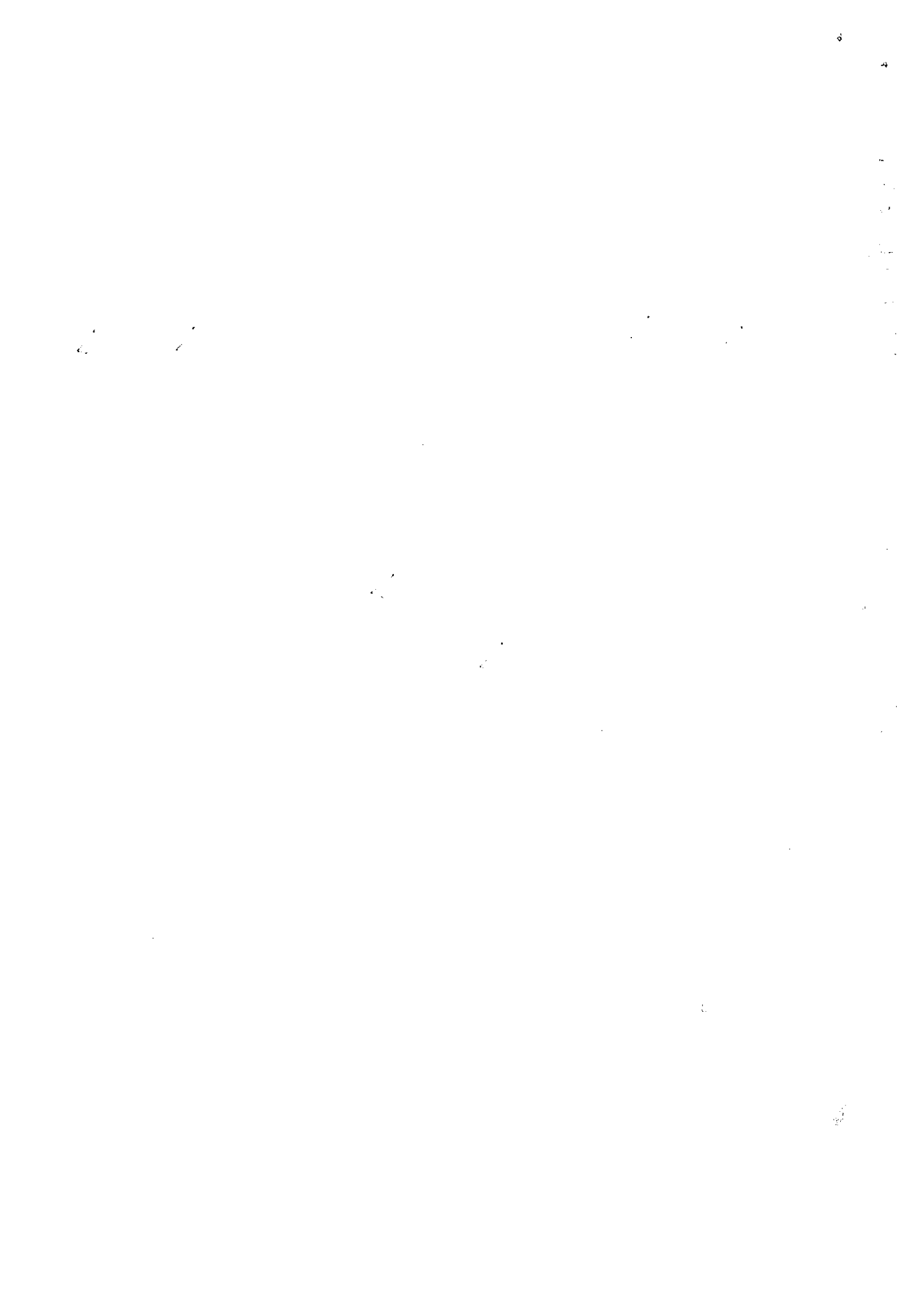


	Developing towards Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
IDEAS: <i>the central message supported by enriching detail</i>	<ul style="list-style-type: none"> main idea is unclear limited or confusing detail 	<ul style="list-style-type: none"> emerging central idea some connection to the topic some appropriate details included leaves some unanswered questions 	<ul style="list-style-type: none"> main idea is clear directly addresses the topic relevant and appropriate details engages the reader 	<ul style="list-style-type: none"> Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.
ORGANIZATION: <i>the internal structure, the thread of central meaning</i>	<ul style="list-style-type: none"> problems with organization make the text difficult to follow 	<ul style="list-style-type: none"> has a recognizable introduction has a recognizable conclusion makes an attempt to use transitions paragraphing is effective at times 	<ul style="list-style-type: none"> has an effective introduction has an effective conclusion uses effective transitions sequencing is logical paragraphing is consistently effective 	<ul style="list-style-type: none"> Organization demonstrates a maturity or sophistication beyond the grade level expectation.
VOICE: <i>the unique perspective and style of the writer</i>	<ul style="list-style-type: none"> voice is limited voice suits purpose and audience at times 	<ul style="list-style-type: none"> voice is mostly engaging voice mostly suits purpose and audience 	<ul style="list-style-type: none"> voice is consistently engaging voice is appropriate to purpose and audience voice is sustained throughout the text 	<ul style="list-style-type: none"> Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.
WORD CHOICE, <i>precise and vivid language that moves and engages the reader</i>	<ul style="list-style-type: none"> word choice is limited 	<ul style="list-style-type: none"> repetitive use of words and phrases words sometimes used inappropriately words are adequate but basic 	<ul style="list-style-type: none"> word choice enhances and clarifies meaning and is consistently: <ul style="list-style-type: none"> precise accurate effective 	<ul style="list-style-type: none"> Word choice demonstrates maturity and sophistication beyond the grade level expectation.
SENTENCE FLUENCY: <i>the rhythm, flow and sound of language</i>	<ul style="list-style-type: none"> errors in sentence construction impair fluency 	<ul style="list-style-type: none"> sentences are usually effective and: <ul style="list-style-type: none"> are mostly well constructed include some variety in length, structure, and beginnings are mostly fluent 	<ul style="list-style-type: none"> sentences are consistently effective and: <ul style="list-style-type: none"> are well constructed vary in length and structure begin in a variety of ways flow smoothly 	<ul style="list-style-type: none"> Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.
CONVENTIONS: <i>the mechanical correctness of the piece</i>	<ul style="list-style-type: none"> errors in conventions distract the reader and make the text difficult to follow 	<ul style="list-style-type: none"> conventions are mostly correct, including: <ul style="list-style-type: none"> grammar/usage spelling punctuation paragraphing/formatting 	<ul style="list-style-type: none"> conventions are consistently correct, including: <ul style="list-style-type: none"> grammar/usage spelling punctuation paragraphing/formatting 	<ul style="list-style-type: none"> Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.



Literary Elements in "The Outsiders"

In "The Outsiders" S. E. Hinton used literary elements, motifs, themes, and symbols to convey her message and the messages of the characters in the novel. Hinton used foreshadowing techniques to keep the audience interested and engaged with what she has to say. By using motifs, she led us to the overarching theme of individual identity and the gap between the rich and the poor. She used literary techniques to intrigue us and to want to keep reading the book. If authors do not use these techniques, their books would not be as interesting. ✓

Foreshadowing is one of many literary elements that she used, and it was highly effective and gave the audience a slight warning about what will happen next in the novel. Authors use foreshadowing to indicate something before thoroughly explaining what will happen. On page 54, Johnny said that he will kill the next person that decides to jump him. The readers, are now expecting Johnny to hurt someone as a victim, and the readers are expecting Johnny to get jumped again. However, the readers do not know under what circumstances Johnny was jumped which makes them intrigued in what will happen next. Hinton often included foreshadowing at the end of each chapter. This makes the readers aware that something will happen and not wanting to put down the book. ✓

Use direct quotations in future

any other examples?

Another way Hinton uses literary elements is through motifs and themes. Motifs are recurring structures and devices that can help the readers develop a theme. Eyes, a recurring motif, led the readers to the theme of individual identity. One of Hinton's first sentence in "The Outsiders" is, "I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes..." This is very important for the readers to remember, as later in the novel, Ponyboy discovers that Cherry Valance, a girl that he likes, has green eyes. Ponyboy is discovering that everyone has an individual identity. Hinton takes the time to thoroughly describe most of the characters that we have come across. She always mentions everyone's eye colour and characteristics. She is giving every individual an identity, which is their identity and theirs only. The readers find that most characters

in the novel are similar, but not exactly the same, to one another, with the exception of Ponyboy. Pony liked reading good books and watching good movies, and he did not like to fight, unlike the rest of the Greasers. He simply did not have a reason for fighting like everyone else. This made him an outsider to the rest of the Greasers because of his individual identity. ✓

Another motif and theme that the readers have discovered of are cars and mustangs, which are also symbols for the toughness of the Socs, and the gap between the rich and the poor. This gap of wealth was significant with the Socs and the Greasers. Socs were often shown driving around in their mustangs, jumping the Greasers, and getting drunk in parties. They always wore their madras shirts and they did not worry about any financial problems. Of course, the Socs had their own problems too, but financial problems were not on their mind. The Greasers, Ponyboy's family as an example, could not send majority of their family to school and university due to financial problems and family problems. Darry, Ponyboy's oldest brother, could not go to university despite his excellent academics and talent in sports because he did not have the money. He wanted to take care of his siblings because their parents had died and save the money for Ponyboy's education. ✓

and the Greasers had to?

Without the use of literary elements, books are not as interesting. They would not make readers think like they would with literary elements. Themes help the readers connect with their own life experiences. Many readers can relate to the Greasers' financial problems or the Socs' wealth. Motifs help readers develop overarching themes of the novel. Green eyes helped Ponyboy realize that everyone's identity was individual. The way Hinton described eyes made their identities individual. Lastly, Hinton's use of foreshadowing led the readers to excitement as they anticipate the events that Hinton briefly describe happening. S. E. Hinton included literary elements, symbols, themes, and motifs to keep her audience interested and excited in what she has to say. ✓

ESSAY WRITING PLAN

Intro	
Paragraph 1	<p>TRANSITION: Foreshadowing is a literacy element that she used; it was highly effective and kept the audience engaged in what will happen next in the novel.</p> <p>RDF: Foreshadowing made me wonder and ask questions about what will happen next.</p> <p>EVIDENCE/EXAMPLES/DATA/EXPERIENCE/EXPLANATION/ELABORATION</p> <ul style="list-style-type: none"> * Cherry becomes a spy. Will the Socs lose the rumble because of this? Why did Cherry become a spy? What impacts will this have between the Socs and the Greasers? * On page 54, Johnny says that he will kill the next person that jumps him. Will he actually kill someone? Does this mean that he will be jumped? A few chapters later, Johnny does kill a Soc for jumping him, which made the audience remember what he had said before. * Often, a sentence like "I had a bad feeling that someone will happen" appears at the end of the chapter, leaving the readers wondering about what will happen next.
Transition Sentence	Another way Hinton conveys her message is through motifs.
Paragraph 2	<p>TRANSITION: Another way Hinton uses literacy elements is through motifs.</p> <p>RDF: Motifs are recurring structures and devices that can help towards developing a theme.</p> <p>EVIDENCE/EXAMPLES/DATA/EXPERIENCE/EXPLANATION/ELABORATION</p> <ul style="list-style-type: none"> * Hinton often describes the eyes as alive or giving them human characteristics. She once described Two-Bit's eyes change from dancing and grey to stormy and still. * She often describes the Socs with warm colours and the Greasers with cool colours. * She takes the time to describe most characters we have come across. She always mentions everyone's eye colour and characteristics. It is like she is giving every individual an identity, which is their identity and theirs only.
Transition Sentence	We, the audience use motifs to develop an overarching theme.
Paragraph 3	<p>TRANSITION: Motifs are used to convey a theme, mustangs and cars and madras signify the gap between the rich and poor.</p> <p>RDF: Themes are unifying or dominant ideas.</p> <p>EVIDENCE/EXAMPLES/DATA/EXPERIENCE/EXPLANATION/ELABORATION</p> <ul style="list-style-type: none"> * The gap between the rich and poor was significant, especially through the gangs' cars. Socs were often driving in their mustangs, jumping the Greasers, while the Greasers did not have luxurious cars like the Socs. * The Socs wore their madras to show their wealth where as the Greasers could only gel their hair. * Ponyboy and his siblings are often worrying about money. Darry had to drop his university plans in order to take care of his siblings, while the Socs are getting drunk and going to parties. Many of them can afford expensive schools whereas Darry's last hope is to get Pony through university.
Conclusion	



Underline where you are using Ethos, Pathos and Logos in your essay.

Which paragraph are you going to use for your counter argument?

Write down or underline what persuasive language you are using in each of your paragraphs.