Jorge Andrade

Danielle Carr

Literacy Narrative

September 17, 2020

**The Road to Success**

Growing up, I had a very vivid imagination. Being one the youngest of 4, I relied on my imagination because it was my form of entertainment being that there was an age gap between me and all my siblings. I was very energetic and could never stay still. School was a terrifying thing for me. Whenever my teacher would read a book, I would never listen. I was there physically, but mentally I wasn't. Days would pass, and the word that went in my ear went right out the other. One day my teacher read the book *Goodnight Moon* by Margret Wise Brown. Before she read the book, she told my classmates and me, "When we read, I want you to imagine yourself in the story." She started to read, and immediately I got distracted. Then, she shouted, "goodnight moon," and from that point on, I just saw myself hugging the moon and giving each thing she said goodnight to a huge. This opened my mind, and from that moment on, I was so in love that I wanted to take every book home and become one with the book.

I thought that I would always envision myself in books the older I got, but that wasn't the case. In the 2nd grade, I remember being introduced to textbooks. When I realized that textbooks were fewer stories and more facts, it made me hate to read so much. I went from loving to read to hating it over a year. Textbooks cause me to hate to read so much that I stopped completely and only read if I had to. The lack of reading held me back so much that I got left back. I hated to read so much that I chose to blame someone else for my irresponsibility. I didn't pick up a book until I got to the 8th grade after I got left back. In the 8th grade, my parents decided to move to the Dominican Republic. I wasn't a fluent Spanish speaker and did not know how to read or write. Being only able to understand Spanish and not speak it made it difficult to converse with my teachers and friends. Everything I wrote made no sense, and when I would read, it took me a long time to finish a short paragraph.

I felt very disappointed after my first report card. I failed most of my Spanish speaking classes. I had no determination and just wanted to give up. I had a teacher that would continuously make fun of my accent and very intimidating classmates. One day in the middle of my teacher's lecture, I knew the answer to a question she asked, so I raised my hand and attempted to answer it. As I began to speak, she cut me off and said, "you sound stupid." At that moment, my first instinct was to say something back, but I realized it wasn't going to solve anything if I did. I didn't let what said about me upset me. If anything, those words become my biggest motivators. I wanted to prove to her and anyone who doubted me wrong. I wanted to show them that I could become a fluent Spanish speaker and teach myself to read and write all by myself.

From that day one, every time I went home, I would read my textbooks and other books as much as I could. I would practice pronouncing words, conversing with my parents. I would journal but in Spanish so I could get the most practice possible. Over a month, I learned so much. I began to realize that all those long nights of stress were paying off, and it was all because of all the reading I was doing. I became fluent, and from that point on, I never gave up. Whenever I was made fun of, the longer I stayed up at night reading and journaling what I learned. By the end of the school year, not only was I a fluent Spanish speaker, but I got the highest grade in most of my Spanish classes. I was wronging everyone who doubted me and, hopefully, leaving them in shock.

When I moved back to New York, Spanish became such a big part of my life. All the challenges I went through during that school year changed how I looked at reading and writing. Even though I was not particularly eager to do it, I began to value it because of what came out of it. So, when I entered high school, I tried to be open-minded and didn't want to limit myself because I wanted to see what I was fully capable of. The first class I entered was my Global History class. As I sat in the seat, I began to think to myself, "If reading could teach me to speak a language, what more can it do?" I was so intrigued to see what my next four years were going to be like. I challenged myself and took challenging classes, so I would have no other option but to read and journal what I learned to retain the information I read.

Of all of those tough challenges I faced in my entire school career, reading was a big part of why I am becoming successful. Even when I am not too fond of it, reading helped me solve things I thought I never could. When I stopped, I failed, but I became a force not to be reckoned with when I tried. Through all the books I read these past four years, I have allowed me to build that passion and fire that I need so I could become the best version of myself possible. Reading has and will continue to lead me down the right path. Now that I am in college, I can't wait to see what I learn and what's going to come. All I know is that reading will be part of my college career because it's going to mold me to be a better person and keep me on the road to success so I could achieve great things just like I achieved to learn a new language.

**Reflection Paper**

While in the middle of this assignment, I wanted to highlight the importance of reading and writing. Reading and writing have opened doors for me in ways I never knew it could. The power of reading can open up a person's mind and allow them to become knowledgeable about a given topic, which happens to me every time I read. The genre of this assignment is literacy narratives. A literacy narrative is the story how a person became to read. My assignment follows the convention of literacy narratives because a story is introduced, highlighting how reading and writing have allowed me to conquer anything I put my mind to. Throughout the story, you could detect who might be the audience, the stance, exigence, genre, purpose, and media, which further follows the convention of literacy narratives. The media of this assignment is digital. Being that Covid-19 stopped us from going to school, everything has to be submitted online. The draft had to be uploaded on the discussion section on blackboard. The draft was then edited by two of my classmates who gave me advice on what to fix while revising my essay. The final draft had to be submitted on blackboard under the "Literacy Narrative" assignment, which could be found on the blackboard context. My stance on this assignment is to highlight the importance of reading and how it could promote growth. Even though I'm not fond of reading, reading is essential because it allows me to push myself and do things, I thought were impossible. I was able to learn a new language through reading. This made me want to read more because I just wanted to see how much knowledge I could gain by reading then not reading. My audience could range from all sorts of people. For starters, my initial audience are my classmates and professor. Being that my assignment is posted on blackboard, my classmates could show or send my essay to people I don't know. More people could read this is my classmates show other people leaving me with a bigger audience. My purpose in writing this assignment is to get the reader to understand the power reading and writing could have on an individual if they read and write. While in middle school, I never used to read. The lack of reading caused my writing to be bad, and I would always struggle in school. The second I began to read, my performance in school changed, and my writing bettered. This assignment's exigence comes from all the success I have had since I realized the benefit that comes when you read and write. Though reading isn't something I enjoy, the more I do it, the smarter and more educated I feel. So, I wanted people to understand that, although you may hate to read and write, the benefits that come with it are for your good. The exigence is that I wanted to tell a story as to why I became who I am, and it all started because of the experience I had with the first book I truly enjoyed. CLO 1 is an exploration and analysis through reading and writing a variety of genres and rhetorical situations. It meets it because throughout the story, the components that go into a text, such as the purpose, the potential audience, media, stance, exigence, and genre, are evident. This could give the reader an idea of why I wrote this, giving them more information about myself. CLO 2 is the development of strategies for reading, drafting, collaborating, revising, and editing. It meets it because the times I went back to reread my story, and my classmates gave me their opinion on what I should fix, allowed me to correct any mistakes I made, and try to better my story.