

Student Model Essay

Literacy Narrative

A Wig with Words

Since I was very young, I have had a strong passion and fascination with words, an interest that was especially encouraged by family and developed through a variety of mediums. Like most babies, my first word was rather simple: "Da-dee" ("Daddy"). When learning my alphabet and numbers, my mom would play popular kid shows of the time, including "Sesame Street" and "Arthur," on television and on audio tapes in the car. In addition, I enjoyed singing along with various Disney tapes and childhood favorites, such as Barney, Raffi, and Peter, Paul, and Mary. "I suppose you could say I was the 'gatekeeper of my children,'" Mom recalls. "Without a doubt, I preferred for them to listen to musical tapes that were both educational and fun and believe it or not, if we listened to a tape plenty of times, I would actually start to sing along, too!" she laughs. When I was able to start formulating short phrases and sentences, my parents always made it a point to correct my word usage immediately. For example, when I would say "Dad, we should have went to the store earlier," he simply replied "Gone," a simple, yet effective reminder. Just as they currently encourage me to seize any challenging opportunity, my mother and father always took the opportunity to challenge me as a child. In an attempt to broaden my vocabulary and speech skills, they tried not to simplify everything and, therefore, used "baby" words as selectively as possible. For instance, when I would point out something that I wanted but for which I did not know how to properly ask, Mom and Dad would wait until I provided the appropriate "grown-up" word, for example "water" vs. "wa-wa." Soon enough, I began reading at age four. While previously my parents, siblings, and other family members would sit and read to me, it was not long before I was reading to them because I learned quickly. In addition, I instantly enjoyed going to the library with my mom to check out new books as well as old favorites. My mom remembers a time when my sister Jordan and I were reading together: "All of a sudden, Jordan came running in, totally confused and shocked. 'Mom, how many times did you read this book to her?' she asked. 'A couple of times, maybe. Why?'" "Well, she must have memorized it then." "Nope! I don't think so. Jordan, she can read! Get another book and you'll see what I mean." Like always, Mom knows best. "You were like a little sponge," she reflects. "No matter what we threw your way, you would soak it up." This was just the beginning of my fascination with words.

Perhaps my strongest memory of truly exhibiting an enjoyment of words dates back to when I was five years old and first started watching my favorite game show, *Wheel of Fortune*. One time while watching the show, which I required of my family every night at 6:30 pm, I solved the puzzle not only before the contestants and my family, but with barely any letters on the board. The look on my family's faces when this happened was pure shock! However, after solving the puzzle, I surprised them even more by turning to my mom and asking, "Mommy, what's that mean?" Though they found it rather humorous, from then on, I always made sure I knew what the puzzle meant before I shouted out the solution.

Another one of my strengths with using words has always been spelling. In elementary and middle school, I had the opportunity a few times a week of attending "K.E.E.P.," "Keep Education Exciting Program," a special enrichment class independent of my regular classes. During this time, I was amazed on demonstrating important life skills, such as problem solving, logic, and creativity, through an array of activities and projects. It was also in this class that my peers assigned me the label of "Walking Dictionary." Whenever they would ask me to spell a word for them, I was more than capable although I could never tell whether they really did not know how to spell the word or if they were just testing me. Aside from watching too many game shows and reading, I also developed a love for words at a young age when I began to complete word searches and crossword puzzles with my dad for fun. These activities not only enhanced my spelling but also expanded my vocabulary.

My growing vocabulary ultimately evolved into my overall appreciation of writing most likely when I entered junior high school. At this point, I had already taken an interest in writing poetry, which I enjoyed composing regularly in my spare time. I still have a personal journal-like book which contains all of my poems that I have liked enough to keep and hope to add to. However, since junior high required

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Writing for Biomedical Sciences Students Harry Witchel, 2020-02-14 This book will equip readers with all the skills needed to write convincing and polished assignments in biomedical sciences The first part introduces the idea of writing for one's audience and enables readers to understand what's expected of them from different types of assignment Part two provides detailed guidance on specific writing and presentation tasks with individual chapters on essays lab reports reflective writing posters and presentations Parts three and four cover all of the key skills needed for successful writing in the biomedical sciences and help students develop a critical eye when selecting and researching information and create clear well structured assignments Chapters contain top tips examples and helpful summaries of key points and three annotated sample assignments are provided in an appendix This is an essential companion to any student studying biomedical science or related disciplines such as physiology biomedical engineering pharmacy medicine and dentistry

Technology Implementation and Teacher Education: Reflective Models Yamamoto, Junko, Kush, Joseph C., Lombard, Ron, Hertzog, C. Jay, 2010-05-31 Today's students are faced with the challenge of utilizing technology to support not only their personal lives but also their academic careers Technology Implementation and Teacher Education Reflective Models provides teachers with the resources needed to address this challenge and develop new methodologies for addressing technology in practice With chapters focusing on online and blended learning subject specific teacher education and social and affective issues this reference provides a comprehensive international perspective on the role of technology in shaping educational practices

The Argument Writing Toolkit Sean Ruday, 2015-07-16 In order for students to write effective arguments they need to read good arguments In this practical book you'll find out how to use mentor texts to make writing instruction more meaningful authentic and successful Author Sean Ruday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing You'll learn how to introduce high interest topics to students to get them interested and engaged in argument writing Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed defensible arguments Make argument writing an interactive student driven exercise in which students pursue their own writing projects Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum The book is filled with examples and templates you can bring back to the classroom immediately as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards Blank templates are also available as printable eResources on our website <http://www.routledge.com> 9781138924390

Social Justice in Action Neal A. Lester, 2024-11-08 Addressing both veterans of justice work and novices seeking points of entry the essays in this volume showcase practical approaches to

diversity equity and inclusion ways to build community earn trust tell unheard stories and develop solutions to problems Emphasizing values such as empathy self reflection and integrity the volume is rooted in humanities work but also features contributions from fields as diverse as the performing arts architecture and evolutionary biology and represents settings beyond the college campus such as schools libraries museums and prisons While bringing insights from higher education it critiques the system as well exploring the ways that institutions reinforce power structures and exclude marginalized voices Interspersed with the essays brief reflections by activists and artists offer testimony and inspiration **Final Draft Level 3**

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your writing muscles and energize your teaching As Messner shares One of the greatest gifts of writing is the way it nudges us to look more closely not only at the world but also at ourselves **Recording for the Blind & Dyslexic, ... Catalog of Books** ,1996 **International Student of the World Problem of Alcoholism** ,1928 **Performance-Based Assessment for 21st-Century Skills** Todd Stanley,2021-09-03 Performance based assessments allow classroom teachers an alternative to traditional multiple choice tests We often use fill in the bubble assessments in education to determine the readiness of students However in the 21st century workplace these types of tests fail to truly prepare students How many times in the real world are we called upon to take a multiple choice test In the real world we are called upon to prove our merit through performance based assessments displaying our 21st century skills We should be preparing students for this in the classroom Performance Based Assessment for 21st Century Skills makes the argument that teachers should use performance based assessments in the classroom It guides the educator step by step to show how he or she can create performance based assessments for students including what they look like teaching students how to create them setting the proper classroom environment and how to evaluate them **English Journal** ,1928 **A Selection from the Best English Essays Illustrative of the History of English Prose Style** Sherwin Cody,1903 *A Selection from the Best English Essays Illustrative of the History of English Prose Style* ,1903

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