



The American Revolution and Constitution: Short Nonfiction for American History (Comprehension Toolkit)

By Anne Goudvis, Stephanie Harvey

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52 short nonfiction texts for American History (1750-1800) with 10 new lessons for content literacy

"We turn information into knowledge by thinking about it. These texts support students in using the Toolkit's comprehension and thinking strategies as tools to acquire and actively use knowledge in history." -Stephanie Harvey and Anne Goudvis

To support cross-curricular strategy instruction and close reading for information, Stephanie Harvey and Anne Goudvis have expanded their *Toolkit Texts* series to include a library of short nonfiction for American history with 10 all-new Toolkit lessons.

Building on selections from popular children's magazines as well as original articles, these engaging, age-appropriate texts will keep your active literacy classroom awash in historical resources that depict the controversies, issues, and dramas that shaped historical events, including the exploits of lesser-known individuals.

These short nonfiction texts for American history include:

- **10 comprehension strategy lessons** for close reading in content literacy.
- **Short nonfiction articles** on a wide range of topics and at a variety of reading levels.
(45 articles in Colonial Times and 52 articles in The American Revolution and Constitution)
- **A bank** of historical images, primary source documents and artifacts, plus primary source documents and artifacts bibliographies, web sites, and ideas for online investigations.
- **A Digital Companion Resource** provides all of the texts, primary source documents, and the image bank in a full-color digital format so you can display them for group analysis.

Lesson	Title
1	Read and Annotate: Stop, think, and react using a variety of strategies to understand
2	Annotate Images: Expand understanding and learning from visuals
3	Build Background to Understand a Primary Source: Read and paraphrase secondary sources to create a context for a topic
4	Read and Analyze a Primary Source: Focus on what you know and ask questions to clarify and explain
5	Compare Perspectives: Explore the different life experiences of historical figures
6	Read Critically: Consider point of view and bias
7	Organize Historical Thinking: Create a question web
8	Read with a Question in Mind: Focus on central ideas
9	Surface Common Themes: Infer the big ideas across several texts
10	Synthesize Information to Argue a Point: Use claim, evidence, and reasoning

The CCSS and other state standards expect that children will read a variety of texts on a common topic and synthesize the ideas and information.

These short nonfiction texts were selected using the following criteria:

Interest/Content	Because kids love the quirky and the unexpected, these texts highlight important but often lesser-known or unrecognized perspectives and voices from the past.
Visual literacy	Since visual literacy is an essential 21st-century skill, these texts include historical images, paintings, and maps, as well as diagrams, timelines, charts, and photographs.
Writing quality and accuracy	To foster student engagement, these articles feature vibrant language in an active voice supported by a rich assortment of visual features.
Reading level/complexity	These texts are written at a range of reading levels and include a wide variety of topics to capture the interests of all readers.

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Editorial Review

About the Author

Anne Goudvis is the coauthor the Heinemann title *Comprehension Going Forward and of Strategies that Work* (with Stephanie Harvey). She and Steph also created best-selling classroom materials through *firstHand: The Comprehension Toolkit*; *The Primary Comprehension Toolkit*; and *Comprehension Interventions*. Anne has been a classroom teacher, staff developer, and university instructor. For the past fifteen years she has worked as a staff developer with the Denver-based Public Education and Business Coalition and currently does staff development in schools around the country. Recent interests include working in schools with culturally and linguistically diverse students and integrating reading comprehension instruction with content area topics in social studies and science.

Stephanie Harvey has spent her career teaching and learning about reading and writing. After fifteen years of public school teaching, both in regular education and special education classrooms, Stephanie worked for twelve years as a staff developer for the Denver based Public Education and Business Coalition (PEBC), a partnership of leaders from education and business, who support innovation in public schools. Insatiably curious about student thinking, she is a teacher first and foremost and currently serves as a private literacy consultant to schools and school districts. In that role, she conducts keynote speeches, presentations, workshops, demonstration lessons, coaching sessions and ongoing consultation to teachers, reading specialists, literacy coaches, principals and district administrators. With a focus on K-12 literacy, her specialties include comprehension instruction, inquiry-based learning, content area reading and writing, nonfiction literacy, and the role of passion, wonder and engagement in teaching and learning. Stephanie has written many articles, books and resources; her Heinemann publications include the title *Comprehension and Collaboration* which she co-authored with Smokey Daniels, and *The Comprehension Toolkit* series which is an in-depth Curricular Resource for comprehension instruction co-authored with Anne Goudvis. Click here to read recent Heinemann Blogs from Steph. Connect with Steph at @StephHarvey49 » Listen to an interview with Stephanie Harvey on Education Talk Radio - 2/29/2012 (30:35)

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