

# Grade 8 Language Arts

## Process Piece 2

**The Outsiders**

**by: S.E. Hinton**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

For this assignment you will write a character sketch for one of the main characters (Ponyboy, Johnny or Dally) in the novel "The Outsiders" by S.E. Hinton.

You must:

1. Choose a character
2. Identify 3 distinguishing character traits
3. Located 3 specific examples for each character trait
4. Write a character sketch - rough draft #1
5. Edit your 1st rough draft
6. Write your 2nd rough draft
7. Have a partner edit you 2nde rough draft
8. Write a final copy

❖ Please check the box next to each part of the assignment when you have it completed. You will hand this booklet in with your final draft.

## Grade 8 Language Arts

### Character Notes

**Character trait** - a distinguishing feature of a character's personality.

- example: thoughtful, caring, brave, shy, awkward, selfless, etc.
- character traits are not emotion - example: happy, sad, mad, etc.
- learn about a character's traits through what a character says, does, thinks, and feels.

**When answering a question on character you must follow TDSC format.**

#### **Paragraph 1**

T = topic sentence

- must include the genre, author's name, title of the story/poem, and the topic
- must include character/character trait

D = definition

- must include the definition of character trait.
- ❖ give a description of the character - age, physical appearance, etc.
- ❖ then state the 3 traits that will be discussed in your character sketch.

#### **Paragraph 2, 3, and 4**

State the character trait you will discuss (1 trait discussed per paragraph)

S = supports

- must include 3 specific examples/quotes from the novel that support the character trait.
- each example must be explained in relation to the trait discussed.

#### **Paragraph 5**

C = conclusion

- Write a concluding sentence to sum up your answer.
- this sentence always starts with "In conclusion, ..." or "To conclude,..."
- then ensure that the 3 traits are restated.

**Jot Notes**

Character: \_\_\_\_\_ Trait: \_\_\_\_\_

Speech	What the Character says:	What the words show:
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Actions	What the Character does:	What the actions show:
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Thoughts & Feelings	What the Character thinks and feels:	What the thoughts and feelings show:
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Jot Notes

Trait: \_\_\_\_\_

Speech	What the Character says:	What the words show:
Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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## Jot Notes

Trait: \_\_\_\_\_

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Page(s)	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



## First Draft Revision and Editing Checklist

### CONTENT:

- Have you included **3 character traits**?
- Have you provided 3 specific examples for each character trait?
- Have you included quotes from the novel?
- Have you explained each example to the best of your ability?
- Do you have a topic sentence?
- Do you have a concluding sentence?

### ORGANIZATION:

- Does your **introduction** provide a definition of character trait?
- Does your **introduction** provide a brief description of the character you will be discussing?
- Does your **conclusion** have a concluding sentence?
- Have you organized your writing into five paragraphs?
- Did you use **transitions** consistently? Underline the transitions now to check. (However, please do not underline them in your final draft).

### SENTENCE FLUENCY:

- Are your sentences clear and logical - check to make sure you did not leave out any words in your sentences?
- Label each sentence** “short” (under 10 words), “medium” (under 20 words), or “long” (20 or more words). A nice paragraph might read something like M S M L M S. A weak paragraph would be something like S S S M L L L because there is not enough **variety**.
- Make the usual check for RUN ON`s (RO`s) and SENTENCE FRAGMENTs (Frag`s).

### WORD CHOICE:

- Circle **repeated words**. Either get rid of them or use a thesaurus to replace them.
- Change 3 words you frequently use to more effective words. Circle the words you change.
- Check your word choice to see that you have used **vivid words** where possible.

Example: These animal tests are bad. (bland) → These cruel animal tests are horrifying.  
(better)

### VOICE:

- Have you used words that make your character real?
- Have you used a variety of transition words?
- Does your writing show individuality?

### CONVENTIONS:

- Have you circled and corrected all spelling mistakes?
- Have you checked all capitalization?
- Have you included punctuation at the end of all of your sentences?
- Have you made sure that you did not include any slang or abbreviations?





## Second Draft Revision and Editing Checklist

Editor: \_\_\_\_\_

### CONTENT:

- List the three character traits discussed: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- Did the author provide 3 specific examples for each character trait? Yes or No
- Count the number of sets of quotes included from the novels. How many are there: \_\_\_\_\_
- Has the author explained each example to the best of their ability? Yes or No  
If you think an example could be explained further put a star next to it.
- Underline the topic sentence.
- Underline the concluding sentence.

### ORGANIZATION:

- Underline the definition of character trait.
- Underline the concluding sentence.
- Does your partner's essay have five paragraphs? Yes or No
- Underline transitions: all of the transitions.

### SENTENCE FLUENCY:

- Put a circle next to any sentences where words appear to be left out.
- Put an **R** next to any run on sentences.
- Put a squiggly line underneath any sentences that do not make sense.

### WORD CHOICE:

- Circle **repeated words**.
- Put a box around 3 words you think could be more effective.

### VOICE:

- Is the character being written about seem real? Yes or No
- List 3 transition words that were used: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**CONVENTIONS:**

- Circle all of the spelling mistakes.
- Circle all words that should be capitalized but are not.
- Put an **X** through all words that have capital letters, but should be lowercase.
- Add periods, question marks, and quotation marks to any places that are missing punctuation or are punctuated incorrectly.
- Put an **X** through any slang words or abbreviations.

## The Outsiders Rubric

Name: \_\_\_\_\_

Score: \_\_\_\_\_ /50 = \_\_\_\_\_%

### PROCESS

Jot Notes	/6
Rough Draft(s)	/4
Evidence of Revision	/3
Editing Sheet	/4
On Task	/3
<b>FINAL MARK</b>	<b>/20</b>

### FINAL COPY

	1	2	3	4	5
<b>Content</b>	Content is not clear and needs focus, does not show knowledge of the subject	Content has focus but not as clear as it could be, doesn't show the subject well	Content is generally clear and focused, with moderate knowledge of the subject	Content is clear and focused, has good knowledge of the subject	Content is clear and well-focused, great knowledge of the subject
<b>Organization</b>	Ideas aren't clearly connected and the reader gets lost	Ideas are general but the reader needs more direction	Ideas are structured and give the reader direction	Ideas are well structured and connected	Ideas are uniquely structured and support the purpose and message
<b>Sentence Structure</b>	Sentences are awkward and choppy. The reader cannot follow what the writer is trying to say	Sentences are complete but are similar in length and type	Sentences are complete and sometimes vary in length and type	Sentences flow and are easy to read - sentences are written in different ways	Sentences are smooth and natural - use of different structure to create variety and interest
<b>Vocabulary</b>	Words are random and ordinary without a message	Words are general and repetitive but message is identified. Use of predictable language without purpose	Words are general and contribute to the message. Predictable language.	Words are clear, specific and contribute to the message. Use of varied language to create interest in the writing	Words are memorable, powerful and precise to enhance the message. Varied language chosen to enhance purpose and message
<b>Voice</b>	Voice is not recognizable	Voice does not stand out	Voice is present and clarifies the purpose	Voice is distinct and engages the reader	Voice is unique and affects the reader
<b>Conventions</b>	Standard conventions are lacking and the meaning is lost	Standard conventions used but meaning is questionable	Standard conventions used which help support ideas	Range of conventions to contribute to stylistic/effective meaning	Wide range of conventions to create stylistic effect/meaning
<b>FINAL MARK</b>					<b>/30</b>