|  |
| --- |
| **Narrative: Language Features Analysis Task (Senior-High School)****Source - UC Personal Insight Question Writer - Kim Nelson** |

|  |  |
| --- | --- |
| Prompt | Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced (max 350 words). |

#  Thinking back, I considerably struggled with academics throughout elementary school. I had great difficulty with fractions and other mathematical concepts. During math time, I hid behind the student in front of me and did not utter a word. I did not want my teacher to notice me nor did I want my classmates to know that I was not good at math. Besides math, I battled with words in reading and writing. I was always in the lowest reading group. I could read words, but I did not comprehend stories. The worst part of struggling in academics and earning straight C grades was that my older brother was an intelligent straight A student.

 Towards the end of my sixth grade year, I began a journey that transformed my life both physically and mentally. I was fed-up of being the “dumb fat” girl. I had enough of feeling inadequate compared to my classmates. I made a promise to myself that I was going to be a better student and lose weight. The first step in achieving my goals was to read six books over the summer. I did not like reading, but I knew that I had to overcome my barriers in reading. By the time I got through my fourth book, I was able to read without constantly stopping to check for understanding. I learned that reading takes practice. Along with my reading goals, I worked on eating healthfully and exercising twice a day. In learning about calories and servings, I improved my math skills. By measuring serving sizes, I finally figured out fractions. Seeing ¼, ⅓, and ½ next to the ounces on the measuring cup allowed me to understand adding, subtracting and dividing fractions. Losing weight was catalyst for understanding math.

 Without a doubt, I faced many educational barriers in elementary school. I now realize that it was not the numbers or words that challenged me, it was my belief in myself. When I began accomplishing short term goals, I gained confidence in my abilities not only as a student but also as a person.

|  |
| --- |
| **Mark and Discuss Narrative Language Features** |

**Directions:** Mark the language features. Then discuss with your partner.

1. Put brackets around each transition word or phrase that starts the narrative.

-(One, another) transition (word, phrase) that starts the narrative is \_\_\_\_\_\_\_\_\_\_\_\_.

 2. Draw a box around transition words or phrases that sequence the narrative stages.

-(One, another) transition (word, phrase) that sequences the narrative stages is \_\_\_\_\_\_\_\_.

 3. Star four precise words that made the writing more vivid and descriptive.

-An example of a precise (verb, adjective, adverb) that enlivens the narrative is \_\_\_\_\_\_\_\_.

 4. Circle transition words or phrases that signal analysis of the experience.

 5. (One, another) transition (word, phrase) that signals analysis of the experience is \_\_\_\_\_.

 6. Underline wording within the conclusion that clarifies the significance of the narrative, what the writer gained, learned, or resolved from the experience.

-Wording within the conclusion that clarifies the significance of the narrative is \_\_\_\_\_\_\_\_\_\_\_.