

Lewis University

Digital Commons at Lewis University

First Year Writing Showcase

Spring 2022

Literacy Narrative. Narrativa de Literatura. 识字叙述

Delaney Garden

Follow this and additional works at: <https://digitalcommons.lewisu.edu/fywshowcase>



Part of the [Other English Language and Literature Commons](#)

Recommended Citation

Garden, Delaney, "Literacy Narrative. Narrativa de Literatura. 识字叙述" (2022). *First Year Writing Showcase*. 3.

<https://digitalcommons.lewisu.edu/fywshowcase/3>

This Article is brought to you for free and open access by Digital Commons at Lewis University. It has been accepted for inclusion in First Year Writing Showcase by an authorized administrator of Digital Commons at Lewis University. For more information, please contact lenaghan@lewisu.edu.

CW1

Nomination #10

Literacy Narrative. Narrativa de Literatura. 识字叙述.

My path to literacy was a little different compared to a lot of kids around me. On this path I felt alone and confused, but looking back I wouldn't have it any other way. In my lifetime I've learned 3 languages, but only two of which I remember to this day. Those 3 languages are English, Spanish, and Mandarin. Being able to speak those languages is one of my favorite things about my life because I'm able to connect with different groups of people. To me, that's what defines literacy; the ability to communicate with others in different ways.

When I was 3 years old, my dad was offered to work abroad for a year. Of course he accepted, it was a once in a lifetime opportunity. Soon after the offer, we found out the country we would soon call our new home was going to be Singapore. About a year later we moved there and it was a big culture shock for my parents. For a 4 year old, I didn't know any different. I was exposed to so much culture and diversity at such a young age. I was put into school where half of my day was spent learning in English and the other half I was learning in Mandarin. I had friends there from families in the same situation as us from England, Australia, France, and more. As kids, we didn't understand that our languages were different. Even though we all spoke English, we still had trouble understanding each other sometimes. I have a clear memory of one of these communication problems. We had just finished eating dinner with the Turks, a family we had met in Singapore from England. Lauren, the daughter, and I wanted to have a play date but it was already dark outside and the air was cold. "It's too late. Maybe tomorrow", my mom said. Lauren

looked at me and said, “It's ok, I think I'm just going to watch television tonight! You should watch it with me sometime”. ‘What in the world is television?’ I thought to myself. I had never heard of this before. It sounds like a great TV show or movie she is watching. I wanted to watch it too. I asked my mom later that night if we could watch ‘television’. “Delaney, ‘television’ just means TV. It's just the way they say it where they're from”, my mom explained. I was shocked. Why wouldn't they say TV? I remember being disappointed that television wasn't an amazing movie Lauren was watching, but I also remember being so fascinated that there were different ways to communicate that word. This helped me realize that learning the different dialects of a language is just as important as learning different languages. It's a barrier to fluent communication between two people and once you are literate in that dialect, the communication becomes a lot easier between two people.

As I learned Mandarin, I realized how much I loved it. I loved being able to speak with people and communicate with them when my parents couldn't. When we were out in public, I would have to be their translator when someone talked to us. I have memories of people coming up to us shocked to see a little girl with blonde hair and blue eyes, some would even ask to take pictures with me because it was so rare to see a person like me in Singapore. One of those times, it was two young women on a hot day in a big city while we were walking around. They came up to us and one said “oh my gosh. Your hair! So beautiful!”, with broken English. She knelt down to my height to get a closer look at me. “Where are you guys from?” she asked. We answered with “Chicago” unsure of if she would even know where that was. Her face lit up as she said “That's where Oprah is from!”. My parents took a picture of this moment as she was kneeling down looking at me in awe. As you can imagine, they were even more blown away when they realised I was able to speak their language.

When I was in first grade, I hadn't been taught how to read English yet. With the program I was enrolled in, that was taught a couple years further down the road. I didn't feel dumb because I knew that I could read, just not in English. And I didn't feel left out because all of the students in my class were learning the same language as me. That was until I was playing with some neighborhood friends one day. Like a lot of little girls do, we decided to play teacher. It was Taylor, Izzy, her sister Chloe and I. Izzy, who was a couple years older than the rest of us, decided she would be the teacher, and we would be the students. I loved playing teacher, we played all the time in school. She handed us each paper booklets that they give the students at school to practice reading short stories, and told us to read them. "I've seen these books before. I have some of them from school!", I thought. I opened the book and started to read. The words were looking like mush to me. I recognized all of the letters but they weren't making words. I realized this book was in English. "I can't read this teacher", I said. "You haven't learned how to read yet?" Izzy asked skeptically. "No, I do know how to read, just not this book. Do you have any of these in Spanish? I could read those". The other girls giggled. I was instantly embarrassed. "Oh. That's weird. I don't have any in Spanish, you just won't be able to read today". Why are they laughing? Should I know how to read English? We both know how to read, just not the same language. What's the difference? When can I learn to read in English? All of these thoughts circled in my head. After that, I counted down the days until I could read English.

My journey to literacy in English was very important to me after that event, but my literacy in Spanish and Mandarin were still important to me. Being able to connect with people in a variety of ways, through language or speech, is what literacy means to me. I learned that literacy has a different meaning for everyone. Some people might consider literacy to be reading,

writing, vocabulary for sports, or others. I used to believe that learning English was the only correct form of literacy, even though I already had literacy in a different form, Spanish.

However, seeing that others had different definitions of literacy helped me come to realize that there is no incorrect definition.

Responses to Prepare a Working Outline

Prepare a “Working Outline” – an outline to work from to write your rough draft for peer review.

Address these 5 points/questions as you think about the narrative/the story.

1. What is the “big idea” that underlies my narrative? The “so what?” State it in ONE sentence.
Literacy is communication between different people and there isn't just one definition of literacy
2. Do I have enough vivid details that the reader will be able to experience the event with me? Give 1 or 2 examples.
The night with the family from England
The memory of playing teacher
3. What is the complication or challenge you had to overcome? State it in ONE sentence.
The mentality that there is only one correct definition of literacy
4. Evaluate your description (How) of the resolution of the complication or was it not resolved? ONE sentence explanation.
By learning that literacy can come in many different forms.
5. What do I want readers to know about me? How does my writing achieve that?
I want the readers to know about my background and how my thinking about literacy shifted over the years. My writing achieves that by coming to a realization and explaining it.

Rough draft

My path to literacy was a little different compared to a lot of kids around me. On this path I felt alone and confused, but looking back I wouldn't have it any other way. Over my life I've come to learn 3 languages, only two of which I remember today. Those 3 languages are English, Spanish, and Mandarin. The first language was Mandarin which is where my literacy story begins.

When I was 3 years old, my dad was offered to work abroad for a year. Of course he accepted, what a once in a lifetime opportunity. Soon after, we found out the country we would soon call our new home was going to be Singapore. About a year later we moved there and it was a big culture shock for my parents. For a 4 year old, I didn't know any different. I was exposed to so much culture and diversity at such a young age. I was put into school where half of my day was spent learning in English and the other half I was learning in Mandarin. I loved being able to speak with people and communicate with them when my parents couldn't. I felt connected with them.

When I was in first grade, I hadn't been taught how to read English yet. With the program I was enrolled in, that was taught a couple years further down. I didn't feel dumb, because I knew that I could read, just not in English. And I didn't feel left out, because all of the students in my class were learning the same language as me. That was until I was playing with some neighborhood friends one day. Like a lot of little girls do, we decided to play teacher. It

was me, Taylor, Izzy, and her sister Chloe. Izzy, who was a couple years older than the rest of us, decided she would be the teacher, and we would be the students. I loved playing teacher, we played all the time in school. She handed us each paper booklets that they give the students at school to practice reading short stories, and told us to read them. "I've seen these books before. I have some of them from school!", I thought. I opened the book and started to read. The words were looking like mush to me. I recognized all of the letters but they weren't making words. I realized this book was in English. "I can't read this teacher", I said. "You haven't learned how to read yet?" Izzy asked skeptically. "No, I do know how to read, just not this book. Do you have any of these in Spanish? I could read those". The other girls giggled. I was instantly embarrassed. "Oh. That's weird. I don't have any in Spanish, you just won't be able to read today". Why are they laughing? Should I know how to read English? We both know how to read, just not the same language. What's the difference? When can I learn to read in English? After that, I counted down the days until I could read English.

Learning English and my journey to literacy in English was one of the most impactful things in my younger life. That doesn't take away from my path to literacy in Spanish. Being able to connect with people in a variety of ways, through language or speech, is what literacy means to me.

Notes from 1 on 1 meeting

How do you get ready for this meeting?

1. You are ready to share your ideas for your literacy essay (2 or 3 ideas you want to write about, with a clear idea of what you prefer. The other 2 ideas are just in case the others don't work). If you and I have already agreed on an idea you don't need more.

1. Experience with spanish as a kid

I know this is a basic topic that I feel like everyone talks about during class, but I feel like this topic is possibly the most important aspect of my literacy experiences growing up. I would talk about learning differently than everyone around me, not being able to read in english, my parents not being able to help, the effect it has had on me to this day, etc

I need help understanding what a literacy narrative is

2. Sports - same way as the essay we read in class - becoming fluent in a language with vocab, plays, positions, etc

2. You will tell me about your writing plans

3. Based on your plans, you will have a list of questions you want to discuss with me regarding your writing

What format should literacy narratives follow? Chronological?

Brief description of literacy narratives again

- Two essays we read in class I didn't really find a lot of similarities

Peer Review

RUBRIC: To also be used as a Project Checklist for Peer Review/ Self Evaluation

Writer's Name Edrik Padilla

Reviewer's Name Delaney Garden

	Comments
<p>Writer, write here what you would most like the reader to think about as he or she reads your draft:</p>	
<p>Project Quality Features (check p. 49 from Chapter 5 in <i>Writing Today</i>)</p> <ul style="list-style-type: none"> • An engaging title • Intimacy between the narrator and the reader • Rich and vivid details • A narrative recalling one experience, or several related experiences around a central theme(s) • Descriptive Language • Telling, Showing, Scene, Dialogue • Internal reflection on the experience and/or connection o emotion • An overall point • An argumentative point (though minor emphasis) <p><i>How effective is the:</i></p> <ul style="list-style-type: none"> • Introduction/Strategy: Is it engaging? Makes you want to read more? Connected to the rest of the essay's ideas? (Or just merely attention-grabbing?) I liked the introduction. I think it is relatable to how a lot of students feel about the process of college. As I commented on the document, the end of the introduction could be expanded on how you felt about getting into college instead of just saying "I got into college". • Development of ideas: Are the main ideas followed up with substantial support, explanation, examples? Is there an overall theme, angle, that <i>unifies</i> the entire essay? 	

I understand the main theme of the paper, but each paragraph could be more focused on a main point.

- **Organization/Coherence/Pacing:** Do paragraphs begin with topic sentences and followed up with relevant support? Does the order of ideas unfold in a logical, even creative way? Are transitions used to help keep the reader on track of the writer's ideas?

The paper had a sort of chronological way, making his way through the process of getting to college. The main points of each paragraph are a little lost in that, but not bad.

- **Conclusion:** Satisfying ending that brings essay full circle
Doesn't have to be a paragraph where you repeat everything you said (in fact, don't do that), but rather bring a sense of closure to your essay.

Yes

- **Use of Quotes/Dialogue:** Do the direct quotes capture the speaker's distinct voice and act as support for ideas?

There were no direct quotes, but a lot of places where they could be incorporated.

- **Document Design:** Are headings, visuals, featured passages used to add visual appeal and do these complement the essay ideas?

There are parts of the essay that give a visual but they could use some more depth.

- **Language/Syntax:** Are word choices concrete, particular, descriptive, "natural"? And do the sentences unfold clearly, "naturally"? And can we read aloud with ease and does it sound like a real person using language that person would use for this audience and topic?

Yes, the language of the essay is appropriate and natural. There are a couple of run on sentences that affect that.

- **How well has the author responded to the elements of the literacy narrative? Does the author define literacy?**

I could not find their definition of literacy, just make it more clear.

- What needs more attention? Provide evidence to your responses and offer suggestions:

Fixing run on sentences and repeating phrases (highlighted & commented in the document).

Making the main points of each paragraph more clear.

<p>Based on your peer's feedback, you are now ready to write your final draft. I am excited to read it!</p>	
---	--