# Read, Ask, Put in my own words

Read, **A**sk, **P**ut in my own words (R.A.P.) is a flexible three-step strategy that students use to improve reading comprehension through questioning and paraphrasing. Students read a passage or text and then ask questions to help summarize what they have read in their own words. Student-generated R.A.P. questions can be used in a variety of contexts, including narrative, expository, or informational texts, as a self-monitoring strategy.
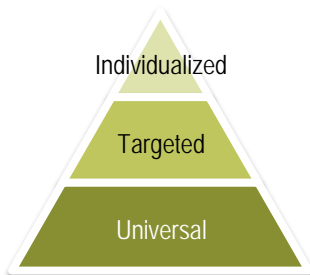
A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Individualized
Targeted
Universal

Why use this strategy in an inclusive learning environment

- Supports student recall and prioritizing of important information.
- Encourages self-monitoring and goal setting, promoting autonomy.
- Helps students understand the structure of text, creating opportunities to strengthen comprehension and paraphrasing skills.
- Helps students to break texts into sections to help summarize and determine key information.

How this strategy could be used in an inclusive learning environment

1. Introduce the strategy by selecting a familiar text and discussing what R.A.P. stands for:
   a. **R**ead the text/story.
   b. **A**sk questions: What is the main idea? What are the supporting details?
   c. **P**ut the main idea into your own words.

2. Model the strategy with students by using a think-aloud. As you discuss each component, review the difference between the main idea and supporting details in the paragraph.

3. Read the paragraph with students. Discuss the types of questions students can use to focus their thinking. For example:
   o What are the main points of the text?

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- o Is the first sentence of the text the main idea?
- o What are two details that go along with the main idea?
- o Is the same word or similar word used in the text?

4. Model how to paraphrase the main idea and supporting ideas in the student's own words.

5. Consider using a R.A.P. visual organizer for students to record ideas as they follow along. In the Read section, students could record unfamiliar words, or the synonyms for familiar words to use when paraphrasing. In the Ask section, students could record their key questions and answers, or the main ideas and supporting details. Lastly, in the Put section, students summarize the text using their own words.

Example

Read, Ask, Put in my own words

1. Read the text (silently or out loud)

2. Ask

What is the main idea?
- What is the text about?
- Look at the first sentence
- Look for repeated words

What are the important details?
- Answer who, what, where, when, why, and how

3. Put the main idea and key details into your own words

Write the main idea as a complete sentence.

Write the key details in complete sentences.

Re-read and make sure your words are not exactly the same as the text.

Tips for individualized supports

- Select a text/story about a topic students are interested in and are familiar with to explore how to use the R.A.P. strategy.

- Use a graphic organizer or prompt card with the three R.A.P. steps to help students keep track of their ideas.

- Have students share their work with a peer or within a small group setting as a transition to sharing with a larger group.

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- Have students work with a peer or in small groups, providing key [academic vocabulary](#) in a student's first language using peer translation or a bilingual dictionary, to complete or create a graphic organizer.

- Students can use a variety of assistive/educational technologies to:
  - organize responses using pictures and/or diagrams;
  - reduce letter-by-letter typing using predictive text software;
  - adjust text size and font colour; and
  - read student writing aloud.

- Sentence frames can be used to summarize:
  - *The main points are _____.*
  - *This is important because _____.*
  - *The supporting ideas in the text tell me _____ about the main idea.*