

Instructions for READAP Critical Reading and Note Taking

This is a critical reading strategy that has incorporated Cornell note-taking and a critical reading approach often used by English departments called REAP. They have been adapted to form an approach called ReadAP for advanced classes to promote higher level thinking from students in those classes.

The following steps will help you fill out the format you will be using for the notes on your homework reading assignments and to review your classroom notes.

This strategy has been developed to encourage understanding about what you read. It has been proven over the previous years that students take notes on their reading in one of two ways: (1) by writing down nearly everything and ending up with such lengthy notes that they are virtually useless, or (2) by writing down the main headings and nothing in the way of evidence or understanding. These sheets are designed to foster thinking and analysis.

R—begin by Reading the assigned pages.

E—Encode means to write a summary of what you read in your own words. This requires that you understand what the author said. Your summary should be concise, general statements covering the main ideas in a few sentences.

A—Annotate includes the document, textbook, author, chapters, pages, artist, etc. In other words, whoever created what you read. In the case of reading textbooks, you don't have to include the title of the book and author each time.

D—Details (evidence) should include lists of ideas, reasons, characteristics, etc. (things that might become portions of multiple choice questions or paragraph topics for essays). You should also include any important events, dates, persons, or places that might be used to prove your points in your writing.

A—Analyze what you read by asking questions about it. Why did the events occur? How did the events affect the people involved and others? (Cause and Effect) Also, is this a change from what existed before? (Change over time) Hint: most of the questions you ask will begin with how or why.

P—Ponder is when you should tie what you read to what you already know. It is also where you should tie pieces of the unit together. Decide what is significant about what you read. This will increase in length and be easier as you get further along with your reading so that you have more information to create links.

