look back quickly to see if the main idea is in the first sentence of the paragraph or stanza, although it is not always there.
- The student must ask, “What are the key details of the paragraph?”, looking to see if the same word or similar words are used within the paragraph or stanza.

12. Note that “P” stands for “put the main idea and key details in your own words.”

- Here students paraphrase the main idea and key details in her their own words so that it makes sense to them and will help them to remember the information.
- Tell students to try to identify at least two key details about the main idea, and write this down in their own words (on index cards, in an English journal, or by tape recorder).
- When recording, make sure
 1. That it is in the form of a complete sentence with a subject and a verb,
 2. That the sentence is accurate, makes sense, and is in the student’s own words, and
 3. That only one sentence is written to generally describe the main idea.

13. Pass out copies of RAP, index cards, glue sticks, and tape.

14. Direct students to glue a copy of RAP on to an index card with a glue stick and then tape the index card to her or his desk or in her or his English journal.

15. While talking aloud with RAP slide projected on whiteboard by computer, model for students how they are to follow RAP using a stanza from one of the poems to be studied, such as from Countee Count’s *To the Swimmer*. (See the *Support Materials section for an example*.)

16. With your guidance, help students to model using RAP to increase their reading comprehension.
17. Have the students rehearse the strategy with a partner or in a small group. S
18. Provide feedback and suggestions to students individually.
19. Have students do this with up to five passages at their reading levels until you know each student is applying RAP correctly.
20. Then have the student do this with up to five passages at the grade level of the course (e.g., poetry from the Harlem Renaissance), and continue to provide guided feedback and suggestions after each passage is practiced.
21. Give same reading assessment given prior to introduction of RAP in order to collect data on each student's reading comprehension after students learned and used RAP.
22. Assist students in generalizing the use of RAP by first leading a discussion with the students to identify and plan to use the strategy in other settings; second, having the students try RAP in other settings and report back to class; and third, planning to have students use RAP at other times during class.