

Literacy Narratives

A literacy narrative tells a story of remembering. In this sense, it is similar to a memoir. Like memoirists, when the writers of literacy narratives tell their own stories, they relate events and also analyze how these events have shaped their identities. However, there is an important difference between the memoir and the literacy narrative: The writers of literacy narratives tell a story specifically about how they learned to read and/or write.

You may be familiar with literacy narratives already; many memoirs include sections about how the authors learned to read or write or important moments in the development of their literacy. Examples include Jimmy Santiago Baca's *Working in the Dark* and Eudora Welty's *One Writer's Beginnings*. Other memoirs focus more on the development of the author's literacy, such as Stephen King's *On Writing* and Anne Lamott's *Bird by Bird*. Sometimes memoirists will use the story of the development of their reading and writing as a context in which other stories are woven, as Azar Nafisi does in *Reading Lolita in Tehran: A Memoir in Books*, in which she tells the story of a secret women's book group in Iran and how the books they read reflected and affected the lives of the women in the group.

WRITE

What was the first book (or sentence or word) you read? What was the context? Where were you, and who was present? What was the experience like for you? Put your pen to paper and freewrite for ten minutes about this experience.

Analyzing Literacy Narratives

Purpose People write literacy narratives because their formative experiences with reading and writing are important to them; they want to share their stories with others, especially if their literacy histories involve obstacles or challenges. Some may also want to make an argument about the importance of literacy.

Audience Literacy narratives are often written in composition classes and other college courses. Instructors assign this genre to help students understand what influences their speaking, reading, and writing. In this case, a writer's main audience is his or her instructor and classmates. Outside the classroom, writers create literacy narratives to help educators, librarians, and other people involved in literacy fields better understand how literacy practices and histories manifest themselves in people's lives. (For examples of narratives in various media—text, audio, and video—see the Digital Archive of Literacy Narratives at Ohio State University.)

Literacy narratives are often published for a wider, popular audience; they may appear in a magazine or journal, or as part of a larger collection of essays, as is the case for the narrative that appears later in this section (the excerpt from [Richard Rodriguez's *Hunger for Memory*](#)).

Rhetorical appeals Writers of literacy narratives use direct language and real details from their lives to establish credibility (ethos). They also make logical connections (logos) between their narratives and the larger issues of literacy; often these authors write to emphasize and argue about the importance of literacy, which makes the use of logos especially important.

Modes & media Many writers of literacy narratives use the traditional essay or book form; for example, Helen Keller includes her memoir of learning to understand Braille in her autobiography, *The Story of My Life*. Other literacy narratives appear on the Internet as blog entries or YouTube videos, or are presented in online archives.

Elements of the genre Literacy narratives can take the form of memoirs, in which writers reflect on moments in their lives that show how reading and writing have affected their experiences and sense of self. Authors of literacy narratives convey their experiences, framing their interactions with the world in terms of reading and writing. They also use personal anecdotes and autobiographical details to re-create their experiences for the reader.

Like memoirs, most literacy narratives are written in the first person. Authors of literacy narratives tell stories not just for the sake of recounting events; rather, their goal is for the narrative to culminate in a larger idea or theme. Writers also use literary elements such as setting, character development, dialogue, vivid descriptions and details, symbols, and metaphors.

Style Authors use detail to re-create their literacy experiences for readers. For example, in her literacy narrative, Helen Keller shows readers, through specific examples, what it was like to be a blind and deaf child: