

## Focused Article Reading Notecatcher

**Section 1:** When reading informational text, one strategy is to determine what is **interesting** as opposed to what is **important**. The items that are **important** become the evidence to support your thinking and writing about the questions. While you are reading your chosen article, keep notes about what you found **interesting** and what you found **important**.

**Title of the article I read:**

**INTERESTING facts from the text...**

**IMPORTANT evidence from the text to develop my answers to the questions...**

What evidence from the article extended my thinking about how to create a plan for teaching and learning historical thinking in my school/district?

What should the teaching and learning of historical thinking “look like” and “sound like”?

What do you agree with in the text?

What do you want to argue with in the text?

**Section 2:** While you are listening to the other members of your group speak about the articles that s/he read, keep your notes in this space.

<b>Titles of article(s) members of my group read:</b>	
<b>While listening to members of my group speak about what they read, these were INTERESTING facts...</b>	<b>While listening to members of my group speak about what they read, this was IMPORTANT to further develop my understanding of a historical thinking...</b>
<b>Golden line from an article: (the one line you would want to share with colleagues from all that you read or heard in this session):</b>	