A Simulation of Explicit Instruction
Describing and modeling: How to teach summarization
Preparing for the Simulation

Directions: The purpose of this exercise is to practice the describing and modeling components of explicit instruction in a cognitive strategy. You are describing and modeling how to summarize a paragraph to one or more of your peers using the RAP strategy (Schumaker, Denton, & Deshler, 1984). You read about the RAP strategy in the journal article provided in class and watched the instructor model it. Remember, the focus of this exercise is for you to practice **describing and modeling.** Your goal is to provide an accurate description of the steps and a think-aloud model for how to use the RAP strategy. You should be able to perform the instructional component of the task in 5-6 minutes. Note: You will have already provided a rationale for using the strategy, so you do not need to address that component of the instruction.

Your task:

1. Ensure you have available the sample text provided in class (see Resource K) that you will use to model the RAP strategy. You will need to display this text when you model the strategy.
2. Memorize the steps for teaching RAP (see below), and make sure you fully understand what each step means before teaching.
3. Consider how you will describe and model the RAP strategy for your peers.
   A. Complete each of the steps of the RAP strategy yourself before teaching it. Use the text from Item 1 during instruction.
   B. Script the think-aloud portion before teaching the lesson. Consider the following questions while scripting your think-aloud: What will you want your peers to know about how you found the main idea? How will you

help your peers understand how to paraphrase the main idea and details? How will you help them find two important details? How will you help them evaluate if the paraphrase is good?

4.   Think about the problems peers might have while you teach the RAP strategy and plan for how you might address those.

Scoring Criteria: You are being assessed on your planning and skillfulness in the following areas:
1.   Clearly and concisely describing how to use the RAP strategy.
2.   Accurately describing and modeling the steps.
3.   Thinking aloud while modeling.
4.   Using good examples from the text while thinking aloud.
5.   Showing peers how you evaluate the quality of your paraphrase.
6.   Using appropriate pacing and time.
7.   Using learner-friendly language.

Steps for the RAP strategy
1.   Read the paragraph.
2.   Ask yourself what the main idea and two important details are.
3.   Put the main idea and important details in your own words. Try to use only 10-12 words.

Use the space below to plan for your simulation. Please use the paragraphs provided in class to teach the RAP strategy.

1.   Write your notes for **describing** how to use the RAP strategy:

4.	Write your notes for **modeling and thinking aloud** about how to use the RAP strategy:

   a.	What will you say while thinking aloud about how you identified the main idea and two details?

   b.	What will you say about how you decided what to put in your paraphrase statement?

5.	How might you have your peer(s) practice using the RAP strategy?

6.	Which components of using the RAP strategy might be challenging for students with learning disabilities who are trying it for the first time?

Schumaker, J. B., Denton, P. H, & Deshler, D. (1984). *The paraphrasing strategy.* Lawrence, KS: University of Kansas.