**R.A.P**

*A Reading Comprehension Strategy*

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***WHAT IS RAP?***

**The acronym, RAP stands for Read, Ask and Put.**

**Brought about in 1984, RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. A three step system implemented to teach children how to decipher the last paragraph the student has read.**

**Preparation:**

1. Print out a step-by-step guide to help students visualize what you are walking them through.
2. Handout and work through the steps as a class.

**Steps of Implementation of RAP:**

1. Read a paragraph
2. Ask yourself, “What is the main idea and what are two important details to remember?”
3. Put this information into your own words.

**Implementing a SRSD (Self-regulated strategy development model)**

1. Develop Background knowledge: Make sure student knows what main ideas and supporting details are in a paragraph.

  **2.)** Discuss the strategy: Sell the RAP strategy as a helpful form of reading comprehension.

 **3.)** Model the strategy: Show the students a step-by-step visual of how you use RAP.

 **4.)** Memorize the strategy: Students then memorize the steps to help them implement the strategy on their own.

 **5.)** Support the strategy: Teacher uses scaffolding to give the responsibility of using RAP in the student’s hands.

 **6.)** Independent Performance: Students use RAP independently and teachers then help through monitoring.

**Interesting facts:**

Reading problems are one of the most frequent reasons students are referred for special education services and the disparity between students with reading difficulties and those who read successfully appears to be increasing.

Up to **10%** of students are fluent readers who struggle to understand what they read.

RTI is the first step to intervention with reading difficulties.

**RTI** stands for **Response to Intervention.**

RAP is a tier 2 reading comprehension strategy.

**Rap can be helpful with the following disabilities:**

-Learning Disabilities

-ADHD

-Communication Disorders

-Emotional Disturbance

-High Functioning Autism

-Other Health Impairments

**This strategy is extremely flexible and can be used for elementary, middle, and high school students, across many different content areas.**

**The Big Island of Hawaii**

**If I could go any place, it would be the Big Island of Hawaii. There are many things that you can do and see on this island. I would want to go kayaking and see the many sights just off the shore of the island. I also would want to go to the volcano. The Kilauea volcano is erupting sometimes, and you can see molten lava running into the ocean. I know that I would enjoy my time seeing the natural wonders on the Big Island of Hawaii.**

**What is the main idea: How amazing it would be to go visit Hawaii.**

**Two important details to remember? There is a huge volcano named Kilauea. Hawaii is filled with natural wonders.**

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