What is REAP?

REAP is a during and post-reading strategy that is used to enhance our students’ comprehension of a text. It is a writing-to-learn strategy that allows for students to read and understand a text. This strategy asks our students to revisit the text numerous times as they go through the REAP process. Students are lead to internalize the content of the reading because they are asked to restate the main idea and key points in their own words. Students are also encouraged to make connections and find relationships within the text. Students are also directed to pose questions of their own. Its name is an acronym that was created to help students remember what they need to do in order to apply this strategy while they read. The “R” stands for reading the text. The “E” stands for encode. The “A” stands for annotate and the “P” stands for ponder. REAP is one of the simplest ways to facilitate higher order thinking through reading, writing and thinking.

Why would I teach this strategy?

The main reason that for implementing this strategy in your classroom would be to keep your students engaged throughout the reading process. If your students are following REAP, they will constantly have a driven purpose while reading. As they complete each step in REAP they are considering the text from a different perspective because each stage asks them to analyze the text at a higher level to help deepen their comprehension of the text. They begin with basically just reading the text knowing that they will have to revisit it to complete the next three steps. The next step asks them to encode the text and put it into their own words - this helps build their summarization skills and also shows their comprehension of the text that is being read. Next, they begin to annotate the text by writing down brief notes about main ideas, key points, significant words, quotes, author’s purpose etc. Lastly, they begin to ponder which allows them to look for relationships, make connections and ask questions about the text. I feel that it is important that students read texts multiple times and have a purpose because it helps them focus on what is being read. The older the students get, the more complex and rigorous texts they are going to encounter. This strategy gives them the tools they need to break down texts and truly comprehend them.
How would I teach this strategy?

**Step One:** I would begin by introducing them to the strategy in depth. I would explain each step that is involved and what is expected of them during each stage of REAP. Together, we would break down the acronym into the four steps.

**Step Two:** I would model the strategy. I would provide them with a graphic organizer and a text. We would read the text together and then go through the steps of REAP as we read. We would complete the graphic organizer together. We would first read the text together; I would read it out loud. In the R box, we would note the title and the author of the text. We would also summarize what we have read in the E box. Second, I would read the text again, this time encouraging them to annotate the text and look for main ideas and important details. After reading the text the second time, students would share their annotations and we would add them to the A box. For fulfillment of the P box I would ask students to turn and talk with their neighbors to ponder with them. I would encourage them to make connections, ask questions and determine why they think the text was written.

**Step Three:** I would provide the students with a text and graphic organizer. This time, they would complete it on their own except for the “Ponder” section where I would allow them to share their ideas.