



LA MESA-SPRING VALLEY SCHOOLS

4750 Date Avenue
La Mesa, CA 91942
619 668-5700
www.lmsvschools.org

ELD

Study Sync

Packet 4

May 25th - June 5th

8th Grade


Read 1: A Celebration of Grandfathers

Vocabulary

Instructions for Student

Complete the chart by cutting and pasting the correct meaning and picture into the third and fourth column to match the term in each row.

Meaning Options (5 of 5)

 prepared land for growing crops

 diseases that affect a large number of people

 confuses someone

 people working together to meet a goal

 lines

Picture Options (5 of 5)



Term	Form	Meaning	Picture
cooperation	noun		
epidemics	noun		
tilled	verb		
perplexes	verb		
creases	noun		

CA-ELD:  ELD.PI.8.6.c.Ex

- 1 "Buenos Días le de Dios, abuelo." God give you a good day, grandfather. This is how I was taught as a child to greet my grandfather, or any grown person. It was a greeting of respect, a cultural value to be passed on from generation to generation, this respect for the old ones.
- 2 The old people I remember from my childhood were strong in their beliefs, and as we lived daily with them we learned a wise path of life to follow. They had something important to share with the young, and when they spoke the young listened. These old abuelos and abuelitas had worked the earth all their lives, and so they knew the value of nurturing, they knew the sensitivity of the earth. The daily struggle called for cooperation, and so every person contributed to the social fabric, and each person was respected for his contribution.
- 3 The old ones had looked deep into the web that connects all animate and **inanimate** forms of life, and they recognized the great design of creation.
- 4 These ancianos from the cultures of the Rio Grande, lived side by side, sharing, growing together, they knew the rhythms and cycles of time, from the preparation of the earth in the spring to the digging of the acequias that brought the water to the dance of harvest in the fall. They shared good times and hard times. They helped each other through epidemics and the personal tragedies, they shared what little they had when the winds burned the land and no rain came. They learned that to survive one had to share in the process of life.
- 5 Hard workers all, they tilled the earth and farmed, ran the herds and spun wool, and carved their saints and their kachinas from cottonwood late in the winter nights. All worked with a deep faith which perplexes the modern mind.
- 6 Their faith shone in their eyes; it was in the strength of their grip, in the creases time wove into their faces. When they spoke, they spoke plainly and with few words, and they meant what they said. When they prayed, they went straight to the source of life. When there were good times, they knew how to dance in celebrations and how to prepare the foods of the fiestas. All this they passed on to the young, so that a new generation would know what they had known, so the string of life would not be broken.
- 7 Today we would say that the old abuelitos lived **authentic** lives.
- 8 Newcomers to New Mexico often say that time seems to move slowly here. 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. Think of it. Think of the high northern New Mexico villages, or the lonely ranches on the open llano. Think of the Indian **pueblo** which lies as solid as rock in the face of time. Remember the old people whose eyes seem like windows that peer into the distant past that makes absurdity of our contemporary world. That is what one feels when one encounters the old ones and their land, a pausing of time.
- 9 We have all felt time stand still. We have all been in the presence of power, the knowledge of the old ones, the majestic peace of a mountain stream or an aspen grove or red buttes rising into blue sky. We have all felt the light of dusk permeate the earth and cause time to pause in its flow.
- 10 I felt this when I first touched the spirit of Ultima, the old curandera who appears in my first novel, *Bless Me, Ultima*. This is how the young Antonio describes what he feels:

- 11 When she came the beauty of the llano unfolded before my eyes, and the gurgling waters of the river sang to the hum of the turning earth. The magical time of childhood stood still, and the pulse of the living earth pressed its mystery into my living blood. She took my hand, and the silent, magical powers she possessed made beauty from the raw, sun-baked llano, the green river valley, and the blue bowl which was the white sun's home. My bare feet felt the throbbing earth, and my body trembled with excitement. Time stood still...
- 12 At other times, in other places, when I have been privileged to be with the old ones, to learn, I have felt this inner reserve of strength from which they draw. I have been held motionless and speechless by the power of curanderas. I have felt the same power when I hunted with Cruz, high on the Taos Mountain, where it was more than the incredible beauty of the mountain bathed in morning light, more that the shining of the quivering aspen, but a connection with life, as if a shining strand of light connected the particular and the cosmic. That feeling is an epiphany of time, a standing still of time.
- 13 But not all of our old ones are curanderos or hunters on the mountain. My grandfather was a plain man, a fan from the valley called Puerto de Luna on Pecos River. He was probably a descendant of those people who spilled over the mountain from Taos, following the Pecos River in search of farmland. There in that river valley he settled and raised a large family.
- 14 Bearded and walrus-mustached, he stood five feet tall, but to me as a child he was a giant. I remember him most for his silence. In the summers my parents sent me to live with him on his farm, for I was to learn the ways of a farmer. My uncles also lived in that valley, there where only the flow of the river and the whispering of the wind marked time. For me it was a magical place.
- 15 I remember once, while out in the fields, I came upon an anthill, and before I knew it I was badly bitten. After he had covered my welts with the cool mud from the irrigation ditch, my grandfather calmly said: "Know where you stand." That is the way he spoke, in short phrases, to the point.
- 16 One very dry summer, the river dried to a trickle, there was no water for the fields. The young plants withered and died. In my sadness and with the impulse of youth I said, "I wish it would rain!" My grandfather touched me, looked up into the sky and whispered, "Pray for rain." In his language there was a difference. He felt connected to the cycles that brought the rain or kept it from us. His prayer was a meaningful action, because he was a participant with the forces that filled our world, he was not a **bystander**.
- 17 A young man died at the village one summer. A very tragic death. He was dragged by his horse. When he was found I cried, for the boy was my friend. I did not understand why death had come to one so young. My grandfather took me aside and said: "Think of the death of the trees and the fields in the fall. The leaves fall, and everything rests, as if dead. But they bloom again in the spring. Death is only this small transformation in life."
- 18 These are the things I remember, these fleeting images, few words.
- 19 I remember him driving his horse-drawn wagon into Santa Rosa in the fall when he brought his harvest produce to sell in the town. What a tower of strength seemed to come in that small man huddled on the seat of the giant wagon. One click of his tongue and the horses obeyed, stopped or turned as he wished. He never raised his whip. How unlike today when so much teaching is done with loud words and threatening hands.
- 20 I would run to greet the wagon, and the wagon would stop. "Buenos Dias le de Dios, abuelo," I would say. "Buenos Dias te de Dios, mi hijo," he would answer and smile, and then I could jump up on the wagon and sit at his side. Then I, too, became a king as I rode next to the old man who smelled of earth and sweat and the other deep aromas from the orchards and fields of Puerto de Luna.

- 21 We were all sons and daughters to him. But today the sons and daughters are breaking with the past, putting aside los abuelitos.' The old values are threatened, and threatened most where it comes to these relationships with the old people. If we don't take the time to watch and feel the years of their final transformation, a part of our humanity will be lessened.
- 22 I grew up speaking Spanish, and oh! how difficult it was to learn English. Sometimes I give up and cry out that I couldn't learn. Then he would say, "Ten paciencia." Have patience. Paciencia, a word with the strength of centuries, a word that said that someday we would overcome. Paciencia, how soothing a word coming from this old man who could 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.
- 23 "You have to learn the language of the Americanos," he said. "Me, I will live my last days in my valley. You will live in a new time, the time of the gringos."
- 24 A new time did come, a new time is here. How will we form it so it is fruitful? We need to know where we stand. We need to speak softly and respect others, and to share what we have. We need to pray not for material gain, but for rain for the fields, for the sun to nurture growth, for nights in which we can sleep in peace, and for a harvest in which everyone can share. Simple lessons from a simple man. These lessons he learned from his past, which was as deep and strong as the currents of the river of life, a life which could be stronger than death.
- 25 He was a man; he died. Not in his valley, but nevertheless cared for by his sons and daughters and flocks of grandchildren. At the end, I would enter his room, which carried the smell of medications and Vicks. Gone were the aromas of the fields, the strength of his young manhood. Gone also was his patience in the face of crippling old age. Small things bothered him; he shouted or turned sour when his expectations were not met. It was because he could not care for himself, because he was returning to that state of childhood, and all those wishes and desires were now wrapped in a crumbling old body.
- 26 "Ten paciencia," I once said to him, and he smiled. "I didn't know I would grow this old," he said.
- 27 I would sit and look at him and remember what was said of him when he was a young man. He could mount a wild horse and break it, and he could ride as far as any man. He could dance all night at a dance, then work the acequia the following day. He helped the neighbors, they helped him. He married, raised children. Small legends, the kind that make up every man's life.
- 28 He was ninety-four when he died. Family, neighbors, and friends gathered; they all agreed he had led a rich life. I remembered the last years, the years he spent in bed. And as I remember now, I am reminded that it is too easy to romanticize old age. Sometimes we forget the pain of the transformation into old age, we forget the natural breaking down of the body. Not all go gentle into the last years, some go crying and cursing, forgetting the names of those they love the most, withdrawing into an internal anguish few of us can know. May we be granted the patience and care to deal with our ancianos.
- 29 For some time we haven't looked at these changes and needs of the old ones. The American image created by the mass media is an image of youth, not of old age. It is the beautiful and the young who are praised in this society. If analyzed carefully, we see that same damaging thought has crept into the way society views the old. In response to the old, the mass media have just created old people who act like the young. It is only the healthy, pink-cheeked, outgoing, older persons we are shown in the media. And they are always selling something, as if an entire generation of old people were salesmen in their lives. Commercials show very lively old men, who must always be in excellent health according to the new myth, selling insurance policies or real estate as they are out golfing; older women selling coffee or toilet paper to those just married. That image does not illustrate the real life of old ones.

- 30 Real life takes into account the natural cycle of growth and change. My grandfather pointed to the leaves falling from the tree. So time brings with its transformation the often painful, wearing-down process. Vision blurs, health wanes even the act of walking carries with it the painful reminder of the autumn of life. But this process is something to be faced, not something to be hidden away by false images. Yes, the old can be young at heart, but in their own way, with their own dignity. They do not have to copy the always-young image of the Hollywood star.
- 31 My grandfather wanted to return to his valley to die. But by then the families of the valley had left in search of a better future. It is only now that there seems to be a return to the valley, a revival. The new generation seeks its roots, that value of love for the land moves us to return to the place where our ancianos formed the culture.
- 32 I returned to Puerto de Luna last summer, to join the community in a celebration of the founding of the church. I drove by my grandfather's home, my uncles' ranches, the neglected **adobe** washing down into the earth from whence it came. And I wondered, how might the values of my grandfather's generation live in our own? What can we retain to see us through these hard times? I was to become a farmer, and I became 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.
- 33 "They don't make men like that anymore," is a phrase we hear when one does honor to a man. I am glad I knew my grandfather. I am glad there are still times when I can see him in my dreams, hear him in my reverie. Sometimes I think I catch a whiff of that earthy aroma that was his smell. Then I smile. How strong these people were to leave such a lasting impression.
- 34 So, as I would greet my abuelo long ago, it would help us all to greet the old ones we know with this kind and respectful greeting: "Buenos Dias le de Dios."

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Read 1: A Celebration of Grandfathers

Using Language

Instructions for Student

Complete each sentence by filling in the blank or blanks.

1. Find the sentence in paragraph 2 that tells how the young people of the author's community responded to what the older people had to share.

They had something important to share with the young, _____.

2. Find the sentence in paragraph 2 that explains what the older people learned from working with the earth.

These old abuelos and abuelitas had worked the earth all their lives,

3. Find the sentence in paragraph 2 that tells how people in the author's community responded to the need to work together.

The daily struggle called for cooperation,

4. Find the sentence in paragraph 6 that tells how the older people spoke.

_____, they spoke plainly and with few words, _____.

5. Find the sentence in paragraph 6 that tells why the older people in the author's community passed along their knowledge.

All this they passed on to the young,

CA-ELD:  ELD.PII.8.6.Ex

Re-Read 2: A Celebration of Grandfathers

Using Language

Instructions for Student

For each of the sentences from the text in column 1, find the statements that use repetition to link back to that idea later in the text. Write the statement in the appropriate row in column 2.

Later Idea Options (3 of 3)

But this process is something to be faced, not something to be hidden away by false images... They do not have to copy the always-young image of the Hollywood star.

Real life takes into account the natural cycle of growth and change.

So time brings with its transformation the often painful, wearing-down process.

First Idea	Later Idea
Sometimes we forget the pain of the transformation into old age, we forget the natural breaking down of the body.	
The American image created by the mass media is an image of youth, not of old age.	
That image does not illustrate the real life of the old ones.	

CA-ELD:  ELD.PII.8.2.b.Ex

Central or Main Idea - A Celebration of Grandfathers

Define

- The **central** or **main idea** of a text is the most important point that an author makes about a topic.
- The central or main idea answers the question, “What is this all about?”
- Sometimes an author will state the central or main idea directly. Sometimes readers have to determine the central or main idea themselves. To find the answer, you must look for and analyze key **details** the author gives about the topic. Ask yourself:
 - What do each of these details have in common?
 - What do the details tell about, explain, or describe?
 - The answer to these questions will lead you to the central or main ideas.
- Each paragraph has a main idea. You can use the details in that paragraph to help you figure out each one.
- All the main ideas and details of the text help develop the author’s central idea. For example, a **memoir** or personal essay may include many memories that support a central idea.
- Once you determine the central or main idea and the supporting details, you can write a **summary**. A summary is a short statement that explains how the most important ideas and details in a text support the central idea.
 - The summary is **objective**. It does not include your personal opinions, or thoughts and feelings, about the text.

CA-CCSS:  CA.RI.8.2, CA.RI.8.9

Central or Main Idea - A Celebration of Grandfathers

Model

- 1 The **central** or **main idea** of an informational text is the most important point that the author wants readers to remember. To identify the central idea in the essay “A Celebration of Grandfathers” by Rudolfo Anaya, readers need to find the important details the author includes. Then they need to think about what the details have in common.
- 2 In the first part of the essay, Anaya discusses the idea that people should respect the older generations. He does this by giving details and sharing ideas about “the old ones” in his community, including his grandfather. The author talks about “a cultural value to be passed on from generation to generation, this respect for the old ones,” in the following passages:
- 3 **The old ones** had looked deep into the web that connects all animate and inanimate forms of life, and **they recognized the great design of creation.**
- 4 These *ancianos* from the cultures of the Rio Grande, lived side by side, sharing, growing together, **they knew the rhythms and cycles of time**, from the preparation of the earth in the spring to the digging of the acequias that brought the water to the dance of harvest in the fall. They shared good times and hard times. They helped each other through epidemics and the personal tragedies, they shared what little they had when the winds burned the land and no rain came. **They learned that to survive one had to share in the process of life.**
- 5 Hard workers all, they tilled the earth and farmed, ran the herds and spun wool, and carved their saints and their kachinas from cottonwood late in the winter nights. All worked with **a deep faith which perplexes the modern mind.**
- 6 To begin analyzing the text, first notice that the author is not just telling stories. Anaya interprets, or explains, what the old ones did as he remembers what he thought about them. He points out how the life that the old ones lived was meaningful and important.
- 7 The author explains that the old ones understand great mysteries because they “recognized the great design of creation.” They also understand how a life is lived in repeated patterns because “they knew the rhythms and cycles of time.” Anaya notes that they worked hard, but he also points out that their lives are lessons because “they learned that to survive one had to share.” He believes that the old ones had something younger people do not have: “a deep faith which perplexes the modern mind.” These details suggest that the author’s central or main idea is that younger people should respect the older people.
- 8 Because “A Celebration of Grandfathers” is a memoir, Anaya writes about details from his own past that express his opinions about his grandfather. This also helps form his main idea.

- 9 I remember him driving his horse-drawn wagon into Santa Rosa in the fall when he brought his harvest produce to sell in the town. What **a tower of strength** seemed to come in that **small man** huddled on the seat of the giant wagon. **One click of his tongue** and the horses obeyed, stopped or turned as he wished. He never raised his whip. How **unlike today when so much teaching is done with loud words** and threatening hands.
- 10 Anaya describes his grandfather as “a tower of strength.” But he also says that his grandfather really was a “small man.” Anaya uses examples to show how his grandfather impressed him with special skills like commanding the horses with “one click of his tongue.” Anaya makes his point that his grandfather’s strength has something to teach present readers when he says, “unlike today when so much teaching is done with loud words.” These details support the author’s belief, or the main idea of this paragraph, that his grandfather was a strong man who did not need many words to show his power.
- 11 The main ideas and supporting details of these paragraphs build upon each other to help develop a central or main idea of the memoir. A summary of the central idea up to this point might read: *Through the example of his grandfather, the author shows how the ancianos who lived close to the rhythms of nature and who held great faith have much to teach people living in the modern world.*
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CA-CCSS:  CA.RI.8.2, CA.RI.8.9

Central or Main Idea - A Celebration of Grandfathers

Practice

Instructions for Student

Complete each row by placing the details from the answer box in order so that they build to the main idea. Then place the main idea in the last row.

Details Options (5 of 5)

- The American image created by the mass media is an image of youth, not of old age.
- If analyzed carefully, we see that same damaging thought has crept into the way society views the old.
- That image does not illustrate the real life of old ones.
- It is only the healthy, pink-cheeked, outgoing, older persons who are shown in the media.
- Our media’s image of old people keeps us from understanding the elderly as they really are.

Sequence	Details
Supporting Detail 1	
Supporting Detail 2	
Supporting Detail 3	
Supporting Detail 4	
Main Idea	

Condensing Ideas - "A Celebration of Grandfathers"

Define

- **Condensing ideas** in a text improves the connections between sentences and keeps readers interested.
 - When writers condense ideas, they combine the main or important points from two or more sentences into fewer sentences. This makes their writing more **precise**, or exact, and detailed.
 - Simple ways to condense ideas between sentences include adding compound verbs, prepositional phrases, or clauses, and using nominalization.
 - A **compound verb** is two or more verbs with the same subject. The verbs are joined by a **coordinating conjunction**, such as "and," "but," and "or." For example, the two sentences "I went to the store. I bought cereal." can be combined as "I went to the store *and* bought cereal."
 - A **prepositional phrase** is a group of words that begins with a preposition, such as "for," "to," or "with," and ends with a noun or pronoun. For example, "I bought a gift. It is for Jason." can be condensed to "I bought a gift *for* Jason."
 - A **clause** is a group of related words with a subject and verb, but often it cannot stand alone as a sentence. For example, "This story is about important events. These important events changed the world." can be condensed to "This story is about important events *that changed the world*." The phrase *that changed the world* is a clause that cannot stand alone.
 - Finally, **nominalization** is used to change verbs or adjectives to nouns. For example, "Mori is intelligent. Mori can solve complicated problems." becomes "Mori's *intelligence* helps him solve complicated problems." when the adjective "intelligent" is changed to the noun "intelligence."
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Instructions for Student

Complete the chart by cutting and pasting the correct meaning and example into the third and fourth column to match the term in each row.

Meaning Options (7 of 7)

⋮ a phrase that starts with a preposition and ends with a noun or pronoun

⋮ a group of words in a sentence that contains a subject and a verb

⋮ exact and accurate

⋮ a word that connects or joins two or more sentences or words in a sentence

⋮ changing a verb or adjective into a noun

⋮ combining the main points from two or more sentences

⋮ two or more verbs joined with a coordinating conjunction

Example Options (7 of 7)

⋮ "Sara is 12-years-old and 5 feet tall."

⋮ "After the game was over, the team left the field."

⋮ "The actor sang and danced."

⋮ "I found the book with the blue cover."

⋮ "for," "and," "nor," "but," "or," "yet," "so"

⋮ "Freddie tripped on a rock. Freddie dropped his phone." becomes "Freddie tripped and dropped his phone."

⋮ "improve" becomes "improvement"; "difficult" becomes "difficulty"

Term	Form	Meaning	Example
condensing ideas	verb		
precise	adjective		
compound verb	noun		
coordinating conjunction	noun		
prepositional phrase	noun		

Term	Form	Meaning	Example
clause	noun		
nominalization	verb		

CA-ELD:  [ELD.PI.8.12.a.Ex](#)

Condensing Ideas - "A Celebration of Grandfathers"

Model

- 1 Writers can help readers understand how ideas are connected and make their writing flow smoothly by using a variety of simple ways to condense their ideas.
- 2 Some sentences can have more than one verb. When a subject of a sentence does two or more actions, there is a compound verb in that sentence. Writers use coordinating conjunctions to join verbs:
- 3

Coordinating Conjunctions	for	and	nor	but	or	yet	so
----------------------------------	-----	-----	-----	-----	----	-----	----
- 4 Look at how Rudolfo Anaya uses compound verbs in "A Celebration of Grandfathers":
- 5 One very dry summer, the river dried to a trickle, there was not water for the fields. The young plants **withered and died** ...My grandfather **touched** me, **looked** up in the sky **and whispered**, "Pray for rain."
- 6 The main idea of this passage is to show his grandfather's deep connection to the environment. This paragraph would have taken far longer to make the main points had Anaya written instead, "My grandfather touched me. My grandfather looked up in the sky. My grandfather whispered, 'Pray for rain.'"
- 7 Writers also use prepositional phrases to condense ideas. Most prepositional phrases tell when or where someone or something is. Some prepositions include:
- 8

Prepositions	in	on	at	under	over	next to	in front of
---------------------	----	----	----	-------	------	---------	-------------
- 9 Now read how the author uses prepositional phrases to tell the reader where he rode in his grandfather's wagon in this example from the text:
- 10 I would run to greet the wagon, and the wagon would stop. "Buenos Dias le de Dios, abuelo," I would say. "Buenos Dias te de Dios, mi hijo," he would answer and smile, and then I could jump up **on the wagon** and sit **at his side**. Then I, too, became a king as I rode **next to the old man** who smelled of earth and sweat and the other deep aromas **from the orchards and fields of Puerto de Luna**.
- 11 Anaya uses the prepositions "on," "at," "next to," and "from" to show the reader where he was and what his grandfather was like.
- 12 A clause is a part of a sentence containing a subject and a verb. Some clauses can stand alone as a sentence. Other clauses are dependent and cannot stand alone. Often, dependent clauses begin with one

or more of the following words or phrases: *after, although, because, before, even though, since, that, which, when, who.*

13 Read this example from "A Celebration of Grandfathers":

14 I remember once, **while out in the field**, I came upon an anthill, and **before I knew it** I was badly bitten.

15 This is much more concise and interesting than if the author had stated, "I remember once I was out in the field. I came upon an anthill in the field. I was badly bitten."

16 Nominalization means changing a verb or an adjective into a noun. Often, nominalizations are formed with an affix such as *-ing, -y, or -ion*. For example:

17 "Buenos Dias le de Dios, abuelo." God give you a good day, grandfather. This is how I was taught as a child **to greet** my grandfather, or any grown persons. It was **a greeting** of respect, a cultural value to be passed on from generation to generation, this respect for the old ones.

18 Anaya turned the verb "to greet" into the noun "greeting."

19 By using these strategies, authors condense ideas in a text, while also creating variety and interest for the reader.

Instructions for Student

Complete each sentence by filling in the blank or blanks.

1. Write the verbs and coordinating conjunction that best condense the following sentence pair: "Ralph built the dog house. Ralph painted the dog house blue."

Ralph _____ the dog house _____ it blue.

2. Write the verbs and coordinating conjunction that best condense the following sentence pair: "Kylie finished the test. Kylie put the test on the teacher's desk."

Kylie _____ the test _____ it on the teacher's desk.

3. Write the verbs and coordinating conjunction that best condense the following sentence pair: "George read the chapter. George did not finish the worksheet."

George _____ the chapter _____ the worksheet.

4. Write the verbs and coordinating conjunction that best condense the following sentence pair: "Deb was out of butter. Deb spread jam on her toast."

Deb _____ out of butter _____ she _____ jam on her toast.

5. Write the verbs and coordinating conjunction that best condense the following sentence pair: "The audience applauded. The audience left the theater."

The audience _____ the theater.

6. Write the prepositional phrase that best condenses the following sentence pair: "We stayed at the cabin. The cabin is in the woods."

We stayed at the cabin _____ .

7. Write the prepositional phrase that best condenses the following sentence pair: "I planted daisies in the flower pot. The flower pot is under the window."

I planted daisies in the flower pot _____ .

8. Write the prepositional phrase that best condenses the following sentence pair: "My aunt brought gifts when she came to visit. The gifts are for me."

My aunt brought gifts _____ when she came to visit.

9. Write the prepositional phrase that best condenses the following sentence pair: "Jamal put his book on the table. The table is next to the sofa."

Jamal put his book on the table _____ .

10. Write the prepositional phrase that best condenses the following sentence pair: "My sister went to the movies. She brought her friend Steph."

My sister went to the movies _____ .

11. Write the clause that best condenses the following sentence pair: "My mother loves to go hiking. She is wearing the blue parka."

My mother, _____, loves to go hiking.

12. Write the clause that best condenses the following sentence pair: "The tall man is my father. He is carrying the backpack."

The tall man _____ is my father.

13. Write the clause that best condenses the following sentence pair: "I want to make a snack. I am going to make it at home."

_____, I will make myself a snack.

14. Write the clause that best condenses the following sentence pair: "We should leave right now. That way we will make it on time."

We will make it in time _____.

15. Write the clause that best condenses the following sentence pair: "The cat has grey stripes. It lives next door."

The cat _____ lives next door.

16. Write the clause that best condenses the following sentence pair: "The flowers were in a vase on her desk. She grew the flowers herself."

The flowers, _____, were in a vase on her desk.

17. Write the clause that best condenses the following sentence pair: "My brother is leaving for college soon. You met him yesterday."

My brother, _____, is leaving for college soon.

18. Write the clause that best condenses the following sentence pair: "His cupcakes won first prize last year. They are the best cupcakes I've ever tasted."

His cupcakes, _____, won first prize last year.

19. Write the clause that best condenses the following sentence pair: "I watched TV for a long time. I could hardly stay awake."

I watched TV _____.

20. Write the clause that best condenses the following sentence pair: "She was late. She did not hear the alarm."

She was late _____.

Condensing Ideas - "A Celebration of Grandfathers"

Prompt

Recall that you are reading about how people become who they are in this unit. The essay "A Celebration of Grandfathers," by Rudolfo Anaya, explores the lessons and values the author learned from his grandfather and other *ancianos*—elderly people—in New Mexico.

Write a summary of Anaya's essay. Remember that a summary is a short account of the main points and most important information, or supporting details, in a text. Do not include your own opinions about the text, its contents, or its author. In your summary, use clauses to condense your ideas between sentences.

Response



0 words, 0 characters

Answer Key

1. Vocabulary

Vocabulary

CA ELD: ELD.PI.8.6.c.Em, ELD.PI.8.6.c.Ex, ELD.PI.8.6.c.Br

#	Term	Form	Meaning	Picture
1	cooperation	noun	people working together to meet a goal	a group of people working together to plant a tree
2	epidemics	noun	diseases that affect a large number of people	rows of sick people in hospital beds
3	tilled	verb	prepared land for growing crops	a farmer tilling the soil
4	perplexes	verb	confuses someone	a cartoon person scratching their head in confusion
5	creases	noun	lines	a face with many wrinkles

3. Using Language

Using Language

CA ELD: ELD.PII.8.6.Em, ELD.PII.8.6.Ex, ELD.PII.8.6.Br

Question Number: 1

Question: Find the sentence in paragraph 2 that tells how the young people of the author's community responded to what the older people had to share.

Sample Answer: They had something important to share with the young, and when they spoke, the young listened.

Question Number: 2

Question: Find the sentence in paragraph 2 that explains what the older people learned from working with the earth.

Sample Answer: These old abuelos and abuelitas had worked the earth all their lives, and so they knew the value of nurturing, they knew the sensitivity of the earth.

Question Number: 3

Question: Find the sentence in paragraph 2 that tells how people in the author's community responded to the need to work together.

Sample Answer: The daily struggle called for cooperation, and so every person contributed to the social fabric, and each person was respected for his contribution.

Question Number: 4

Question: Find the sentence in paragraph 6 that tells how the older people spoke.

Sample Answer: When they spoke, they spoke plainly and with few words, and they meant what they said.

Question Number: 5

Question: Find the sentence in paragraph 6 that tells why the older people in the author's community passed along their knowledge.

Sample Answer: All this they passed on to the young, so that a new generation would know what they had known, so the string of life would not be broken.

3. Using Language

Using Language

CA ELD: ELD.PII.8.2.b.Em, ELD.PII.8.2.b.Ex, ELD.PII.8.2.b.Br

Expanding and Bridging:

First Idea	Later Idea
Sometimes we forget the pain of the transformation into old age, we forget the natural breaking down of the body.	So time brings with its transformation the often painful, wearing-down process.
The American image created by the mass media is an image of youth, not of old age.	But this process is something to be faced, not something to be hidden away by false images... They do not have to copy the always-young image of the Hollywood star.
That image does not illustrate the real life of the old ones.	Real life takes into account the natural cycle of growth and change.

1. Define

Define

CA ELD: ELD.PI.8.5.Em, ELD.PI.8.5.Ex, ELD.PI.8.5.Br

1. The most important point that an author makes about a topic is the **central or main idea**.
2. The key **details** in a text help you determine the central or main idea.
3. A **memoir** might include memories to support the central idea.
4. A **summary** explains how the most important ideas and details in a text support the central idea.
5. A summary should be **objective**, which means it does not include opinions.

4. Practice

Practice

CA ELD: ELD.PI.8.6.a.Em, ELD.PI.8.6.a.Ex, ELD.PI.8.6.a.Br

Expanding and Bridging:

Supporting Detail 1	The American image created by the mass media is an image of youth, not of old age.
Supporting Detail 2	If analyzed carefully, we see that same damaging thought has crept into the way society views the old.
Supporting Detail 3	It is only the healthy, pink-cheeked, outgoing, older persons who are shown in the media.
Supporting Detail 4	That image does not illustrate the real life of old ones.
Main Idea	Our media's image of old people keeps us from understanding the elderly as they really are.

1. Define

Define

CA ELA: ELD.PII.8.7.Em, ELD.PII.8.7.Ex, ELD.PII.8.7.Br

Expanding: Condensing ideas in a text improves **connections** between sentences.

When writers combine the ideas in **sentences**, they make them more precise and detailed.

One way to condense ideas is to combine two or more verbs with the same **subject** into a compound verb.

A coordinating conjunction is a word that **connects** sentences or other words in a sentence.

Adding a prepositional phrase, which starts with a preposition and ends with a **noun** or a **pronoun**, is another way to condense ideas.

A clause is a group of words in a sentence that contains a subject and a **verb**.

Nominalization means changing a verb or an adjective into a **noun**.

2. Vocabulary

Vocabulary

CA ELD: ELD.PI.8.12.a.Em, ELD.PI.8.12.a.Ex, ELD.PI.8.12.a.Br

	Term	Form	Meaning	Example
1	condensing ideas	verb	combining the main points from two or more sentences	"Freddie tripped on a rock. Freddie dropped his phone." becomes "Freddie tripped and dropped his phone."
2	precise	adjective	exact and accurate	"Sara is <i>12-years-old</i> and <i>5 feet tall</i> ."
3	compound verb	noun	two or more verbs joined with a coordinating conjunction	"The actor <i>sang and danced</i> ."
4	coordinating conjunction	noun	a word that connects or joins two or more sentences or words in a sentence	"for," "and," "nor," "but," "or," "yet," "so"
5	prepositional phrase	noun	a phrase that starts with a preposition and ends with a noun or pronoun	"I found the book <i>with the blue cover</i> ."
6	clause	noun	a group of words in a sentence that contains a subject and a verb	" <i>After the game was over</i> , the team left the field."
7	nominalization	verb	changing a verb or adjective into a noun	"improve" becomes "improvement"; "difficult" becomes "difficulty"

3. Model

Model

CA ELD: ELD.PII.8.7.Em, ELD.PII.8.7.Ex, ELD.PII.8.7.Br

Emerging and Expanding:

1. Emily heard the phone ring but let her mother answer it.
2. Ollie slipped on the ice and sprained his ankle.
3. The crowd gathered around and photographed the movie stars.
4. Did Joseph clear the table or wash the dishes?
5. Lisa stored her scrapbooks under her bed.
6. The snow piled on top of the roof.
7. We keep our cats inside the house.
8. Alex dropped his phone onto the floor.
9. Bianca bought the sweater because it matched her leggings.
10. We watched television while we ate dinner.
11. I made pancakes but they tasted terrible.
12. The show was great even though we had to wait in a long line to see it.

4. Practice

Practice

CA ELD: ELD.PII.8.7.Em, ELD.PII.8.7.Ex, ELD.PII.8.7.Br

Expanding answer:

1. Ralph built the dog house and painted it blue.
2. Kylie finished the test and put it on the teacher's desk.
3. George read the chapter but did not finish the worksheet.
4. Deb was out of butter so she spread jam on her toast.
5. The audience applauded and left the theater.
6. We stayed at the cabin in the woods.
7. I planted daisies in the flower pot under the window.
8. My aunt brought gifts for me when she came to visit.
9. Jamal put his book on the table next to the sofa.
10. My sister went to the movies with her friend Steph.
11. My mother, who is wearing the blue parka , loves to go hiking.
12. The tall man who is carrying the backpack is my father.
13. When I get home , I will make myself a snack.
14. We will make it in time if we leave right now.
15. The cat that has grey stripes lives next door.
16. The flowers, which she grew herself , were in a vase on her desk.
17. My brother, whom you met yesterday , is leaving for college soon.
18. His cupcakes, which are the best I've ever tasted , won first prize last year.
19. I watched TV until I could hardly stay awake.
20. She was late because she did not hear the alarm.