**My History as a Reader**

**Part 3:** Once your timeline is complete, look over your findings and determine which experience(s) can be turned into an engaging narrative that will reveal your values and beliefs about reading in your own life. Focus on using descriptive words and phrases to give the reader good visuals and emotional connections to your story. You may need to combine several stories to indicate your beliefs, or you could focus on one significant event to accomplish this.

Your final product should be two to three pages (typed, 12-point font, double-spaced). Use the correct MLA heading and format (see the MLA Format sheet included in your syllabus).

You must turn in your brainstorming and your timeline. They are worth 10% of the grade.

Good luck and have fun exploring this aspect of your life!

**Rubric for Literacy Biography**

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| Standard | A 90-100 | B 80-89 | C 70-79 | D 60-69 |
| Students can self- reflect as readers, including identifying relative strengths and weaknesses in their reading skills, strategies, attitude and growth | The student has made an honest and serious evaluation of his or her literacy development. The examples and instances included demonstrate a profound impact. The narrative is compelling. | The student has seriously evaluated his/her development as a reader, citing specific instances and examples that have had an impact. The reasoning for their inclusion is clear. | The student has somewhat evaluated his or her development as a reader. Examples and instances are used, but it’s unclear how they made an impact on the student’s literacy. | The student has described his or her present level of literacy, but hasn’t demonstrated how that literacy level was developed. A few meaningful examples are used, but they aren’t explained well. |
| The student’s writing is well-organized; the order, presentation or internal structure is compelling and purposeful. | The organizational structure of the essay is elegantly composed. Ideas flow easily from one to another without being obvious. | There is a clear and reasonable organizational structure to the essay. The ideas are simple to follow. | There is a basic structure, but some of the ideas jump around randomly. | The ideas are there, but they frequently jump abruptly from one idea to the other. At times it is confusing. |
| The student’s writing uses the appropriate voice for the situation, making the text lively, expressive and engaging. | The writing has character and the student’s personality comes across in a unique and engaging way. | The student’s personality comes through the writing. The reader has a sense of the writer’s personality and attitude. | The student’s personality and unique voice appear occasionally. However, at other times, the prose is flat and lacking personality. | The student’s personality and voice appear only a few times. The majority of the essay lacks personality and voice. |
| The student’s writing shows excellent control over a wide range of standard writing conventions and uses them with accuracy. | The student has used correct punctuation, capitalization, usage, grammar and spelling. There are no significant errors. | The student has used correct punctuation, capitalization, usage, grammar and spelling. There may be a few minor errors here and there, but the conventions are sound. | There are frequent errors in punctuation, capitalization, usage, grammar and spelling. | There are frequent errors in punctuation, capitalization, usage, grammar and spelling that are below grade level. |

This assignment is adapted from *The New York Times* Learning Network as well as Ms. Daly’s AP Language and Composition class. Ms. Daly adapted her lesson from both Dr. Nancy Zuercher’s presentation developed for the 2004 Dakota Writing project held at the University of South Dakota, and Deborah Brandt’s literacy narrative assignment, developed for her Composition and Literacy seminar at the University of Minnesota, Spring 1992.