TEPAC for “Thirteen and a Half” by Rachel Vail

• Focus your analytical paragraph on character development. You can either choose to write about Ashley or the Narrator.

(T) State a claim about the character in your topic sentence

(E) Provide evidence that supports your claim

(P) Paraphrase evidence (put in your own words)

(A) Analyze the evidence (explain what it means)

(C) Write a connection back to the topic sentence.

**NOTE: EVERYTHING IN 3RD PERSON ONLY!**
Making my topic sentence and evidence better

**TOPIC SENTENCES**

- ...should always start with...

  “Title” + author + strong verb + main claim

**Example:** “After Twenty Years” by O’Henry explores how the main character, Jimmy Wells, ...

**CITING MY EVIDENCE**

- Cite the paragraph or page # to the evidence you’re including.

- It should be before or after the evidence

**Example:** As stated in paragraph/page 4, ... OR ... “evidence” (4).
WHAT TO DO WITH A QUOTE INSIDE A QUOTE – USE SINGLE QUOTES INSIDE DOUBLE QUOTES – WHEN CITING EVIDENCE

The narrator thought on page 1, “‘I mostly just hang around.’”

OR

The narrator thought, “‘I mostly just hang around’” (1).
What should my paraphrasing look like?

• First, set up the scene. In other words, what is happening in the story surrounding the evidence.

• Second, put the evidence in your own words.
  – Example: Evidence from text: “At the house they said the boy had refused to let anyone come into the room.”
    • At this point in the story, the boy’s fever had pitched to 104 degrees and according to the doctor and his wife, Schatz rejected everyone that wanted to enter his bedroom.
How do you analyze your evidence?

- What is significant about the evidence?
- What does the evidence show about the character, the theme, the conflict, the setting, etc...?
- What is the character’s motivation surrounding the evidence?
- What is the character thinking, feeling, how is he/she behaving surrounding the evidence?
In “A Day’s Wait” by O’Henry, the main character, Schatz, is misunderstanding the nature of his illness and behaves in such a way that worries his father. For example, in the text on page ___ it says, “At the house they said the boy had refused to let anyone come into the room.” At this point in the story, the boy’s fever has pitched to 104 degrees and according to the doctor and his father’s wife, Schatz rejected everyone that wanted to enter his bedroom. The evidence is important because it reveals how the boy is beginning to worry because even though he only has a fever of 104 degrees, he actually believes he is going to die. He overhears the doctor speaking with his mother and misunderstands what is being said. This displays how Schatz is still quite young and immature. He does not quite understand the conversations around him, but also, because he is so sick, he is a bit delirious as well. With this being said, instead of asking his parents or the doctor, he takes the matter into his own hands. He is motivated by the fact that he does not want his father to know that he is afraid so he thinks he is acting bravely by not allowing anyone to check on him as he does not want to be a “burden” on his family. In other words, even though Schatz thinks he is helping his family by his behavior, he is actually worrying them more by not speaking up. In the end, he learns that he should have allowed his family to take care of him instead of trying to put up a brave face.