

Going A P E For Reading

<u>A</u>nticipate the Text	[Highlight <u>assertions</u> in green]
<u>P</u>review – Titles / Captions / Pictures / Bold Letters/ Charts Look for Topic Sentences & Thesis Statement <u>Assertions</u>	L1
<u>P</u>redict – <u>Argumentative?</u> / <u>Informational?</u> / <u>Narrative?</u> / <u>Literary?</u> What do you think may happen? / What is it about?	L2
<u>P</u>rocess the Information	[Highlight <u>proof</u> in yellow]
<u>Q</u>uestion – Who? / What? / Where? / When / Why? / How? Purpose? / Point of View? / Why does it matter?	L1 L2
<u>V</u>ocabulary – Learn Content-Linked Words / Symbols / Allusions	L1 L2
<u>S</u>tructure – Cause and Effect / Problem–Solution / Chronological / Enumeration / Compare and Contrast / If–Then / Least to Most Important Points / Transitions	L1 L2
<u>C</u>ornell Notes – Main term or topic on left – Details on right Pause to <u>P</u>araphrase – “So this paragraph means...”	L2
<u>I</u>fer & <u>I</u>nterpret – Cite Text Evidence / <u>R</u>e-Read for understanding <u>S</u>ummarize , interpret, and infer as you read	L2
<u>A</u>nalyze – How does a sentence, paragraph, or quote contribute to the meaning of the whole? What rhetorical techniques make this piece effective?	L2
<u>E</u>valuate the Significance	[Highlight the <u>evaluation</u> in red]
<u>S</u>ummarize – <u>Very Important Points</u> / Name and evaluate the author’s thesis (assertion) / List relevant proof for thesis	L2
<u>C</u>ritique – Was the piece effective? Any bias? Were you persuaded or moved? Was the assertion proven or logically supported?	L3
<u>S</u>o <u>W</u>hat? – <u>A</u>pply and <u>R</u>eflect : Text-to-Self / Text-to-Text / Text-to- World Connections / Call to Action? / <u>N</u>ew Insight?	L3