Grade Level	3	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are expected to be reading at grade level. They will understand that some texts provide information and details about real people, places, and things. They will have read and comprehended short selections that present information using vocabulary that is at grade level but that also includes new words that require direct instruction that makes use of context clues and teacher explanation. Students have practiced comparing and contrasting informational texts, focusing on key details.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	In reading and writing, we made a shift to including more informational text, including an emphasis on critical reading of primary sources, not only in English Language Arts, but also in science, social studies, and technology. Students will also engage in opportunities for cross-curricular studies, bringing social studies and current events into the reading and writing classes.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.		
Materials/Resources Needed	Student copies of article "Phoenix Immigrant Mom Tells Her Story" found at http://www.azcentral.com/community/phoenix/articles/20130318phoenix-immigrant-mom-tells-her-story.html, book titled *Becoming a Citizen* by Sarah DeCapua, handout with questions regarding the article and book, computers with internet access		

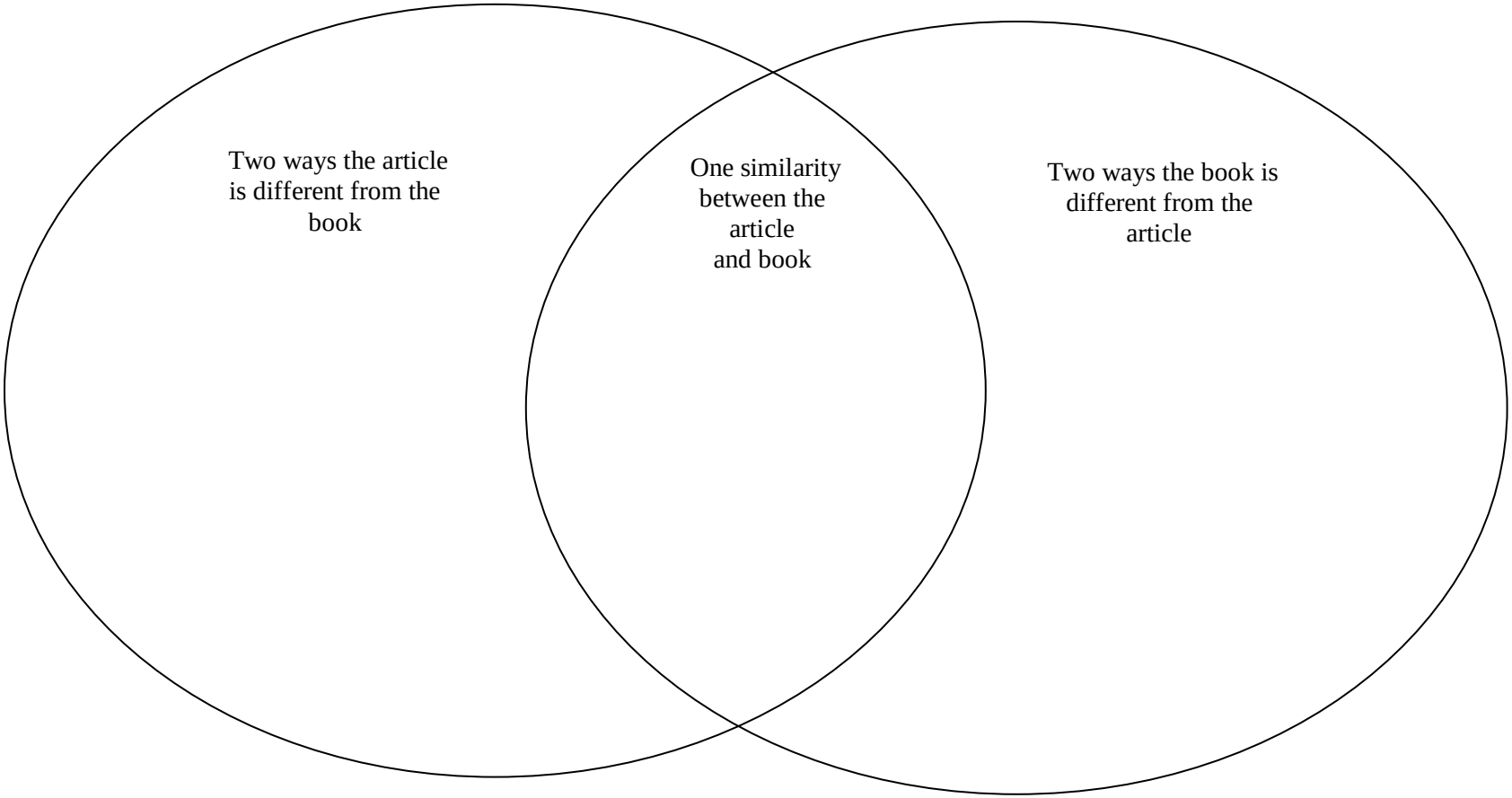
* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The students will:
1	**Introduction**: Access prior knowledge about becoming a citizen and immigration by asking students if they know of anyone who came to the U.S. from another country. Ask if they know people who are living here who became citizens or who are not yet citizens. In general, assess the extent to which students know the concepts of citizen, citizenship, and immigration. Explain and develop these vocabulary terms. Explain how our country is made up of people from all over the world. Ask students if they can name some of the countries that people have come from and locate those countries on a map. Ask if they have any ideas about how a person can become a citizen. **Interaction**: Read aloud the article about Rose Maria Soto and her daughter Dulce while the class follows with their own copies of the article. After reading the article, do a close study of it by asking the class comprehension questions that ask students to find answers in the text and to make some inferences. As students answer, have them read the sentence(s) that provide the answer. Sample questions include: Why doesn't Rose Maria tell Dulce that she will not come back to Mexico from the wedding? Tell us where you found that answer. What was life like in Mexico for this family? Read the part that tells us. When did Rose Maria apologize to her daughter Dulce? Where were they when she did? Read the part that tells us where they were. Can we tell whether Dulce was older or younger than her brother and sisters? Where does it tell us? Explain the deal that Rose Maria made with Dulce. Read the part that tells us. Have the students read with you the section of the article that begins, "The following year..." to the end. Then ask different students to summarize what happens to Rose Maria and Dulce in this part of the article. Make certain that the entire chronology is clear so that students can tell the story in their own words. Ask the following: Did either Rose Maria or Dulce become citizens? Where does it tell us? Do we know why Dulce became a legal permanent resident while Rose Maria did not? Explain to the class what it means to be a legal permanent resident and what "undocumented" and "no way to legalize her status" mean. What	**Introduction**: Engage in discussion and share their experiences with people who have come to the U.S. from other countries. **Interaction**: Read silently as the teacher reads aloud the article about Rose Maria Soto and her daughter, Dulce. Find answers to comprehension questions in the text and make inferences that require going beyond the text. Summarize what happens in the article. Describe Rose Maria with references to different events in the article. Explain what they have learned about some of the challenges people can have coming to the U.S. and hoping to become citizens.

	was life like for Dulce and Rose Maria in the U.S.? How do you know? Read the part that tells us. In the end, how did Dulce feel about her mother? How do you know? What do you think a role model is? Why do you think Rose Maria was a role model for her daughter? **Wrap Up**: Review what has been learned about people coming to the U.S. and wanting to be citizens.	
2	**Introduction:** Hand out to students copies of the book *Becoming a Citizen* and allow students to preview it. Ask students to predict what they might learn by reading this book. Hand out a paper with questions regarding the article and the book that will help students compare and contrast information in the article and the book. Project the questions on the Smart Board and read them together: We read an article from the Arizona Republic and a book titled *Becoming a Citizen*. Both present information about immigration, but one is a story about one family and their efforts to become citizens and the other describes how one becomes a citizen in the US. Think of key details in the article and book. What are three similarities in the article and the book? Think of the key details. What are three things you learned from the article that you did not learn from the book? Think of the key details. What are three things you learned from the book that you did not learn from the article? Which tells you more about becoming a citizen? Which do you find more interesting? Why? Which involves your emotions more than the other? Why? Make a connection between the article and book. Some members of Rose Maria's family become citizens, but she could not. Why was that? **Interaction**: With questions projected on the Smart Board, read aloud the first chapter of *Becoming a Citizen*, titled "What is A Citizen?" Pause to explain unfamiliar terms and consider relevant questions. Ask the class what information they find in the chapter that describes Rose Maria's situation in the U.S. What rights are listed in the chapter that she does not have? Read the chapters about applying for naturalization and who may become	**Introduction**: Preview the book Becoming a Citizen. Make predictions about the book. Read the questions silently as the teacher reads them aloud. **Interaction**: Read along with the class. Ask for help regarding unfamiliar terms. Consider relevant questions.

	a citizen, pausing to explain unfamiliar terms and consider relevant questions. **Wrap Up**: Discuss questions and answers. Be sure	**Independent Practice**: Answer questions regarding the article and book. Students who finish with time to spare should read sample questions from the test for citizenship found in the book and see if they know the answers or might have guesses. If there is still time, students may investigate the web sites listed at the end of the book. **Wrap Up**: Discuss questions and answers when finished. Students who read sample questions from the citizenship test can share those questions and their answers. Others may contribute answers.

Summative Assessment Items: Attach here. For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.



Directions:
Think of the key details of the article and book.
1. In the overlapping area, write one way in which the newspaper article and the *Becoming a Citizen* book are similar.
2. In the newspaper article section, write two ways that it is different from the book.
3. In the book section, write two ways that it is different from the article.

Answer Key: A score of 8/10 points demonstrates mastery.
Possible acceptable answers follow. Teachers can accept variations.
Similarity: They are both about **immigration**; they are both about **becoming a citizen**. Scoring: **2** = The statement mentions immigration, immigrating, citizen, or citizenship. **1** = The statement says both are about coming to the U.S. but does not use the above terms. **0** = The statement says nothing about these concepts.
Article Differences: The **article** is a story about a woman and her children coming to the United States. The article tells about Rose Maria Soto and her daughter Dulce. The article tells about a Mexican family or Mexican woman coming to the U.S. The article tells about how Dulce became famous. The article says that Soto could not become a citizen. Scoring: **4** = Both statements deal with the story of the immigration to the U.S. of Rose Maria Soto and Dulce. **3** = One statement is about Rose Maria Soto and Dulce coming to the U.S, but the other is a detail from the article. **2** = Both statements are about details from the article. **1** =One statement deals with a detail from the article and the other is inaccurate or is missing entirely. **0** = Both statements are inaccurate or are missing.
Book Differences: The **book** is about what a person has to do to become a citizen. The book is about taking a citizenship test. The book is about a citizenship ceremony. The book tells who can become a citizen. The book tells about the rights of a citizen. The book is about naturalization. Immigrants must be 18 years old. Scoring: **4** = Both statements mention becoming a citizen, citizenship, rights, immigrants, naturalization, a ceremony, a test, or other parts of citizenship process. **3** = One statement is about one of the above concepts, but the other is a detail from the book that does not mention these concepts. **2** = Both statements include details from the book but do not mention the above concepts. **1** = One statement is a detail from the book that does not mention the above concepts and the other is not from the book or is absent entirely. **0** = Both statements are unrelated to the citizenship process or are missing entirely.