

Name:

Day One

English Became José's Ticket

Part 1: Silent read

→ English skills became a ticket to success for José Antonio Vargas. Read silently.

José Antonio Vargas moved from Asia to California when he was just twelve. A coyote, or people smuggler, brought him over to live with his grandparents. Without papers, José's mother stayed behind. She hoped to immigrate later.

José wrote about his experience coming to the U.S. for *The New York Times Magazine*. At his California middle school, a kid asked him, "What's up?" José answered, "The sky." Other students laughed, unsure if José was being funny or if he was simply clueless. José wasn't trying to be rude, but learning everyday English was hard.

"I quickly grew to love my new home," José remembered. Hoping to sound like a real American, he watched old television shows like *Home Improvement*. José would play the shows over and over, practicing how the characters pronounced words.

For many immigrants to the United States, learning English is the major challenge. Students who arrive in middle school like José need to catch up on the basics. At the same time, they are expected to learn tough new vocabulary in science, social studies, and language arts.

José found lots of ways to master English. He joined his school debate team and acted in plays. José also wrote for his school paper and interned at a community newspaper. With only his elderly grandparents at home, José made connections with teachers. Teachers helped him win scholarships and acceptance to college. Now he is an award-winning journalist, a filmmaker, and an activist for immigrant rights.

Source: "My life as an undocumented immigrant," *The New York Times Magazine*, June 22, 2011.



Day One

// one minute

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Part 2: First timed read

WPM _____

José Antonio Vargas moved from Asia to California when he was just twelve. A coyote, or people smuggler, brought him over to live with his grandparents. Without papers, José's mother stayed behind. She hoped to immigrate later.

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Part 3: Comprehension and discussion

What are three ways José developed his English skills?

How did José get to go to college?

Day One

English Became José's Ticket

Part 4: Phrase-cued reading

- Read the passage **out loud** in phrases to your partner.
- Pause at each / mark for a phrase.
- Also pause at each // mark that shows the end of a sentence.

José Antonio Vargas / moved from Asia to California / when he was just twelve. // A coyote, / or people smuggler, / brought him over to live with his grandparents. // Without papers, / José's mother stayed behind. // She hoped to immigrate later. //

José wrote about / his experience coming to the U.S. / for *The New York Times Magazine*. // At his California middle school, / a kid asked him, / "What's up?" // José answered, / "The sky." // Other students laughed, / unsure if José was being funny / or if he was simply clueless. // José wasn't trying to be rude, / but learning everyday English was hard. //

"I quickly grew to love my new home," / José remembered. // Hoping to sound like a real American, / he watched old television shows / like *Home Improvement*. // José would play the shows over and over, / practicing how the characters pronounced words. //

For many immigrants to the United States, / learning English is the major challenge. // Students who arrive in middle school / like José / need to catch up on the basics. // At the same time, / they are expected to learn tough new vocabulary / in science, / social studies, / and language arts. //

José found lots of ways / to master English. // He joined his school debate team / and acted in plays. // José also wrote for his school paper / and interned at a community newspaper. // With only his elderly grandparents at home, / José made connections with teachers. // Teachers helped him win scholarships / and acceptance to college. // Now he is an award-winning journalist, / a filmmaker, / and an activist for immigrant rights. //

I read the passage in phrases out loud to my partner.