

Inside the

The North Pacific Gyre. November 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. 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 littered with floating names like "Kodak" and "Pepsi". It stretches for hundreds of miles. The sailor named Charles Moore discovered it on his return to California. In the North Pacific Gyre. Sailors rarely find it because for weeks to cross it, and it is so smooth. It is a dead spot. The trash move in a clockwise pattern along North America and south of Hawaii. The trash is pushed together, and they meet the water and sink. That is the area

CONFIDENCE
Through Comprehension



Tier 2 ELA intervention for your
secondary students

SAMPLER

[illegible]

INSIDE THE TEXT REALLY WORKS!

These lessons focus on the following skills:

- Inside the Text*** works! Your struggling secondary students will improve their standardized reading scores and improve their overall reading level. ***Inside the Text*** 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, while the on-level readers improved their scores by just 5 points. This demonstrated that ***Inside the Text*** improved overall reading ability and increased scores on standardized tests.

Group	Pretest Scores	Post-Test Scores
Top Group (Green)	330	335
Bottom Group (Blue)	245	291

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

Grade	Very satisfied	Satisfied
Grade 7	6.0%	11.4%
Grade 8	3.6%	4.2%
Grade 9 or above	3.0%	10.8%



Why choose *Inside the Text* for your Tier 2 secondary ELA 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; they are 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.
- **Increases achievement** on high-stakes tests. New Common Core-based writing lessons help students find evidence, write to prompts, and identify thesis statements.



1 Results in
1 YEAR

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?*.

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

Name _____ Date _____

ANTICIPATION GUIDE

Directions: Before you read the article “The Beautiful Game Faces Ugliness,” 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 world of sports is one area where there is no racism.
- _____ **2.** Soccer is an international game where all are welcome.
- _____ **3.** If a team’s fans express racist comments, the team should be penalized.

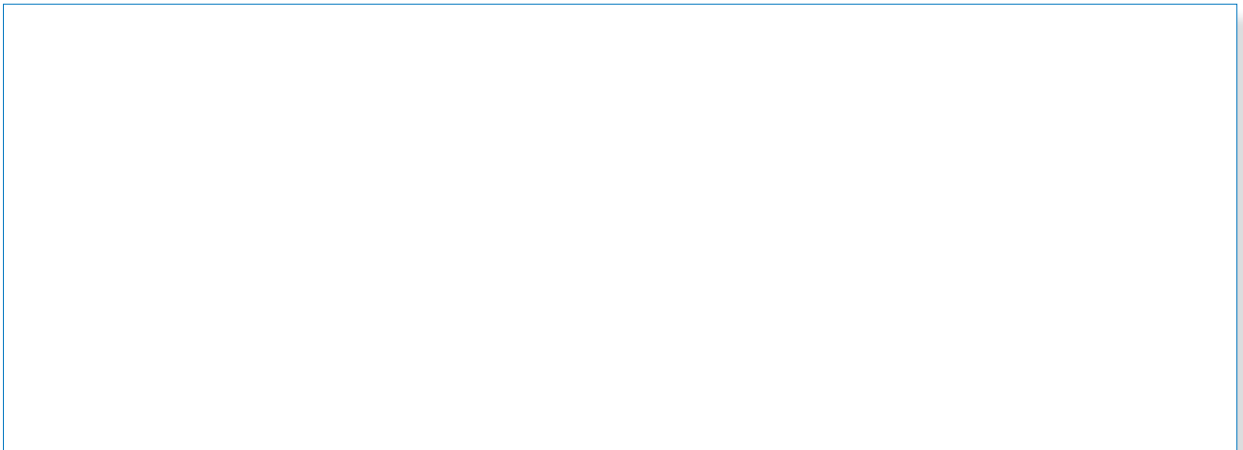
Once you have responded to the statements above, write in the section below why you agree or disagree with each statement.

- 1.** _____

- 2.** _____

- 3.** _____

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



PREDICTING ABCs

Directions: The article you are going to read is about racism in soccer. See how many boxes you can fill in below with words relating to soccer. For example, put the word *goal* in the G–I box. Put at least one word in every box, and then try to write a word for every letter.

A–C	D–F	G–I
J–L	M–O	P–R
S–T	U–V	W–Z

LANGUAGE MINI-LESSON

The subject of a sentence is whom or what the sentence is about. If the subject is just one thing, or **singular**, the verb of the sentence must agree, or be **singular** too. If the subject of a sentence is more than one thing, or **plural**, the verb must agree, or be **plural** also.

Here are the singular and plural forms of the verb to be.

Singular (one):

I **am**
You (one person) **are**
He, She, It **is**
One person or thing **is**

Plural (more than one):

We **are**
You (two or more people) **are**
They **are**
More than one person, thing **are**

Directions: Circle the correct form of the verb *to be* below.

1. Soccer teams [*is, are*] changing around the world.
2. A player on the German team [*is, are*] not necessarily from Germany.
3. Unfortunately some fans [*is, are*] racists.
4. They [*is, are*] yelling racist remarks at some players.
5. No one knows how a team [*is, are*] going to react.
6. In some games the players [*is, are*] walking off the field.
7. Black players, in particular, [*is, are*] facing racism during games.
8. Soccer's governing body (FIFA) [*is, are*] also reacting to racism.
9. Some racist fans [*is, are*] banned from their teams' stadiums.
10. Each fan [*is, are*] getting the message that racism [*is, are*] not allowed.

ECHO READING

Directions: When you read, you should make breaks, and sometimes pauses, between groups of words. As your teacher reads each phrase, repeat aloud 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.

Soccer / and its various organizations / have been trying / to deal with racists. / In the past the referees have stopped games temporarily until fans get under control. An organization that represents soccer players worldwide now wants more. It believes that referees should be able to end games if fans are racially abusive.

The international soccer organization FIFA is also responding to racism. It urges leagues to penalize teams that cannot control their fans. One idea is to take points away from teams in the league standings. In February FIFA announced penalties against the national teams of Bulgaria and Hungary. In 2012 fans of both teams were abusive during international games. As a result, FIFA is forcing each country to play one international game in March in an empty stadium. FIFA also threatened to expel the two countries from the World Cup.

What's Happening

IN THE WORLD?

BY LAWRENCE GABLE
© 2014 What's Happening Publications

SUBJECT: HUMAN RIGHTS and HISTORY

1 **S**occer is the world's most popular sport. The great Brazilian star Pelé once called it "the beautiful game." That does not mean that soccer has no problems though. Racism has been an old, ugly problem, but recent responses to it are completely new.

2 Today there are many foreign-born players playing on teams around the world. Clubs everywhere are offering contracts to stars from other countries. Those players get to play in the best leagues and earn a lot of money.

3 A racist incident during a game in Italy in January 2013 led to an unusual, powerful response. The famous club AC Milan was playing an exhibition game against a team called Pro Patria. Early in the game some fans directed monkey chants at three of Milan's Black players. A short time later they also chanted racial slurs at another Black player, Kevin-Prince Boateng.

4 Mr. Boateng's response was swift. First he picked up the ball and kicked it toward the fans. Then he began walking off the field. Several players from both teams embraced him. Then both teams followed him off the field. Quickly officials called off the match. It was the first time that a soccer team had ended a game because of racism.

5 The responses to Mr. Boateng's actions have been supportive. AC Milan's director expressed pride in his players' decision to leave the field. The coach hopes that Mr. Boateng and his teammates have set an example for players everywhere. The owner of the club maintained that his team would leave the field in the future.

6 Racism in soccer has been too common across Europe in the last 20 years. Black players in particular have felt frustrated and angry. Mr.



The Beautiful Game Faces Ugliness



Boateng insists that he will walk off fields again, if he must. In addition, he argues that the authorities in soccer and in government must fight racism.

7 Soccer and its various organizations have been trying to deal with racists. In the past the referees have stopped games temporarily until fans get under control. An organization that represents soccer players worldwide now wants more. It believes that referees should be able to end games if fans are racially abusive.

8 The international soccer organization FIFA is also responding to racism. It urges leagues to penalize teams that cannot control their fans. One idea is to take points away from teams in the league standings. In February 2013 FIFA announced penalties against the national teams of Bulgaria and Hungary. In 2012 fans of both teams were abusive during international games. As a result, FIFA forced each country to play one international game in March 2013 in an empty stadium. FIFA also considered expelling the two countries from the 2014 World Cup.

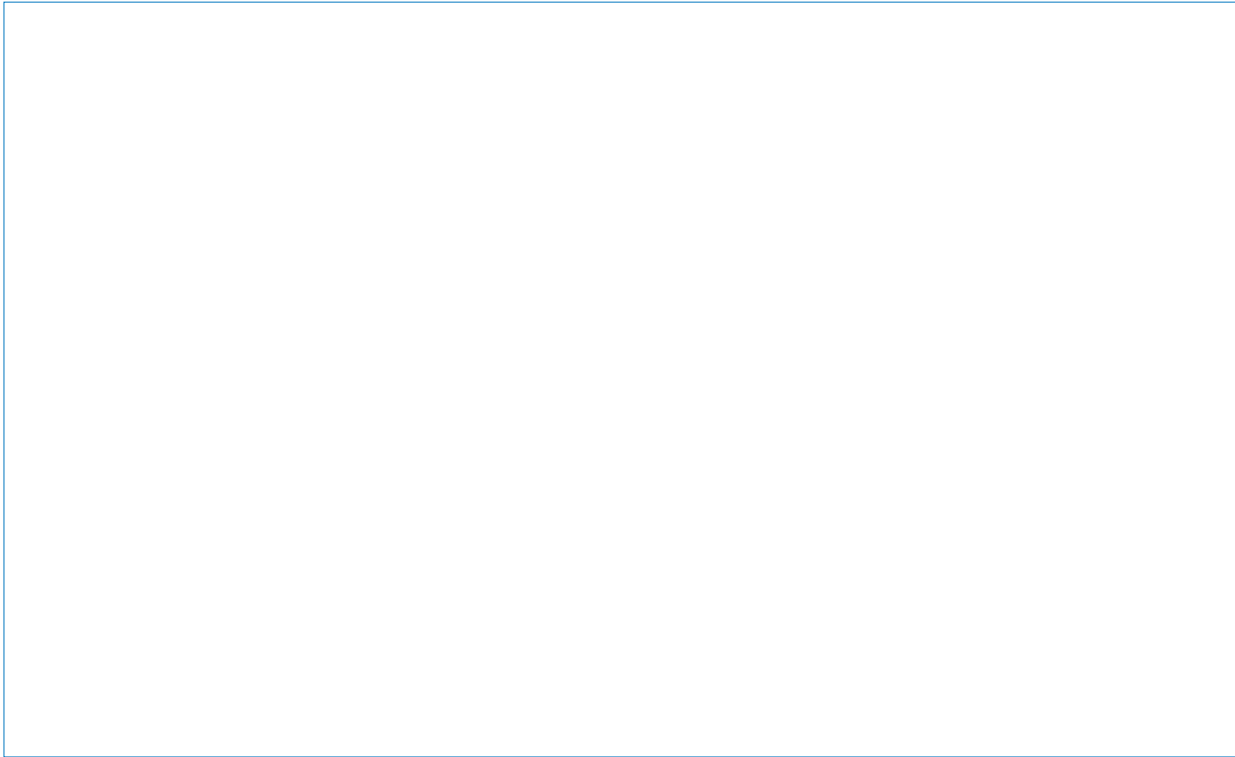
9 Racist fans are also receiving punishment. Some teams have banned certain fans from their stadiums. Police and prosecutors took legal action against Pro Patria's fans. They charged about a dozen of them with inciting racial hatred.

10 Kevin-Prince Boateng risked getting a suspension or fine for leaving the game. However, he decided it was time to stand up for himself and other minorities. His decision did not remove the hatred from the hearts of racists. However, they are starting to get the message that their ugly behavior has no place in public.

QUICK READ/DRAW AND WRITE

Directions: First Reading—As you do your first reading of the article, your teacher will time you for one minute. When time is called, write the number of the paragraph where you stopped. **Paragraph # _____**

In the box below, draw a picture summarizing what you read.



Second Reading—As you do your second reading of the article, your teacher will time you for one minute. When time is called, write the number of the paragraph where you stopped. **Paragraph # _____**

Directions: Now continue reading the rest of the article. Below, write five important words that will help you remember the information from the article.

CLOSE READING ANNOTATION

Third Reading—As you reread each paragraph in the article closely, answer the questions by annotating the text. Each numbered question corresponds to a paragraph in the article where the answer can be found. Write your brief answers in the space below each question.

1. Why do you think the author uses the reference to soccer as “the beautiful game”?

2. What might be some advantages for teams that contract foreign players?

3. What is the author’s purpose for writing paragraph 3?

4. What do you think about Mr. Boateng’s responses?

5. How did AC Milan’s director and coach respond?

6. Why do you think the author says that these racist incidents are not new?

7. How has the sport been dealing with racial incidents?

8. What specific things is FIFA doing regarding these incidents?

9. How does FIFA propose to punish the fans that commit racist acts?

10. Why do you think the author chose the phrase “the hatred from the hearts”?

GRAMMAR GAMES

Directions: Reread the two paragraphs below. Words have been left out from each sentence. 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.

Soccer is the world's most popular _____, and the great
(1. noun)

Brazilian star Pelé once called _____ "the beautiful game."
(2. pronoun)

That does not mean that soccer is _____ problems though.
(3. preposition)

Racism has _____ a constant, ugly problem, but recent
(4. verb)
responses to it are _____ new.
(5. adverb)

Today there are many foreign-born _____ playing on
(6. plural noun)
teams _____ the world. Clubs everywhere are _____
(7. preposition) (8. verb)

contracts to stars from other countries. _____ players
(9. pronoun)

get to play on teams in some of the _____ leagues. They
(10. adjective)

_____ a lot of money _____ international recognition.
(11. verb) (12. conjunction)

CLOSE READING STRUCTURE

Directions: Understanding the structure of a text is important for two reasons. First, understanding the structure of a selection can help you remember the main idea and important details. Second, most academic writing you will encounter uses text structures to organize ideas.

1. Writers often include a statement in the **introduction** that catches the reader's attention. Then, the writer tells what the article will be about. On the space provided, copy the last sentence of the introduction to the article.

2. On the space below, copy the sentence that best states what the author's **claim**, **main idea**, or **thesis** is for this article.

3. On the space below, copy the sentence that shows where the author introduces the other side's opinions, or **opposing claims**, about the statement "Soccer is a beautiful game."

4. Near the end of an article, the writer often restates the main idea and summarizes the evidence. This is called the **conclusion**. On the space below, write the sentence that best shows where the conclusion **begins**.

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 to be 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.

Racism in soccer has been too common across Europe in the last 20 years. Black players in particular have felt frustrated and angry. Mr. Boateng insists that he will walk off fields again, if he must. In addition, he argues that the authorities in soccer and in government must fight racism. Soccer and its various organizations have been trying to deal with racists. In the past the referees have stopped games temporarily until fans get under control. An organization that represents soccer players worldwide now wants more. It believes that referees should be able to end games if fans are racially abusive.

- _____ 1. There is racism that occurs in the sport of soccer.
- _____ 2. Mr. Boateng took action and didn't care about the consequences.
- _____ 3. Some soccer organizations recognize problems with racism in the sport.
- _____ 4. Soccer players were not satisfied with how the sport was dealing with the issue.
- _____ 5. Currently referees cannot decide to end games on their own.
- _____ 6. The issue of racism in soccer is still a problem.

SUMMARIZING ABCs

Directions: Now that you've read the article on racism in soccer, see how many words you can write about soccer in the boxes below.

A-C	D-F	G-I
J-L	M-O	P-R
S-T	U-V	W-Z

REACTION GUIDE

Directions: Now that you have read and studied information about “The Beautiful Game Faces Ugliness,” reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or statements from the article that provide **evidence** of the views stated by the author. Also note if there is no evidence to support the statement.

_____ **1.** The world of sports is one area where there is no racism.

Evidence: _____

_____ **2.** Soccer is an international game where all are welcome.

Evidence: _____

_____ **3.** If a team’s fans express racist comments, the team should be penalized.

Evidence: _____

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 of*, and *in order to*.

Directions: Complete the following sentences using the phrases given.

Example: Fans are becoming more interested in good sportsmanship. Fans are becoming more interested in good sportsmanship *due to recent FIFA penalties*.

1. The international soccer organization has acted *as a result of*

2. Mr. Boateng decided to take his action on the field *in order to*

3. Several players from both teams embraced Mr. Boateng *to show*

4. FIFA forced teams to play in an empty stadium *to prove*

5. Referees may be able to end a game in progress *due to*

PICKING UP PUNCTUATION

There are many reasons you **capitalize** letters in words and abbreviations. Here are 15 rules to remember. Capitalize the following:

1. The first word in every sentence: **T**he debate over gun control is not new.
2. People's names and initials: **M**ichael **B**loomberg
3. Titles and abbreviations of titles used before names: **S**en. **G**iffords
4. Official titles, such as those of royalty or government offices: **M**ayor **B**loomberg
5. Words showing family relationships: **A**unt Sally
6. The names of sacred days, religious texts, and gods: **B**ible or **K**oran
7. The names of nationalities, races, languages, and ethnic groups: **A**merican
8. Important words in a title or name of something: **T**he **S**tar **S**pangled **B**anner
9. Names of places, roads, towns, and special land forms: **N**ew **Y**ork **C**ity or **A**rizona
10. Names of special buildings, bridges, and landmarks: **G**olden **G**ate **B**ridge
11. Names of specific planes, ships, cars, and spacecraft: **T**itanic or **F**ord **M**ustang
12. Names of organizations or companies: **U**nited **S**tates **S**occer **A**ssociation or **G**oogle
13. Names of special events and awards: **B**oston **M**arathon or the **O**scars
14. Names of months, days, and holidays: **J**une or **L**abor **D**ay
15. The brand name of a product: **K**rackle potato chips

Directions: Circle the letters that should be capitalized in the paragraph below.

in february FIFA announced penalties against the national teams of bulgaria and hungary. in october 2013 bulgarian fans abused a black player on denmark's national team. in 2012 hungarian fans chanted anti-semitic chants during an exhibition game against israel. fifa is forcing both countries to play one world cup qualifying game in march without spectators. racist fans are also receiving punishment.

ANALYZING A PROMPT

Directions: Read the writing prompt in the box below. Then follow the directions to learn how to analyze and answer it.

You are a member of a soccer club that is concerned about the rise in racial incidents on the field and in the stands at soccer matches. You have been asked to write an editorial essay for FIFA. Review what has occurred in the past, and recommend future actions that should be taken. Think about why these events are occurring. Use information from the article to support your position.

1. A writing prompt begins with some background information known as the **set up**. Underline the sentences that set up this assignment.

2. Use the following **R.A.F.T.** technique to finish analyzing the prompt.

Role: What are you supposed to be to answer it? A student? A politician?

Write what you are here: _____

Audience: To whom are you writing? A friend? A particular group?

Write who it is here: _____

Format: Check to see what type of writing you are doing. Is it an essay, a letter, a speech, a story, a description, an editorial, or a report?

Write what it is here: _____

Task: Another sentence in the prompt will tell you what you must do, or your task. Question words such as **why**, **how**, or **what** may tell you the task.

If the question word is **why**, you will *give the reasons* that something is done.

If the question word is **how**, you will *explain the way* that something is done.

If the question word is **what**, you will *identify the thing* that is done.

Below, copy the sentence or question below that describes your task.

ANALYZING ARGUMENTATIVE TEXTS

1. Argumentative articles are written to change someone's opinion. Below, name three groups below that might be interested in reading this article besides students and teachers.

a. _____ b. _____ c. _____

2. What main point or **precise claim** is the author making?

3. Give two reasons that provide **evidence** to support the author's **claim**.

a. _____

b. _____

4. **Domain-specific vocabulary** consists of words used in a specific subject, such as math, science, or social studies. Reread the article and list six domain-specific words used with this subject. After you select the words, write their definitions on the lines provided.

a. _____ :

b. _____ :

c. _____ :

d. _____ :

e. _____ :

f. _____ :

ASSESSMENT

- 1.** Underline the sentences that support the inference that the other people on the field supported Mr. Boateng's reaction to racism.

"Mr. Boateng's response was swift. First he picked up the ball and kicked it toward the fans. Then he began walking off the field. Several players from both teams embraced him. Then both teams followed him off the field. Quickly officials called off the match. It was the first time a soccer team had ended a match because of racism."

- 2.** Support the claim that organizations are finally trying to stop or limit racist actions in soccer. Look back through the article. Then on the space below, cite three pieces of evidence from the article to support this claim.

a. _____

b. _____

c. _____

- 3.** The reader can infer that Mr. Boateng is committed to fighting racism in soccer in the future. Circle the letters of the two pairs of sentences that support this inference.

a. Mr. Boateng's response was swift. First he picked up the ball and kicked it toward the fans.

b. Kevin-Prince Boateng risked getting a suspension or fine for leaving the game. However, he decided it was time for him to stand up for himself and other minorities.

c. Mr. Boateng insists he will walk off the field again, if he must. In addition, he argues that the authorities in soccer and in government must fight racism.

d. The coach hopes that Mr. Boateng and his teammates have set an example for players everywhere. The owner of the club maintained that his team would leave the field in the future.

- 4.** What idea is not fully supported by the article?

a. Racist actions have also occurred at soccer matches in the United States.

b. Racism in soccer has existed for some time.

c. Soccer's international ruling organization is trying to stop racist events.

d. One reason for racist actions is because some players on a team come from other countries.

2. The Beautiful Game Faces Ugliness ANSWER KEY

ANTICIPATION GUIDE

Answers may vary. Ask students to explain their answers.

PREDICTING ABCs

Answers may vary but could include terms related to soccer, such as *goal*, *striker*, *futbol*, *goalie*, or *stadium*.

LANGUAGE MINI-LESSON

1. are
2. is
3. are
4. are
5. is
6. are
7. are
8. is
9. are
10. is; is

ECHO READING

Breaks may vary.

Soccer/
and its various organizations/
have been trying/
to deal with racists./
In the past/
the referees/
have stopped games temporarily/
until fans get under control./
An organization/
that represents soccer players worldwide/
now wants more./
It believes/
that referees should be able/
to end games/
if fans are racially abusive.

The international soccer organization/
FIFA/
is also responding/
to racism./
It urges leagues/
to penalize teams/
that cannot control their fans./
One idea/
is to take points away/
from teams/
in the league standings./
In February/
FIFA announced penalties against the national
teams/
of Bulgaria and Hungary./
In 2012/
fans of both teams/
were abusive/
during international games./
As a result,/
FIFA is forcing each country/
to play one international game in March/
in an empty stadium./
FIFA also threatened/
to expel/
the two countries/
from the World Cup.

QUICK READ/DRAW AND WRITE

Have students share their drawings and five important words.

SENTENCE TRANSITIONS

Answers may vary. Sample answers are given.

1. The international soccer organization has acted as a result of racial incidents at games.
2. Mr. Boateng decided to take his action on the field in order to make a point about racism in the sport.
3. Several players from both teams embraced Mr. Boateng to show their support for him.
4. FIFA forced teams to play in an empty stadium to prove that they were not going to tolerate racism from players or fans.
5. Referees may be able to end a game in progress due to fans acting in a racially abusive manner.

PICKING UP PUNCTUATION

Words in order that they appear:

In, February, FIFA, Bulgaria, Hungary, In, October, Bulgarian, Denmark's, In, Hungarian, Israel, FIFA, World Cup, March, Racist

ANALYZING A PROMPT

1. **Set up:** "You are a member of a soccer club that is concerned about the rise in racial incidents on the field and in the stands at soccer matches."
2. **Role:** You are a member of a soccer club.
Audience: FIFA
Format: an essay
Task: "Review what has occurred in the past, and recommend future actions that should be taken."

ANALYZING ARGUMENTATIVE TEXTS

Answers may vary.

1.
 - a. soccer players
 - b. soccer fans
 - c. referees

2. The claim the author makes is that racism needs to be addressed by officials of the sport, players, and fans.
3.
 - a. The fans have continued to express racist behavior.
 - b. FIFA has taken actions against players and fans.
4.
 - a. racism: the act of discriminating against someone because of religion, color, or some other factor
 - b. soccer: an international sport
 - c. authorities: people who make rules
 - d. international: from many countries
 - e. abusive: acting in a way that hurts others
 - f. inciting: getting others to act

ASSESSMENT

1. Several players from both teams embraced him. Then both teams followed him off the field.
2. **Answers may vary. Sample answers are given.**
 - a. "AC Milan's director expressed pride in his player's decision."
 - b. "The international soccer organization FIFA is also responding to racism."
 - c. "Racist fans are also receiving punishment."
3.
 - b. Kevin-Prince Boateng risked getting a suspension or fine for leaving the game. However, he decided it was time for him to stand up for himself and other minorities.
 - c. Mr. Boateng insists he will walk off the field again, if he must. In addition, he argues that the authorities in soccer and in government must fight racism.
4.
 - d. One reason for racist actions is because some players on a team come from other countries.
5.
 - d. www.soccerforall.com

[illegible]

CONFIDENCE

Through Comprehension

Connect with us:



Houghton Mifflin Harcourt™ is a trademark of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. Printed in the U.S.A. 10/15 MS160650

hmhco.com • 800.225.5425



**Houghton
Mifflin
Harcourt™**

hmhco.com/InsideTheText