

## Overview

# Inside the

In 1997 a sailor sailed through a remote part of the Pacific Ocean and found it covered with trash. When he said the plastic covered an area the size of Texas, few believed him. Now it has grown to the size of Australia. The area lies about 1,000 miles west of the U.S. mainland and 1,000 miles north of Hawaii. It is the North Pacific Gyre. Now it is littered with floating names like "page patch" and "of miles" and "to California." It is the largest mass of trash on earth. It stretches for miles and miles the ocean's surface is smooth. Sailors rarely see it, and it takes a week to cross it, and it is a dangerous place. The trash brings the trash to a spot. The trash move in a pattern and push the trash together, and they meet the water and circulates in the area.

**CONFIDENCE**  
Through Comprehension



**Tier 2 ELA intervention for your  
secondary students**



# Inside the

1997 a sailor sailed through a remote part of the Pacific Ocean and found it covered with trash. He said the plastic covered an area the size of Texas. Now it has grown to the size of Australia. The area lies about 1,000 miles west of California's mainland and 1,000 miles north of Hawaii. It is the North Pacific Gyre. Now it is a floating garbage patch. It is the largest mass of trash in the world. It stretches for miles of miles. A sailor named Charles Moore discovered it on his return to California. Sailors rarely go there because for miles the ocean's surface is smooth. They don't want to go back to cross it, and it brings the trash to a spot. The trash moves in a circular pattern along North America and south of Hawaii. The trash pushes together, and they meet the water circulates. That is the area.

## CONFIDENCE

Through Comprehension

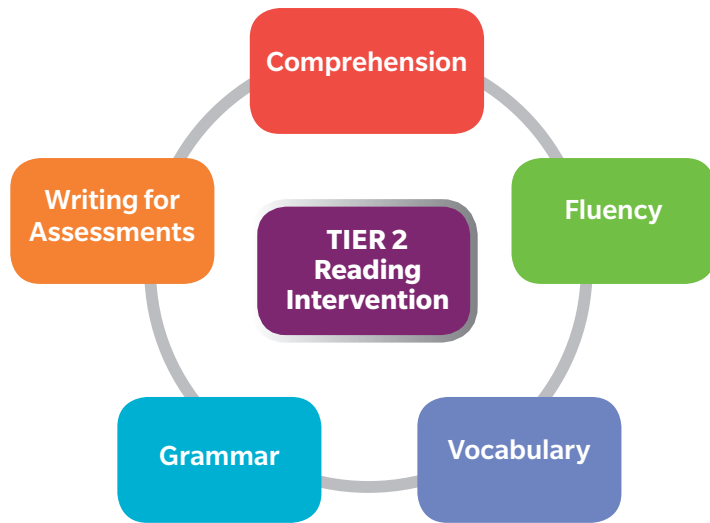
### INTRODUCTION

**Why is literacy so important for young people?** Being literate allows kids to get the most out of life and fully engage with the world around them. Whether it's getting that first job, knocking the SAT®/ACT® out of the park, or writing an amazing college entrance essay, secondary students need to be able to express themselves and understand their surroundings. As educators, you carry their future in your hands. Secondary students who fall behind in their reading and writing are at risk of missing out on the crucial opportunities that enhance lives. If students drop out of high school, they are less likely to go to college, hold stable jobs, participate in community service, or even vote.

Tier 2 secondary students need that extra help to get them back on-level with their peers and back on track for a successful and productive future. **Inside the Text** is a proven reading intervention program that keeps students motivated and engaged. The one-page selections are written about interesting, relevant, and worldly topics that students hear about in the news or talk about with their friends. These selections are scaffolded with before-, during-, and after-reading activities that are designed to boost comprehension, fluency, vocabulary, language, and writing skills. According to Jacksonville, Florida's 2011–2012 Teacher of the Year, Talya M. Taylor, "I have never seen our students so excited about reading this school year until now. The kids absolutely love the material [in **Inside the Text**]!"



## The Five Literacy Skills Tier 2 Secondary Students Need to Succeed



In this day of rigor, you have many secondary students that struggle with close reading. ***Inside the Text*** offers a Tier 2 solution to bring these students up to appropriate grade-level reading within one year.

***Inside the Text*** is a Tier 2 ELA intervention program that provides research-based, scaffolded, and sequenced lessons, built on high-interest literature that is relevant to secondary students.

These lessons focus on the following skills:

- **Fluency**
- **Comprehension**
- **Vocabulary Development**
- **Grammar, Usage, and Mechanics**
- **Writing for Assessments**



Secondary students who fall behind in their reading and writing levels are at risk of missing out on the crucial opportunities that enhance lives.



# COMPREHENSION IS A MUCH NEEDED SKILL FOR TIER 2 ELA STUDENTS

**Comprehension is one of the most important skills for secondary students today.** It affects their performance across the curriculum and is a skill they will use throughout their lives.

Lessons in *Inside the Text* are centered on one-page selections with before-, during-, and after-reading exercises that promote close reading and comprehension. The selections are engaging and interesting to students, with topics like Taser-use, civil rights, and sports.

## Using Text Structure to Aid in Comprehension

As elementary students transition into middle and high school, one of the main instructional shifts that they struggle with is the new focus on informational texts (instead of stories or narratives). If students can recognize text structure, they can use it to help them understand the ideas that are being presented. Inside the Text uses the following logical sequence to help create close readers who will be able to make inferences and interpret informational texts in other content areas. The exercises in *Inside the Text* follow this sequence.



**Activating background knowledge**

**LESSON 9**

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANTICIPATION GUIDE**

**Directions:** Before you read the article "Plastic Swirls in the Pacific," read the statements below. If you agree with a statement, put a checkmark on the line next to it. If you disagree, put an X on the line.

\_\_\_\_\_ 1. The Pacific Ocean is so big that trash is not causing a problem.

\_\_\_\_\_ 2. The United States is responsible for keeping oceans clean.

\_\_\_\_\_ 3. If the ocean gets polluted, it can eventually be cleaned up.

Once you have responded to the statements above, write in the section below why you agree or disagree with each statement.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

In the box below, draw a picture of what you think this article is about.

\_\_\_\_\_

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Lesson 9: Plastic Swirls in the Pacific

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Before-Reading exercise, *Anticipation Guide*

# Comprehension (and Close Reading) Skills

## Figuring out what is important

Name \_\_\_\_\_ Date \_\_\_\_\_

### TAKE A STAND

**Directions:** People often have differing feelings or opinions about an issue. When they discuss or argue their opposing views, they are taking part in a debate. A good persuasive argument is based on a claim that is supported by

**Facts**—statements that can be proven to be true

**Statistics**—numerical data gotten through research

**Examples**—instances that support an opinion

You and a partner are going to debate two of your other classmates. The topic you are going to debate is the following:

The huge plastic gyre in the Pacific is everyone's problem.

Decide with the other pair who will agree and who will disagree with this statement. Then answer these questions in order to win your debate.

1. What are your two strongest points to persuade the other side? (You can do Internet research to include facts, statistics, and examples.)

A. \_\_\_\_\_

B. \_\_\_\_\_

2. What might the other side say to argue against point A?

\_\_\_\_\_

\_\_\_\_\_

3. What might the other side say to argue against point B?

\_\_\_\_\_

\_\_\_\_\_

4. What will you say to prove the other side's arguments are wrong?

\_\_\_\_\_

\_\_\_\_\_

Lesson 9: Plastic Swirls in the Pacific

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After-Reading exercise, *Take a Stand*

## Asking questions

Name \_\_\_\_\_ Date \_\_\_\_\_

### LOOK WHO'S TALKING

**Directions:** Below are sentences that relate to "Plastic Swirls in the Pacific." Look back in the article and reread the paragraph in which you find the reference. Circle the best answer to each question.

1. In the third sentence of paragraph 1, the word **it** best refers to

- A. the plastic
- B. the ocean
- C. a remote area
- D. the trash

2. In the last sentence of paragraph 3, the first **it** refers to

- A. the area
- B. the ocean
- C. the North Pacific gyre
- D. the amount of time he took

3. In the third sentence of paragraph 4, the word **they** refers to

- A. the currents
- B. the trash
- C. the oceans
- D. the gyre

4. In the last sentence of paragraph 7, the word **they** refers to

- A. the plastic
- B. the seabirds
- C. the countries
- D. the researchers

5. In the third sentence in paragraph 5, the word **it** refers to

- A. the plastic
- B. the mass
- C. the ocean
- D. the estimate

6. In the last sentence of paragraph 10, the word **they** refers to

- A. the people
- B. the countries
- C. the plastic
- D. the gyre

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Unit 2: Science and Environment

During-Reading exercise,  
*Look Who's Talking*

## Visualizing

Name \_\_\_\_\_ Date \_\_\_\_\_

### SENTENCE SUMMARIES

**Directions:** Below are four key words from the article "Plastic Swirls in the Pacific." Your job is to summarize, or restate, what you've learned in this article by using these four words in two sentences. Then, as a challenge, try to use all four words in one sentence to restate the article.

#### Key Words

gyre      currents  
international      responsibility

Sentence Summaries:

1. \_\_\_\_\_

2. \_\_\_\_\_

Challenge Summary (all four words in one sentence!):

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson 9: Plastic Swirls in the Pacific

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After-Reading exercise,  
*Sentence Summaries*

## Organizing knowledge

Name \_\_\_\_\_ Date \_\_\_\_\_

### HOW'S IT ORGANIZED?

This article is organized as a **problem that needs solving**.

**Directions:** Answer these questions in the spaces at the bottom.

1. What is the problem?

2. Who discovered the problem of the gyre?

3. What is causing the problem in the Pacific Ocean?

4. What are the effects of the problem?

5. Is anyone trying to solve the problem? If yes, who?

6. Why is the North Pacific Gyre a challenging problem to solve?

7. What solutions are recommended?

Answers:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

\*On a separate sheet of paper, write a summary of what your notes say about the problems with plastic in the ocean.

Lesson 9: Plastic Swirls in the Pacific

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During-Reading exercise, *How's It Organized*

## Making inferences

Name \_\_\_\_\_ Date \_\_\_\_\_

### IS THAT A FACT?

**Directions:** Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if a sentence is a fact or an I if it is an inference. Use the following definitions:

**Fact**—a statement that can be proven true from the paragraph

**Inference**—a guess as to what **MIGHT** be true, based on what you have read and what you already know about the subject

Most of what floats in the gyre is plastic. About one-fifth of it comes from ships and oil platforms. The rest comes from land, where it goes from storm drains into streams, and then into the ocean. The water's circulating motion finally pulls the trash from the coasts of Asia and North America into the "plastic soup."

\_\_\_\_ 1. Two of the largest polluters are Asia and North America.

\_\_\_\_ 2. The ocean's current pulls the trash out to sea.

\_\_\_\_ 3. People tend to be careless about how they dispose of trash.

\_\_\_\_ 4. Most of the pollution comes from plastic.

\_\_\_\_ 5. Owners of some ships and oil platforms don't care about pollution.

\_\_\_\_ 6. Since so many people drink water out of plastic bottles, the North Pacific Gyre will only grow larger.

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Unit 2: Science and Environment

After-Reading exercise, *Is That a Fact?*

# HELP STUDENTS DEVELOP FLUENCY SO THAT THEY CAN FOCUS ON DEEPER MEANING

**Approximately eighty percent of the reading that students do by the time they leave the eighth grade is informational in nature.** Lack of fluency is one of the main reasons why Tier 2 secondary students struggle with understanding and comprehending informational texts. These challenges include inability to accurately recognize words, a lack of automatic processing, and the inability to engage in prosodic reading. They may experience difficulty because they read in a slow and halting manner, word by word, and have trouble pronouncing words quickly and accurately.



## How Does *Inside the Text* Help Students Achieve Fluency?

With ***Inside the Text***, any teacher becomes a reading teacher! The one-page selections are interesting for secondary students and written at developmentally appropriate reading levels. This ensures that students can focus on learning strategies while gaining meaning.

***Inside the Text*** economizes the means of fluency instruction by embedding it into the strategy sequence through a variety of short, repetitive activities.

Another feature of the ***Inside the Text*** instructional sequence is repeated readings of the articles. Research indicates that repeated readings lead not only to improvement in the reading of the passage, but also to improvement in decoding, reading rate, prosodic reading, and comprehension of passages that the reader has not previously seen.

**Time My Read #1**

Name \_\_\_\_\_ Date \_\_\_\_\_

**TIME MY READ #1**

**Directions:** With a partner, see how many words you can read correctly in 45 seconds. As you read, your partner will put an X through any word read incorrectly on his or her copy. When you are finished, trade your books or papers, and let your partner read while you keep score. Count the total number of words you read correctly.

privacy celebrity invasion trespass physically property photographs amendment	8
strict equipment strengthens exposure audio expectation protects crime	16
released criticized distance experts decays unguarded figures tougher	24
privacy celebrity invasion trespass physically property photographs amendment	32
strict equipment strengthens exposure audio expectation protects crime	40
released criticized distance experts decays unguarded figures tougher	48
privacy celebrity invasion trespass physically property photographs amendment	56
strict equipment strengthens exposure audio expectation protects crime	64
released criticized distance experts decays unguarded figures tougher	72
privacy celebrity invasion trespass physically property photographs amendment	80
Number of words read correctly _____	

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Before-Reading exercises like *Time My Read #1* help with Word Fluency.

**Make a Space**

Name \_\_\_\_\_ Date \_\_\_\_\_

**MAKE A SPACE**

**Directions:** Below are sentences that are missing punctuation and capitalization. First draw slash marks (/) between the words. Then rewrite each sentence in the space below it, filling in the missing punctuation and capitalization.

**Example:**

cities / around / the / world / are / struggling / with / traffic

Cities around the world are struggling with traffic.

1. it was popular but thieves and vandals brought the program to an end
2. now bike sharing programs use high tech methods and computers
3. washington dc became the first american city with bike sharing
4. as these programs grow they create cleaner and healthier environment

Lesson 13: Bike Sharing Gets Rolling 239

During-Reading exercises like *Make a Space* help with fluency, capitalization, and punctuation.

**Echo Reading**

Name \_\_\_\_\_ Date \_\_\_\_\_

**ECHO READING**

**Directions:** When you read, you should make breaks, and sometimes pauses, between groups of words. As your teacher reads each phrase, repeat about what is read and put a slash or line after that phrase. Then read the whole sentence aloud as a class. Do the first paragraph together as a class, and then do the second one on your own. The first sentence has been marked for you.

Pleasant Grove / used "government speech" / as its defense. / Government can say whatever it wants without having to give anyone else an opportunity to respond. The city says that the Ten Commandments monument has become the city's message, and that it is not required to accept monuments with other messages.

The case went to several courts. Summum lost its first case, but it won in 2007. That court ruled that a city park must allow speakers with different opinions and monuments with different messages. The city then appealed to the Supreme Court.

Lesson 4: Freedom of Speech Gets a Test 61

Before-Reading exercises like *Echo Reading* help with Phrasal Fluency.



# TWO SURE-FIRE WAYS TO TEACH VOCABULARY: CONTEXT CLUES AND STRUCTURAL ANALYSIS

## Inside the Text Provides a Systematic Approach to Teaching Word Parts

Studies have shown that teaching structural analysis—the process of breaking up a word into meaningful parts—does help students figure out a word’s meaning. And they are more likely to understand new words if they have previous knowledge of a similar word part, like a prefix or suffix. Similar to using prefixes and suffixes, good readers also recognize the large number of root words from other languages found in the English language. In particular, English is full of words originating in Latin and Greek.

*Inside the Text* has exercises like the ones to the right, that teach students about word parts and how to grow their academic vocabulary. Hence, these students will feel more confident in their Tier 1 ELA classes and even across the curriculum when faced with new or challenging vocabulary.



**Wordstorm**

Name \_\_\_\_\_ Date \_\_\_\_\_

**IS THAT A FACT?**

**Directions:** Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

**Fact**—a statement that can be proven true from the paragraph

**Inference**—a guess as to what MIGHT be true, based on what you have read and what you already know about a subject

Washington, D.C., became the first major American city to begin a bike-sharing program. The program, “SmartBike DC,” began with 120 red, three-speed bicycles at ten stations downtown. The program started with 900 members. They swiped a magnetic membership card that unlocked a bike and assigned it to them for three hours. Bike-sharing programs are finding their place in transportation. Residents and visitors are saving money on gas and saving time on short trips. As these programs grow, they create a cleaner and more peaceful environment by reducing noise and pollution. People and cities get healthier as a result.

- \_\_\_\_\_ 1. Bike sharing became popular very quickly.
- \_\_\_\_\_ 2. Washington, DC, was the first American city to have bike sharing.
- \_\_\_\_\_ 3. Technology makes it less likely that the bikes will be stolen.
- \_\_\_\_\_ 4. Bike sharing can make someone healthy.
- \_\_\_\_\_ 5. Bike-sharing programs help make the air cleaner.

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The *Wordstorm* exercise allows students to analyze compound words or phrases in relation to the selection to better understand its meaning.

**Word Parts**

Name \_\_\_\_\_ Date \_\_\_\_\_

**WORDSTORM**

**Directions:** It's good to know more than just the dictionary definition of a word. Completing a wordstorm lets you write down information to help you understand what a word means, how it's related to other words, and how to use it in different ways.

What is the word or phrase?

developing nations

Here is the sentence from the text in which the phrase is used:

"Girls in some developing nations remain largely under the control of men."

What are some other words or phrases that mean the same thing?

\_\_\_\_\_

What are three things you know about developing nations?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name three people other than teachers who would likely use this phrase.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Draw a picture below that reminds you of the phrase *developing nations*.

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The *Word Parts* exercise allows students to analyze compound words or phrases in relation to the selection to better understand its meaning.



**Fig. 2**

## Context Signal Words

Type of Clue	Signal Words and Phrases
Example	such as, for example, like, this, other, includes, in this model, as you can see here, for instance, other, these
Cause and Effect	as a result, consequently, because, hence, therefore, so, since, it follows that, and then, whenever, for this reason
Comparison	related to, similar to, also, like, as, takes after, is akin to
Contrast	on the other hand, but, however, in contrast, although, rather than, yet, unlike
Definition or Restatement	in other words, or, which is, also called, that is to say, sometimes called, that is, also known as, also referred to as
Chronological Order or Sequence	now, first, second, lastly, in 2010, afterward, in conclusion, finally, then, third, next

## Get a Context Clue

Context clues are the words and phrases around an unknown word that help good readers infer its meaning. Instruction in context clues improves a student's ability to infer meaning. There are two types of context clues—"lean" or "rich." "Rich" clues use signal words to give the reader a definition or to illustrate the relationship between the unknown word and the rest of the sentence. The following chart provides the major signal words used in "rich" context clues. It doesn't help students to memorize definitions of these words because they are defined by the function they serve. Instead, teachers should point these signal words out whenever they appear. It is helpful if teachers also "think out loud," modeling to use a signal word to figure out an unknown term.

**Get a Context Clue**

Name \_\_\_\_\_ Date \_\_\_\_\_

**GET A CONTEXT CLUE**

**Directions:** Below are sentences from "Somalia's Problems Lead to Piracy." First, read the sentence. Then, look back in the article and reread the paragraph in which the sentence is found. Circle the best answer to each question.

"In 1991 warlords in Somalia overthrew the central government."

**1. The word overthrew means**

A. to get rid of; to conquer  
B. to utilize  
C. to increase  
D. to stop

"Then they started boarding vessels and demanding fees."

**2. The word boarding means**

A. coming onto another ship  
B. buying something  
C. losing a ship  
D. responding to something

"Somalia's location puts the pirates in perfect position."

**3. The word location means**

A. government  
B. boats  
C. attitude  
D. place

"The canal opens a shorter route between Europe and the Far East."

**4. The word route means**

A. course or way  
B. person  
C. ship  
D. time

"During the day they surround a ship, go aboard and demand a ransom."

**5. The word ransom means**

A. food or a meal  
B. money for something stolen  
C. release for a prisoner  
D. a celebration

"Although they had some success, they cannot control the million square miles of ocean where the pirates operate."

**6. The word operate means**

A. to go to school  
B. to perform surgery  
C. to commit their crimes  
D. to vacation

Lesson 21: Somalia's Problems Lead to Piracy 387

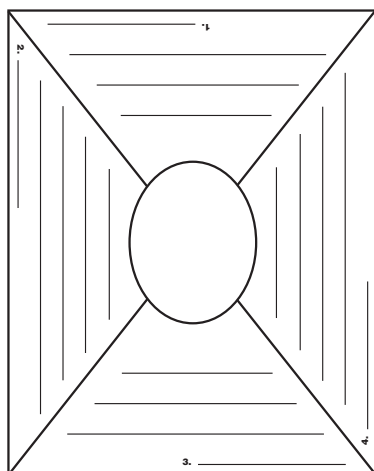
*Get a Context Clue* is a During-Reading exercise to promote close reading and comprehension.

**Inside the Text** activities like, *Get a Context Clue*, focus on the practice of identifying context clues for lean and rich context clues. Lessons are included for every article in the program that prompt students to go back to reread particular sections of the article in order to discern the meaning of a key word.

# THE IMPORTANCE OF ORAL LANGUAGE

**Oral language development** has a direct effect on a student's writing and comprehension. Because of the importance of oral language, *Inside the Text* is filled with strategies that require students to talk and to listen to each other. Every strategy in this book is designed for student interaction so that they may share background, vocabulary, grammatical, and linguistic knowledge with each other, and so that they are actively engaged in each lesson.

## Discussion Place Mats



## Inside the Text offers Discussion Place Mats

*Inside the Text* offers Discussion Place Mats, two wonderful classroom strategies for initiating discussion and learning from each other.

- Students are numbered and placed in groups of four. They write their names on their individual mats that correspond to their numbers.
- The topic of discussion is written in the circle in the middle.
- Students each write down something they know about the topic on the lines by their numbers.
- When the teacher says, "Pass!" the students pass their place mat to the next person clockwise. The students read what the other person wrote and then add something new to that person's place mat. Again, when the teacher says, "Pass!" the students pass the place mats to the next person clockwise. The students read what the other two people have written and then add something new to the place mat. Once the place mats are back in their original positions, the students discuss what they learned and share that with the class.
- Provides questions for specific types of discussions as well as sentence stems to prompt good student responses.

### Discussion Placemat

Directions: Use these questions and sentence stems when discussing an important topic.

**Elaboration**  
Can you elaborate . . . ?  
What do you mean by . . . ?  
How does that example support . . . ?  
Can you give some more examples . . . ?

I think that means . . .  
In other words . . .  
It is important because . . .  
To state this point another way . . .  
Another example might be . . .

**Clarify**  
Is that point made clearly?  
Can I restate what you said about . . . ?  
Why this makes sense to others . . .  
Let me see if I understand you correctly . . .  
To paraphrase what you just said . . .  
In other words, what you are saying is . . .  
What I understood was . . .

**Disagreement**  
Is that relevant?  
Can you show me more evidence?  
Does that evidence apply to the situation?  
Can you justify that for me?

I don't agree because . . .  
I don't see your point because . . .  
That seems unfair because . . .  
I don't think your evidence supports your claim because . . .

**Specifics**  
What are some words or phrases that point to that idea?  
Can you show me where it says that?  
Why do you think the author states that?  
Can you be more specific?

For example . . .  
In the text it says . . .  
One example that illustrates that is . . .  
The author describes in detail that . . .

**Evidence**  
What facts or statistics prove your point that . . .  
What real-world examples prove your point that . . .  
Where in the text does it support your point that . . .  
What else have you read or seen that gives support for . . .

**Additions**  
How can we add to this idea?  
What are some other examples related to this?  
What else could support this idea?  
What contradicts or disputes this idea?  
I would add . . .  
Building on that idea . . .  
That idea connects to . . .  
On the other hand . . .  
An even better example might be . . .

Teacher's Guide

Program Overview

The second place mat provides questions for specific types of discussions as well as sentence stems to prompt good student responses.

Illustration: Freepress.com; Images: iStockphoto.com



## Language Mini-Lessons

Name \_\_\_\_\_ Date \_\_\_\_\_

### LANGUAGE MINI-LESSON

Some verbs are easily confused with others. The following pairs of verbs have different meanings but are often confused for one another. With a partner, study the words below.

**Lie and Lay:** Lie means "to recline." Lay means "to put or place" something.

Present Tense	Past Tense	Past Participle
lie	lay	lain
Sara lies down.	Sara lay down yesterday.	Sara has lain down.
lay	laid	laid
Carlos lays a pen down.	Carlos laid down his pen.	Carlos has laid it down.

**Rise and Raise:** Rise means "to move up." Raise means "to lift something up."

Present Tense	Past Tense	Past Participle
rise	rose	risen
The plane rises.	The plane rose yesterday.	The plane has risen.
Al raises his hand.	Al raised his hand.	Al has raised his hand.

**Learn and Teach:** Learn means "to gain knowledge or a skill." Teach means "to instruct."

Present Tense	Past Tense	Past Participle
learn	learned	learned
Ted learns to ski.	Ted learned to ski.	Ted has learned to ski.
teach	taught	taught
She teaches math.	She taught math once.	She has taught math.

**Directions:** On a separate sheet of paper, fill out charts like the one above for the following sets of verbs: *sit/set* and *borrow/lend*. Check your answers in a dictionary.

Lesson 18: The World Focuses on Girls' Problems

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Language Mini-Lessons focus on various usage and mechanics strategies, like difficult verb tenses, as shown in this exercise.

## Sentence Transitions

Name \_\_\_\_\_ Date \_\_\_\_\_

### SENTENCE TRANSITIONS

An informational essay answers questions and provides information. Writers use transitional phrases to link ideas. Some transitional words and phrases include to show, to prove, because, to explain, to verify, due to, instead of, furthermore, as a result, and in order to.

**Directions:** Complete the following sentences using the phrases given.

**Example:** A poacher was sentenced to forty years in jail. A poacher was sentenced to forty years in jail in order to send a message to other poachers who are killing rhinos.

- There are many types of rhinos, such as
- Rhinos are counted in India and Nepal to verify
- The government now has anti-poaching units as a result
- International law has banned trade in rhino horns because
- Criminals sell horns illegally and get rich due to

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Unit 3

Sentence Transitions help students develop more effective writing through the use of transitional phrases to connect ideas.

## Picking Up Punctuation

Name \_\_\_\_\_ Date \_\_\_\_\_

### PICKING UP PUNCTUATION

Commas can be used in a number of ways. The following are a few of them:

- Use a comma with **introductory words and phrases**. For example: Even so, poachers are killing hundreds of rhinos for their horns.
- Use commas with **interjections** such as oh, well, and hey. For example: Hey, that black rhino is in my living room!
- Use a comma with **appositives**. An appositive is a noun, pronoun, or phrase that gives additional information about a noun or pronoun next to it. Use commas if the appositive is not vital to the meaning of the sentence. **Example 1:** The white rhino, the largest of the five species, weighs twice as much as the black rhino. (With or without the appositive, the white rhino weighs twice as much as the black rhino.) **Example 2:** The white rhino in my bedroom weighs twice as much as the black rhino. (Another white rhino might not weigh twice as much as the black rhino, so the appositive is vital to the meaning of the sentence.)
- Finally, remember to put commas before **and**, **but**, **or**, and **nor** when combining two sentences into one. For example: The white rhino is six feet tall, and it weighs 3,500 pounds. If you combine the subjects when you join the sentences, do not use a comma. For example: The white rhino is six feet tall and weighs 3,500 pounds.

**Directions:** Use commas to punctuate the paragraph below.

International law has banned trade in rhino horn since 1972. However the market for rhino horn often used as medicine in Asia is growing. The demand for it is high especially in Vietnam. People use it as medicine even though it has no medicinal value. By 2010 the number of rhino deaths had risen to 333 and in 2012 the number reached 570. There are different kinds of poachers. Many are poor hungry Africans who do it to stay alive.

Lesson 20: South Africa Fights Back Against Poachers

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Picking Up Punctuation exercises focus on all the ways one kind of punctuation mark is used. This one highlights the comma.

## Grammar Games

Name \_\_\_\_\_ Date \_\_\_\_\_

### GRAMMAR GAMES

**Directions:** Reread the two paragraphs below. Words have been left out from the sentences. Think about the information from the article you have read and fill in words that make sense. The part of speech of each missing word is provided.

In order to understand the meaning of this new film, it is important to \_\_\_\_\_ (1. verb) Saudi culture. The state religion is Islam. \_\_\_\_\_ (2. pronoun) controls cultural matters in the kingdom. For 250 years Saudi Arabia's \_\_\_\_\_ (3. plural noun) have enforced religious laws. In return, religious leaders \_\_\_\_\_ (4. helping verb) supported the rulers. Religion guides the courts, education \_\_\_\_\_ (5. conjunction) public morality. It teaches that people must be loyal and obedient to the \_\_\_\_\_ (6. noun), as long as he \_\_\_\_\_ (7. verb) Islamic law. As a result, dissent in Saudi \_\_\_\_\_ (8. proper noun) is unwelcome and change does not \_\_\_\_\_ (9. verb) easily. Men control Saudi culture. In public women must \_\_\_\_\_ (10. verb) the "abaya" that covers them from head to \_\_\_\_\_ (11. noun). Women may not appear in public without a \_\_\_\_\_ (12. adjective) relative. Men and women may not work together \_\_\_\_\_ (13. preposition) public.

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Unit 3: Global Issues

Grammar Games reinforce parts of speech.

## Inside the Text Seamlessly Integrates Grammar Instruction

Many Tier 2 secondary students struggle with grammar, usage, and mechanics. **Inside the Text** has over four activities that make grammar more approachable and fun for these students. These quick wins will make your students feel more prepared for when they have to tackle writing assignments.

# WRAP-UP WITH FORMATIVE ASSESSMENT

Each unit ends with a formative assessment to ensure students understood the main ideas of the selection. At the end of each unit, a final Quarterly Performance Assessment is provided based on a new article that is a “cold read” for students, i.e. without all of the prior reading and writing instruction. Like all other articles, these cold read selections are chosen for their readability levels and high interest. The four articles cover a range of topics from the Khmer Rouge, to giant pythons, to sharks, and finally, the Harlem Globetrotters. The items in these four tests are also modeled on the test items on the PARCC™\* and Smarter Balance Common Core Assessments.

***Inside the Text*** is a tightly constructed sequential program that provides explicit and direct instruction using proven strategies. The program has a two-prong approach. One set of articles and lessons focuses on the three major areas of reading weakness among Tier 2 students: comprehension, vocabulary, and fluency. A second set of articles and lessons continues with comprehension, but adds instruction in language, mechanics, and writing for assessment. Such scientifically based instruction applied in the context of the engaging literature is exactly the type of intervention that struggling readers need and that is called for in Response to Intervention programs.



\*This product is not endorsed by nor affiliated with PARCC.





# Inside the

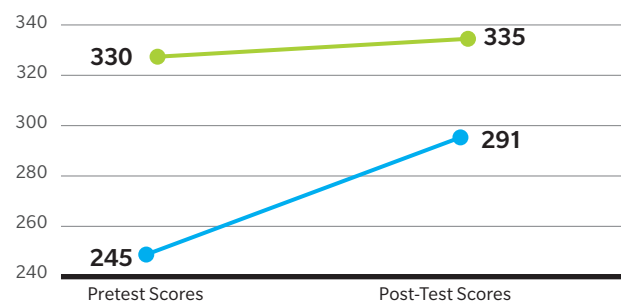
1997 a sailor sailed through a remote part of the Pacific Ocean and found it covered with trash. He said the plastic covered an area the size of Texas. Now it has grown to the size of Australia. The area lies about 1,000 miles west of the mainland and 1,000 miles north of Hawaii. It is called the North Pacific Gyre. Now it is the largest mass of trash on Earth. It stretches for hundreds of miles. A sailor named Charles Moore discovered it on his return voyage to California. Sailors rarely go there because for miles the ocean's surface is smooth. It took him a week to cross it, and trash spots bring the mass to a stop. They move in a clockwise pattern along North America and south of Hawaii. The currents push the trash together, and when they meet the water circulates in a circle. That is the area

## INSIDE THE TEXT WORKS!

Your struggling secondary students will improve their standardized reading scores and improve their overall reading level with *Inside the Text*. It is a full-year's worth of instruction and built off of many of the same activities as *What's Happening?* According to an independent efficacy study for *What's Happening?* by the Educational Research Institute of America, Tier 2 secondary ELA students improved their standardized test scores by 46 points in comparison to the on-level readers who only improved their scores by 5 points, indicating improvement in overall reading ability and increased scores on standardized tests.

FIGURE 1

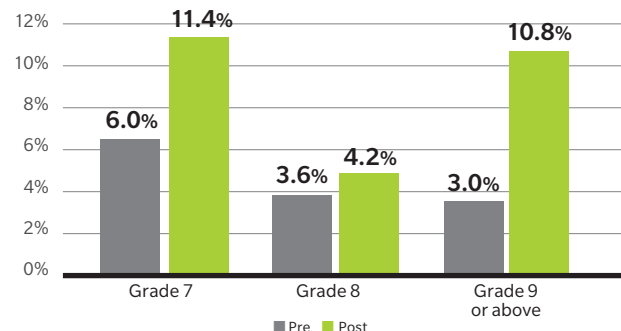
Standards Score Increase for Lower and Higher Pretest Score Students



\* Statistically significant difference (<0001) \*\* Statistically non-significant

FIGURE 4

Percentage of Lowest Pretest Students at Grade 7, Grade 8, and Grade 9 and Above from Pretesting to Posttesting



*Inside the Text* ensures reading growth by offering systematic, sequential instruction that applies to struggling secondary readers.





## **Inside the Text is the right fit for you and your Tier 2 secondary students!**

**Inside the Text** ensures **reading growth** by offering systematic, sequential instruction that applies to struggling secondary readers.

**Inside the Text is easy to implement and requires minimal training** because of consistent lessons and realistic timeframes that incorporate effective intervention methodologies into the instruction.

**Inside the Text** is a versatile program with a flexible pacing and lesson structure that can **supplement any Tier 1 ELA program**.

**Students will be motivated** by the selections, comprised of short, high-interest, edgy, nonfiction, and relevant articles. The numerous collaborative activities for before reading and after reading also keep students engaged and on track.

**Inside the Text increases achievement** on high-stakes tests. New Common Core-based writing lessons help students find evidence, write to prompts, and identify thesis statements.

## **Meet the Authors**

**Inside the Text** authors are experienced educators and understand the needs and challenges of teaching struggling secondary ELA students.

**Larry Gable** has been the author/publisher of *What's Happening Publications* since 1993. His monthly articles cover current events throughout the world and provide struggling readers across the U.S. with access to current information in differentiated reading levels.

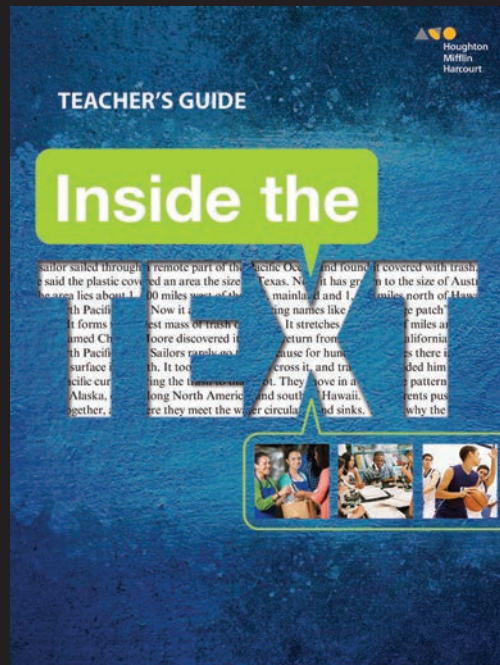
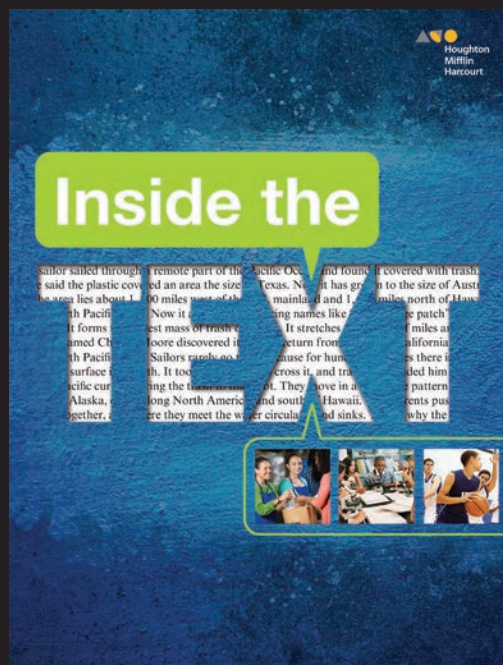


**Dr. Ron Klemp** is the recently retired Secondary Literacy Coordinator for LAUSD where he coordinated reading intervention for Grades six through ten. Ron has co-authored the *Reader's Handbook*, and authored *What's Happening?*, *Reading and the High School Student*, *Building Literacy in Social Studies*, *School Dayz: Teaching Students to Manage Their Own Behavior*, and *Reading with USA Today*.



**Dr. Bill McBride** is presently Author-in-Residence for Houghton Mifflin Harcourt™ and a consulting author on a number of major textbook ELA and SS programs, including HMH's new Common Core literature program, *Collections*. Bill is best known for his heartwarming novel, *Entertaining an Elephant*, which was just made into a Graphic Novel for teens. He has also published *Building Literacy in Social Studies*, *If They Can Argue Well, They Can Write Well*, and *What's Happening?*.





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Through Comprehension

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