**NAMES, NOMBRES, by Julia Alvarez—Close Reading**

**Close Reading**

**READ THE STORY READING FOR VOCABULARY**

WORDBUSTING (CSSS)

Identify and highlight the following vocabulary words:

**Commencement bazaar forbade convoluted inevitably**

Design a chart that shows the context, structure, sentence, and definition for each word.

***context - What does the word mean in context of the sentence?***

***structure - Write the word with syllable breaks.***

***sentence - Write the word in your own sentence.***

***definition – Look up the word in the dictionary and write the definition***

**READ TO IDENTIFY THE AUTHOR’S PURPOSE**

As you read, identify the author’s purpose in writing her story. The author may have more than one purpose. For example, she may want to entertain the readers, evoke compassion, persuade, express ideas, or provide information.

Chart Alvarez’s purpose (s) and supporting text in the following chart:

|  |  |
| --- | --- |
| Purpose for Writing | Details to Support |
|  |  |

**READ TO RECOGNIZE SENTENCE STRUCTURE**

One way to make sentences more interesting is to combine them and create full meaning.

When two or more simple sentences are combined together, they form a compound sentence. They may be combined by using a comma and a coordinating conjunction, a semicolon, or just a semicolon. Combine the sentences below to create one amazing sentence. Make sure that you don’t add or delete any parts that change the meaning, and try to use each of the ways mentioned above.

1. Julia’s daughter wanted his first daughter’s name to be Mauran. Her mother thought the name was ugly.
2. Julia said her name to herself to hear the beauty of it. She did not correct the immigration officer’s pronunciation of it.
3. N ames of immigrants were often mispronounced. In the 1960’s, many people became interested in pronouncing them correctly.

**READ FOR WRITING**

Working with a partner, use what you have learned about Julia Alvarez to write a dialogue between the author and a reporter. Present your dialogue to the class. Create a circle web first noting what the main issue is in Names, Nombres, what the author learned, what the author wants the reader to know, the author’s attitude, and the author’s observations.