

LP

# **AMERICAN IMMIGRANTS**

Written by Tony Losongco





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# AMERICAN IMMIGRANTS

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Lesson  
Plan

Student  
Book

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## Introduce Book

Students look at the front cover, read the title, author, and illustrator. Students browse the Table of Contents and book to predict what they will learn about.

## First Read

Teacher reads page 4 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

- 1** Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

- 2** Students determine the main idea, and then write it in the margins.

 Paragraph(s) 1

*The United States is a nation of immigrants.*

 Paragraph(s) 2

*Most Americans have ancestors who came from another country.*

 Paragraph(s) 3

*The Irish and Mexicans are two groups that came from another country.*

Sum

- 3** Summarize the key idea of this passage in 25 words or less.

*The United States is a nation of immigrants, including the Irish and Mexicans.*

## Third Read

TS

- 1** Reread paragraph 3. Explain how the author organized this section of text. Identify the primary text structure. Quote and underline at least 2 signal words or phrases as evidence of the text structure.

*In paragraph 3, the structure is compare and contrast. The author says they "arrived here in contrasting ways at different time" but that they also "arrived primarily in search of a better life."*

TF

- 2** Explain how the map contributes to your understanding of the text. Quote specifically from the text. Underline the specific lines of text to which the map refers.

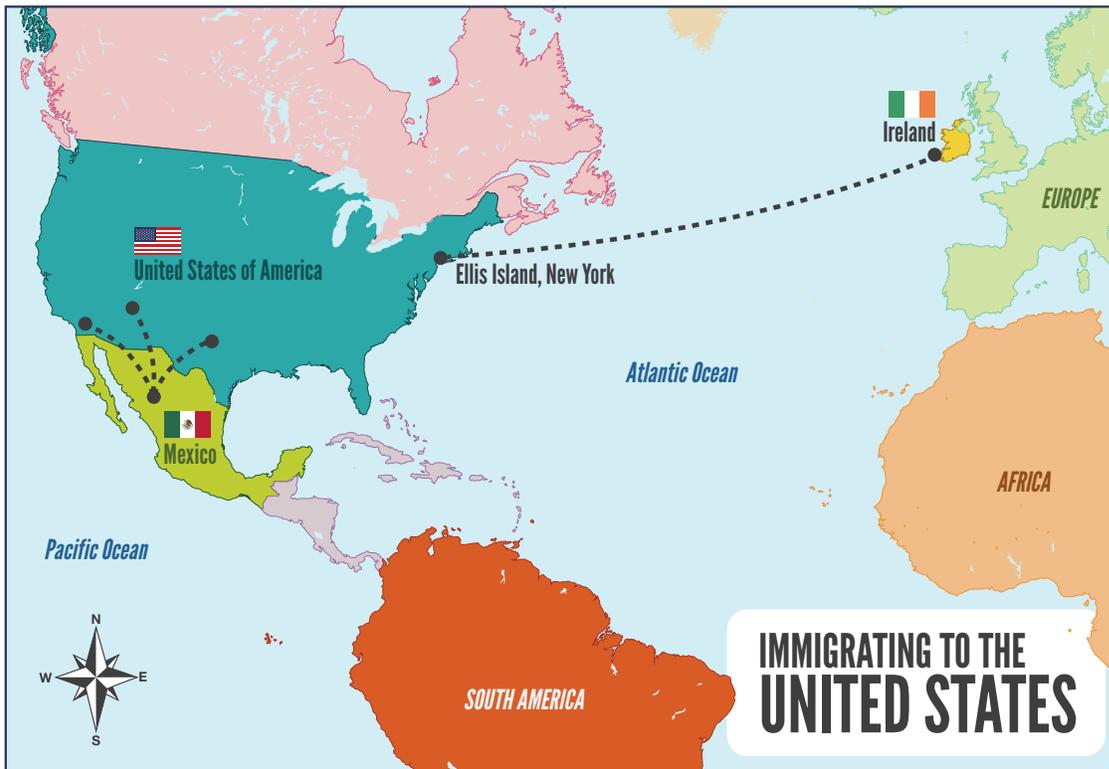
*The map shows the two different routes taken to the United States by the Mexicans and Irish. In paragraph 3, the text says they "arrived here in contrasting ways." The map shows that the Irish had to come on boats, but the Mexicans could come over land.*

## Reader Tasks - Quick Write 1

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

# INTRODUCTION



- 1 The United States of America is a nation of immigrants. An **immigrant** is a person who leaves one country for another. **STOP**
- 2 Some people in the United States are native to the country, meaning they were born here. However, it is **probable** for most that their **ancestors** immigrated to the United States at some time in the past. The United States is home to immigrants from every continent on Earth. **STOP**

3 The Irish and the Mexicans are two **examples** of immigrants who came to the United States. These groups arrived here in **contrasting** ways at different times. They had varied experiences when they reached this country. Yet, the two groups shared many **common characteristics** and both groups arrived **primarily** in search of a better life. **STOP**

## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 5 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

1

Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

2

Students determine the main idea, and then write it in the margins.

 Paragraph(s) 4

*Many Irish immigrated to the United States due to a famine in Ireland.*

 Paragraph(s) 5

*The Irish left home for many reasons.*

 Paragraph(s) 6

*Many European immigrants came to the United States by ship and through Ellis Island.*

Sum

3

Summarize the key idea of this passage in 25 words or less.

*The famine in Ireland caused many Irish to immigrate to the United States, and many of them, along with other Europeans, came through Ellis Island.*

## Third Read

DT

1

Reread paragraph 5.  
Explain why the Irish immigrants left their home.  
Quote and underline at least two details from the text to support your answer.

*In paragraph 5, the author states that the Irish left home for many reasons, including “they were starving during the time of the potato crop failure,” “they were poor,” and “they had family in the United States.”*

Rel

2

Reread paragraph 4.  
Explain the effects of the famine in Ireland.  
Quote and underline at least two statements from the text to support your answer.

*In paragraph 4, the author states that “More than one million people starved to death or died of disease,” and that “many survivors of that famine immigrated to the United States.”*

## Reader Tasks - Quick Write 2

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

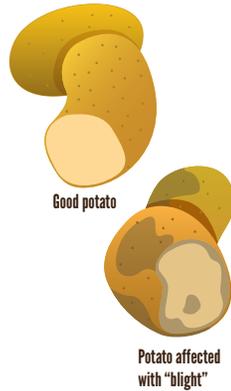
# IMMIGRANTS FROM IRELAND



Immigrants arriving at Ellis Island.



The Statue of Liberty



4 Ireland is an island in Europe. The Irish depended on potatoes for food. However, in 1845, the potato **crop failed**, due to a disease called **blight**, and a **famine** began. More than one million people starved to death or died of disease. Many survivors of that famine immigrated to the United States and by 1860, more than one million Irish immigrants lived in this country. By 1920, millions more immigrants arrived in the United States, many of them Irish. Additionally, other Europeans moved here as well. **STOP**

The Irish had **numerous reasons** for **leaving home**. One **motive** was because they were starving during the time of the potato crop failure. However, the Irish left their **homeland** before and after the famine also. Some left because they were poor and unable to make a living for their family. Others left because they had family in the United States. **STOP**

When European immigrants came, they often arrived in New York by ship. Many may have seen the Statue of Liberty before going to Ellis Island, which opened in 1892. Ellis Island was the place where new Americans **registered**. Millions of Americans can **trace** their family back to Ellis Island. **STOP**



Irish immigrants

Photo: Jeanne Boleyn

## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 6 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

MI

- 1 Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

- 2 Students determine the main idea, and then write it in the margins.

 Paragraph(s) 7

*An Irish girl named Annie Moore was the first to pass through Ellis Island.*

 Paragraph(s) 8-9

*The Irish arrived with very little money and had to endure poor conditions.*

 Paragraph(s) 11

*The Irish worked hard to succeed in the United States.*

Sum

- 3 Summarize the key idea of this passage in 25 words or less.

*The Irish arrived with very little money, and they endured poor conditions, but worked hard to succeed.*

## Third Read

TS

- 1 Reread paragraph 7. Explain how the author organized this section of text. Identify the primary text structure. Quote and underline at least 2 signal words or phrases as evidence of the text structure.

*Paragraph 7 is organized in a sequential text structure. The author says "after 12 days at sea she arrived in New York." Her parents "already had settled in New York." "Following her arrival" she went through Ellis Island.*

RE

- 2 Reread paragraph 11. Identify the claim the author makes in this paragraph. Quote and underline statements from the text that provide evidence to support the claim.

*In paragraph 11, the author claims "Irish-Americans worked hard to succeed in their new homeland." They "built railroads and canals," and later they "became teachers, police officers, and firefighters."*

## Reader Tasks - Quick Write 3

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

# LIFE AS AN IRISH IMMIGRANT



Statue commemorating Annie Moore.

- 7 An Irish girl named Annie Moore was the first to **pass through** the island. After 12 days at sea, she arrived in New York. Her parents already had settled in New York, so she traveled with only her brothers. Following her arrival she was processed through Ellis Island. This **occurred** on her 15th birthday. For the first time in a while, the family was united. **STOP**
- 8 The Irish arrived in other cities too, often staying in the cities where they landed because, at first, they were too poor to move. Later, they **spread** to other places throughout the country.

Because Irish immigrants had little <sup>9</sup> money when they became U.S. residents, many of them were forced to live in crowded ghettos. Families stayed in small, dirty **basements** and apartments while they worked in hard jobs for low wages. **STOP**

People born **previously** in the United <sup>10</sup> States, called **natives**, considered the Irish **inferior** because of their religion and mistreated them. The Irish **were largely** Catholic, but most natives followed a Protestant faith.

Irish-Americans worked hard to <sup>11</sup> succeed in their new homeland. The first **generation** of workers built railroads and canals. Later, many became teachers, police officers, and firefighters. A well-known family, the Kennedys, went into **politics** and became role models for many people, Irish and non-Irish alike. In 1960, John F. Kennedy was elected the first Catholic and Irish-American president. **STOP**

## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 7 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

- 1 Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

- 2 Students determine the main idea, and then write it in the margins.

 Paragraph(s) 12

*Mexicans also had many reasons for coming to the United States.*

 Paragraph(s) 13

*Mexicans could get here by land.*

 Paragraph(s) 14

*Many worked long hours at low-paying jobs.*

Sum

- 3 Summarize the key idea of this passage in 25 words or less.

*The Mexicans, who crossed the border by land, had many reasons for coming to the United States. They often worked long hours for low pay.*

## Third Read

TF

- 1 Explain how the photograph contributes to your understanding of the text. Quote specifically from the text. Underline the specific lines of text to which the photograph refers.

*The photograph shows the United States/Mexican border crossing. In paragraph 12, the text says, "Mexico borders the United States to the South." It also says, "Many Mexicans have come here."*

Wo  
Ph

- 2 Underline the word "unlike" in paragraph 13. Explain why the author chose to begin the paragraph with this word.

*In paragraph 13, the author contrasts how the Mexicans came to the United States by land, with how the Irish came across the ocean.*

## Reader Tasks - Quick Write 4

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

# IMMIGRANTS FROM MEXICO

Photo by Matt H. Wade, CC BY-SA 3.0



U.S. - Mexico border crossing (entering the U.S.), in San Ysidro, San Diego, California.

12 Mexico borders the United States to the south. California and some other states were actually part of Mexico until 1848. Just like Irish immigrants, Mexicans had various reasons for leaving their country. About 900,000 fled a violent revolution that began in 1910. Since then, many Mexicans have come here because of poor conditions at home. More than 10 million people who live in the U.S. now were born in Mexico. STOP

13 Unlike the Irish who had to cross an ocean, Mexican immigrants could journey to the United States by land. Mexico shares land borders with the states of California, Arizona, New Mexico, and Texas. This

made the trip shorter. Cities like Los Angeles, Phoenix, and Brownsville, became home for many Mexicans. STOP

Life was especially difficult for new immigrants, who often worked long hours at low-paying jobs. Frequently, these immigrants arrived alone without the rest of their family. They would work hard and send money home to help their families in Mexico. STOP



## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 8 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

- 1 Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

- 2 Students determine the main idea, and then write it in the margins.

 Paragraph(s) 15-16

*Children came with their parents and learned English to help them.*

 Paragraph(s) 17-18

*Parents work hard and children go to school.*

 Paragraph(s) 19

*Mexican immigrants lived in poor conditions, and did not speak English.*

Sum

- 3 Summarize the key idea of this passage in 25 words or less.

*Children came with their parents, and many lived in poor conditions. The parents worked hard and children went to school to learn English.*

## Third Read

DT

- 1 Reread paragraphs 16-18. Explain why Carmen feels it is important to learn English. Quote and underline sentences to support your answer.

*Carmen feels it is important for her to learn English because in paragraph 16, she says, she is “translating for my dad from Spanish to English all the time.” She also says in paragraph 17, “I want to surprise them with how well I speak English!” In paragraph 18, she adds that one day she hopes to be a doctor, so speaking English is important.*

TS

- 2 Reread paragraph 19. Explain how the author organized this section of text. Identify the primary text structure. Quote and underline at least 2 signal words or phrases as evidence of the text structure.

*In paragraph 19, the author is using a compare/contrast text structure. He says that both groups started out “in poor conditions,” but that Mexicans “also faced a language barrier” because they did not speak English.*

## Reader Tasks - Quick Write 5

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

# LIFE AS A MEXICAN IMMIGRANT

15 The year is 2008 and Carmen is 11 years old. Carmen came from Mexico with her father and sister and they now live in California. This is part of her fictional diary.

16 “I really like my school. I use English all the time now with my friends! It is strange translating for my dad from Spanish to English all the time. I help him at the bank, doctor’s office, and school. STOP”

17 My dad is saving money to bring my grandparents to California from Mexico. We hope to have our whole family here someday. I want to surprise them with how well I speak English!

18 My dad leaves for work very early in the morning. Every day he picks me up from school after he finishes work in the fields. He says my education is very important. He wants me to go to school so I can be a doctor when I grow up! STOP”



Photo: Charles O'Rear

A group of illegal field workers being deported back to Mexico.

Like the Irish, Mexican immigrants started out in poor conditions. The Mexicans also faced a language barrier that did not confront the Irish because the Irish spoke English. STOP

19



Photo: Charles O'Rear

Mexican field workers picking lettuce.

## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 9 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

- 1 Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

- 2 Students determine the main idea, and then write it in the margins.

 Paragraph(s) 20-21

*Braceros were temporary farm workers from Mexico.*

 Paragraph(s) 22

*Cesar Chavez fought for the rights of farm workers.*

 Paragraph(s) 23

*Chavez is a role model for many people.*

Sum

- 3 Summarize the key idea of this passage in 25 words or less.

*Braceros were temporary workers from Mexico, and Cesar Chavez fought for their rights, becoming a role model for many people.*

## Third Read

Rel

- 1 Reread paragraphs 20-21.  
Explain the effects of World War II on Mexican immigrants.  
Quote and underline at least two statements from the text to support your answer.

*In paragraph 20 the author states, "many American men were fighting" in the war, so a new program "allowed temporary Mexican immigrants called braceros" to work on American farms. In paragraph 21, the text says that many of these braceros "chose to remain in the United States as permanent immigrants."*

DT

- 2 Reread paragraph 23.  
What can you infer about how people feel about Cesar Chavez from paragraph 23?  
Quote and underline at least two details from the text to support your answer.

*In paragraph 23, the text says that many people "view Chavez as a role model," and that in some states "his birthday is a holiday." Because I know we only honor very important people by celebrating their birthdays as holidays, I can infer that Chavez was a very important person.*

## Reader Tasks - Quick Write 6

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

20 Often, the United States benefited greatly from immigrant work. In 1942, many American men were fighting in World War II and so, in that year, a new program allowed temporary Mexican immigrants, called braceros, which means to work with arms, to labor on U.S. farms. More than 4 million toiled in the program before it ended in 1964.



Mexican workers in the Braceros program await legal employment in the United States.

21 At the end of the program, many Mexicans chose to remain in the United States as permanent immigrants. STOP



Photo: Joel Levine

Cesar Chavez

22 Cesar Chavez was an advocate of the farm laborers, a role model for many Mexican-Americans. Chavez was born in Arizona. He worked in the fields as the braceros

did. He is known best for starting the United Farm Workers. He fasted to make people pay attention to working conditions of farm workers, and fought for their rights without resorting to violence. STOP

Many other people, regardless of their background, also view Chavez as a role model. In some states, his birthday is a holiday. STOP



## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 10 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

1

Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

2

Students determine the main idea, and then write it in the margins.

 Paragraph(s) 24

*Mexican and Irish immigrants had many things in common.*

 Paragraph(s) 25

*Immigrants overcame many hardships to be successful in the United States.*

Sum

3

Summarize the key idea of this passage in 25 words or less.

*Mexican and Irish immigrants had many things in common, and overcame many hardships to be successful in the United States.*

## Third Read

Wo  
Ph

1

Underline the word “compelled” in paragraph 24.  
What does “compelled” mean?  
Identify the strategy used to determine its meaning.

*In paragraph 24, the author stated that some immigrants “did not want to leave home, but were compelled to immigrate because of their circumstances.” Compelled must mean that you have to do something even though you don’t want to do it. (context)*

Rel

2

Reread paragraph 24.  
Explain the relationship between Irish and Mexican immigrants in the text and how they contribute to your understanding of the key idea.  
Quote and underline statements from the text to support your answer.

*In paragraph 24, the author states that immigrants had “many common experiences.” Some “longed to come to America,” others were “compelled to immigrate,” and all probably felt “joy, fear, hope, and sadness.”*

## Reader Tasks - Quick Write 7

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

# CONCLUSION



A U.S. Naturalization ceremony being held at the Grand Canyon.

24 Mexico and Ireland are thousands of miles apart. Yet immigrants from these countries had many common experiences. Some immigrants longed to come to America while others did not want to leave home, but were compelled to immigrate because of their circumstances. Regardless of their origin, people from both groups may have felt very similar emotions on their journey: joy, fear, hope, and sadness. 

25 These courageous people left their homes to start a new life in the United States. They faced tough times in a new land and, over the years, their families struggled to succeed as Americans. Many overcame the hardships and some have become famous American citizens. Today, many Americans can trace their family roots back to members of these immigrating populations. 

## Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.  
Students identify the text features used in the text. Students predict what they will learn.

## First Read

Teacher reads page 11 aloud.

## Second Read

Wo  
Ph

WM

FL  
WR

1

Students read to the stop sign  highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

## Third Read

PoV

1

Identify the point of view and purpose of *Voices*.

*Voices is a fictional firsthand account diary entry of a young recent Mexican immigrant.*

TS

2

Identify the text form used for *Voices*.  
Cite and underline evidence to support your answer.

*Voices is written in the form of a story told in the first person. Some words that show this perspective include: me, I, my, and our.*

Wo  
Ph

3

Identify and underline the immigrant's words that indicate his feelings about what his teacher said about immigrants.

*His teacher "made him feel better" and that America is "more beautiful" with many different cultures. He also said, "I like being part of a big change."*

## Reader Tasks - Quick Write 8

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

April 11, 2014

26 Today a boy at school taunted me. He told me to go back to Mexico and that I didn't belong here because this wasn't my country.

27 The boy got in big trouble when I told my teacher. My teacher told me that he was very happy that I was here, and that made me feel better. My teacher said he was happy that people from all over the world, especially Mexico, had come to the U.S. He said immigrants help our economy, and work very hard. He also told me about the skills, music, clothing, and art that all the different immigrants bring. My teacher said that is called culture, and each country borrows flavors from other ones.

28 America is now full of a wide variety of people who all look different and can speak many languages, and I think it's more beautiful that way.



29 My teacher is a very understanding person.

30 I think that America is an exciting place to live, and I like being part of a big change that will help so many people here in this special country. 

## Additional Source

The "Additional Source" is provided for two purposes.

**One**, students will use this passage to the right to complete the Close Reading Check on the facing page.

Reading this passage and completing the Close Reading Check is meant to determine how well students are able to approach and comprehend complex and challenging text.

Over time, students should demonstrate higher levels of proficiency with each Close Reading Check.

**Two**, students will use this passage to the right as an additional source to complete the writing prompt located after the Close Reading Check.

Follow these steps.

## Close Reading Check

Read the passage to students.

Provide a little background knowledge, but not so much that the students do not need to read the passage to complete the tasks or answer the questions.

Students read the passage independently.

Students complete the tasks and answer the questions on the facing page.

Use the Scoring Rubric on the facing page to score each task and answer.

## Additional Source

**Directions:** Carefully read the passage below.

### The Potato King of California

by Melvin Cook



George Shima

Ushijima Kinji was born in Japan in 1864. <sup>1</sup>

Because of a poor score on his entrance examination, Ushijima was unable to attend his planned university course of study. At the age of 26, he decided to leave Japan and immigrate to California and learn English. Once in California, Ushijima changed his name to George Shima, a common practice for new immigrants.

Shima first worked as a domestic servant in San <sup>2</sup>

Francisco. He then relocated to the Sacramen-

to-San Joaquin Delta region. There, he labored as a migrant farm worker.

Soon, he rose to a management position, supplying Japanese workers to local farmers. Shortly thereafter, he was able to purchase some cheap swampland considered worthless by others. Using modern farming technology, Shima began his own farming operations. He drained and **diked** his property, surrounding the area with a raised wall of dirt to prevent flooding. Then, he studied the soil to determine the most favorable crop to grow. Potatoes seemed to be the best choice.

By 1913, he owned 28,000 producing acres. By 1920, Shima controlled 85% <sup>3</sup> of the potato market in California. His nickname became "The Potato King." Despite being a target of racism towards Japanese, Shima became very active in the community. He eventually became a nationally recognized citizen.

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## NOTES!

## Scoring Rubric

**3** Completed **ALL PARTS** of the task or question. Answered **ALL PARTS** with a **HIGH DEGREE** of understanding.

**2** Completed **ALL PARTS** of the task or question. Answered **ALL PARTS** with an **ACCEPTABLE DEGREE** of understanding.

**1** Completed **SOME PARTS** of the task or question. Answered **SOME PARTS** with a **LIMITED DEGREE** of understanding.

**0** No attempt was made to complete the task or question, or the answer is unintelligible.

### Close Reading Check

**Directions:** Use the passage on the facing page to answer the questions below.

1. Find the word **diked** in paragraph 2. In the space provided, write your definition of the word. Then, identify the strategy you used to determine the meaning. Finally, explain how this strategy was helpful to you.

*The word diked means to surround an area with a raised wall of dirt to prevent flooding. I used the context clue "surrounding the area with a raised wall of dirt to prevent flooding" to determine the meaning. When reading, I should look for context clues to help determine the meaning of words.*

2. Determine the main idea of each paragraph.

**P1** *Ushijima Kinji (George Shima) was born in Japan and immigrated to the United States.*

**P2** *Shima worked several jobs before becoming a potato farmer.*

**P3** *Shima became so successful as a potato farmer that he was nicknamed "The Potato King."*

3. Summarize this passage in 25 words or less.

*George Shima immigrated to the United States, worked hard, and became a successful farmer nicknamed "The Potato King."*

4. Explain how the author organized this article. Identify the primary text structure. Quote and underline at least two signal words or phrases as evidence of the text structures.

*For this article, the author uses a sequential text structure. In paragraph 2, the author uses the words and phrases first, then, soon, and shortly after. In paragraph 3, the author uses by 1913, and by 1920. These words and phrases indicate a sequential text structure.*

Total:

TC 12

Wo Ph WM 3

MI 3

Sum 3

TS 3

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## NOTES!

## Understanding The Writing Prompt

Read the entire prompt to students.  
Reread the first paragraph.

Help students identify the purpose  
for writing.

Have students identify their role  
as the writer, the audience, the  
format, and the topic.

Students complete the  
**R.A.F.T. Table** as illustrated.  
(See completed R.A.F.T. table).

Students restate the prompt using  
the frame at the bottom of the page  
as illustrated.

Reread the second paragraph.

Students underline or highlight the  
required elements:

1. *Develop an opinion statement.*
2. *Organize and support the opinion statement with reasons and evidence from sources.*
3. *Use your own words or quote from sources.*
4. *Cite sources.*

O/A

### WRITING PROMPT

Your class is studying current events and has discussed the subject of immigration in America. Your teacher has asked each student to prepare an opinion speech about the advantages or disadvantages of life in America as an immigrant. Speeches will be presented in front of class.

After reading “American Immigrants” and “The Potato King,” **form an opinion** about the advantages or disadvantages of life in America as an immigrant. Choose evidence from the sources to support your opinion. Then, write an opinion speech several paragraphs long. **Organize and support your opinion with reasons or details from the sources. Use your own words except when quoting directly from the sources.** Be sure to **cite the source** title when using evidence from the sources.



#### R.A.F.T. Table

ROLE	<i>student</i>
AUDIENCE	<i>teacher and classmates</i>
FORMAT	<i>opinion speech</i>
TOPIC	<i>Life in America as an immigrant</i>

I am *a student* role. I am writing an *an opinion speech* format for  
*my teacher and classmates* audience about *life in America as an immigrant.* topic

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## NOTES!

O/A  
WP

# MULTI-PARAGRAPH Graphic Organizer

## OPINION Sentence

*Though American immigrants faced difficult circumstances, I think life in America as an immigrant had more advantages than disadvantages for these three reasons.*

### 1<sup>st</sup> SUPPORTING Reason

*escaped violence*

CITE SOURCE  
Title  
*"American Immigrants"*  
Page # 7  
Paragraph # 12

### 2<sup>nd</sup> SUPPORTING Reason

*became more successful than was possible in original country*

CITE SOURCE  
Title  
*"The Potato King of California"*  
Page # 12  
Paragraph # 3

### 3<sup>rd</sup> SUPPORTING Reason

*secured futures for generations that would follow*

CITE SOURCE  
Title  
*"American Immigrants"*  
Page # 6  
Paragraph # 11

## CONCLUSION

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# MULTI-PARAGRAPH Graphic Organizer

This graphic organizer provides the structure for the multi-paragraph essay, article, report, etc.

It includes an introduction that contains the opinion sentence, three body paragraphs with reasons that support the opinion sentence, and a conclusion that restates the opinion sentence and summarizes the three supporting reasons.

Space is provided for three body paragraphs in the MULTI-PARAGRAPH Graphic Organizer to the left and in the ensuing pages of this portfolio; however, students may choose as many or as few body paragraphs as needed for this prompt.

Using more than one source in the portfolio, students develop an opinion sentence about the topic from the **R.A.F.T. Table** as illustrated.

Students organize and support the opinion sentence with reasons and evidence from sources in the portfolio as demonstrated.

Students cite the source for each supporting reason as shown.

Students do not complete the Conclusion at this time.

The examples we provide are for illustration purposes. Please work with students to develop their own opinion sentence and supporting reasons and evidence.



## NOTES!

# Introduction

The Introduction contains three parts: a SNAPPY! Opening, the Opinion Sentence, and a Linking Sentence that links the SNAPPY! Opening to the Opinion Sentence.

O/A  
CW  
WP

## PLAN IT!

It is important for students to learn how to write an effective opening that hooks the reader.

The table to the right provides four SNAPPY! openings types with an example for each type. These examples are used in every portfolio.

Students select an opening from the *Opening Types* column that they would like to use.

With guidance, students write a SNAPPY! opening in the *SNAPPY! Opening* box as illustrated.

Students copy the opinion sentence from the MULTI-PARAGRAPH Graphic Organizer on the previous page into the *OPINION Sentence* box as illustrated.

The linking sentences are the last sentences students write.

With guidance, students write one or more sentences in the *LINKING Sentences* box.

These sentences link the SNAPPY! opening sentence to the Opinion sentence so that the paragraph flows naturally.

# INTRODUCTION

## PLAN IT!

OPENING TYPES	SNAPPY! Opening Examples
SF STATEMENT / FACT	It was August 28, 1963 when Dr. Martin Luther King Jr. gave a powerful speech to nearly 250 thousand people in Washington, D.C.
? QUESTION	Is it fair that one group of people is treated fairly and another group of people is treated unfairly?
Q QUOTE	"I have a dream."
A ANECDOTE	It was a hot and humid day in late summer. I sat on the shoulders of my father looking out over a huge crowd of nearly 250 thousand people.

## SNAPPY! Opening

*The United States has long been considered the great "melting pot" of the world.*

## LINKING Sentences

*This blending of cultures was not easily achieved. It took immigrants from all over the world leaving the homes they knew to start new lives in America.*

## OPINION Sentence

*Though these immigrants faced difficult circumstances, I think life in America as an immigrant had more advantages than disadvantages for these three reasons.*

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## NOTES!

## INTRODUCTION

### SAY IT!

SNAPPY! Opening

LINKING Sentences

OPINION Sentence

### WRITE IT!

 <sup>SF</sup> *The United States has long been considered the great “melting pot” of the world. This blending of cultures was not easily achieved. It took immigrants <sup>L</sup> from all over the world leaving the homes they knew to start new lives in <sup>OP</sup> America. Though these immigrants faced difficult circumstances, I think life in America as an immigrant had more advantages than disadvantages for these three reasons.*

### READ IT!

### CHECK IT! .....

 INDENT PARAGRAPH

 LINKING SENTENCES

 OPINION SENTENCE

SNAPPY! Opening

 STATEMENT FACT

 QUESTION

 QUOTE

 ANECDOTE

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## Introduction

### SAY IT!

With a partner, students orally rehearse the Introduction using the graphic organizer from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change some of the wording from the graphic organizer to make the paragraph flow naturally.

### WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

### READ IT!

Students read their introduction aloud to make sure it sounds correct.

### CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric at the back of this lesson plan book.

*It is recommended that students also edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

## NOTES!

# Body

## PLAN IT!

Students expand the 1st supporting reason from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **1st SUPPORTING Reason** box as illustrated to the right.

Students elaborate the 1st supporting reason with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase evidence from the cited source in the **QUOTE or PARAPHRASE** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the body paragraph.

**Column 1** lists transitions to be used with the 1st supporting reason sentence in the paragraph.

**Column 2** lists transitions to be used with quoting or paraphrasing evidence from the text.

O/A

CW

WP

## BODY

### PLAN IT!

#### 1st SUPPORTING Reason

*Many arrivals to America used immigration to escape violence.*

### ELABORATE

*America became a place of refuge for immigrants around the world. Some new*

*Americans came from very dangerous situations in their home countries. In the early*

*1900s, many Mexicans immigrated for safety reasons.*

### QUOTE or PARAPHRASE a reason from a source

CITE SOURCE

*"About 900,000 fled a violent revolution that began in 1910."*

Title

*"American Immigrants"*

Page # 7

Paragraph # 12

### TRANSITIONS Table

**1** First  
The first reason  
To begin with  
Initially  
In the first place

**2** The author states  
The text says  
The author says  
According to author

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## NOTES!

## BODY

### SAY IT!

Transition 1

1st supporting reason

elaborate

Transition 2

quote or paraphrase a reason from a source

### WRITE IT!

J <sup>SR</sup> *The first reason is many arrivals to America used immigration to escape violence. America became a place of refuge for immigrants around the world.*

<sup>EL</sup> *Some new Americans came from very dangerous situations in their home countries. In the early 1900s, many Mexicans immigrated for safety reasons.*

<sup>Q</sup> *The text says "about 900,000 fled a violent revolution that began in 1910."*  
<sup>CS</sup> *("American Immigrants")*

### READ IT!

### CHECK IT! .....

J INDENT PARAGRAPH

T TRANSITIONS

SR SUPPORTING REASON

EL ELABORATION

Q QUOTE

P PARAPHRASE

CS CITE SOURCE

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## Body

### SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

### WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

### READ IT!

Students read their paragraph aloud to make sure it sounds correct.

### CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

*It is recommended that students also edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

## NOTES!

# Body

## PLAN IT!

Students expand the 2nd supporting reason from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **2nd SUPPORTING Reason** box as illustrated to the right.

Students elaborate the 2nd supporting reason with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase evidence from the cited source in the **QUOTE or PARAPHRASE** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the body paragraph.

**Column 1** lists transitions to be used with the 2nd supporting reason sentence in the paragraph.

**Column 2** lists transitions to be used with quoting or paraphrasing evidence from the text.

O/A

CW

WP

## BODY

### PLAN IT!

#### 2nd SUPPORTING Reason

*American immigrants had more opportunities to be successful in the U.S. than in their original country.*

### ELABORATE

*There are many instances in American history of immigrants achieving the "American Dream." These individuals worked hard and gained success in a nation of opportunity. One such example was George Shima, who immigrated with nothing and became a prosperous potato farmer.*

### QUOTE or PARAPHRASE a reason from a source

*"By 1920, Shima controlled 85% of the potato market in California. His nickname became The Potato King."*

#### CITE SOURCE

Title  
*"The Potato King"*

Page # 12

Paragraph # 3

#### TRANSITIONS Table

1	Second	In addition
	The second reason	Further
	Another reason	Furthermore
	Additionally	

2	The author states
	The text says
	The author says
	According to <u>author</u> ,

## NOTES!

## BODY

### SAY IT!

Transition **1** , 2nd supporting reason  
 \_\_\_\_\_  
 elaborate  
 Transition **2** , quote or paraphrase a reason from a source  
 \_\_\_\_\_

### WRITE IT!

**J** <sup>SR</sup> Additionally, American immigrants had more opportunities to be successful in the U.S. than in their original country. There are many instances in American history of immigrants achieving the “American Dream.” These individuals <sup>EL</sup> worked hard and gained success in a nation of opportunity. One such example was George Shima, who immigrated with nothing and became a prosperous potato farmer. <sup>Q</sup> The text states, “By 1920, Shima controlled 85% of the potato market in California. His nickname became <sup>CS</sup> The Potato King.” (“The Potato King”)

### READ IT!

### CHECK IT! .....

<b>J</b> INDENT PARAGRAPH	<b>Q</b> QUOTE
<b>T</b> TRANSITIONS	<b>P</b> PARAPHRASE
<b>SR</b> SUPPORTING REASON	<b>CS</b> CITE SOURCE
<b>EL</b> ELABORATION	

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## Body

### SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

### WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

### READ IT!

Students read their paragraph aloud to make sure it sounds correct.

### CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

*It is recommended that students also edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

## NOTES!

# Body

## PLAN IT!

Students expand the 3rd supporting reason from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **3rd SUPPORTING Reason** box as illustrated to the right.

Students elaborate the 3rd supporting reason with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase evidence from the cited source in the **QUOTE or PARAPHRASE** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the body paragraph.

**Column 1** lists transitions to be used with the 3rd supporting reason sentence in the paragraph.

**Column 2** lists transitions to be used with quoting or paraphrasing evidence from the text.

O/A

CW

WP

## BODY

### PLAN IT!

#### 3rd SUPPORTING Reason

*Immigrants to America secured futures for generations that would follow.*

### ELABORATE

*For many, life in their home country was very difficult. The struggle for survival was fought daily with little hope for a better future. Immigrants who came to America were able to create a new life not only for themselves, but their children and grandchildren.*

### QUOTE or PARAPHRASE a reason from a source

*Many Irish-American immigrants worked as laborers on the railroads or canals. However, later generations became teachers, police officers, and firefighters.*

#### CITE SOURCE

Title  
*"American Immigrants"*

Page # 6

Paragraph # 11

### TRANSITIONS Table

**1** Third  
The third reason  
The last reason  
A final reason

Last  
Lastly  
Finally  
A final idea

**2** The author states  
The text says  
The author says  
According to author,

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## NOTES!

## BODY

### SAY IT!

Transition **1**

3rd supporting reason

elaborate

Transition **2**

quote or paraphrase a reason from a source

### WRITE IT!

**J** <sup>SR</sup> *The final reason is immigrants to America secured futures for generations*

<sup>EL</sup> *that would follow. For many, life in their home country was very difficult.*

*The struggle for survival was fought daily with little hope for a better future.*

*Immigrants who came to America were able to create a new life not only for*

*themselves, but their children and grandchildren. According to Tony Losongco,*  
*many Irish-American immigrants worked as laborers on the railroads or canals.*

<sup>P</sup> *However, later generations became teachers, police officers, and firefighters.*

<sup>CS</sup> *("American Immigrants")*

### READ IT!

### CHECK IT! .....

**J** INDENT PARAGRAPH

**T** TRANSITIONS

**SR** SUPPORTING REASON

**EL** ELABORATION

**Q** QUOTE

**P** PARAPHRASE

**CS** CITE SOURCE

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## Body

### SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

### WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

### READ IT!

Students read their paragraph aloud to make sure it sounds correct.

### CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

*It is recommended that students also edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

## NOTES!

# Conclusion

## PLAN IT!

It is important for students to learn how to write an effective closing.

The table to the right provides four SNAPPY! Closing Types with an example for each type. These examples are used in every portfolio.

Students restate or paraphrase the opinion sentence from the Introduction in the **Restate the OPINION** box.

Students summarize the supporting reasons from the body in the **SUMMARIZE the Supporting Reasons** box.

Students select a SNAPPY! Closing Type from the **SNAPPY! Closing Table** as illustrated by the red circle in the first column of the table at the top of the page.

Students create a SNAPPY! Closing and write it in the **SNAPPY! Closing** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the Conclusion.

**Column 1** lists transitions to be used with restating the opinion sentence in the paragraph.

**Column 2** lists transitions to be used with summarizing the three supporting reasons.

O/A  
CW  
WP

## CONCLUSION

### PLAN IT!

CLOSING TYPES	SNAPPY Closing Examples
? WONDER / QUESTION	I wonder what Martin Luther King would think of America today?
M MESSAGE / MORAL	Peaceful protests can lead to change.
PS POWERFUL STATEMENT	He will long be remembered for his peaceful efforts to make change.
CC CLEVER CONNECTION	The dream lives on!

### Restate the OPINION

*American immigrants may have suffered difficult circumstances, but I think their sacrifices had great advantages.*

### SUMMARIZE the Supporting Reasons

*They escaped violence in their home countries, had more opportunities for success, and secured futures for following generations.*

### SNAPPY! Closing

*Life in America was difficult for immigrants, but great benefits followed as a result of their courageous choices.*

TRANSITIONS Table			
1	In closing	To conclude	2
	In summary	To sum up	
	To summarize	In brief	
	In conclusion		
	As stated,	As discussed,	
	As noted,	In other words,	
	As shown above,	Therefore,	

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## NOTES!

## CONCLUSION

### SAY IT!

Transition **1** , \_\_\_\_\_ *restate or paraphrase the opinion*  
 Transition **2** , \_\_\_\_\_ *summarize supporting reasons*  
 \_\_\_\_\_ *SNAPPY! closing*

### WRITE IT!

**J** <sup>ROP</sup> *To conclude, American immigrants may have suffered through difficult circumstances, but I think their sacrifices had more advantages than disadvantages. As discussed, they escaped violence in their home countries, had more opportunities for success, and secured futures for following generations. Life in America was difficult for immigrants, but great benefits followed as a result of their courageous choices.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### READ IT!

### CHECK IT! .....

<b>J</b> INDENT PARAGRAPH	.....	<b>?</b> WONDER / QUESTION
<b>T</b> TRANSITIONS	.....	<b>M</b> MESSAGE / MORAL
<b>SR</b> SUPPORTING REASONS	.....	<b>PS</b> POWERFUL STATEMENT
<b>ROP</b> RESTATE OPINION	.....	<b>CC</b> CLEVER CONNECTION

**SNAPPY! CLOSING**

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## NOTES!

## Conclusion

### SAY IT!

With a partner, students orally rehearse the Conclusion using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

### WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

### READ IT!

Students read their conclusion aloud to make sure it sounds correct.

### CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric at the back of this lesson plan book.

*It is recommended that students also edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

# Final Draft

## WRITE IT!

Students compose their final draft using the introduction, body paragraphs, and conclusion from the WRITE IT! steps on the previous pages.

### ALIGNMENT TO RUBRIC

- States a clear opinion statement
- Well-organized with introduction, body, and conclusion
- Uses appropriate transitions
- Quotes from sources to support reasons
- Paraphrases from sources to support reasons
- (Cites sources)
- Uses appropriate vocabulary from sources.

- O/A
- CW
- WP
- RoW

I



### WRITE IT!

The United States has long been considered the great “melting pot” of the world. This blending of cultures was not easily achieved. It took immigrants from all over the world leaving the homes they knew to start new lives in America. **Though these immigrants faced difficult circumstances, I think life in America as an immigrant had more advantages than disadvantages for these three reasons.**

The first reason is many arrivals to America used immigration to escape violence. America became a place of refuge for immigrants around the world. Some new Americans came from very dangerous situations in their home countries. In the early 1900s, many Mexicans immigrated for safety reasons. The text says “about 900,000 fled a violent revolution that began in 1910.” (“American Immigrants”)

Additionally, American immigrants had more opportunities to be successful in the U.S. than in their original country. There are many instances in American history where immigrants achieved the “American Dream.” These individuals worked hard and gained success in a nation of opportunity. One such example was George Shima, who immigrated with nothing and became a prosperous potato farmer. The text states, “By 1920, Shima controlled 85% of the potato market in California. His nickname became The Potato King.” (“The Potato King”)

The final reason is immigrants to America secured futures for generations that would follow. For many, life in their home country was very difficult. The **struggle** for survival was fought daily with little hope for a better future. Immigrants who came to America were able to create a new life not only for themselves, but their children and grandchildren. According to Tony Losongco, **many Irish-American immigrants worked as laborers on the railroads or canals. However, later generations became teachers, police officers, and firefighters.** (“American Immigrants”)

B

C

To conclude, American immigrants may have suffered through difficult circumstances, but I think their sacrifices had more advantages than disadvantages. As discussed, they escaped violence in their home countries, had more opportunities for success, and secured futures for following generations. Life in America was difficult for immigrants, but great benefits followed as a result of their courageous choices.



## NOTES!



READ IT!



CHECK IT!

CHECK GENRE		I	INTRODUCTION
<input type="checkbox"/>	INFORMATIONAL	B	BODY
<input checked="" type="checkbox"/>	OPINION	C	CONCLUSION
<input type="checkbox"/>	NARRATIVE		



READ IT!

Students read their final draft aloud to make sure it sounds correct.



CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric.

*It is recommended that students do a final edit for writing conventions.*

*Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.*

## RUBRIC

PURPOSE & ORGANIZATION	States a clear opinion, stays on topic	
	Is well-organized	
	Has an introduction and conclusion	
	Uses appropriate transitions	
SUBTOTAL		/4
EVIDENCE & ELABORATION	Quotes or paraphrases from sources to support the opinion statement and supporting reasons	
	Elaborates the opinion statement and supporting reasons with examples, personal experiences, or details from the text	
	Develops ideas clearly using appropriate vocabulary (uses vocabulary from sources)	
	Style is appropriate for the format and audience (formal and academic)	
SUBTOTAL		/4
CONVENTIONS	Uses proper spelling, punctuation, and capitalization	
	Uses correct grammar and sentence formation	
SUBTOTAL		/2
TOTAL SCORE		/10

## Rubric

Place a "1" in the score box if the student **has met the writing descriptor**.

Place a "0" in the score box if the student **has not met the writing descriptor**.

**Total the score.**



NOTES!

# References

Immigration ... Mexican: [memory.loc.gov/learn//features/immig/mexican.html](http://memory.loc.gov/learn//features/immig/mexican.html)

Loughrey, E. *Annie Moore: First in line for America*.

Welcome to Immigration: [teacher.scholastic.com/activities/immigration/tour](http://teacher.scholastic.com/activities/immigration/tour)

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## Images

Page 5

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[http://commons.wikimedia.org/wiki/File:Irish\\_immigrants\\_1909.jpg](http://commons.wikimedia.org/wiki/File:Irish_immigrants_1909.jpg)

Landing at Ellis Island (1902). Library of Congress Prints and Photographs Division.

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Statue of Liberty by Elcobbola, CC BY-SA 3.0

[http://commons.wikimedia.org/wiki/File:Statue\\_of\\_Liberty\\_7.jpg](http://commons.wikimedia.org/wiki/File:Statue_of_Liberty_7.jpg)

Page 6

Annie Moore by Bkkrad, CC BY-SA 3.0

[http://commons.wikimedia.org/wiki/File:Annie\\_Moore.jpg](http://commons.wikimedia.org/wiki/File:Annie_Moore.jpg)

Page 7

San Ysidro Border Crossing by Matt H. Wade, CC BY-SA 3.0

<http://en.wikipedia.org/wiki/File:SanYsidroBorderCrossing.JPG>

Page 8

Charles O'Rear (1941-). IN LETTUCE FIELDS ALONG THE COLORADO RIVER, MEXICAN FARM WORKER CARRIES BOXES TO FIELD PICKERS 05/1972. U.S. National Archives and Records Administration.

<http://research.archives.gov/description/549084>

Charles O'Rear (1941-). IT'S BACK TO MEXICO FOR THESE FARM WORKERS WHO WERE PICKED UP BY THE BORDER PATROL AT CALIEXCIO FOR ILLEGAL ENTRY. HIGHER U.S. WAGES ATTRACT 300,000 [MEXICANS] ANNUALLY, ESPECIALLY TO WORK ON RICH FARM LANDS WATERED BY THE COLORADE RIVER. U.S. National Archives and Records Administration.

<http://research.archives.gov/description/549079>

Page 9

Cesar Chavez by Joel Levine, CC BY 3.0

[http://commons.wikimedia.org/wiki/File:Cesar\\_chavez.jpg](http://commons.wikimedia.org/wiki/File:Cesar_chavez.jpg)

Mexican workers await legal employment in the United States, Mexicali (Mexico) (1954). <http://commons.wikimedia.org/wiki/File:MexicaliBraceros,1954.jpg>

Page 10

Naturalization Ceremony Grand Canyon by Michael Quinn (Grand Canyon National Park Service), CC BY 2.0

[http://www.flickr.com/photos/grand\\_canyon\\_nps/5021265387](http://www.flickr.com/photos/grand_canyon_nps/5021265387)





# COLLEGE AND CAREER READINESS STANDARDS

## LITERARY TEXT

- DT** Details in Text      **Inf** Inference
- CM** Central Message      **Th** Theme
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- SS** Story Structure      **TS** Text Structure
- PoV** Point of View
- IS** Illustrations in Stories      **VI** Visual Information
- CC** Compare and Contrast
- TC** Text Complexity

## INFORMATIONAL TEXT

- DT** Details in Text      **Inf** Inference
- MI** Main Idea      **Sum** Summary
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TS** Text Structure
- Pur** Purpose      **PoV** Point of View
- VI** Visual Images      **TF** Text Features
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

## FOUNDATIONAL SKILLS

- Ph WR** Phonics and Word Recognition
- FI** Fluency

## WRITING

- I/E** Informational / Explanatory
- Nar** Narrative
- O/A** Opinion / Argumentative
- CW** Coherent Writing
- WP** Writing Process
- RoW** Range of Writing

## SPEAKING AND LISTENING

- CD** Collaborative Discussion
- PoI** Presentation of Information
- MM** Multimedia

## LANGUAGE

- WM** Word Meaning      **FL WR** Figurative Language, Word Relationships

4-5

Recommended Grade	Title	READABILITY			CCR Stretch Lexile Range	Word Count
		Type	Lexile	FP*		
5	American Immigrants	P	860	R - S	770 - 980	1382

\*Fountas and Pinnell

