



2ND GRADE **ELA**

# Student Materials

## **Unit 4** ***Stories of*** ***Immigration***



# Daily Lesson Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does the author put the word "discovered" in quotation marks?

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2. Why and how did early European **immigrants** come to America?

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3. Was immigration always a positive thing? Why or why not?

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4. The author states, "Their hopes for the future gave the **immigrants** courage to face the long and difficult sea voyage." Explain what this means.

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5. Even though times were rough for new **immigrants**, they continued to come. Explain why.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are the different reasons and ways people came to the Americas? Give one or two specific examples.

immigrant    descendant    settle    hardship
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does it mean to **regulate**? Why did the U.S. government begin to **regulate** the number of people coming into the country?

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2. Look at the illustrations on pages 20–21. How did the **immigrants** feel when they got to Ellis Island? How do you know?

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3. All passengers were **examined** upon arrival. What were they **examined** for? What would happen if they did not pass the examination?

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4. Describe the steps an **immigrant** needed to go through in order to receive an entry card.

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5. On page 29, the author says it was "unfair" to **limit** the number of people who come to the country. Do you think it is unfair? Why or why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe what happened at Ellis Island in the 1900s. Use at least two of the following words in your answer: **regulate**, **limit**, **admit**, and **examine**.

regulate   limit   admit   examine
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Why does the author of *Coming to America: The Story of Immigration* call the United States a "nation of **immigrants**"?

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Photograph #1



Witte mann, A. (Photographer). (1902). Ellis Island, 1902 [Photograph]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Ellis\\_island\\_1902.jpg](https://commons.wikimedia.org/wiki/File:Ellis_island_1902.jpg). This image is in the public domain.



Photograph #3



Witte mann, A. (Photographer). (1902). Ellis Island, 1902 [Photograph]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Ellis\\_island\\_1902.jpg](https://commons.wikimedia.org/wiki/File:Ellis_island_1902.jpg). This image is in the public domain.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Compound Sentences

### Brainstorm Simple Sentences

Write four compound sentences using the conjunctions: *and*, *but*, *so*, *or*.

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use a picture from the [Ellis Island Image Set \(G2, U4, L4\)](#) to write four compound sentences using each of the following conjunctions: *and*, *but*, *so*, *or*.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What do you notice about the photograph on page 5? What does it help you understand about **immigrants**?

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2. How is the information in the text the same as *Coming to America*? How is it different?

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3. What do you notice about the photograph on page 9? What does it help you understand about **immigrants**?

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4. What is steerage? Describe the conditions in steerage.

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5. Look at the diagram on page 11. What does it help you understand about immigration? What are you still wondering?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does the author's use of images and diagrams help a reader better understand early immigration to the United States? Pick one image or diagram and explain what you learn from it.

official

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why did the author include pages 16–17? What do they help readers better understand?

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2. How do the photographs on pages 18–21 help readers better understand something they already learned about Ellis Island?

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3. What questions did the inspectors ask? Why?

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4. How do the photographs on pages 26–28 help readers better understand life on Ellis Island? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does the author's use of photographs help a reader better understand the experience of coming to Ellis Island? Pick one photograph and explain what you learn from it.

deported      interpreter

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Describe the relationship between Gittel and Raisa.

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2. Why does Mama give Gittel a stern look after sneezing?

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3. What paper does Mama give Gittel? Why?

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4. Mama is not allowed on the ship. Why does she tell Gittel to go anyway?

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5. "The ship was so big, it made Gittel feel very, very small." What does the author mean by this?

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6. Why does Gittel "grip the paper tightly"?

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7. Describe Gittel's relationship with Basha. Why is it important?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What challenges does Gittel face on her journey to America? How does she respond to these challenges?

denied

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does the man on the ship weep when he sees the Statue of Liberty?

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2. How does Gittel feel about arriving in America?

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3. What happens to the paper with Mendel's address? Why?

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4. Gittel makes it to America. Why is she not happy?

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5. Why do you think the author finishes the story with *Shabbos*?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the author want us to know about immigration after reading this text?

hastily

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Who came to Angel Island? Where were they from? ("Discovering Angel Island," 2:30)

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2. Describe Dale Ching's experience at Angel Island. Was it easy or difficult? ("Discovering Angel Island," 3:29)

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3. Describe this man's experience at Angel Island. Was it easy or difficult? ("Discovering Angel Island," 4:20)

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4. Why were there laws that **limited** the number of Chinese **immigrants**? Do you think that's fair? ("Discovering Angel Island," 5:05)

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5. Why do you think the Chinese **immigrants** had to go through "grueling **interrogations**" before being allowed into the United States? Would it make you feel scared? ("Discovering Angel Island," 6:32)

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6. How is this map different from the one you saw in *Ellis Island*? ("Angel Island...", 1:00)

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7. Why might **immigrants** have written poems on the walls at Angel Island? ("Angel Island...", 4:32)

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8. Describe the Asian men's "barracks" (living space). What was it like? ("Angel Island...", 5:25)

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U.S. National Archives and Records Administration. (1931). *Examining passengers aboard ships, vessel is the Shimyo Maru, Angel Island, California* [Photograph]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Examining\\_Passengers\\_Aboard\\_Ships,\\_Vessel\\_is\\_the\\_Shimyo\\_Maru,\\_Angel\\_Island,\\_California,\\_1931\\_\(11206525434\).jpg](https://commons.wikimedia.org/wiki/File:Examining_Passengers_Aboard_Ships,_Vessel_is_the_Shimyo_Maru,_Angel_Island,_California,_1931_(11206525434).jpg) This image is in the public domain.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What was life like on Angel Island? Use at least two to three examples from the videos.

interrogation

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why does Sun need to study hard before his trip to America?

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2. Why can Sun not sleep on the ship?

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3. Why does Sun's father tear up the pages of the coaching book?

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4. How does the illustration help you better understand how Sun is feeling during the examination?

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5. What is a paper son? Is Sun a paper son?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

On the voyage, Sun thinks, "Now I have only my memory to get to America" (p. 15). Explain what Sun means by this. Do you think this is fair?

humiliation    appeal
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why do you think the poems on the wall were "sad and bitter"?

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2. Look at the illustration on page 28. How does it help the reader understand how Sun is feeling?

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3. What is a compass? Why is Sun excited about the compass?

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4. Sun waits at Angel Island for over four weeks. Compare that to an **immigrant** at Ellis Island.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the author want us to know about immigration after reading this text?

bitter

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is Garang's life like before the war? What does his father tell him?

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2. In an instant, Garang and many other Sudanese boys' lives change drastically. Explain why.

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3. The boys know the journey to Ethiopia will be dangerous, but they choose to go anyway. What steps do they take to make the journey less dangerous? Why?

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4. What other challenges do the boys face? How do they overcome them?

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5. What is a **refugee** camp? What are things like for the boys at the **refugee** camp?

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6. Why does Garang start going to school?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe the dangers and **hardships** Garang and the Lost Boys face. What steps do they take to try and overcome these **hardships**?

refugee

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. The Lost Boys are forced to leave the **refugee** camp in Ethiopia. Describe the challenges they face trying to leave.

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2. How do Tom and the other aid workers help the Lost Boys?

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3. How does Tom help Garang?

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4. **Refugee** camps are meant to be temporary, but the Lost Boys are in the **refugee** camp in Kenya for a long time. How do things change in the camp?

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5. What news does Tom bring to the camp? How do the Lost Boys respond?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is life like for the Lost Boys in the **refugee** camp? How might life be different for Garang in the United States?

reunite
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sentence Expansion

Expand the sentence below using the following question words.

Sentence: \_\_\_\_\_

Adjectives	Adverbs

Why: \_\_\_\_\_

Expanded sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sentence Expansion

Expand the sentence below using the following question words.

Sentence: **Immigrants** travel.

Adjectives	Adverbs
wary many hopeful determined	bravely often far overseas

**Why:** looking to begin a new life in another country

**Expanded sentence:**

Many immigrants travel overseas because they are looking to begin a new life in another country.

## Kernel Sentence Cards

<b>The officials ask questions.</b>	<b>Sun reads the poems.</b>
<b>The boys are examined.</b>	<b>Sun waves.</b>
<b>The interpreter helps.</b>	<b>The boys walk to Ethiopia.</b>
<b>The group arrives at Kakuma.</b>	<b>Garang and the Lost Boys flee again.</b>
<b>Garang helps.</b>	<b>Chuti cries.</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Expand a sentence using adjectives and adverbs, and explain why using the [Sentence Expansion Guide \(G2, U4, L14\)](#).

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What assignment is Lola given at school? How does it make her feel? Why?

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2. Lola says the neighborhood sounds like "a radio with the dial broken off." What does this mean? How does it help her understand the Island?

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3. Lola decides to ask different people what they remember about the Island. What does she learn?

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4. Are the memories of the Island mostly positive or negative? Why might someone choose to immigrate from a place they love?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What memories do the people from the Island bring with them when they move? Give at least two to three examples.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Lola learn from Mr. Mir? How are his memories different from the others she has interviewed?

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2. What is the monster that Mr. Mir talks about? How did it influence the Island?

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3. Abuela says, "We were scared, but we were also brave." Explain what that means.

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4. Lola says, "the Island is me." Describe what this means.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the author want us to know about immigration after reading this text?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why is Amada's family moving to Los Angeles? How do different family members feel about the move?

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2. Amada is full of worries about the trip. Why is she worried? What does she do to try and calm her worries?

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3. Why does Papá go to Los Angeles on his own? How do different family members respond when he leaves?

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4. How is life in Mexico for Amada, her mother, and her brothers without Papá?

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5. How does Papá's letter help the reader understand the challenges he has encountered after arriving in the United States?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe the challenges Amada and her family face when trying to get to the United States. How do they feel about the different challenges?

opportunities    citizen

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why can Amada and her family finally travel to Los Angeles? How do the different family members feel about leaving?

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2. Nana gives Amada a new journal. Why?

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3. Describe Amada's journey to Los Angeles.

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4. How does Amada feel when she is finally in Los Angeles? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the author want us to know about immigration after reading this text?

border

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why do Alfredo and his Papa decide to leave home? How do they feel?

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2. Mama tells Alfredo to "think of yourself as a little bird who does not need much to eat or drink to keep flying north. Just like the swallows we see every spring." What does this mean? Why do you think she says this?

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3. Describe Alfredo and Papa's journey so far.

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4. What other challenges do Alfredo and his papa face on their journey? How do they feel?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe the challenges that Alfredo and his Papa face when trying to get to the United States. How do they feel about the different challenges?

stealthy    flourish

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Why is Alfredo finally relieved?

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2. Compare the embassy to the idea Alfredo had of the embassy. How are they different? (p. 25)

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3. Why does Papa give Alfredo a \$100 bill?

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4. Describe Alfredo's experience at school.

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5. Alfredo thinks, "*Finally. Finally.*" Why do you think the author chooses to say this two times instead of one?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does the author want us to know about immigration after reading this text?

amnesty speechless

Horizontal lines for writing the answer.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are the different reasons people choose to immigrate and **settle** in a new community?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How do Hildamar, Santiago, and their family feel about being in New York?  
How do you know?

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2. Describe the library. Why do Hildamar and Santiago never go inside?

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3. What is the "good news" that Hildamar wants to share with everyone in *El Barrio*? Why is it good news?

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4. How do Hildamar and Santiago feel about New York now? Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How do Hildamar and Santiago feel about living in *El Barrio* at the beginning of the story? How and why do their feelings begin to change?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. The adults "doubt" whether they should go inside the library. Why?

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2. How does the community prepare for the Three Kings Day celebration?

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3. The author says, "The reading room had become an Island in the Caribbean." Explain what she means.

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4. Pura Belpré says that "the library belongs to you all." Is this true? How does it become true?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does the Three Kings Day celebration help bring the Puerto Rican community together?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What does Xochitl miss most about El Salvador? Why?

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2. Why does Xochitl feel "like a butterfly"?

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3. Reread the following sentence. "Afterwards, we are silent; there's so much going through our heads we do not know what to say." What do you think is going through their heads? Why?

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4. How does the community help Xochitl and her family?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How and why do Xochitl and her family bring El Salvador to California?

forsaken

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Look at the illustrations. How do they help you understand what's happening at the party?

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2. Who is this man, and what does he do? Why?

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3. How do the neighbors come together to support Xochitl and her family?

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4. Why does Don Roberto change his mind and let Xochitl and her family use the yard?

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5. At the end, *Mami* takes some dirt that she has saved from El Salvador and spreads it in the garden. Why?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How do Xochitl and her family enrich the community around them?

authorities

Horizontal lines for writing.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. The author says that Kanzi folded her quilt "quickly but carefully." What does this tell us about the quilt?

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2. Why does Kanzi wish her Baba would pack her a peanut butter and jelly sandwich?

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3. Why does Kanzi turn down the radio volume when they get to the school?

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4. How does Kanzi feel when her classmates react to her mom speaking Arabic, and what helps her feel better?

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5. On pages 9–10, Kanzi says no to the lentil soup, but also hugs her Teita's quilt around her tightly. How do you think Kanzi is feeling? Why?

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6. Why does Kanzi feel a "lump in her throat" when talking to Molly?

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7. Describe Mrs. Haugen.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mrs. Haugen tells Kanzi that "being bilingual is beautiful" (p. 8). How does Kanzi feel about being bilingual? Explain using details from the text.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Kanzi's heart is beating when she shows the class her quilt. Why?

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2. How does Mrs. Haugen respond to Molly? Do you agree with her?

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3. How does Molly change? Why?

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4. How does Kanzi affect the entire school community?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does Kanzi enrich the community around her? What is the author trying to explain and/or describe about immigration?

unite

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Community Culture Notes

Culture you are researching: \_\_\_\_\_

Contributions	Notes
Foods	
Traditions	
Music	
Games	
People	
Other	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Community Culture Notes

Culture you are researching: **Nigerian**

Contributions	Notes
Foods	<ul style="list-style-type: none"><li>• Jollof rice</li><li>• Suya – grilled spicy meat</li><li>• Puff-puff – sweet fried dough</li><li>• Chin chin– sweet, crunchy snack</li><li>• Restaurants: Safari &amp; ChopnBlok restaurant</li></ul>
Traditions	<ul style="list-style-type: none"><li>• Nigeria Cultural Parade &amp; Festival – celebrates Nigerian Independence Day</li><li>• IgboFest Houston – celebrates Igbo cultural heritage</li></ul>
Music	<ul style="list-style-type: none"><li>• Traditional drumming and dancing at festivals</li><li>• Afrobeat music</li></ul>
Games	<ul style="list-style-type: none"><li>• Ayo – Mancala–style board game</li></ul>
People	<ul style="list-style-type: none"><li>• Chimamanda Ngozi Adichie, Nigerian author</li><li>• Burna Boy and WizKid, Nigerian musicians</li><li>• Nigerian American Multicultural Council–Houston leadership</li></ul>
Other	<ul style="list-style-type: none"><li>• Large Nigerian American population (~150,000 people)</li><li>• Largest Nigerian population outside of Nigeria, "Little Nigeria"</li></ul>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

Topic Sentence: Nigerian culture has added food, traditions, music, and leadership to Houston.

- *Detail 1:* Safari and ChopnBlok–jollof rice and suya

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- *Detail 2:* Afrobeat and traditional drumming

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- *Detail 3:* Nigerian Cultural Parade and IgboFest

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- *Detail 4:* Nigerian American Multicultural Council run events

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Concluding Sentence: Nigerian culture makes Houston more exciting and diverse.

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## Shuffled Sentences

### Set 1

Salvadoran culture has added food, festivals, music, and leadership to Houston.

Salvadoran pupusas are popular in Houston restaurants like El Cuscatleco.

Community groups like Centro América Alliance celebrate Salvadoran heritage.

Houston hosts the Día del Salvadoreño festival with dancing and parades.

Salvadoran cumbia music is often performed at cultural events.

Salvadoran culture brings joy and flavor to Houston.

### Set 2

Vietnamese food like pho and bánh mì are popular at Houston restaurants such as Pho Binh and Les Givral's.

Vietnamese culture has added food, traditions, music, and leadership to Houston.

Houston hosts Tết Festival events, celebrating Vietnamese New Year with parades, music, and games.

Vietnamese culture makes Houston more colorful and welcoming.

Vietnamese traditional music and lion dances are part of many celebrations.

Community groups like the Vietnamese Culture and Science Association support leadership and education.

# [Type Culture Name]

## [Type Title Here]

By [Type your name here]

[Type paragraph text]

[Insert image here]

[Type caption here]

[Insert image here]

[Type caption here]

## [Type Title Here]

- [Type Fact #1]
- [Type Fact #2]
- [Type Fact #3]

Empty rectangular box at the top of the page.

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Rectangular box with a small shaded area at the bottom.

Rectangular box containing three bullet points.

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# Nigerian Culture

## Vibrant Nigerian Community

By A. Student

Nigerian culture has added food, traditions, music, and leadership to Houston. Nigerian parades and festivals celebrate traditions like IgboFest. Restaurants like Safari and ChopnBlok share Nigerian foods like jollof rice and soya. Lively music like Afrobeat and traditional drumming is enthusiastically performed at festivals because it brings people together in celebration and honors cultural traditions. Community groups like NAMC help share Nigerian culture and support leadership. Nigerian culture makes Houston more exciting and diverse.



Young man with Nigerian Flag.



Chin chin is a small, sweet crunchy fried Nigerian snack.

## Fun Facts

- Houston is home to the largest Nigerian population outside of Nigeria, earning the nickname "Little Nigeria."
- Chimamanda Ngozi Adichie, the celebrated author, is Nigerian.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- Research a culture that is represented in your class or community. Make sure to answer the following questions:
  - How has the culture contributed to the community?
  - What traditional foods, traditions, games, and music does the culture share?
- Create a presentation to teach others about a culture that is represented in your community. Presentations should include:
  - At least one paragraph that explains how the culture has contributed to the community through foods, traditions, games, etc.
  - Text features and/or graphics to help readers better understand the information.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Community Culture Notes

Culture you are researching: \_\_\_\_\_

Contributions	Notes
Foods	
Traditions	
Music	
Games	
People	
Other	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Community Culture Notes

Culture you are researching: **Nigerian**

Contributions	Notes
Foods	<ul style="list-style-type: none"><li>• Jollof rice</li><li>• Suya – grilled spicy meat</li><li>• Puff-puff – sweet fried dough</li><li>• Chin chin– sweet, crunchy snack</li><li>• Restaurants: Safari &amp; ChopnBlok restaurant</li></ul>
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Other	<ul style="list-style-type: none"><li>• Large Nigerian American population (~150,000 people)</li><li>• Largest Nigerian population outside of Nigeria, "Little Nigeria"</li></ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Collaboratively brainstorm and agree on a shared research question to guide your research project. Then, use the [Culture Research Project Notetaker \(G2, U4, L28\)](#) to collect facts and information about a culture represented in your community.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

Topic Sentence: Nigerian culture has added food, traditions, music, and leadership to Houston.

- *Detail 1:* Safari and ChopnBlok–jollof rice and suya

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- *Detail 2:* Afrobeat and traditional drumming

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- *Detail 3:* Nigerian Cultural Parade and IgboFest

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- *Detail 4:* Nigerian American Multicultural Council run events

---

Concluding Sentence: Nigerian culture makes Houston more exciting and diverse.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Outline an informational paragraph that explains the contributions of a culture to your class or community using the [Single Paragraph Outline](#). Then, write a draft of an informational paragraph about the contributions of a culture that introduces a topic, includes related details, and provides a concluding statement. Make sure to include multiple details from your research to support your main idea.

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## Shuffled Sentences

### Set 1

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Salvadoran pupusas are popular in Houston restaurants like El Cuscatleco.

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Salvadoran cumbia music is often performed at cultural events.

Salvadoran culture brings joy and flavor to Houston.

### Set 2

Vietnamese food like pho and bánh mì are popular at Houston restaurants such as Pho Binh and Les Givral's.

Vietnamese culture has added food, traditions, music, and leadership to Houston.

Houston hosts Tết Festival events, celebrating Vietnamese New Year with parades, music, and games.

Vietnamese culture makes Houston more colorful and welcoming.

Vietnamese traditional music and lion dances are part of many celebrations.

Community groups like the Vietnamese Culture and Science Association support leadership and education.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Using sentence strips, revise your writing by rearranging the information in your paragraph to ensure it is in an order that makes sense to the reader.

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# [Type Culture Name]

## [Type Title Here]

By [Type your name here]

[Type paragraph text]

[Insert image here]

[Type caption here]

[Insert image here]

[Type caption here]

## [Type Title Here]

- [Type Fact #1]
- [Type Fact #2]
- [Type Fact #3]

Empty rectangular box at the top of the page.

Large rectangular box containing horizontal lines for writing.

Rectangular box with a smaller section at the bottom, possibly for a title or label.

Rectangular box with a smaller section at the bottom, possibly for a title or label.

Rectangular box containing three bullet points for a list.

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# Nigerian Culture

## Vibrant Nigerian Community

By A. Student

Nigerian culture has added food, traditions, music, and leadership to Houston. Nigerian parades and festivals celebrate traditions like IgboFest. Restaurants like Safari and ChopnBlok share Nigerian foods like jollof rice and soya. Lively music like Afrobeat and traditional drumming is enthusiastically performed at festivals because it brings people together in celebration and honors cultural traditions. Community groups like NAMC help share Nigerian culture and support leadership. Nigerian culture makes Houston more exciting and diverse.



Young man with Nigerian Flag.



Chin chin is a small, sweet crunchy fried Nigerian snack.

## Fun Facts

- Houston is home to the largest Nigerian population outside of Nigeria, earning the nickname "Little Nigeria."
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Create a presentation to teach others about a culture that is represented in your community. Presentations should include:

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- Text features and/or graphics to help readers better understand the information

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

Topic Sentence: Immigrants make our community stronger by working hard, sharing their culture, and helping others.

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- Detail 1: open businesses like restaurants or grocery stores
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- Detail 2: work in jobs that that help the community, such as teachers, nurses, bus driver
- 

- Detail 3: share culture and traditions, like music and food
- 

Concluding Sentence: I believe immigrants make our town a better, more interesting, and caring place to live.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Notice and Wonder

Author: \_\_\_\_\_

Revisor: \_\_\_\_\_

**What do you notice about the author's work?**

*What stands out? What's working well?*

**What do you wonder about the author's work?**

*What's unclear or might need improvement?*

## Friendly Letter

May 5, 2025

Dear Mateo,

How are you? I am excited to share something really important we have been talking about in school. We have learned many ways **immigrants** make our community a better place to live.

Did you know that **immigrants** enrich their communities by opening businesses, working in jobs that support the community, and sharing their cultures and traditions? Many **immigrants** open small businesses, like restaurants or grocery stores, that give the community new foods and services. I also learned about a teacher in our town who came from another country and now helps kids learn English. **Immigrants** often bring unique traditions, like dances, holidays, or music that help make their communities more vibrant. I think all these things show that **immigrants** make our community stronger and more special. I'm proud to live in a place where people from many different countries can work together, share ideas, and help each other.

Your friend,

Amara

## Revision Texts

### Example #1

Apr 3, 2025

Dear Jamie,

I want to tell you about something important to me. **Immigrants** make our community a better place. They bring new ideas, traditions, and skills. **Immigrants** also work hard in hospitals, schools, and stores. They make our town more welcoming for everyone. I think it's important to stand with **immigrants**.

Sincerely,  
June

### Example #2

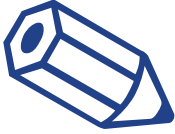
Feb. 24, 2025

Dear Jakari,

I really want to tell you how much **immigrants** help the community. **Immigrants** help in many ways. They help by bringing new food, music, and traditions. They also help because they work hard and they help with important jobs. **Immigrants** help in restaurants, schools, and hospitals. I think **immigrants** are really helpful to our community. **Immigrants** make a big difference. That's why I think we should be proud of **immigrants**.

Sincerely,  
Kai

# Revision Strategy Menu



## Add

**Ask yourself:** "What can I add to make my writing clearer or more complete?"

**When to use:**

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

**Example:** I think immigrants make our community stronger **because** they bring new ideas and traditions.



## Delete

**Ask yourself:** "Is there anything extra or off-topic?"

**When to use:**

- Repetition of the same words, phrases, or ideas
- Writing goes off topic

**Example:** Immigrants help us, ~~and we go to school.~~



## Change

**Ask yourself:** "Can I say this in a better way?"

**When to use:**

- A word or phrase is not clear
- Make the message stronger by using different words

**Example:** Immigrants are good for the city. → Immigrants make our city better by sharing food, music, and ideas.



## Rearrange

**Ask yourself:** "Would my writing make more sense in a different order?"

**When to use:**

- Important details are out of order
- Words, phrases, sentences or ideas are confusing

**Example:** They share new holidays and food. That's why I think immigrants help our town. → I think immigrants help our town. They share new holidays and food.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Public interest campaigns like "[New York Proud](#)," "[I Stand with Immigrants](#)," and "[Immigrants Contribute](#)" send a message about what makes a place special. One powerful message is that **immigrants** make our communities stronger by shaping their community's identity and culture through hard work, creativity, and care. Use what you have learned in this unit to highlight the most important ways **immigrants** enrich your community. Share your opinion about the contributions of **immigrants** by writing a letter to a friend telling them about the reasons you appreciate most.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Single Paragraph Outline

Topic Sentence: Immigrants make our community stronger by working hard, sharing their culture, and helping others.

---

- Detail 1: open businesses like restaurants or grocery stores
- 

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- 

- Detail 3: share culture and traditions, like music and food
- 

Concluding Sentence: I believe immigrants make our town a better, more interesting, and caring place to live.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Collaboratively brainstorm ways **immigrants** help your community using an idea web. Then, plan your own opinion paragraph using the [Single Paragraph Outline](#).

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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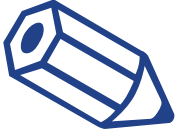
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- Make the message stronger by using different words

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- Important details are out of order
- Words, phrases, sentences or ideas are confusing

**Example:** They share new holidays and food. That's why I think immigrants help our town. → I think immigrants help our town. They share new holidays and food.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

After drafting a friendly letter, it is time to revise and edit to make sure your opinion and reasons are clear and easy to understand. Read over your letter carefully and revisit the feedback provided by your classmate in the previous lesson. Then, choose the revision strategy—adding, deleting, changing, rearranging—that makes the most sense for your draft.

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# Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# admit

verb

to let in



# amnesty

noun

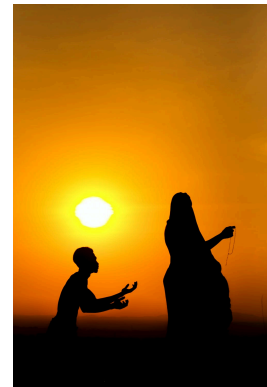
a general pardon or forgiveness given by a government



# appeal

verb

to request that your case is heard again



# authorities

noun

people who have the power to give orders or make decisions



# bitter

adjective

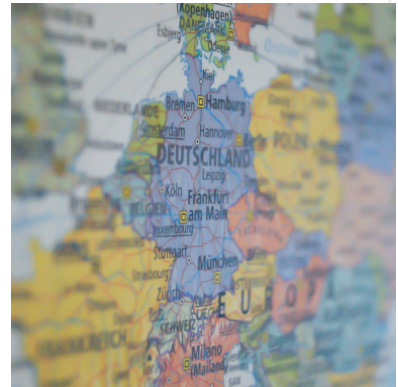
a feeling of anger and sadness



# border

noun

the place where two countries meet; you often need to show identification and papers to cross a border



# citizen

noun

a person who is born in a country or has a legal right to live there



# de-

prefix

# denied

verb

refused to give or admit



# deported

verb

to be sent back to the country from which a person came



# descendant

noun

someone who is related to a person or group of people who lived in the past



# examine

verb

to look closely at something



# flourish

verb

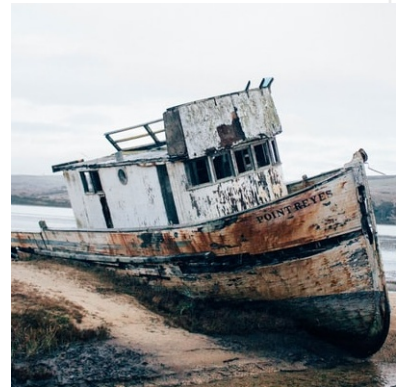
to grow in a strong, healthy way



# forsaken

adjective

deserted or abandoned



# -ful

suffix

# hardship

noun

something that is very difficult



# hastily

adverb

to do something in a quick and careless way



# humiliation

noun

embarrassment



# immigrant

noun

a person who comes to a new land to make a home



# in-

prefix

# interpreter

noun

a person who puts words in one language into another language (translator)



# interrogation

noun

a time when someone asks lots of questions for a long time



# -less

suffix

# limit

verb

to control the amount of something



# official

noun

a person who is elected or given a specific job, often involving work for the government



# opportunities

noun

chances to do something or try something new



# re-

prefix

# refugee

noun

a person forced to leave their home because it is unsafe



# regulate

verb

to control with rules



# reunite

verb

to come together again after being separated



# settle

verb

to find or make a home



# speechless

adjective

unable to speak because of surprise or shock



# stealthy

adjective

sneaky



# unite

verb

to bring together





# Unit Rubrics & Assessments

# Informational Writing Rubric

## 2nd Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Sections</b> Writes a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence	4 3 2 1	
<b>Introduction</b> Starts by introducing a topic and why it is important; Introduction <u>may</u> use a lead that captures the reader's interest, such as posing a question or presenting fascinating facts or details	4 3 2 1	
<b>Conclusion</b> Includes a concluding statement that provides a sense of closure; Restates the topic and re-emphasizes the main ideas	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Details</b> Includes 2–3 facts and details to develop and support the topic; Details tell more about each fact	4 3 2 1	
<b>Text Features</b> As called for by the task, uses 2–3 text features to reinforce main ideas, including a title, illustrations, headings, labels, or captions	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple and compound sentences; varies sentence types  Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns  Uses verbs correctly, including past tense of frequently occurring irregular verbs  Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns  Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Single Point Informational Writing Rubric

## 2nd Grade English Language Arts

### Paragraph

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Sections</b>		I wrote a complete paragraph that includes: <ul style="list-style-type: none"> <li>• A topic sentence</li> <li>• Supporting sentences</li> <li>• A concluding sentence</li> </ul>	
<b>Introduction</b>		I have introduced my topic and said why it is important.	
<b>Conclusion</b>		I included a concluding statement that provides a sense of closure.	
<b>Details</b>		I have included two to three facts and details that support my topic.	
<b>Text Features</b>		I have included two to three text features when appropriate.  The text features I used to reinforce ideas <u>may</u> include: <ul style="list-style-type: none"> <li>• Title</li> <li>• Headings</li> <li>• Photographs/Illustrations</li> <li>• Labels</li> <li>• Captions</li> </ul>	

**Presentation**

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Visual Aid</b>		My visual aid is neat and easy to understand. It helps my audience better understand the information	
<b>Text Features</b>		I have included two to three text features when appropriate.  The text features I used to reinforce ideas <u>may</u> include: <ul style="list-style-type: none"> <li>● Title</li> <li>● Headings</li> <li>● Photographs/Illustrations</li> <li>● Labels</li> <li>● Captions</li> </ul>	
<b>Speaking</b>		I speak clearly and use appropriate volume and pace when presenting.	
<b>Engagement</b>		I demonstrate enthusiasm and interest in the topic.	

# Opinion Writing Rubric

## 2nd Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Organizational Structure</b> Writes a complete paragraph that states their opinion, includes a topic sentence, lists the relevant reasons that support their opinion, and includes a concluding sentence	4 3 2 1	
<b>Introduction</b> Starts by clearly stating a topic and their opinion; Introduction <u>may</u> pose a question or start with a fact	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence that restates the opinion; Concluding sentence <u>may</u> ask a question or make a suggestion	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Reasons</b> Includes 2–3 reasons to support the opinion; reasons may be from personal experience, facts, or details; Uses linking words to connect opinion and reasons	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple and compound sentences; Varies sentence types  Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns  Uses verbs correctly, including past tense of frequently occurring irregular verbs  Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns  Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Opinion Writing Rubric

### 2nd Grade English Language Arts

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment:	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Parts of a Letter</b>		I include all the parts of a letter and the correct punctuation: <ul style="list-style-type: none"><li>● Date</li><li>● Greeting</li><li>● Body</li><li>● Closing</li><li>● Signature</li></ul>	
<b>Structure</b>		I wrote a paragraph that includes: <ul style="list-style-type: none"><li>● my opinion</li><li>● a topic sentence</li><li>● relevant reasons</li><li>● a concluding sentence</li></ul>	
<b>Introduction</b>		I introduce my paragraph in a way that captures the reader's interest.  My lead may: <ul style="list-style-type: none"><li>● Pose a question</li><li>● Present fascinating facts or details</li></ul>	

<b>Conclusion</b>		<p>I end my paragraph with a concluding sentence that restates the opinion.</p> <p>Concluding sentences may:</p> <ul style="list-style-type: none"> <li>● Ask a question, or</li> <li>● Make a suggestion</li> </ul>	
<b>Reasons</b>		<p>I include two to three relevant reasons to support my opinion. Reasons <u>may</u> be:</p> <ul style="list-style-type: none"> <li>● Personal experience</li> <li>● Facts or details</li> </ul>	
		<p>I use linking words to connect opinions and reasons.</p>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 1

Language and Conventions Focus Area	✓
I use simple and compound sentences in my writing.	
My compound sentences join two simple sentences with a comma and conjunction.	
I capitalize the names of geographic places.	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist 2

Language and Conventions Focus Area	✓
I use simple and compound sentences in my writing.	
My compound sentences join two simple sentences with a comma and conjunction.	
I capitalize the names of geographic places.	
I use adjectives and adverbs appropriately in my writing.	
I can expand my sentences to tell why the action is happening.	

**My writing goal:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What challenges does Geng Yeo face when he immigrates to America? Describe at least two.

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2. What does the author want us to know about immigration after the first half of this book?  
How do you know?

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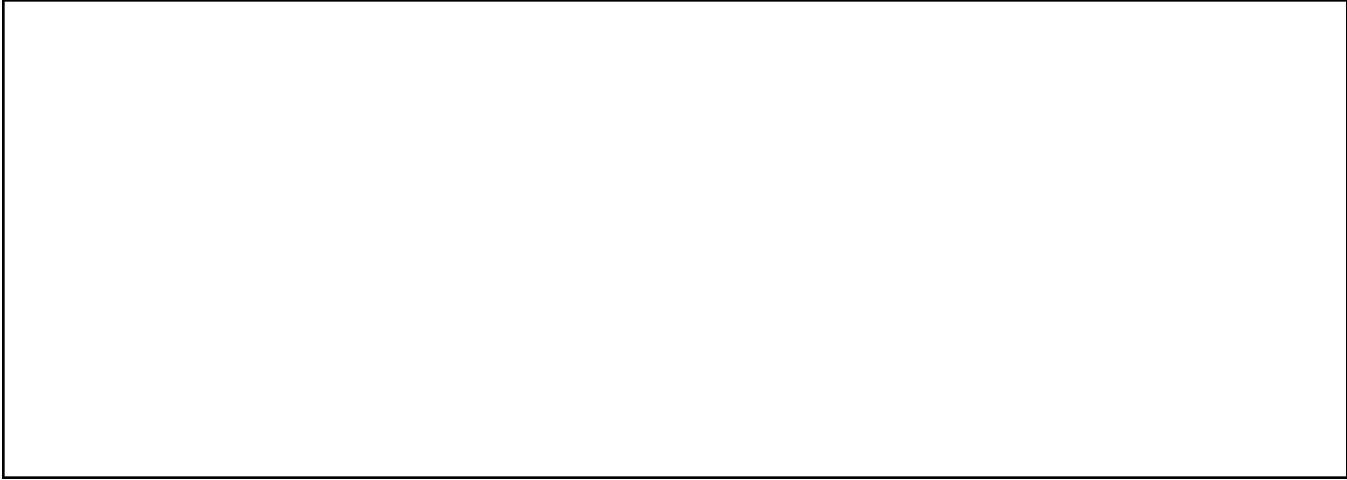
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3. Why was Tyrus able to draw the beautiful landscapes for the movie Bambi?



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4. What does the author want readers to know about immigration after reading this text?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1: Vocabulary**

1. A person who leaves their home because it is unsafe is called a(n) \_\_\_\_\_.
  - a. interpreter
  - b. immigrant
  - c. refugee
  
2. What is an example of what it means to **flourish**?
  - a. to travel a long way
  - b. to be denied
  - c. to do really well
  
3. What does it mean to **settle**?
  - a. to leave your home
  - b. to live in a place
  - c. to reunite with your family
  
4. Kanzi helped to \_\_\_\_\_ the class by teaching them how to write their names in Arabic.
  - a. appeal
  - b. unite
  - c. examine
  
5. Name two reasons people **immigrate** to the United States.

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## Part 2: Content Knowledge

6. What challenges do people face when they immigrate to the United States?

Your answer should include:

- At least two reasons
- Two examples from the unit
- Complete, detailed sentences

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Student: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Words Read Correctly: \_\_\_\_\_ Errors: \_\_\_\_\_

**Excerpt from *Brothers in Hope: The Story of the Lost Boys of Sudan***

"We must work together if we are to survive," one of the boys said. "We will form	17
groups and choose a leader for each group."	25
"Garang Deng!" someone yelled. My name!	31
I had been chosen to lead a group of thirty-five boys. I was proud but scared.	47
I knew how to take care of animals, not boys, but I did not want to let my fear keep	67
me from helping my brothers. Then I remembered what my father had told me:	81
Garang, be brave. Your heart and mind are strong. There is nothing you cannot do.	96
I joined the group of leaders, and we decided we would walk to a country called	112
Ethiopia. Before war came to our villages, many of us had heard our elders talk	127
of Ethiopia. They had said Ethiopians would provide a safe place for Sudanese	140
running from the war.	144

Williams, Mary. *Brothers in Hope: The Story of the Lost Boys of Sudan*. Lee & Low Books, 2005. Print. Page 7.

**Excerpt from *Brothers in Hope: The Story of the Lost Boys of Sudan***

The older boys decided to have a meeting.

"We must work together if we are to survive," one of the boys said. "We will form groups and choose a leader for each group."

"Garang Deng!" someone yelled. My name!

I had been chosen to lead a group of thirty-five boys. I was proud but scared.

I knew how to take care of animals, not boys, but I did not want to let my fear keep me from helping my brothers. Then I remembered what my father had told me:

Garang, be brave. Your heart and mind are strong. There is nothing you cannot do.

I joined the group of leaders, and we decided we would walk to a country called Ethiopia. Before war came to our villages, many of us had heard our elders talk of Ethiopia. They had said Ethiopians would provide a safe place for Sudanese running from the war.

Williams, Mary. *Brothers in Hope: The Story of the Lost Boys of Sudan*. Lee & Low Books, 2005. Print. Page 7.



# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/2nd-grade/materials/>