

NOVEMBER READING RESPONSE

Use this file to copy your November RR work.

Remember - your RR will contain a claim, evidence and interpretation. (Remember to use warrants and what you learned about interpretive association to help you explain your evidence.) The rubric is the same as we have used all year. It will be added to this file once your work is graded.

Name: Zi Hui

Title: Thirteen and a Half

In the short story *Thirteen and a Half*, Rachel Vail accurately describes the difficult transition from an innocent child to a mature teenager. She teaches us that the road to maturity may seem endless and isolated, but it is the beautiful sunrise at the next turn that all individuals can count on to find themselves. The main character Ashley, benevolent and amicable, is constantly stuck in time, and the moment her pet bird passes away, she feels pressured to grow up.

Ashley never wanted to even think about the alarming future, instead she was stuck in the past, where there was never an obstacle to climb over. This scene on page 78 perfectly underscores her dilemma: "Everything inside was pink. Pink carpeting, pink walls, pink bed piled high with pink pillows." Let's not forget, Ashley is thirteen and a half. This description of setting is pivotal in the story as it establishes one of the main, most important themes that Rachel Vail is trying to communicate; the process of growing up is almost like a never-ending maze, frustrating and suffocating. And we all know that in modern society, thirteen-year-olds don't have pink furniture. Like a 30 year old woman hoarding her SAT pencils, Ashley surrounds herself with items meant for 8 year olds, clearly unable to move on from her past self. It is understandable that Ashley begins to feel as if she is under a hovering storm cloud, waiting to rain at any time. The waterflood came the moment her pet bird died. In a well-known movie called *A Walk to Remember*, bad boy Landon Carter finds himself acting naive as he is constantly thrown in detention and has come close to being arrested. However, in this story, it is a girl named Jamie Sullivan that finally teaches him to grow up, instead of frequently ditching classes and ignoring homework. Ashley needs to become comfortable with the act of coming of age, instead of trying to find a way out of it. "The hardest part about growing up, is letting go of what you were used to; and moving on with something you're not." - Anonymous.

In this book, Ashley's mindset is changed after her pet budgie Sweet Pea passes away. She describes the situation in a way that tells us that she is leaving her time as a little girl, and is forced to grow up. This unjust situation is perfectly portrayed on page 79 when she whines and cries after just hearing the news: "It feels...it just feels like, like the death of my childhood." This scene is pivotal in the story as it establishes one of the central themes in this short story; loss of a loved one causes immediate maturity. It's common knowledge that death can develop wisdom in people. Like a mother mourning her child's death, Ashley cries nonstop by a jewelry box with Sweet Pea inside of it. In many ways this act is symbolic in itself. It is understandable that Ashley would be overwhelmingly depressed during this situation. Her life seems to be set in a lone island that suffocates any chance at growing up. In the famous worldwide phenomenon *Peter Pan*, the main character (Peter Pan) is another individual that is unable to grow up. However, although Ashley is also struggling to find her way to maturity, Peter Pan is physically incapable of aging in his fantasy world called Neverland. Ashley needs to come to terms with the sensible acts and responsibilities that come with turning thirteen and a half.

“Parents can only give us good advice or put us on the right paths, but the final forming of a person’s character lies in their own hands.” - Anne Frank

Although finding your way through tough times as a child blooming into a teenager, there will be friends and family that can guide you, so that you won’t get lost. All in all, Ashley is finally able to move on from what seems like the personality of a giddy 8-year-old to a fully fledged thirteen and a half year old. She went from ignoring the future and finding ways to stay in the past, to mourning her pet bird and eventually finding peace with the twisted idea of growing up.

Rubric rating submitted on: 11/19/2015, 9:08:29 AM by rbuxton@sas.edu.sg

	4	3	2	1
I can make observations (identify patterns in character, theme, craft, structure, author’s purpose, and point of view). Your score: 0	I can... State an insightful, original claim that tracks an idea across text(s).	I can... State a logical claim that tracks an idea across text(s).	I can... State a basic/general claim; it may be taken directly from the text or it is undeveloped and/or unclear.	I can... summarize or retell parts of the text but need to develop ideas into a claim.
I can cite evidence to support my claim. Your score: 0	I can... Cite and source varied evidence from the text(s) that concisely and precisely supports the claim.	I can... Cite direct evidence (quotes) from the text(s) that relates to the claim.	I can... Support my claim with general ideas; my claim and support may not match.	can... Not support my claim with ideas from the text.
I can interpret (analyze, connect, evaluate, compare and contrast, make meaning, make associations, and/or place my thinking in a greater context). Your score: 0	I can... Explain my thinking and evidence skillfully across multiple criteria to justify my claim. Provide insight that would inspire further conversation.	I can... Explain my thinking and evidence with details and depth.	I can... Explore an idea, but it might be underdeveloped, or lack either logic or clarity; it may not show inferential thinking fully.	I can... Restate my ideas in similar words, but I only leave them at a basic level within the text.
Language Your score: 0	Advanced subjects and predicates sprinkled throughout the piece Multiple examples of opening and delay adjectives can be found perfectly integrated into the piece. Membean words are integrated	Some subjects and predicates used in the piece. Some opening and delayed adjectives used but infrequently. Membean words appear correctly used.	Most subjects and predicates are basic with just one or two examples of advanced constructions. Only one or two opening or adjectives appear in the piece. Some Membean words appear but are	Advanced subjects and predicates are missing.. Opening and delayed adjectives are missing. Membean words are missing.

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Comments:

New audio comments:

[Hui, Zi - November RR_1](#)

Rubric rating submitted on: 11/23/2015, 8:43:45 AM by rbuxton@sas.edu.sg

	4	3	2	1
I can make observations (identify patterns in character, theme, craft, structure, author's purpose, and point of view). Your score: 4	I can... State an insightful, original claim that tracks an idea across text(s).	I can... State a logical claim that tracks an idea across text(s).	I can... State a basic/general claim; it may be taken directly from the text or it is undeveloped and/or unclear.	I can... summarize or retell parts of the text but need to develop ideas into a claim.
I can cite evidence to support my claim. Your score: 4	I can... Cite and source varied evidence from the text(s) that concisely and precisely supports the claim.	I can... Cite direct evidence (quotes) from the text(s) that relates to the claim.	I can... Support my claim with general ideas; my claim and support may not match.	can... Not support my claim with ideas from the text.
I can interpret (analyze, connect, evaluate, compare and contrast, make meaning, make associations, and/or place my thinking in a greater context). Your score: 4	I can... Explain my thinking and evidence skillfully across multiple criteria to justify my claim. Provide insight that would inspire further conversation.	I can... Explain my thinking and evidence with details and depth.	I can... Explore an idea, but it might be underdeveloped, or lack either logic or clarity; it may not show inferential thinking fully.	I can... Restate my ideas in similar words, but I only leave them at a basic level within the text.
Language Your score: 4	Advanced subjects and predicates sprinkled throughout the piece Multiple examples of opening and delay adjectives can be found perfectly integrated into the	Some subjects and predicates used in the piece. Some opening and delayed adjectives used but infrequently. Membean words appear correctly used.	Most subjects and predicates are basic with just one or two examples of advanced constructions. Only one or two opening or adjectives appear in the piece.	Advanced subjects and predicates are missing.. Opening and delayed adjectives are missing. Membean words are missing.

	piece. Membean words are integrated perfectly		Some Membean words appear but are not always correctly used.	
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