Read Aloud a Mentor Realistic Fiction Story 1

1. Focus

Introduce the Mentor Realistic Fiction Story

Say: As we become writers, we can learn a lot about the kind of story we’re going to write by reading stories that other authors have written. Today I’m going to read aloud to you a realistic fiction story by a writer named Dina Anastasio. She likes to write stories, poems, and games, and she lives in New York City. As we read, we’re going to pay attention to some key features of her story. You will be using these features in your story, too.

Say: The title of Dina Anastasio’s story is “The Writing on the Wall.” I wonder why her story is called that. What does that title make you think of? Allow students to share their predictions or “I wonder” questions.

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

Read Aloud the Mentor Realistic Fiction Story

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 realistic fiction story:
1. Realistic fiction stories are set in the world we live in.
2. The characters are like people we know.
3. The story can be (but doesn’t have to be) told from a first person point of view.

Realistic Setting
Page 6, after first paragraph. Say: I’ve read only one paragraph, but already I know that this story is taking place in a home with a kitchen, which is like the homes I’m familiar with. In the first sentence, the author has put me into a realistic setting because this is a place that could exist in the world we live in.

Realistic Characters
Page 6, after third paragraph. Say: I like the way the author introduces Maria’s mother. She is braiding Maria’s hair, so she seems like a parent who is caring and helpful. I also understand that she is a kind person when I read the words, “Then she patted the top of my head. ‘You’re done,’ she smiled.” She is also like a parent I might meet in the real world because she says, “But don’t forget,” to remind her daughter about something she has agreed to do.

Realistic Characters
After reading page 8. Say: Like Maria’s mother, Maria and Jake seem like people I might meet in the real world. When I read Maria’s words, “Well, I did
want to go with Jake. But I wouldn’t do that to my mom,” I can tell that Maria likes her friend but also cares a lot about her mother. When I read, “I have to show you something amazing!” and “It won’t take long,’ Jake begged. ‘I promise,” I can tell that Jake is enthusiastic, likes to have fun, and doesn’t like to take no for an answer.

1. Make the Mentor Text Comprehensible for ELs

Beginning
Use the pictures in the text to introduce the characters: mom/mother, Maria, and Jake. Then point to the picture on page 9. **Say:** Jake and Maria go to the cave. (Point to the picture of Maria and her mother on page 12.) **Say:** Maria and her mother go to the beach. They have a picnic. (Point to Jake and Maria on page 9.) **Say:** This boy and this girl are in a cave. (Point to the drawing on the wall of the cave.) **Say:** Look at the picture. The boy and girl are looking at the picture in the cave.

Intermediate and Advanced
Draw a picture of a beach on chart paper or show a photograph of a beach using the interactive whiteboard resources. **Say:** Tell me what you know about the beach. What is it like? What do people do there? Encourage a background-building discussion about spending time at a beach.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates to help them understand the lesson focus: art/el arte; cabin/la cabaña; important/importanté.

Use the images provided on the interactive whiteboard resources to help ELs learn vocabulary and key concepts for the read-aloud.

First Person Point of View
**After rereading page 6.** **Say:** I can tell that this story is being narrated by one of the characters because the word I appears in the first sentence. I find out who the narrator is in the second and third sentences. She says, “I heard my friend Jake outside the cabin.” Then she says, “He called ‘Maria! I have something to tell you!”’ The narrator hears her friend, and the friend calls the narrator’s name. That’s how I find out that Maria is the narrator.

2. Rehearse

**Respond Orally to the Mentor Realistic Fiction Story**

After reading the story aloud, invite students to discuss their own ideas about the setting, the characters, and the point of view by asking such questions as:

- Which details about the setting let you know this story takes place in the real world?
- Which details about the characters let you know that Maria, her mother, and Jake are like people you might know?

If necessary, model the following sentence frames to support ELs and struggling students:

- **The setting seems real because** ______.
- **The characters seem real because** ______.

3. Independent Writing and Conferring

**Say:** Remember that a realistic fiction story has a realistic setting and realistic characters. So when you write realistic fiction, use a setting that is like the world we live in and characters who are like people you might know. You can choose a character to narrate the story in the first person. That means your character will tell the story using the word I.

Ask students to draw something they visualized while listening to the mentor story, for example, a character, a setting, or an event in the story.

4. Share

Bring students together. Invite volunteers to display their drawings and tell about the story element they visualized.