1. Focus

**Introduce the Mentor Memoir**

*Say:* The memoir I’m going to read aloud today is written by a woman named Patricia Olaya who lives in New York City.

Read aloud the title of the selection on page 18 of the mentor text. You may also wish to display the text using the interactive whiteboard resources.

*Say:* The title of Patricia Olaya’s memoir is “From Colombia, 1969.” You know that Olaya still lives in New York City. Given that information, what does this title make you wonder about this memoir? Allow students to share their “I wonder” questions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the narrative, use “Make the Mentor Text Comprehensible for ELs.”

**Read Aloud the Mentor Memoir**

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight three key features of a memoir:

1. Memoirs focus on a short period of time or several related events.
2. Memoirs focus on events the way the author remembers them.
3. Memoirs are written in narrative form.

**Short Period of Time or Related Events**

*Page 18, after title.* *Say:* The title tells me right away that the period of time I’m about to read about takes place in the author’s life during the year 1969, as she moved from Colombia to someplace else.

**Events the Way the Author Remembers Them**

*After reading page 19.* *Say:* I really know I’m reading a memoir about events that happened a long time ago when I read that the author doesn’t “remember every detail.” What the author does remember reveals to me what was and is important to her. In this case, her memory of her discomfort at being the center of attention tells me something about her as a person—perhaps she’s a little shy. More importantly, her memory of seeing tears in her grandmother’s eyes lets me know that something sad happened that day.

**Written in Narrative Form**

*Page 21, after first paragraph.* *Say:* I like the way author uses the story element of plot here to take me through the events that occurred after her father left for New York. As a reader, I’m comfortable with the narrative way of
telling a story from beginning to middle to end. By using this form, the author helps me to follow the sequence of events.

Written in Narrative Form
Page 25, after fifth sentence. **Say:** Including the important characters that the author met during this time of her life is another way she uses the narrative form to bring her memoir to life and engage me as a reader. I get a real sense of the ethnic diversity in her community and I feel a great sense of relief that she was able to make friends.

2. Rehearse

**Respond Orally to the Mentor Memoir**

After reading, invite students to share their personal reactions to the text by asking questions such as:
• **What did you visualize as you listened to the memoir?**
• **What feelings or experiences in the memoir could you relate to?**
• **Did you like this memoir? Why or why not?**

If necessary, model the following sentence frames to support ELs and struggling students:
• **I visualized _____**.
• **I have also felt __________. I have also experienced ______.**
• **I liked this memoir because ______.**

3. Independent Writing and Conferring

**Say:** Remember that when you write a memoir, you share the feelings, thoughts, and experiences you had during a short period of your life. Instead of telling all the factual details, describe events the way you remember them. Keep in mind that writing a memoir in narrative form—including a sequence of events to further the plot and introducing lively characters—will engage your readers.

Ask students to write a paragraph in which they describe what they visualized as they listened to the mentor memoir. Encourage them to visualize with their five senses.

4. Share

Bring students together. Invite volunteers to share what they visualized.

**Make the Mentor Text Comprehensible for ELs**

**Beginning**

Point to Colombia on a map or globe. **Say:** This is Colombia. It is a country in South America. (Then point to New York City on a map or globe.) This is New York City. It is a city in North America. (Show students the photograph of the author and her family on page 24. Point to the author.) This girl moved from Colombia to New York City.

**Intermediate and Advanced**

**Ask:** Who has moved to the United States from another country? What was that like? How did your life change? What new things did you have to learn? Encourage a conversation to build vocabulary and background information about the experience of moving from another country to the United States.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates: accent/el acento; airport/el aeropuerto; apartment/el apartamento; giants/los gigantes/la gigantes; opportunity/la oportunidad.