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“Active literacy means you stop, think and react to information as you read. We teach kids to code the text with their thinking: to underline important information, to star key ideas or points of interest and to jot thoughts in the margins or on Post-its. These articles lend themselves to active reading, giving kids a great place to annotate and work out their thinking as they read.”

–Stephanie Harvey and Anne Goudvis

Each level = book + CD-ROM

\$40 per level

All 3 levels for only \$108

Toolkit Texts

Short Nonfiction for Guided and Independent Practice

**3 volumes for
grades 2–3, 4–5, and 6–7**

In response to the overwhelming demand for more high-quality, age-appropriate nonfiction texts, Stephanie Harvey and Anne Goudvis have developed the three-volume series *Toolkit Texts: Short Nonfiction for Guided and Independent Practice*. Designed around articles from popular children’s magazines and personally adapted by Harvey and Goudvis, these volumes provide engaging supplementary texts that are precisely matched to the strategies described and supported in *The Comprehension Toolkit*.

Toolkit Texts Book of Masters

- ✓ Engaging articles from popular children’s magazines including *Cobblestone*, *Click*, *Ask*, and *Faces*
- ✓ Easy-to-photocopy reproducible format
- ✓ High-interest topics build background knowledge in numerous content areas
- ✓ Matched to the reading strategies taught in *The Comprehension Toolkit*

Toolkit Texts CD-ROM

- ✓ Search articles by title, topic, or reading strategy
- ✓ All articles provided in full-color format
- ✓ All of the articles provided in English and Spanish

To view sample articles or to purchase *Toolkit Texts* or to watch the development of *The Primary Comprehension Toolkit: Grades K–2* (available Spring 2008) visit us at:

www.comprehensiontoolkit.com

We considered four primary factors in choosing these selections:

(excerpt from *Toolkit Texts*' teacher notes)

Content. We looked for clear, engaging, well-presented information that kids can easily access and enjoy and we searched for articles with interesting themes and compelling topics to capture young, inquisitive minds.

Features. We chose text that contains a variety of visual and text features including photographs, maps, charts, graphs, diagrams, titles, subheads, and more.

Writing Quality. Frankly, we come across a lot of nonfiction for kids that is dull, mechanical, and voiceless. It doesn't have to be! For this collection, we searched for and found well-written selections that burst with vibrant language and active voice. Kids deserve good writing, too, so they can read and write engaging text.

Reading Level. For this resource, we chose texts of different lengths that cover a range of reading levels. *Toolkit Texts* includes three volumes designated for grades 2–3, 4–5, or 6–7. However, assigning a grade level to a particular text is arbitrary, particularly in nonfiction with all of its supportive features. So we suggest that you look carefully at all three volumes of *Toolkit Texts* and choose from them based on your kids' interest and taste, as well as their reading level. To differentiate text and reach the widest range of readers in your classroom, you may want to have two or three volumes at your fingertips.

These *Toolkit Texts* collections are full of text that kids can sink their teeth into including:

- a broad array of kid-friendly topics from dinosaurs to hip-hop music that appeal to the many diverse readers out there;
- topically related articles grouped together;
- a sampling of different nonfiction genres—feature articles, profiles, poems, letters, and more;
- a variety of science and social studies curricular topics, from space exploration to American history, common to American classrooms;
- a rich assortment of classic nonfiction text and visual features; and
- even some articles that build on topics introduced in *The Comprehension Toolkit*.

In addition, we have chosen some topics and themes that appear in all three volumes, making it easy for you to differentiate instruction with a variety of texts on similar themes. For example, there are articles about animals, ecology, sports, and Native Americans in all three volumes; paleontology, the ocean, and children with disabilities in Grades 2–3 and 4–5; and social and environmental change, education, American history, and ancient civilizations in both Grades 4–5 and 6–7.

Animal Ears: Adaptations for Hearing



African elephants have the

Big Ears

The fennec fox is the smallest member of the fox family, but it has the biggest ears. It lives in the hot desert and usually hunts at night, when it is cooler. In the dark, the fox relies on its super sharp hearing to find beetles and crickets crawling across the sand.



A rabbit's large ears catch even the most quiet sounds. The little rabbit doesn't need to turn its head. It turns its long ears to find out where the sound is coming from. Then it quickly hops in the opposite direction.



Riding the Rails

A train travels on a railroad track. The track is made up of steel rails fastened to concrete ties.

GENS OF DINOS

Millions of years ago, dinosaurs ruled Earth. It was so long ago that there were no humans, no cats, and no dogs. Dinosaurs came in all shapes and sizes. They lived almost everywhere—in fact, their fossils have been found on every continent—Africa, Asia, Europe, Antarctica, Australia, North and South America.

When you ask, between 400 and 600 different species have been discovered and named. That's between ten dinos!

Argentinosaurus might have been the biggest animal that ever lived on land. It's possible it grew to be 120 feet long, or as long as three school buses. It could have weighed 100 tons, or as much as 20 elephants.

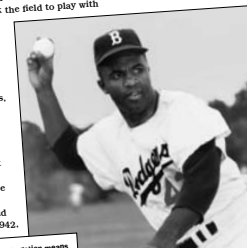
Argentinosaurus's bones have been found in South America.

Jack Roosevelt Robinson Baseball's First Black Superstar

On a chilly April afternoon in 1947, Jack Roosevelt Robinson stood at bat in Ebbets Field in Brooklyn, New York. The nation watched and held its breath. This was the first time in organized baseball that a black man took the field to play with and against white players.

Up until this time, if a black man wanted to play professional baseball, he played in the Negro Leagues. Jackie Robinson had played for the Kansas City Monarchs, a Negro Leagues team. He hated the way blacks were treated.

An End to Segregation Branch Rickey, president and general manager of the Brooklyn Dodgers, could see the problems black players faced. He wanted to help end segregation in sports. In 1942, Rickey started looking for a black person who was a great player and a great human being. Rickey knew that he would make history by bringing a black player onto his team.



ALL WRAPPED UP THE MANY TASKS OF MUMMYMAKERS



Ancient Egyptians believed that after a person died, he or she lived on in a spiritual form for eternity. To help the spirit reconnect with the body in the afterlife, the body had to be preserved. Mummification was a way to prepare the body for the spirit's return.

You probably know that mummies are preserved dead bodies wrapped in strips of cloth. But you might not know how much work and how many different people were involved in making mummies.

The three main processes in mummifying a body were:

- ✓ removing the internal organs
- ✓ drying the body
- ✓ protecting the remains

It took about 70 days to make a mummy, with many different people doing different jobs. Let's take a step-by-step look at making a mummy and find out who was involved in the work. (Count the words in boldface to find out how many different jobs were involved, and remember, there were probably many more we don't know about.)

STEP 1 Someone died. If the person was a pharaoh, a special burial chamber—perhaps inside a pyramid—had been built while he or she was alive.