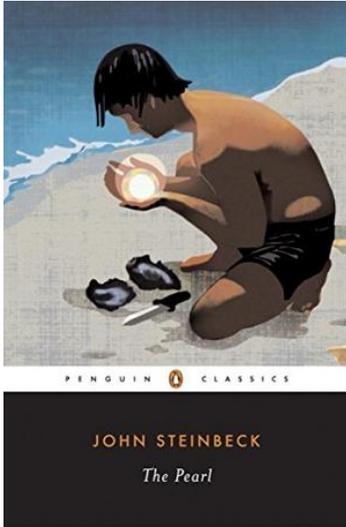


ELA 8 ~ Summer Reading Assignment 2023



This summer, you will be reading *The Pearl*, a 1947 historical fiction novella by John Steinbeck. The story, which is presented as a parable, (a story used to illustrate a moral or spiritual lesson), follows a poor Mexican pearl diver who discovers a magnificent pearl, only to find that it causes many more problems than it solves. Through the pearl diver's experience, Steinbeck explores such topics as colonialism, greed, and family.

Assignment Directions and Requirements:

- ★ CHOOSE **FOUR** OF THE FOLLOWING PROMPTS to be answered in TFIQAC format. (Topic Sentence, Fact, Intro to Quote, Analysis, Closing sentence). It is required that you use at least ONE piece of textual evidence to support your response (if you would like to provide more than 1 piece of text evidence to support your responses, please do so). Be sure to introduce your quote properly with a quote stem. Be sure that you properly cite your quote according to MLA format. Each answer should be a minimum of 8-10 well written sentences.

You should have this completed by the first day of school. Answers should be typed, so please make a copy of this document so that it can be shared digitally and uploaded on google classroom come the first day of school. Be prepared to submit your document to turnitin.com the first week of school.

- **Violation of Academic Integrity:** The student will be offered a retake or rewrite for the assignment for a maximum grade of 70%. The parents will be contacted and an administrative referral will be given for documentation.

GRADING: Each prompt will be worth 25 points totaling a 100 points- Formative Assessment.

Topic Sentence: 3

Fact: 4

Quote Stem: 3

Quote + Proper Citation: 4

Analysis: 8

Concluding Sentence: 3

1. Analyze the character of Juana or Kino. How could this character be a hero or a tragic character? [Characteristics of a Tragic Hero](#) Discuss his/her strengths and weaknesses.

ANSWER:

2. In commenting on *The Pearl*, Steinbeck commented that it is a "strange piece of work, full of curious figures. A folk tale, I hope. A black and white story like a **parable**..I tried to write it as folklore, to give it that set-aside, raised-up feeling that all folk stories have."

How well does Steinbeck succeed in achieving his stated purpose? Be sure to reference the definition of a parable in your response to back up your explanation. .

ANSWER:

5. What role does family play in *The Pearl*? How does the loyalty of Kino's family members (especially Juana and Juan Tomás) affect his actions? Was Juana correct to be so loyal to him? (This is NOT an opinion question- be sure to substantiate your answer without using personal pronouns!)

ANSWER:

6. What was Steinbeck trying to teach readers through his story? Discuss one theme present in *The Pearl* and provide at least three examples, prove that it is a valid theme. (Remember a theme not as a single word or topic, but is a full statement that declares a lesson or moral).

ANSWER:

8th Grade Language Arts TFIQAC Rubric

	Advanced 4	Proficient 3	Developing 2	Emerging 0-1
Topic Sentence	The sentence is well crafted with strong vocabulary that accurately states the focus of the paragraph; provides the main idea and answers the question of the prompt specifically and concisely.	The sentence is thought out where the student uses basic vocabulary to state the focus of the paragraph; provides a claim and is accurate but could have been developed further with more detail and description.	The student makes a claim but has unclear focus for the paragraph and lacks accuracy. The sentence needs more development and clear focus.	The sentence lacks direction and focus for the reader. The student attempts to make a claim but it is underdeveloped or is off topic/task.
Fact	Students skillfully provides the reader with sufficient and necessary context and background information that is essential to understand the quote. Student provides enough details in an organized way using complex sentences but does not ramble or become verbose.	Student adequately provides the reader with enough information but lacks some details to fully “set the scene” for the reader to understand the upcoming quote. Parts of the fact may not include all of the necessary background information or may be too wordy.	Student provides basic or limited background information which inhibits the reader from understanding what is happening prior to the quote. Reader may have some concept but does not gain the “full picture” as the writer omits details.	Student provides minimal to no background information, is underdeveloped, and/or inappropriate to the task, leaving the reader in a state of confusion.
Introduction to Quote	Student skillfully provides context of the who, what, where, when in order to fluidly lead the reader into the evidence. Student is descriptive but not wordy while using advanced vocabulary. Student uses a transition word when appropriate (for example, for instance) and considers speaker's tone.	Student adequately provides context but could have included more depth of necessary context for the reader. Quote stem lacks flow or may be too wordy.	Student attempts to provide a quote stem but lacks context in one or more areas of who, what, when, where. (Examples: The text states, The author states, On page 98..., The character says)	Student “floats a quote” or “hangs a quote” where there is no quote stem evident.
Quote	Student uses an illustrative quote that “shows” rather than “tells” which allows the writer to thoroughly dissect in order to support and advance the claim.	Student uses an adequate quote that supports the claim but limits the writer’s ability to dissect the importance to accurately support the claim.	Student uses a “weak” or insufficient quote that simply tells the reader, does not show the reader, which limits the writer’s ability to accurately support the claim.	Student does not provide evidence or quote chosen does not support the claim.

Analysis	Student skillfully analyzes and dissects the evidence in depth to offer the reader greater insight into the text and their overall claim. Student uses higher level thinking and does not neglect specific components of the quote. Through the use of strong vocabulary and clear, concise language the writer furthers the readers understanding and offers a new perspective. Student attempts to take creative risks to give the reader a greater grasp of their ideas.	Student offers an adequate analysis that dissects the evidence in which they attempt to give the reader more insight into the text and their claim but does not. Student may neglect a component of the evidence in their analysis where they could have gone into greater depth to offer the reader a greater understanding.	Student provides underdeveloped analysis where they do not dissect the quote fully or advance the reader's understanding of the deeper meaning. Student restates the idea of the quote and offers more summary than analysis. Student may at times go on a tangent that is irrelevant to the evidence or overall claim.	Student provides little to no analysis and/or analysis is inappropriate or irrelevant to the claim. Student missed the opportunity to further their thinking and extend the readers understanding. Analysis is predominantly summary, rather than higher level thinking that supports and advances the claim.
Concluding Sentence	A transition (Overall, All in all, All in encompassing, Thus, Therefore) is used to signal the paragraph is coming to a close and to leave the reader understanding the topic and purpose of the paragraph. The sentence is well crafted with a strong vocabulary, is clear, concise, and does not restate the topic sentence verbatim.	A transition (Overall, All in all, All in encompassing, Thus, Therefore) is used to signal the paragraph is coming to a close but may not advance the readers understanding of the topic. The sentence contains grade level vocabulary and does not reword/rephrase from the topic sentence.	An ineffective transition is used to signal that the paragraph is coming to a close (In conclusion, In summary). The sentence lacks clarity and grade level vocabulary. Little attempt is made to reword/rephrase from the topic sentence.	No evidence of a transition is used to signal that the paragraph is coming to a close. Student simply restates the topic sentence.
Mechanics (Spelling, Capitalization, Grammar, MLA format, academic voice)	The student demonstrates consistent control of grammar, punctuation, sentence construction, and spelling. Student applies mechanics of MLA format which is free from error. Student utilizes academic voice and avoid informal words and phrases. Student avoids starting sentences with conjunctions and does not use personal pronouns.	The student demonstrates control of grammar, punctuation, sentence construction, and punctuation. The student applies mechanics of MLA format but may have minor errors. Student attempts to use an academic voice but may be inconsistent and avoids personal pronouns. There may be some errors made throughout the writing, but the meaning is mostly	The student demonstrates little control of grammar, punctuation, sentence construction, and punctuation. Student applies MLA format but misses multiple components. Student poorly attempts to use academic voice and has several informal phrases and personal pronouns. The errors in mechanics	The student has no control of grammar, punctuation, sentence construction, or spelling. Student violates the laws of writing and uses many personal pronouns and informal expressions. Student does not apply the mechanics of MLA formatting to the piece; work in general is incoherent.

	There may be a few minor errors made throughout the writing, but the meaning is clear.	clear.	impede and interfere with the meaning.	
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