

New Paltz Central School District
English Language Arts
Eighth Grade

Unit 1: *The Outsiders*
(6-8 weeks)

Essential Questions

- What is an outsider?
- How does literature provoke thought about social issues?
- How does one determine the main idea in a piece of literature?
- How do different genres address the theme of being an outsider?
- How does one compare two works of literature dealing with the same theme?
- How is writing used to persuade or convince?
- What are effective questions?
- What is the structure of an essay?
- What are effective proofreading strategies?

Content

- *The Outsiders*, S.E. Hinton
- “Nothing Gold Can Stay” by Robert Frost
- “We the People” by Alexis Kellner Becker
- Literature and social issues
- Literary essay writing

Standards/Skills

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Produce text (print and nonprint) that explores a variety of cultures and perspectives.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments

- Skills checks - vocabulary and chapter checks using Senteo
- Writing activities - quote analysis, poetry analysis and synthesis
- Class discussion/Debate (S.O.S. - The Whole Mess is Cherry's Fault)
- Quizzes
- GRASPS - website book review and teen gang article
- Unit assessment
- Mid-Year assessment - literary terms, vocabulary, reading recall, and comparative essay

Key Vocabulary/Teacher Language

Vocabulary for Instruction and Performance

opinion vs. persuasive	thesis
argument	concrete detail
debate	commentary
point of view	summarize
plot	exemplar(y)
conflict	evaluation of content
exposition	allusion
inciting incident	scaffolding
rising action	planning
climax	editing
falling action	role
resolution	audience
denouement	tone
literary and personal response	formal
hook	conversational
T.A.G.	

Vocabulary for Novel/Poems

abrupt	expectant	nonchalant
acquire	gallant	page
admirable	gingerly	premonition
aghast	glint	radiate
apparent	grimace	reckless
array	hue	rogue
barren	hysterics	stupor
bleak	imperial	subside
circumstance	incidental	sympathetic
contemptuous	incredulous	unfathomable
conviction	irresistible	vague
delirious	mimic	wince

Resources

- *The Outsiders* novel
- “Nothing Gold Can Stay” by Robert Frost
- “We the People” by Alexis Kellner Becker
- Chris Paolini article
- Film
- Paragraph rubric
- Literary essay rubric

Possible Minilessons

- S. O. S. - Statement, Opinion, Support
 - Students are given a statement from their text
 - State their opinion and give support
 - Class debate
 - Follow up writing from opposing point of view
 - Discuss importance of recognizing opposing view point in persuasive writing
- “We the People”
 - Students listen to/read poem
 - Discuss first impressions
 - Note allusion and discuss
 - Creative - “We the People” poem from an outsiders point of view
- Christopher Paolini article
 - Read article
 - Discuss his views on writing
 - His age - what can people accomplish as teenagers?
 - Introduce S.E. Hinton (another teenage author)
- Exemplary Sentences
 - During a reading assignment, identify a powerful sentence
 - Bring sentence to class to discuss the qualities that make it exemplary - both in content and mechanics
- Essay Writing
 - Students will learn the essential components of an introduction paragraph
 - Students will learn how literary paragraphs make up body paragraphs of an essay
 - Students will write conclusion paragraphs

Name _____ Date _____

Essay Assignment- *The Outsiders*

S.E. Hinton explored many topics that are universally relevant to teenagers in her novel, *The Outsiders*. Your job in this essay is to choose one of the following statements and explain how Hinton exemplified the idea in the novel. **Circle it.**

1. The best parents are those who set limits.
2. People in different cliques are often very different from one another and therefore cannot relate.
3. People who seem to have perfect lives have problems too.
4. People do not always stop or take the time to realize what is “golden” in life.

Write an extended response that follows the guidelines set forth in your “Writing A Literary Essay” Handout. The criteria with which you will be graded are set forth in the Literary Essay Rubric which should be permanently placed in the Writing Section of your binder.

The Grade (Corresponds with Literary Essay Rubric):

Category	Your Score	Weighted Total
Hook		_____/4
T.A.G.		_____/4
Thesis		_____/4
TS Body 1		_____/4
CD Body 1		_____/12
CM Body 1		_____/12
CS Body 1		_____/4
TS Body 2		_____/4
CD Body 2		_____/12
CM Body 2		_____/12
CS Body 2		_____/4
Conclusion Paragraph		_____/8
Engagement/Voice		_____/8
Mechanics/Conventions		_____/4
As a Whole		_____/4

TOTAL _____/100

8th Grade English Literary Essay Rubric

This should be kept in the Writing Section of your binder.					
Category	4	3	2	1	0
Hook	Hook is unique, engaging, general, and insightfully connected to the task at hand.	Hook is general and connected to the task at hand.	Hook is too specific or not connected to the task at hand.	An unsuccessful attempt is made at the hook.	Hook is missing or totally inaccurate.
T.A.G.	The T.A.G. is complete, properly punctuated, and connected to the hook.	The T.A.G. is complete, properly punctuated, or connected to the hook.	The T.A.G. is incomplete, improperly punctuated, or not connected to task.	An unsuccessful attempt is made at the T.A.G.	T.A.G. is missing or totally inaccurate.
Thesis	The thesis is very specific, clear, and addresses all parts of task.	The thesis addresses all parts of the task but is not specific enough.	The thesis only addresses part of the task.	There is an unsuccessful attempt to write a thesis.	Thesis is missing or totally inaccurate.
Topic Sentence	The topic sentence is specific, accurate, and addresses part of the thesis.	The topic sentence is accurate and addresses part of the thesis.	The topic sentence is too vague or does not address part of the task, or is overly specific.	There is an unsuccessful attempt to address part of the task.	The topic sentence is missing or totally inaccurate.

Concrete Detail	Concrete detail is accurate, specific, and of best possible examples for the task at hand.	Concrete detail is accurate and of the best possible examples for the task at hand.	Concrete detail is accurate but vague, or includes unnecessary information.	Concrete detail is implied or not clear.	Concrete detail is missing or totally inaccurate.
Commentary	Commentary insightfully connects the concrete detail to the task at hand to demonstrate thorough understanding of the task and the literature.	Commentary accurately connects the concrete detail to the task at hand to demonstrate understanding of the task and the literature.	Commentary attempts to connect the concrete to the task but it is vague and does not clearly show understanding of the task and/or literature.	Commentary is inaccurate or suggests a misunderstanding of how the concrete detail connects to the task.	Commentary is missing or totally inaccurate.
Conclusion Sentence	Conclusion sentence uniquely summarizes the paragraph, connects back the topic and possibly provides transition to the next paragraph.	Conclusion sentence summarizes the paragraph and connects back to the topic.	Conclusion sentence summarizes the paragraph or connects back to the topic but not both.	Conclusion sentence suggests a misunderstanding or does not summarize and connect back to topic.	Conclusion sentence is missing or totally inaccurate.
Conclusion Paragraph	Uniquely and insightfully reminds reader of the essay's focus while summarizing the essay and making a closing statement.	Reminds the reader of the essay's focus while summarizing the essay and making a closing statement.	Reminds the reader of the essay's focus or summarizes the essay, but not both.	Attempts to remind the reader of the focus or summarizes some of the essay.	Conclusion paragraph is missing or totally inaccurate.

Engagement/ Voice	Engages by using sentence variety with some challenging vocabulary in writing that is fluent and easy to read. Focus is clear and inferences are accurate.	Writing is accurate, and there is an attempt at sophisticated or engaging language. A clear focus is maintained.	Writing employs simple sentences, grade-level vocabulary and may not maintain a clear focus throughout. Formal tone not maintained.	Writing is difficult to read, with awkward wording. There is no attempt to be engaging or accurate.	Writing is totally unclear or inaccurate.
Mechanics/ Conventions	Mechanics are nearly perfect and any error is minor and does not interfere with readability.	Some errors are present but they are minor and do not interfere with readability.	There are many errors and they get in the way of readability.	There are many errors and readability is greatly impacted by poor mechanics.	Is incoherent.
As a whole	Fulfills all of the requirements of the task in the literary essay format required. Maintains focus throughout with appropriate transitions and organization of ideas.	Fulfills all of the requirements of the task in the literary essay format required. Maintains a primarily clear focus.	Fulfills some of the requirements of the task while attempting to maintain a clear focus. Strays from literary essay format.	Fulfills few requirements of the task. Does not attempt to establish a clear focus. Strays from literary essay format.	Is incoherent

Part I: Multiple Choice (60 points)

1. The major difference between the Greasers and the Socials is **RL 8.2**
 - a. Education
 - b. **Economic**
 - c. Familial
 - d. Personal Style
2. When the reader learns all of Darry's responsibilities, one can infer that he must be **RL 8.1**
 - a. Mature for his age
 - b. Intelligent
 - c. Caring
 - d. **All of the above**
3. Johnny's main reason for looking like he is "a little dark puppy that's been kicked too many times" is that **RL 8.3**
 - a. His parents abuse him
 - b. The socials beat him terribly
 - c. His dog died
 - d. **Both a and b**
4. Dally hops the fence at the drive-in because he doesn't want to pay. This is a good example of S.E. Hinton's use of **RL 8.3**
 - a. Falling action
 - b. Direct characterization
 - c. **Indirect characterization**
 - d. Inciting Incident
5. In chapter 2, Cherry begins to enlighten Ponyboy about the difficulties Socials face. She tells him that **RL 8.3, 8.6**
 - a. Everyone has problems.
 - b. **Things are rough all over.**
 - c. Everyone likes sunsets
 - d. Nothing Gold Can Stay
6. When the reader reads Hinton's description of Bob, the reader can infer that it was Bob who beat up Johnny because **RL 8.1**
 - a. He drives a blue mustang
 - b. He is a social
 - c. He wears rings
 - d. **All of the above**

7. Bob's death is mostly caused by **RL 8.1**
- a. Darry's inability to keep Ponyboy home at night
 - b. **The ongoing conflict between the Greasers and the Socials**
 - c. Johnny's abusive parents
 - d. Bob's love for Cherry
8. Johnny and Ponyboy go to _____ for help after Bob is killed because he is the most lawless of the group. **RL 8.3**
- a. Darry
 - b. Two Bit
 - c. **Dally**
 - d. Sodapop
9. What does the poem, "Nothing Gold can Stay" mean? **RL 8.9**
- a. Gold is a very precious metal.
 - b. **The best things in life never last.**
 - c. Johnny and Ponyboy are golden.
 - d. Robert Frost lost all of his gold.
10. Why do Johnny and Ponyboy try to rescue the kids from the fire? **RL 8.3**
- a. **They realize the fire is their fault.**
 - b. They really love little kids.
 - c. They need to do something heroic so they won't have to go to jail.
 - d. None of the above
11. Some people think that Johnny's life after the fire would be extremely difficult if he survived. This is due to the fact that **RL 8.1**
- a. his parents are abusive
 - b. he will be paralyzed
 - c. Dally is dead
 - d. **Both a and b**
12. Johnny doesn't want to see his mother because **RL 8.3**
- a. he is embarrassed to be in trouble again
 - b. **he doesn't want to hear her tell him how much trouble he is**
 - c. he doesn't realize how bad his condition actually is
 - d. he needs to rest and falls asleep
13. Why is Ponyboy worried that Darry won't let him be in the rumble? **RL 8.3**
- a. Darry doesn't let Ponyboy do anything
 - b. Ponyboy is not actually old enough to fight
 - c. **Ponyboy is injured and not in the best condition for a fight**
 - d. Darry always follows doctor's orders

14. Why does Pony end Chapter 8 by saying that Cherry “had green eyes?” **RL 8.3**
- a. He realizes that he doesn’t like her at all.
 - b. **He realizes that he is changing and that he can’t judge people anymore.**
 - c. He hates all people with green eyes.
 - d. He can’t get her beauty off of his mind.
15. Johnny’s last words show the reader that **RL 8.2, 8.6**
- a. Johnny wishes he was at the rumble so he could be a part of the win.
 - b. Johnny did not understand “Nothing Gold Can Stay”.
 - c. Johnny never took the time to appreciate what is good in life.
 - d. **Johnny understood the meaning of “Nothing Gold Can Stay” and its importance.**
16. We know that Dally wanted to cause his own death because **RL 8.3**
- a. **He said that he was carrying an unloaded gun to help a bluff.**
 - b. Johnny predicted that he would die gallant.
 - c. Ponyboy got hurt in the rumble and needed to be hospitalized.
 - d. He left a note in his jacket pocket that Ponyboy found later.
17. Which of the following is the best support for the statement: Ponyboy is a round character in this novel? **RL 8.**
- a. He judges people who have green eyes.
 - b. He likes movies and books.
 - c. **He breaks a bottle to be a weapon and cleans it up.**
 - d. He fights in rumbles with the rest of his friends.
18. Which is the best example that shows that Ponyboy and Darry’s relationship has changed? **RL 8.1**
- a. The judge allows the family to stay together.
 - b. **Ponyboy is worried that he didn’t ask for Darry when he is sick.**
 - c. Sodapop claims that he feels like he is in the middle of a tug-of-war.
 - d. Darry is part of the story that Ponyboy writes for his English teacher.
19. Which of the following can readers infer regarding Sandy and Sodapop? **RL 8.1**
- a. They will be married when Sandy returns from Florida.
 - b. People think they are an odd couple since she is a Soc and he is a Greaser.
 - c. **Sandy cheated on Soda before she went away to Florida.**
 - d. Soda wanted to marry Sandy.
20. All of the following are possible resolutions for this novel except **RL 8.3**
- a. The judge allows the Curtis brothers to stay together.
 - b. **Dally causes his own death by bluffing with an unloaded gun.**
 - c. Darry and Ponyboy resolve their issue after Soda complains.
 - d. The reader learns the last line of the novel is the first line of the novel.

Part II: Vocabulary (10 points) W 8.1a, L 8.4a, 8.4d

Each sentence will receive 2, 1, or 0. 2 points for well-crafted and conveys the meaning, 1 point for well-crafted or conveys the meaning, 0 for does not do either.

Directions: Choose 5 of the following vocabulary words and use each in a well-crafted sentence that shows the meaning of the word in its context clues.

hue countenance incidental sage apparent hysterics

mimic vague purge avenge jagged abyss

21. _____

22. _____

23. _____

24. _____

25. _____

Part III: Short Response Literary Analysis (30 points) W 8.2 a-f

Directions: Choose one of the two following questions and answer in a well-developed paragraph. You will be graded with your paragraph rubric.

Choose one of the characters in *The Outsiders* and explain how S.E. Hinton creates this character. Be sure to use your characterization terms and specific examples in your paragraph.

OR

Identify the inciting incident in this novel and explain how it influences the rest of the plot. Be sure to use specific examples and the different parts of plot in your explanation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THIS SHOULD BE KEPT IN THE WRITING SECTION OF YOUR BINDER 8th Grade English Paragraph Rubric					
	4	3	2	1	0
Topic Sentence of Paragraph	The topic sentence is specific, accurate, and addresses the entire task specifically.	The topic sentence is accurate and generally addresses the task.	The topic sentence is too vague or does not address part of the task.	There is an unsuccessful attempt to address part of the task.	The topic sentence is missing or totally inaccurate.
Concrete Detail in Paragraph	Concrete detail is accurate, specific, and of best possible examples for the task at hand.	Concrete detail is accurate and of the best possible examples for the task at hand.	Concrete detail is accurate but vague.	Concrete detail is implied or not clear.	Concrete detail is missing or totally inaccurate.
Commentary in Paragraph	Commentary insightfully connects the concrete detail to the task at hand to demonstrate thorough understanding of the task and the literature.	Commentary accurately connects the concrete detail to the task at hand to demonstrate understanding of the task and the literature.	Commentary attempts to connect the concrete to the task but it is vague and does not clearly show understanding of the task and/or literature.	Commentary is inaccurate or suggests a misunderstanding of how the concrete detail connects to the task.	Commentary is missing or totally inaccurate.

Conclusion Sentence in Paragraph	Conclusion sentence uniquely summarizes the paragraph, connects back to the topic and possibly provides transition to the next paragraph.	Conclusion sentence summarizes the paragraph and connects back to the topic.	Conclusion sentence summarizes the paragraph or connects back to the topic but not both.	Conclusion sentence suggests a misunderstanding or does not summarize and connect back to topic.	Conclusion sentence is missing or totally inaccurate.
Engagement/Voice	Engages by using sentence variety with some challenging vocabulary in writing that is fluent and easy to read. Focus is clear and inferences are accurate.	Writing is accurate, basic, and uses mostly simple sentences and grade level vocabulary. A clear focus is maintained.	Writing employs simple sentences, grade-level vocabulary and does not maintain a clear focus throughout.	Writing is difficult to read, with awkward wording. There is no attempt to be engaging or accurate.	Writing is totally unclear or inaccurate.
Mechanics	Mechanics are nearly perfect and any error is minor and does not interfere with readability.	Some errors are present but they are minor and do not interfere with readability.	There are many errors and they get in the way of readability.	There are many errors and readability is greatly impacted by poor mechanics.	Is incoherent.