English Learners Can Tackle Complex Text

ACTIVITY PACKET

HANDOUTS
Page 1: Language Frames
Page 2: GIST Summarizing Guide
Page 3: Text Annotation
Page 4: Text-Dependent Questions
Page 5: Mind Mirror Activity

Article:
Mandela Leaves South Africa
Without Its Moral Center
Interacting with the Text: First Read
STRATEGY: Summarizing the Text

Academic Language Frames

| EMERGING | One fact I recall is _____________________. |
|          | After reading this paragraph, the author is saying _________. |

| EXPANDING | This particular section of the text _______ focuses on _______. |
|           | The author’s main point is ___________. |
|           | After reading this, I can describe _________________. |

| BRIDGING | I can summarize this part by saying _________________. |
|          | To paraphrase ___________. |
|          | The main idea of this section is _________________. |

English Learners can Tackle Complex Text
Article: Mandela Leaves South Africa Without Its Moral Center
Interacting with the Text: First Read
STRATEGY: Summarizing the Text

GIST Summarizing Guide

<table>
<thead>
<tr>
<th>Paragraph #</th>
<th>“GIST”</th>
</tr>
</thead>
<tbody>
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</table>

Summary (all six “gist” sentences combined):

According to this article, __________________________. First, __________________________.

In addition, __________________________. One significant detail is __________________________.

conclude, __________________________.

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English Learners can Tackle Complex Text
Article: Mandela Leaves South Africa Without Its Moral Center
<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>Author’s main point</td>
</tr>
<tr>
<td>?</td>
<td>Tough Question</td>
</tr>
<tr>
<td>º</td>
<td>Key Vocabulary/Phrases</td>
</tr>
</tbody>
</table>

English Learners can Tackle Complex Text

*Article: Mandela Leaves South Africa Without Its Moral Center*
Interacting with the Text: Third Read
STRATEGY: Text-Dependent Questions (Expert Groups)

1. Who is Nelson Mandela and why was he important?

2. What are two or three important facts to know about Nelson Mandela?

3. What do we know about his commitment to a democratic and free society? Justify your reasoning by using the information you gathered from the text.

4. What do we know about the attitudes and beliefs of society in Africa while Mandela was alive?
Extending Understanding
STRATEGY: Mind Mirror

Directions: Create a mind mirror for Nelson Mandela. Each mind mirror should include the following:

1. Write or draw objects that best represent this person’s beliefs and experiences (symbols).
2. List 2 words (adjectives) that describe his feelings or actions.
3. If this person could speak, what would he or she say? Provide 2 quotations.
4. Write 2 statements that describe how you feel about this character.
Mandela’s Death Leaves South Africa Without Its Moral Center

Source: Lydia Polgreen/NY Times 12.5.13

JOHANNESBURG — Nelson Mandela, South Africa’s first black president and an enduring icon of the struggle against racial oppression, died on Thursday, the government announced, leaving the nation without its moral center at a time of growing dissatisfaction with the country’s leaders.

“Our nation has lost its greatest son,” President Jacob Zuma said in a televised address late Thursday night, adding that Mr. Mandela had died at 8:50 p.m. local time. “His tireless struggle for freedom earned him the respect of the world. His humility, his compassion and his humanity earned him their love.”

Mr. Zuma called Mr. Mandela’s death “the moment of our deepest sorrow,” and said that South Africa’s thoughts were now with the former president’s family. “They have sacrificed much and endured much so that our people could be free,” he said.

Mr. Mandela spent 27 years in prison after being convicted of treason by the white minority government, only to forge a peaceful end to white rule by negotiating with his captors after his release in 1990. He led the African National Congress, long a banned liberation movement, to a resounding electoral victory in 1994, the first fully democratic election in the country’s history.

Mr. Mandela, who was 95, served just one term as South Africa’s president and had not been seen in public since 2010, when the nation hosted the soccer World Cup. But his decades in prison and his insistence on forgiveness over vengeance made him a potent symbol of the struggle to end this country’s brutally codified system of racial domination, and of the power of peaceful resolution in even the most intractable conflicts.

Years after he retreated from public life, his name still resonated as an emblem of his effort to transcend decades of racial division and create what South Africans called a Rainbow Nation.

“His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to,” a grim President Obama said Thursday evening, describing Mr. Mandela as an “influential, courageous and profoundly good” man who inspired millions — including himself — to a spirit of reconciliation.

Mr. Mandela and Mr. Obama both served as the first black leaders of their nations, and both won the Nobel Peace Prize. But the American president has shied away from comparisons, often noting that his own sacrifices would never compare to the ones that Mr. Mandela endured. Mr. Obama said that the world would “not likely see the likes of Nelson Mandela again,” and he noted that the former South African president had once said that he was “not a saint, unless you think of a saint as a sinner who keeps on trying.”

Mr. Zuma did not announce the specific cause of Mr. Mandela’s death, but he had battled pneumonia and other lung ailments for the past six months, and had been in and out of the hospital. Though his death was announced close to midnight, when most in this nation of early risers are asleep, a small crowd quickly gathered outside the house where he once lived in Soweto, on Vilakazi Street.

“Nelson Mandela, there is no one like you,” they sang, stamping their feet in unison to a praise song usually sung in joy. But in the midnight darkness, sadness tinged the melody.

“He was our father, our mother, our everything,” said Nomfundo Matli, 28, a housekeeper who joined the impromptu celebration of Mr. Mandela’s life. “What will we do without him?”

His death comes during a period of deep unease and painful self-examination for South Africa.

In the past year and a half, the country has faced perhaps its most serious unrest since the end of apartheid, provoked by a wave of wildcat strikes by angry miners, a deadly response on the part of the police, a messy leadership struggle within the A.N.C. and the deepening fissures between South Africa’s rulers and its impoverished masses.

Scandals over corruption involving senior members of the party have fed a broader perception that Mr. Mandela’s near saintly legacy from the years of struggle has been eroded by a more recent scramble for self-enrichment among a newer elite.

After spending decades in penurious exile, many political figures returned to find themselves at the center of a grab for power and money. Mr. Zuma himself was charged with corruption before rising to the presidency in 2009, though the charges were dropped on largely technical grounds. He has faced renewed scrutiny in the past year over $27 million spent in renovations to his house in rural Zululand.

Graphic cellphone videos of police officers abusing people they have detained have further fueled anger at a government seen increasingly out of touch with the lives of ordinary South Africans.

Mr. Mandela served as president from 1994 to 1999, stepping aside to allow his deputy, Thabo Mbeki, to run and take the reins. Mr. Mandela spent his early retirement years focused on charitable
causes for children and later speaking out about AIDS, which has killed millions of Africans, including his son Makgatho, who died in 2005.

Mr. Mandela retreated from public life in 2004 at the age of 85, largely withdrawing to his homes in the upscale Johannesburg suburb of Houghton and his ancestral village in the Eastern Cape, Qunu.

Just after 1 a.m. in Soweto, Lerato Motau walked down Vilekazi Street, clutching a handful of red and white roses plucked from her parents’ garden. Ms. Motau, 38, had grown up down the street from the Mandela home, and had many memories of Mr. Mandela’s visits after he was released from prison. “He always had time for us kids,” she said, holding the hand of her own 12-year-old daughter, up past her bedtime to witness history just as Ms. Motau was when Mr. Mandela was released from prison when she was in school.

Ms. Motau’s father, Shadrack Motau, had accompanied Mr. Mandela on a tour of the neighborhood after his release. Early Friday morning, his eyes filled with sleepy sadness as he flipped through old photographs of Mr. Mandela with his daughters. “The man had so much humility,” Mr. Motau said. “He treated everyone with respect and dignity, from statesmen to children.”

At a bar in the upscale suburb of Greenside, where a multiracial gaggle of college students home for the holidays drunk beers and shots of tequila along a popular strip of bars, news of Mr. Mandela’s death traveled quickly from one barstool to the next.

“I can’t believe he’s gone,” said Kate Reeves, an 18-year-old first-year student at the University of Cape Town who lives in the same wealthy suburb where Mr. Mandela died. She clapped her hand to her mouth and fought back tears, reaching for her friend and college classmate Sandile Makhatho for a hug. “This is the saddest day of my life,” she said. Indeed, the friendship between Ms. Reeves, who is white, and Mr. Makhatho, who is black, would scarcely have been possible in the days before Mr. Mandela led the fight to end apartheid. Both are members of the “born free” generation, who never really knew apartheid.

“I wouldn’t be here now if it wasn’t for Nelson Mandela,” Mr. Makhatho said.

Top 15 Nelson Mandela quotes (source: usatoday.com)

1) "Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end."
2) "It always seems impossible until it's done."
3) "If I had my time over I would do the same again. So would any man who dares call himself a man."
4) "I like friends who have independent minds because they tend to make you see problems from all angles."
5) "Real leaders must be ready to sacrifice all for the freedom of their people."
6) "A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."
7) "Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."
8) "Education is the most powerful weapon which you can use to change the world."
9) "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
10) "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
11) "Resentment is like drinking poison and then hoping it will kill your enemies."
12) "Lead from the back — and let others believe they are in front."
13) "Do not judge me by my successes, judge me by how many times I fell down and got back up again."
14) "I hate race discrimination most intensely and in all its manifestations. I have fought it all during my life; I fight it now, and will do so until the end of my days."
15) "A good head and a good heart are always a formidable combination."

Possible Response Questions:
• Pick and respond to one or more of the Mandela quotes
• Share your thoughts on the passing of Nelson Mandela.
English Learners can Tackle Complex Text

Presented by:
Jennifer Graziano, San Bernardino City Unified School District
Monica Murray, Bassett Unified School District
Alexis Norman, Azusa Unified School District
# Strategies for Supporting Learners' Engagement with Complex Text

<table>
<thead>
<tr>
<th>Teachers support all students' understanding of complex text by...</th>
<th>Additional or differentiated support for English learners and Standard English learners may include...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leveraging students' existing background knowledge</td>
<td>• Drawing on home and/or primary language and culture to make content meaningful</td>
</tr>
<tr>
<td></td>
<td>• Developing students' awareness that their background knowledge may “live” in another language or culture</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Comprehension Strategies</th>
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<tbody>
<tr>
<td>• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing)</td>
<td>• Ensuring a clear focus on meaning making (and not just fluent decoding)</td>
</tr>
<tr>
<td></td>
<td>• Providing multiple opportunities to employ learned comprehension strategies</td>
</tr>
<tr>
<td>Teachers support all students’ understanding of complex text by...</td>
<td>Additional or differentiated support for English learners and Standard English learners may include...</td>
</tr>
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</tbody>
</table>
| • Explicitly teaching vocabulary critical to understanding  
• Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered | • Explicitly teaching about cognates and making cognates and false cognates obvious making transparent that for some home languages, word endings for nouns (e.g., -dad, -ión, ía, encia in Spanish) have English counterparts (-ty, -tion/-sion, -y, -ence/-ency), as do adjectives and other types of words. |
| Vocabulary |  |
| • Explicitly teaching and discussing text organization, text features, and other language resources (e.g., complex sentences) and how to analyze them to support comprehension | • Delving deeper into text organization and linguistic features in text’s that are new for EIs and necessary in order to build content knowledge  
• Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)  |
<p>| Text Organization and Linguistic Features |  |</p>
<table>
<thead>
<tr>
<th>Discussions</th>
<th>Teachers support all students’ understanding of complex text by...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary</td>
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<td>Additional or differentiated support for English learners and Standard English learners may include...</td>
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<td></td>
<td>• Ensuring discussion structures that ensure equitable participation and engaging students in conversations about the language of texts</td>
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<tr>
<td>Sequencing</td>
<td>• Systematically sequencing texts and tasks so that they build upon one another</td>
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<td></td>
<td>• Continuing to model close/analytical reading of complex texts during teacher read-alouds while also ensuring students build proficiency in reading complex texts themselves</td>
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<tr>
<td></td>
<td>• Carefully sequencing texts and tasks with a focus on language demands</td>
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<tr>
<td>Rereading</td>
<td>• Rereading the text or selected passages to look for answers to questions or to clarify points of confusion</td>
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<tr>
<td></td>
<td>• Sequencing the rereading systematically, beginning with asking and answering literal comprehension questions on the first read and moving to more inferential comprehension questions on subsequent reads</td>
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<tr>
<td>Tools</td>
<td>Teachers support all students' understanding of complex text by...</td>
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<td>---------------------------------------------------------------</td>
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<td></td>
<td>• Teaching students to develop outlines, charts, diagrams,</td>
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<td>graphic organizers or other tools to summarize and synthesize</td>
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<td>content</td>
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<td></td>
<td>Additional or differentiated support for English learners and</td>
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<td></td>
<td>Standard English learners may include...</td>
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<td></td>
<td>• Explicitly modeling how to use the outlines or graphic</td>
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<td>organizers with a model text and providing guided practice</td>
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<td></td>
<td>for students before using the tools independently</td>
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<tr>
<td>Writing</td>
<td>• Teaching students to return to the text as they write in</td>
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<td>response to the text and providing them with models and</td>
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<td>feedback</td>
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<tr>
<td></td>
<td>• Providing an opportunity for students to talk about their</td>
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<td>ideas with a peer before writing</td>
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<td></td>
<td>• Providing written language models (e.g., charts of model</td>
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<td>phrasing, important words, sentence and text frames), as</td>
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<td>appropriate</td>
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Teaching and Assessing Understanding of Text Structures across Grades
Karin K. Hess

moves the reader to draw a conclusion from the examples. These structures are often embedded within cause/effect, proposition/support, and judgment/critique structures.

Text Pattern Signals are words or phrases embedded in texts which help to indicate — or signal — the organizational features of the text and indicate to the reader where the text may be “heading.” Signals, in combination with the context of their use, determine text structure — not signals alone (Vacca & Vacca, 1989; Seidenberg, 1989). As seen in the chart below, text features and semantic cues — phrases found in key sentences, such as explicit topic sentences and thesis statements — also signal readers about text structures and organization of information.

<table>
<thead>
<tr>
<th>Event Enumeration Description/ Definition</th>
<th>Sequence/ Process</th>
<th>Time Order/ Chronology</th>
<th>Compare-Contrast Proposition-Support Judgment/Critique</th>
<th>Cause-Effect Problem-Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>after</td>
<td>afterwards</td>
<td>although</td>
<td>accordingly</td>
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<tr>
<td>to begin with</td>
<td>at the same time</td>
<td>as</td>
<td>as well as</td>
<td>as a result</td>
</tr>
<tr>
<td>first</td>
<td>before</td>
<td>before</td>
<td>but</td>
<td>because</td>
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<tr>
<td>second</td>
<td>finally</td>
<td>initially</td>
<td>either…or</td>
<td>consequently</td>
</tr>
<tr>
<td>next</td>
<td>first</td>
<td>later on</td>
<td>however</td>
<td>if…then</td>
</tr>
<tr>
<td>finally</td>
<td>following that</td>
<td>meanwhile</td>
<td>in contrast</td>
<td>furthermore</td>
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<tr>
<td>in fact</td>
<td>last</td>
<td>much later/earlier</td>
<td>in fact</td>
<td>for this reason</td>
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<tr>
<td>then</td>
<td>next</td>
<td>not long after</td>
<td>on the other hand</td>
<td>may be due to</td>
</tr>
<tr>
<td>most importantly</td>
<td>second</td>
<td>now</td>
<td>not only…but also</td>
<td>nevertheless</td>
</tr>
<tr>
<td>for instance</td>
<td>then</td>
<td>on (date)</td>
<td>while</td>
<td>therefore</td>
</tr>
<tr>
<td>for example</td>
<td>third</td>
<td>previously</td>
<td>unless</td>
<td>thus</td>
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<tr>
<td>to illustrate</td>
<td>simultaneously</td>
<td>simultaneously</td>
<td>similarly</td>
<td>reason why</td>
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<tr>
<td>characteristics include</td>
<td>soon after</td>
<td>the facts show</td>
<td>since</td>
<td></td>
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<tr>
<td>such as</td>
<td>when</td>
<td>if…then</td>
<td>so that</td>
<td></td>
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<tr>
<td>in addition</td>
<td>for example</td>
<td>the effect of</td>
<td></td>
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<tr>
<td>besides</td>
<td>yet</td>
<td>this led to</td>
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<td></td>
<td>same as/different from</td>
<td>to begin with</td>
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<td>as opposed to</td>
<td>both</td>
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<td></td>
<td>whereas</td>
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<tr>
<td>Also use of diagrams, inset text definitions</td>
<td>Also use of bullets, numbering, outlining, white space, arrows</td>
<td>Also use of timelines, dates, white space, subheadings, chapter titles</td>
<td>Also use of charts, graphs, graphic organizers, subheadings</td>
<td>Also use of charts, graphs, timelines, flowcharts, graphic organizers</td>
</tr>
<tr>
<td>Also, semantic cues in introductory sentences and paragraphs: “This is a story about…” or “This report will describe what/how…”</td>
<td>Also, semantic cues in topic sentences: “… is a long and difficult process.”</td>
<td>Also, semantic cues in introductory or closing paragraph (e.g., flashback, forward, epilogue, and chapter titles)</td>
<td>Also, semantic cues in thesis statement or introductory paragraph</td>
<td>Also, semantic cues in key sentences: “the problem is;” “… is a dilemma;” “a reason for this problem is…”</td>
</tr>
</tbody>
</table>

Karin Hess, National Center for the Improvement of Educational Assessment, 2006; research updated 2008
<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Definitions</th>
<th>Critical Words</th>
<th>Graphic Organizer</th>
<th>High School Examples of Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Descriptive details about characteristics, actions, etc.</td>
<td>Descriptive adjective and words like: on, over, beyond, within</td>
<td>![Diagram](description graphical organizer)</td>
<td>Representative democracy involves leaders receiving votes from the populace after a period of campaigning for that office. Competition between candidates, coupled with free and open speech, is necessary for this system of government to be successful.</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>Sets up a problem and its solution</td>
<td>Propose, conclude, a solution, the reason for, the problem or question</td>
<td>![Diagram](problem-solution graphical organizer)</td>
<td>The type of government created after the American Revolution included the ideals of protecting individual liberties while at the same time preserving the collective order of society. To that end, a government based on combining popular consent, separation of powers, and federalism was created.</td>
</tr>
<tr>
<td>Time/Order Chronological</td>
<td>Gives information in order of occurrence</td>
<td>First, second, before, after, finally, then, next, earlier</td>
<td>![Diagram](chronological graphical organizer)</td>
<td>A proposed bill first goes to a committee to be reviewed. The second step in the process is for the House or Senate to debate the bill, making necessary revisions. The last step in the process of a bill becoming law is after both houses of Congress pass the bill, it goes to the President to be signed into law.</td>
</tr>
<tr>
<td>Comparison/Contrast</td>
<td>Looking at two or more items to establish similarities/differences</td>
<td>While, yet, but, rather, most, same, either, as well as, like, and unlike, as opposed to</td>
<td>![Diagram](comparison-contrast graphical organizer)</td>
<td>Some customers like the conveniences offered by big banks including, computerized banking, multiple branches, and a large network of ATM machines. Other customers prefer small banks that often times offer more personalized service and are better connected to their communities.</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>Give reason/explanation for happening</td>
<td>Because, since, if/then, due to, as a result, for this reason, on account of, consequently</td>
<td>![Diagram](cause-effect graphical organizer)</td>
<td>As a result of the Great Depression, almost half of all the elderly in the United States lost their savings and thus their ability to support themselves when they were ready to retire. As a result, Congress passed the Social Security Act of 1935 to help mitigate the disastrous impact of the Great Depression on the elderly.</td>
</tr>
</tbody>
</table>
Interacting with the Text: First Read
STRATEGY: Summarizing the Text

<table>
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<tr>
<th>Academic Language Frames</th>
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<tr>
<td><strong>EMERGING</strong></td>
</tr>
<tr>
<td>One fact I recall is _________________.</td>
</tr>
<tr>
<td>After reading this paragraph, the author is saying __________.</td>
</tr>
<tr>
<td><strong>EXPANDING</strong></td>
</tr>
<tr>
<td>This particular section of the text ______ focuses on ______.</td>
</tr>
<tr>
<td>The author’s main point is __________.</td>
</tr>
<tr>
<td>After reading this, I can describe _________________.</td>
</tr>
<tr>
<td><strong>BRIDGING</strong></td>
</tr>
<tr>
<td>I can summarize this part by saying _________________.</td>
</tr>
<tr>
<td>To paraphrase __________.</td>
</tr>
<tr>
<td>The main idea of this section is _________________.</td>
</tr>
</tbody>
</table>

English Learners can Tackle Complex Text
*Article: Mandela Leaves South Africa Without Its Moral Center*
Interacting with the Text: First Read
STRATEGY: Summarizing the Text

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</tbody>
</table>

Summary (all six “gist” sentences combined):

According to this article, ____________________________ . First, ____________________________ .

In addition, __________________ . One significant detail is ____________________________ .

To conclude, ____________________________ .

English Learners can Tackle Complex Text
*Article: Mandela Leaves South Africa Without Its Moral Center*
## Interacting with the Text: Second Read

**STRATEGY: Text Annotation**

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>______</td>
<td>Author’s main point</td>
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<tr>
<td>?</td>
<td>Tough Question</td>
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<tr>
<td>O</td>
<td>Key Vocabulary/Phrases</td>
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English Learners can Tackle Complex Text

*Article: Mandela Leaves South Africa Without Its Moral Center*
Interacting with the Text: Third Read
STRATEGY: Text-Dependent Questions (Expert Groups)

1. Who is Nelson Mandela and why was he important?

2. What are two or three important facts to know about Nelson Mandela?

3. What do we know about his commitment to a democratic and free society? Justify your reasoning by using the information you gathered from the text.

4. What do know about the attitudes and beliefs of society in Africa while Mandela was alive?
Extending Understanding
STRATEGY: Mind Mirror

Directions: Create a mind mirror for Nelson Mandela. Each mind mirror should include the following:

1. Write or draw objects that best represent this person’s beliefs and experiences (symbols).
2. List 2 words (adjectives) that describe his feelings or actions.
3. If this person could speak, what would he or she say? Provide 2 quotations.
4. Write 2 statements that describe how you feel about this character.

English Learners can Tackle Complex Text
Article: Mandela Leaves South Africa Without Its Moral Center
Preparing the Learner:

Anticipatory Guide

Used to activate students’ prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements about key concepts in a text. After reading the selection, students revisit the anticipation guide to correct any misconceptions.

Possible Sentences

Students form possible sentences by putting together phrases or words from the text.

Building Vocabulary

- Rating New Words: Students’ assess their prior knowledge of each academic word.
- Concept Maps/Concept Wheels
- Identifying Word Clusters
- Exploring Meaningful Parts
- Visuals

Interacting with the Text:

Partner Reading and Discussion

One partner reads a section of the text and the other summarizes what was read. Roles are switched.

Unpacking Sentences

Teachers select a sentence from the passage/text as a focus of instructional conversations. Teachers decide in advance how to break up the session for discussion.

Deconstructing and Reconstructing Texts

During an instructional conversation on a sentence, teachers invite students to think of the meaning of its parts. The students’ sentences are transcribed on color strips that match the color-coded part of the sentence along with their names.

Extending Understanding:

Pulling Quotes

Students will identify a quote in the text that really shows significance. Students will write a note responding to the person quoting it to let them know if they agree or disagree with their quote and why.

Socratic Seminar

Students engage in collaborative dialogue facilitated by open-ended questions.

Double-Entry Journal

In expert groups of four assigned to a focus on two main characters students individually reread the text and make journal notes about how the character is feeling with textual evidence to support their observations.
1. Mark your confusion.
2. Show evidence of a close reading.
3. Write a 1+ page reflection

Mandela’s Death Leaves South Africa Without Its Moral Center
Source: Lydia Polgreen/NY Times 12.5.13

JOHANNESBURG — Nelson Mandela, South Africa’s first black president and an enduring icon of the struggle against racial oppression, died on Thursday, the government announced, leaving the nation without its moral center at a time of growing dissatisfaction with the country’s leaders.

“Our nation has lost its greatest son,” President Jacob Zuma said in a televised address late Thursday night, adding that Mr. Mandela had died at 8:50 p.m. local time. “His tireless struggle for freedom earned him the respect of the world. His humility, his compassion and his humanity earned him their love.”

Mr. Zuma called Mr. Mandela’s death “the moment of our deepest sorrow,” and said that South Africa’s thoughts were now with the former president’s family. “They have sacrificed much and endured much so that our people could be free,” he said.

Mr. Mandela spent 27 years in prison after being convicted of treason by the white minority government, only to forge a peaceful end to white rule by negotiating with his captors after his release in 1990. He led the African National Congress, long a banned liberation movement, to a resounding electoral victory in 1994, the first fully democratic election in the country’s history.

Mr. Mandela, who was 95, served just one term as South Africa’s president and had not been seen in public since 2010, when the nation hosted the soccer World Cup. But his decades in prison and his insistence on forgiveness over vengeance made him a potent symbol of the struggle to end this country’s brutally codified system of racial domination, and of the power of peaceful resolution in even the most intractable conflicts.

Years after he retreated from public life, his name still resonated as an emblem of his effort to transcend decades of racial division and create what South Africans called a Rainbow Nation.

“His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to,” a grim President Obama said Thursday evening, describing Mr. Mandela as an “influential, courageous and profoundly good” man who inspired millions — including himself — to a spirit of reconciliation.

Mr. Mandela and Mr. Obama both served as the first black leaders of their nations, and both men won the Nobel Peace Prize. But the American president has shied away from comparisons, often noting that his own sacrifices would never compare to the ones that Mr. Mandela endured. Mr. Obama said that the world would “not likely see the likes of Nelson Mandela again,” and he noted that the former South African president had once said that he was “not a saint, unless you think of a saint as a sinner who keeps on trying.”

Mr. Zuma did not announce the specific cause of Mr. Mandela’s death, but he had battling pneumonia and other lung ailments for the past six months, and had been in and out of the hospital. Though his death was announced close to midnight, when most in this nation of early risers are asleep, a small crowd quickly gathered outside the house where he once lived in Soweto, on Vilakazi Street.

“Nelson Mandela, there is no one like you,” they sang, stamping their feet in unison to a praise song usually sung in joy. But in the midnight darkness, sadness tinged the melody.

“He was our father, our mother, our everything,” said Nolwazi Matle, 28, a housekeeper who joined the impromptu celebration of Mr. Mandela’s life. “What will we do without him?”

His death comes during a period of deep unease and painful self-examination for South Africa. In the past year and a half, the country has faced perhaps its most serious unrest since the end of apartheid, provoked by a wave of wildcat strikes by angry miners, a deadly response on the part of the police, a messy leadership struggle within the A.N.C. and the deepening fissures between South Africa’s rulers and its impoverished masses.

Scandals over corruption involving senior members of the party have fed a broader perception that Mr. Mandela’s near saintly legacy from the years of struggle has been eroded by a more recent scramble for self-enrichment among a newer elite.

After spending decades in penurious exile, many political figures returned to find themselves at the center of a grab for power and money. Mr. Zuma himself was charged with corruption before rising to the presidency in 2009, though the charges were dropped on largely technical grounds. He has faced renewed scrutiny in the past year over $277 million spent in renovations to his house in rural Zululand.

Graphic cellphone videos of police officers abusing people they have detained have further fueled anger at a government seen increasingly out of touch with the lives of ordinary South Africans.

Mr. Mandela served as president from 1994 to 1999, stepping aside to allow his deputy, Thabo Mbeki, to run and take the reins. Mr. Mandela spent his early retirement years focused on charitable
causes for children and later speaking out about AIDS, which has killed millions of Africans, including his son Makgatho, who died in 2005.

Mr. Mandela retreated from public life in 2004 at the age of 85, largely withdrawing to his homes in the upscale Johannesburg suburb of Houghton and his ancestral village in the Eastern Cape, Qunu.

Just after 1 a.m. in Soweto, Lerato Motau walked down Vilisozi Street, clutching a handful of red and white roses plucked from her parents’ garden. Ms. Motau, 38, had grown up down the street from the Mandela home, and had many memories of Mr. Mandela’s visits after he was released from prison. “He always had time for us kids,” she said, holding the hand of her own 12-year-old daughter, up past her bedtime to witness history just as Ms. Motau was when Mr. Mandela was released from prison when she was in school.

Ms. Motau’s father, Shadrack Motau, had accompanied Mr. Mandela on a tour of the neighborhood after his release. Early Friday morning, his eyes filled with sleepy sadness as he flipped through old photographs of Mr. Mandela with his daughters. “The man had so much humility,” Mr. Motau said. “He treated everyone with respect and dignity, from statesmen to children.”

At a bar in the upscale suburb of Greenside, where a multiracial gaggle of college students home for the holidays drank beers and shots of tequila along a popular strip of bars, news of Mr. Mandela’s death traveled quickly from one barstool to the next.

“I can’t believe he’s gone,” said Kate Reeves, an 18-year-old first-year student at the University of Cape Town who lives in the same wealthy suburb where Mr. Mandela died. She clapped her hand to her mouth and fought back tears, reaching for her friend and college classmate Sandile Makhatho for a hug. “This is the saddest day of my life,” she said. Indeed, the friendship between Ms. Reeves, who is white, and Mr. Makhatho, who is black, would scarcely have been possible in the days before Mr. Mandela led the fight to end apartheid. Both are members of the “born free” generation, who never really knew apartheid.

“I wouldn’t be here now if it wasn’t for Nelson Mandela,” Mr. Makhatho said.

**Top 15 Nelson Mandela quotes** (source: usatoday.com)

1) "Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end."
2) "It always seems impossible until it's done."
3) "If I had my time over I would do the same again. So would any man who dares call himself a man."
4) "I like friends who have independent minds because they tend to make you see problems from all angles."
5) "Real leaders must be ready to sacrifice all for the freedom of their people."
6) "A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."
7) "Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."
8) "Education is the most powerful weapon which you can use to change the world."
9) "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
10) "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
11) "Resentment is like drinking poison and then hoping it will kill your enemies."
12) "Lead from the back — and let others believe they are in front."
13) "Do not judge me by my successes, judge me by how many times I fell down and got back up again."
14) "I hate race discrimination most intensely and in all its manifestations. I have fought it all during my life; I fight it now, and will do so until the end of my days."
15) "A good head and a good heart are always a formidable combination."

**Possible Response Questions:**

- Pick and respond to one or more of the Mandela quotes
- Share your thoughts on the passing of Nelson Mandela.
English Learners can Tackle Complex Text

Jennifer Graziano, Monica Murray, Alexis Norman
Welcome

Who's in the room?
Objective

Teachers will be able to understand and apply strategies to tackle complex text by preparing the learner, interacting with the text, and extending learning strategies.
What is Text Complexity?
What is Close Reading?

What it is...

- Multiple readings of challenging, complex grade-level texts.
- Students have to know the purpose of the reading to look for what is important.
- Text-Dependent Questions
- Interacting with the Text (Annotation)
- After-Reading Tasks require students to return to the text.

What it is not...

- The same strategy for each text
- Used every time a student reads a text
- A sponge activity
As you watch....

- Ah-ha moments
- Again and Again
- Memory Moment

What do the more demanding complex texts implied by the Common Core State Standards (CCSS) mean for English Language Learners (ELL)?

What does text complexity mean to English learners?
Keep in mind...

- **Multiple ways to close read a text**
  - ex: Fisher & Frey vs. Probst & Beers vs. AVID

- **Purpose**
  - Objective of the lesson
  - Content

- **Text selection**
  - Type of text and structure
  - Not all text require a close read
Text Structures are….
“Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what’s to come, and monitor their comprehension as they read” (Austin Office of Curriculum).

Example of Text Structures:

**NonFiction**
- Compare and Contrast
- Description
- Problem/solution
- Cause and Effect
- Sequence/Order

**Fiction**
- Characters
- Setting
- Problem/Solution
- Plot
Close Reading and Text Structure

Types of Text Structures in Informational Texts

- **Description**: Descriptive details about characteristics, actions, etc.
  - Critical Words: Descriptive, adjective, etc.
  - Graphic Organizer: Repetitive democracy involves leaders representing voices from the populace after a period of campaigning. The government, coupled with free and open speech, is necessary for the system of government to be effective.

- **Problem/Solution**: Sets up a problem and its solution
  - Critical Words: Problem, solution, the need for the problem or question
  - Graphic Organizer: The type of government created after the American Revolution involved the idea of protecting individual liberties while at the same time preserving the collective rights of the people. The Founding Fathers based their government on certain core concepts, specifically the division of powers and the separation of powers created.

- **Time/Order Chronological**: Gives information in order of occurrence
  - Critical Words: First, second, before, after, then, next, earlier
  - Graphic Organizer: A proposed bill for a law is sent to a committee for review. The bill then goes to the House or Senate to debate the bill, needing necessary changes. The bill is becoming law after both Houses of Congress pass the bill. If given to the President to be signed into law.

- **Comparison/Contrast**: Looking at two or more items to explain similarities and differences
  - Critical Words: Unlike, yet, but, rather, more, same, either, as well as, the, and, unlike, as opposed to
  - Graphic Organizer: Some customers like the convenience offered by big stores, including supermarkets, department stores, and large networks of TV stations. Other customers prefer small stores that offer them personalized service and are better connected to their communities.

- **Cause/Effect**: One reason or circumstance for happening
  - Critical Words: Because, since, often, due to, as a result, for this reason, on account of, consequence
  - Graphic Organizer: As a result of the Great Depression, almost half of the laborers in the United States lost their savings and their livelihoods. Many workers were not only homeless, but they also faced hunger. As a result, Congress passed the Social Security Act of 1935 to help mitigate the disastrous impact of the Great Depression on the economy.
Each lesson should have a clearly articulated purpose that focuses instruction with an answer to the question, “Why do we have to learn this?” and allows for assessment of outcomes. Simply said, establishing the purpose of the lesson facilitates student achievement and gives students information about what they will learn and how they might demonstrate that understanding.

-Doug Fisher & Nancy Frey
Preparing the Learner...

Prior knowledge …
Activate student’s prior knowledge connected to the theme and relationships identified by the lesson objective.

Relevancy ….
Establish an interest in and a focus for the lesson.
Preparing the Learner...

**Essential Words**

Introduce a few of the most essential new words, in context.

**Other Strategies**
Possible sentence strategy helps students:

- build prior knowledge to complex text/content
- targets both domain specific and academic vocabulary
- can be used as a springboard for students to develop their own text dependent questions.
### Strategy: Possible Sentences

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Nelson Mandela</td>
<td>oppressed people</td>
</tr>
<tr>
<td>“born free” generation, who never really knew apartheid</td>
<td>South Africans</td>
</tr>
<tr>
<td>humility and communication</td>
<td>27 years</td>
</tr>
<tr>
<td>insistence on forgiveness over vengeance</td>
<td>apartheid</td>
</tr>
<tr>
<td>exile</td>
<td>brutally codified system of racial domination</td>
</tr>
<tr>
<td>first black president</td>
<td>policy or system of segregation or discrimination on grounds of race.</td>
</tr>
<tr>
<td>democratic</td>
<td>Nobel Peace Prize</td>
</tr>
<tr>
<td>South Africa</td>
<td>peaceful termination</td>
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</table>
Nelson Mandela insisted on humility over vengence during his exile.

<table>
<thead>
<tr>
<th>Possible Questions</th>
<th>Extension --- Develop your own questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did he believe in humility over vengence?</td>
<td>Why did he believe in humility over vengence? Was vengence part of the society he lived in? If so, why? Why was he sent in exile? Did he deserve to be in exile? What were the consequences of him being exiled?</td>
</tr>
</tbody>
</table>

Additional extension activity for possible sentences:
- Have students find similar sentences to their “possible sentences” within the text.
- Have students find answers to their questions within the text.
- Have students create a summary of what they read using possible questions created during “preparing the learner” phase.
Mandela’s Death Leaves South Africa Without Its Moral Center
Source: Lydia Polgreen/NY Times 12.5.13
Website: Kelly Gallagher Article of the week

Let’s take a glimpse at Nelson Mandela...
Interacting with the Text

First Reading
What it says?
1. The teacher chooses a piece of complex text.
2. The teacher lets the students know the purpose of the reading.
3. Students will read, skim, scan a text/passage etc. silently or whole group depending on the purpose of the reading.

Second Reading
How it says it?
1. Students will read again with a specific purpose (e.g., to look for key details, words, sentences, etc.).
2. Students will annotate the text (e.g., Underline, number key events/words/phrases etc).
3. Students will look for patterns or specific words-important words, repetitions, similarities etc.
4. Students will look for key ideas or details, central message, themes, character traits etc.

Third Reading
What it means?
1. The teacher or students can write their own questions about the reading.
2. Student(s)/teacher reads a third time and depending on the purpose of the reading the student annotates/creates questions etc.
3. The questions and tasks that you give require the use of textual evidence, including supporting logical inferences made from reading the text.
First Reading: What it says

Strategy:
Summarizing the Text

Purpose:
Summarize paragraphs of the text identifying important information using sentence frames.

Activity
1. Choose a partner.
2. One student reads a paragraph of the article and the other listens.
3. The student who listens to the reader summarizes key information from the paragraph using sentence frames.
4. Both students complete GIST Summarizing guide.
5. Students switch roles.
6. Complete summary of sentences read thus far in the article.
GIST Summarizing Guide

Activity
1. Choose a partner.
2. One student reads a paragraph of the article and the other listens.
3. The student who listens to the reader summarizes key information from the paragraph using sentence frames.
4. Both students complete GIST Summarizing guide.
5. Students switch roles.
6. Complete summary of sentences read thus far in the article.
Second Reading

Strategy:
Text Annotation

Purpose:
Reread the text and annotate these types of words and phrases:

- Authors main point
- Tough Question
- Key Vocabulary/Phrases

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
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<td>?</td>
<td>Tough question</td>
</tr>
<tr>
<td></td>
<td>Key vocabulary/phrases</td>
</tr>
</tbody>
</table>
Differentiated Text Dependent Questioning

1. Create groups of four and number off.
2. Read the question you will answer (i.e. if your number is 4 you will read question 4).
3. Reread the text with the purpose of answering question 4.
4. Form homogeneous (all the 4s) groups to discuss your question after you have read the text.
5. Go back to your heterogeneous group, now as experts discuss the answers to the questions.
Strategy:
Mind Mirror

Purpose:
Explain to students that they will work collaboratively in their Expert Groups, to create a mind mirror for Nelson Mandela. Each mind mirror should contain:

1. Write or draw objects that best represent this person’s beliefs and experiences (symbols).
2. List 2 words (adjectives) that describe his feelings or actions.
3. If this person could speak, what would he or she say? Provide two quotations.
4. Write 2 statements that describe how you feel about this character.
Recap

Preparing the Learner
Strategy 1: Possible Sentences

Interacting with the Text
Strategy 2: Summarizing the Text (First Reading)
Strategy 3: Text Annotation (Second Reading)
Strategy 4: Differentiated Text-Dependent Questions (Third Reading)

Extending Understanding/Learning
Strategy 5: Mind Mirror
Questions

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Resources Used

- Kelly Gallagher Article of the Week
- Notice and Note by Probst and Beers “Possible Sentence Strategy”
- Douglas Fisher and Nancy Frey
- Understanding Language, Stanford University
- Youtube
- ELD/ELA framework, CDE