

# Close Read

## A Celebration of Grandfathers

### OBJECTIVES

1. Complete a close reading of a passage of informational text.
2. Practice and apply concrete strategies for identifying central or main idea in an informational text.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice the following Grade 8 Standards:

#### CA Common Core Standards:

Reading: Informational Text - RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.10

Writing - W.8.4, W.8.5, W.8.6, W.8.10

Speaking & Listening - SL.8.1a, SL.8.1c, SL.8.4a, SL.8.6

Language - L.8.2c, L.8.4a, L.8.4c, L.8.4d, L.8.6

#### CA ELD Standards:

Collaborative - ELD.PI.8.1.Em, ELD.PI.8.1.Ex, ELD.PI.8.1.Br; ELD.PI.8.2.Em, ELD.PI.8.2.Ex; ELD.PI.8.3.Em, ELD.PI.8.3.Ex, ELD.PI.8.3.Br; ELD.PI.8.4.Em, ELD.PI.8.4.Ex, ELD.PI.8.4.Br

Interpretive - ELD.PI.8.6.a.Em, ELD.PI.8.6.a.Ex, ELD.PI.8.6.a.Br; ELD.PI.8.6.b.Em, ELD.PI.8.6.b.Ex, ELD.PI.8.6.b.Br; ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br; ELD.PI.8.7.Em, ELD.PI.8.7.Ex, ELD.PI.8.7.Br; ELD.PI.8.8.Em, ELD.PI.8.8.Ex, ELD.PI.8.8.Br

Productive - ELD.PI.8.9.Em; ELD.PI.8.10.a.Em, ELD.PI.8.10.a.Ex, ELD.PI.8.10.a.Br; ELD.PI.8.10.b.Em, ELD.PI.8.10.b.Ex, ELD.PI.8.10.b.Br; ELD.PI.8.11.a.Em; ELD.PI.8.12.a.Em, ELD.PI.8.12.a.Ex, ELD.PI.8.12.a.Br; ELD.PI.8.12.b.Em, ELD.PI.8.12.b.Ex

Structuring Cohesive Texts - ELD.PII.8.1.Em, ELD.PII.8.1.Ex, ELD.PII.8.1.Br; ELD.PII.8.2.a.Em, ELD.PII.8.2.a.Ex, ELD.PII.8.2.a.Br; ELD.PII.8.2.b.Em, ELD.PII.8.2.b.Ex, ELD.PII.8.2.b.Br

Expanding & Enriching Ideas - ELD.PII.8.3.Em, ELD.PII.8.3.Ex, ELD.PII.8.3.Br; ELD.PII.8.4.Em, ELD.PII.8.4.Ex, ELD.PII.8.4.Br; ELD.PII.8.5.Em, ELD.PII.8.5.Ex, ELD.PII.8.5.Br

Connecting & Condensing Ideas - ELD.PII.8.6.Em, ELD.PII.8.6.Ex, ELD.PII.8.6.Br; ELD.PII.8.7.Em, ELD.PII.8.7.Ex, ELD.PII.8.7.Br

### TIME

50 minutes

### MATERIALS

StudySync Close Read lesson on "A Celebration of Grandfathers"

StudySync Speaking & Listening Handbook

StudySync Access 1 handout (Emerging)

StudySync Access 2 handout (Expanding)

StudySync Access 3 handout (Bridging)

StudySync Access 4 handout (Approaching)

"A Celebration of Grandfathers" vocabulary handout

### OVERVIEW

The essay "A Celebration of Grandfathers," by Rudolfo Anaya, discusses what he has learned from his grandfather and other ancianos—elderly people—within the context of the Mexican American community and its history and culture. The Close Read gives students the opportunity to explore Anaya's central message, or idea, which is expressed subtly through a memoir of an extraordinary man.

### Access Complex Text

In his essay "A Celebration of Grandfathers," author Rudolfo Anaya explores the contributions of the ancianos—"the old ones"—and the need for society to respect the elderly and the process of aging. In the first part of the essay, Anaya shares memories of growing up among the ancianos of the Rio Grande. He recounts the respect for culture, strong faith, wisdom, willingness to cooperate and contribute to the social fabric, and respect for the land that these old ones possessed. Anaya devotes much of the essay to memories of his grandfather, carrying the old man's story through to his death at ninety-four, transformed by crippling pain and a crumbling body. By praising his grandfather and recounting his death, Anaya highlights both the contributions the elderly make to society and the danger of romanticizing old age. To help students uncover the deeper meanings of the essay, use the following ideas to provide scaffolded instruction for a close reading of the more complex features of this text:

- **Connection of Ideas** – Anaya combines a remembrance of his childhood, a commentary on the values his grandfather's generation, and a critique of modern societal values in his essay. Students may need help seeing how these three perspectives work together to deliver Anaya's central ideas.
- **Specific Vocabulary** - The author uses many Spanish words, such as *abuelos* and *abuelitas*, *ancianos*, and *curandera*, that are not translated. Non-Spanish speakers will need to use context clues, the assistance of Spanish speakers, or Spanish–English dictionaries to determine meanings.
- **Prior Knowledge** – Anaya makes many geographic references to the Rio Grande region and many cultural references to his Mexican heritage. Some students may lack sufficient background to understand these references without assistance.
- **Organization** - The essay lacks any internal structure other than paragraphs. Given the length of the essay, some students may be challenged by the lack of headings to help organize or highlight Anaya's ideas.

## 1. Introduction

Core Path	Access Path
<p><b>Define and Compare.</b> Project the vocabulary words and definitions onto the board or provide students with a handout, so they can copy the vocabulary into their notebooks. Suggest that students consult general and specialized reference materials, both print and digital, to compare the precise meaning of a specific word with their initial vocabulary predictions from the First Read. Review words that students defined incorrectly to understand why they were unable to use context clues to develop usable definitions.</p> <p><b>CA CCSS:</b> RI.8.4; L.8.4a, L.8.4c, L.8.4d, L.8.6</p>	<p><b>Emerging &amp; Expanding</b>  <b>Complete the Sentences.</b> Have students complete the sentence frames on the Access 1 and 2 handouts using the vocabulary words. Correct answers are located at the end of this lesson plan.</p> <p><b>CA ELD:</b> ELD.PI.8.2.Em, ELD.PI.8.2.Ex; ELD.PI.8.12.a.Em, ELD.PI.8.12.a.Ex; ELD.PII.8.5.Em, ELD.PII.8.5.Ex</p> <p><b>Bridging &amp; Beyond</b>  <b>Write in Journals.</b> Have students write a journal entry using all of their vocabulary words. Remind them to write sentences that communicate the meaning of the words they are using.</p> <p><b>CA ELD:</b> ELD.PI.8.10.a.Br, ELD.PI.8.12.a.Br</p> <p><b>Approaching</b>  <b>Graphic Organizer.</b> To support students in comparing their predictions with the correct vocabulary meanings, have them complete the graphic organizer on the Access 4 handout to record the vocabulary words, their initial analysis, and the definitions. Then have them write sentences using the words.</p> <p><b>CA CCSS:</b> L.8.6</p>

<p><b>Review.</b> Have students complete the fill in the blank vocabulary worksheet attached to this lesson plan. Answers for the worksheet are listed at the end of this lesson plan.</p> <p><b>CA CCSS:</b> RI.8.4; L.8.4a, L.8.4c, L.8.4d, L.8.6</p>	
	<p><b>Extend</b>  <b>Tech Infusion</b>  <b>Act and Record.</b> Break students into small groups, assign each group a vocabulary word, and ask them to design a short skit to demonstrate the meaning of the word for their peers. If possible, record skits and post them to your class YouTube Channel, so they can be reviewed.</p> <p><b>CA CCSS:</b> SL.8.1a, SL.8.4; L.8.4a, L.8.4c, L.8.4d</p>
	<p><b>Extend</b>  <b>Rewrite.</b> Challenge students to find the five vocabulary words in the passage and to write a synonym that could replace each one, both in the sentence that exists and in a new sentence that uses both the original vocabulary and, alternatively, the proposed synonym. Discuss their solutions and talk about the author's choice of words. Were his words the best choices possible? How does specific word choice make a point or create a mood? Was the original word choice more effective than the synonym in both sentences, or less so?</p> <p><b>CA CCSS:</b> L.8.4a, L.8.5, L.8.6</p>
	<p><b>Extend</b>  <b>Tech Infusion</b>  <b>Review.</b> Create another vocabulary review quiz using Socrative (<a href="http://tinyurl.com/3bxbjpt">http://tinyurl.com/3bxbjpt</a>). Design multiple-choice and/or short-answer questions that require students to apply their understanding of the vocabulary. Then run the quiz as a "Space Race," allowing groups to compete against another to test their knowledge of the vocabulary.</p> <p><b>CA CCSS:</b> L.8.4a, L.8.6</p>

## 2. Read

Core Path	Access Path
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**Model Close Reading.** Project the text onto the board and model a close reading of the first few paragraphs using the annotation strategies mentioned below. While modeling annotation strategies, make notes that tie the text to the focus skill and demonstrate what students are looking for as they read. Here is some guidance for you as you annotate for your students:

- As the Skills lesson that precedes this text makes clear, an effective essay expresses a central or main idea—the most important point that the author wants readers to remember.
- In the first paragraph, the author explains that he was taught to greet his grandfather each day by saying "Buenos Dias le de Dios, abuelo" as a sign of respect. This is the first of many details that will support author Rudolfo Anaya's main or central idea. What does this greeting mean? ("God grant you a good day, grandfather.")
- In this first paragraph the author explains that this greeting was "a cultural value to be passed on from generation to generation." Right from the start, then, he seems to be telling the reader that he is going to emphasize ideas of respect for elders and their values that he feels should endure over time.
- Let's reread paragraphs 2-4. In each paragraph, Anaya talks about "the old people I remember from my childhood," and what set them apart. What do these "old abuelos and abuelitas," as the author calls them, have to share with the young? (Possible answer: They recognized the great design of creation, the rhythms and cycles of time, and the great web that connects all things. They knew one had to share in the process of life.)
- How could you summarize these details in the text without including your own opinions or judgments? (Possible answer: Rudolfo Anaya feels the old people he remembers from his childhood had something important to share with the young. They understood the web that connects all animate and inanimate forms of life, and that to survive one had to share in the process of life.)

**CA CCSS:** RI.8.1, RI.8.2, RI.8.10

**Read and Annotate.** Read the Skills Focus questions as a class, so your students know what they should pay close attention to as they read. Then have students read and annotate the excerpt. Ask students to use the annotation tool as they read to

1. respond to the Skills Focus section
2. ask questions
3. make connections between details in each paragraph, and what they have in common
4. identify key details and analyze how the main ideas in the paragraphs of a text build on one another to develop a central idea
5. note unfamiliar vocabulary, including words and phrases in Spanish
6. capture their reaction to the main or central idea in the text

**CA CCSS:** RI.8.1, RI.8.2, RI.8.4, RI.8.10

As they reread the text, remind students to use the comprehension strategy of Asking and Answering Questions that they learned in the First Read.

**Note:**

While on-grade level students are reading and annotating, work one-on-one or in small groups with Emerging, Expanding, Bridging, and Approaching students to support them as they read and annotate the text.

**Emerging & Approaching**

**Read and Annotate.** If these students find the Skills Focus questions difficult, have them use the Annotation Guide on the Access 1 and 4 handouts. The questions in the Annotation Guide correspond to the Skills Focus questions but provide more support.

**CA CCSS:** RI.8.2, RI.8.3

**CA ELD:** ELD.PI.8.6.a.Em, ELD.PI.8.11.a.Em

**Discuss.** After students have read the text, use the sample responses to the Skills Focus questions at the bottom of this lesson plan to discuss the reading and the process of identifying the author's central or main idea. Make sure that students have acquired and accurately use academic-specific words and phrases related to the skill, and demonstrate a command of formal English appropriate to the discussion.

**CA CCSS:** RI.8.1, RI.8.2; SL.8.1a, SL.8.6; L.8.6

**Extend**

**Pair and Share.** In small, heterogeneous groups or pairs, ask students to share and discuss their annotations with a focus on the point of view presented in the selection.

You can provide students with these questions to guide their discussion:

- What ideas does the author mention a lot? What would you say is the most important idea in this essay?
- What details make you think so?

**CA CCSS:** RI.8.1, RI.8.4, RI.8.5, RI.8.6; SL.8.1a, SL.8.3

**Extend**

**Research.** Find a current news article that you feel focuses on an older person who has lived a life that provides an example for young people to emulate. Ask students to bring in a copy of their article to share. In small groups, allow students to exchange articles to read and discuss.

**CA CCSS:** RI.8.2; SL.8.1a

### 3. Write

Core Path	Access Path
<p><b>Prewrite and Plan.</b> Read the prompt as a class and ask students about their reactions to "A Celebration of Grandfathers" by Rudolfo Anaya. Then have students brainstorm together, either as a class or in small groups, about how the central or main idea that Anaya has advanced in "A Celebration of Grandfathers" helps them understand the author's purpose for writing. Remind students to look at the text and their annotations to find textual evidence to support their ideas.</p> <p><b>CA CCSS:</b> RI.8.1, RI.8.2, RI.8.6; W.8.5</p>	<p><b>ELD All Levels &amp; Approaching Prewrite and Plan.</b> Have students who are having difficulty organizing their ideas use the Prewrite activity on the Access 1, 2, 3, and 4 handouts to plan their response to the prompt.</p> <p><b>CA ELD:</b> ELD.PI.8.10.b.Em, ELD.PI.8.10.b.Ex, ELD.PI.8.10.b.Br</p>
	<p><b>Extend Organize.</b> Encourage students to complete an outline of central or main ideas with supporting details and ideas for each of the author's various main ideas. Doing so will help students to organize their ideas before they flesh out their responses.</p> <p><b>CA CCSS:</b> W.8.5</p>
<p><b>Discuss.</b> Project these instructions for the peer review onto the board and review them with your class, so they know what they are looking for when they begin to provide their classmates with feedback:</p> <ul style="list-style-type: none"> <li>• How has the writer helped you understand the ideas and author's purpose in "A Celebration of Grandfathers"?</li> <li>• What central or main idea does the writer identify for this essay? How does the writer connect that idea to the author's purpose? Is the connection clear? Why or why not?</li> <li>• What connection does the writer make between the author's use of a memoir and the author's purpose? Does that explanation make sense? Why or why not?</li> <li>• How well does the writer use evidence from the text to support his or her writing?</li> <li>• What thing(s) does this paper do especially well?</li> </ul> <p>Be sure to tell the writer what he or she did well and what he or she needs to work on. Remember that your comments are most useful when they are constructive.</p>	

<p>After you've looked at the peer review instructions, review the rubric with students before they begin writing. Allow time for students briefly to raise and discuss questions they may have about the peer review instructions and the rubric. Tell students how many peer reviews they will need to complete once they submit their writing</p> <p><b>CA CCSS:</b> RI.8.1, RI.8.2, RI.8.6; W.8.5; SL.8.1c</p>	
<p><b>Write.</b> Ask students to complete the writing assignment using textual evidence to support their answers. If possible, have students use technology to produce and publish their writing. Once they have completed their writing, they should click "Submit."</p> <p><b>CA CCSS:</b> RI.8.1, RI.8.2; RI.8.1, RI.8.2, RI.8.6; W.8.4, W.8.5, W.8.6, W.8.10, L.8.2c</p>	
<p><b>Review.</b> Once students complete their writing assignment, they should submit substantive feedback to two peers. If possible, have students use technology to interact and collaborate with others.</p> <p><b>CA CCSS:</b> W.8.5, W.8.6</p>	
<p><b>Deliver a Presentation.</b> Have students present their written response to the Close Read prompt as an oral presentation to the class. Before beginning the presentations, review Presentation Skills in the Speaking and Listening Handbook.</p> <p><b>CA CCSS:</b> SL.8.4a</p>	<p><b>Extend</b>  <b>Set Goals.</b> After students have had the chance to provide and receive feedback, give them a few minutes to reflect on what they learned during the review process. By seeing others' work, and by having others comment, what have students learned about their own writing? What might they want to do differently in their next writing activity? Encourage students to record three writing goals and to refer to them for their next writing assignment.</p> <p><b>CA CCSS:</b> W.8.5</p>

## Answer Key

### 1. Introduction

#### Complete the Sentence Frames (Emerging & Expanding)

1. A microphone is only an **inanimate** object; you need to speak into it to make it work.
2. The members of the family all lived near each other, in the same **pueblo**.
3. I was not involved in the argument; I was only a **bystander**.
4. The dinner included foods and spices from India, which made it taste and smell **authentic** to the guests.
5. The thick **adobe** walls protected us from the sun and kept the room cool.

## Vocabulary Review Worksheet

1. pueblo
2. adobe
3. authentic
4. bystander
5. inanimate

## 2. Read

### Skills Focus Questions and Sample Answers:

#### Question Number: 1

CA CCSS: RI.8.1, RI.8.2

**Question:** In paragraph 4, the author says that the old people "shared good times and hard times." How is the concept of *sharing* key to understanding the central idea of this essay? Highlight evidence from the text and make annotations to explain your choices. In your annotations, explain how *sharing* relates both to the old people Anaya discusses and to readers today.

**Sample Answer:** From the very beginning of the essay, the author introduces the idea of sharing a greeting between old and young. He continues this idea right to the last paragraph, where he repeats this simple exchange between generations. In paragraph 2, students may highlight his clear statement, "They had something important to share with the young, and when they spoke the young listened." Throughout the essay, the author shares with readers his observations about his grandfather and that generation, particularly how their lives differed from ours and how they can connect with the Earth and with the raw cycles of life. They stress how they shared and helped each other: "They shared good times and hard times." In turn, Anaya is sharing with readers what he remembers about the old ones, and so the sharing continues.

#### Question Number: 2

CA CCSS: RI.8.1, RI.8.2

**Question:** In paragraph 8, Anaya talks about the concept of time. How does Anaya describe time, and how does this relate to other ideas in the essay? Highlight textual evidence and make annotations to support your explanation.

**Sample Answer:** The paragraph begins, "Newcomers to New Mexico often say that time seems to move slowly here." Anaya continues, "I think they mean that they have come in contact with the inner strength of the people, a strength so solid it causes time itself to pause." This detail supports the way that Anaya praises the long experience and learning that has occurred over the many years his grandfather has lived. The author uses figurative language to suggest that people like his grandfather have had so much strength battling the struggles of their lives over a long period of time that it is "a strength so solid it causes time itself to pause." He also describes the how the pueblo is "as solid as rock in the face of time," so it is both the past and the present at once. He uses the bodies of old people to provide readers with an image of what old age brings: "the old people whose eyes seem like windows that peer into the distant past that makes absurdity of our contemporary world." This "pausing of time" allows us to learn from the old people, as they are now, and as a result of their long existence.

#### Question Number: 3

CA CCSS: RI.8.1, RI.8.2

**Question:** Review paragraph 22, which begins, "I grew up speaking Spanish..." The author emphasizes his grandfather's physical abilities, but he also discusses his mental abilities. What is the main idea of this paragraph, and how do the details support it? Highlight textual evidence and make annotations to explain your choices.

**Sample Answer:** In this paragraph, the author shows both his grandfather's intelligence and his strength. When the author complains of the difficulty of learning English, the grandfather replies, "' *Ten paciencia.* ' Have patience. *Paciencia*, a word with the strength of centuries, a word that said that someday we would overcome." This sentence describes the need for not only physical ability, but also for mental strength. Learning English, as with anything else, requires patience. The idea of "the strength of centuries" reminds readers how long it can take for any important change to happen, but also how long his grandfather's people have endured and passed on this wisdom. Anaya's grandfather teaches but also has the strength to "still sling hundred-pound bags over his shoulder, chop wood for hundreds of hours on end, and hitch up his own horses and ride to town and back in one



day." And then, in the next paragraph, he has the wisdom to foresee the future and the importance of learning "the language of the Americanos" because, he says, "You will live in a new time, the time of the gringos." He is teaching not just the lessons of the past but also the realities of the present.

**Question Number:** 4

**CA CCSS:** RI.8.1, RI.8.2

**Question:** Review paragraph 32, which begins, "I returned to Puerto de Luna..." Here, the author offers a summary of what he has been discussing. What does this summary help emphasize about the essay? Finally, what is the essay's central or main idea? Highlight evidence from the text and make annotations to support your explanation.

**Sample Answer:** The author begins this paragraph by discussing how, on a return to his grandfather's village, he sees "the neglected adobe is washing down into the earth." The image shows that his father's generation is passing and has not been maintained. He is appealing to the readers' sense of loss that he also feels as he wonders, "how might the values of my grandfather's generation live in our own? What can we retain to see us through these hard times?" He is stressing that he wants his grandfather's experiences to be passed down and that he hopes that he is doing this by being a writer: "As I plow and plant my words, do I nurture as my grandfather did in his fields and orchards? The answers are not simple." These comments summarize the central or main idea of the essay—that the lessons of his grandfather do have a place in the modern world, and that people need to know their history if they are to continue into the future.

**Question Number:** 5

**CA CCSS:** RI.8.1, RI.8.2

**Question:** How do you think the author would answer the Essential Question of this unit: "How can life experiences shape our values?" Keep in mind what the author has stressed as the central or main idea, as well as the details he has used to support it. Highlight evidence from the text and make annotations to support your explanation.

**Sample Answer:** The author has stressed the life experiences of his grandfather and how they have been meaningful to the author himself. Not only have readers been given a portrait of this man, but they have been offered as an example of how to live in the modern world. The grandfather's life experiences were passed onto Anaya, and so they helped shape the author's values. Students may highlight statements such as, "These old abuelos and abuelitas had worked the earth all their lives, and so they knew the value of nurturing," and, "The daily struggle called for cooperation, and so every person contributed to the social fabric, and each person was respected for his contribution." The author suggests that we should learn these same values both from the old ones and also from our own life experiences.