



OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): 7

ABOUT THE BOOK

Selection Title/Author: The Outsiders by S.E. Hinton

Genre: realistic fiction

Lexile Reading Level: 750

Total number of pages: 224

Book Summary (abbreviated, bulleted list or link to a book summary)

No one ever said life was easy. But Ponyboy is pretty sure that he's got things figured out. He knows that he can count on his brothers, Darry and Sodapop. And he knows that he can count on his friends—true friends who would do anything for him, like Johnny and Two-Bit. But not on much else besides trouble with the Socs, a vicious gang of rich kids whose idea of a good time is beating up on "greasers" like Ponyboy. At least he knows what to expect—until the night someone takes things too far.

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Drinking/smoking: references to teen drinking and cigarette smoking pg. 14 → "I was planning on getting boozed up tonight."; pg. 77 → "I went to sit on the steps and smoke a cigarette."

Sex: Subtle nods to teen pregnancy p. 174 "

Language: characters use "hell" and "damnit" "Damnit Johnny"

Violence: character is stabbed pg. 56 and another character is shot - pg. 154

Other trauma inducing content:
**Should be noted the story takes place in a time of sexism and rigid class distinction. Characters deal with issues of abandonment as the boys' parents are deceased.

Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links
Common Sense Media Review

PUT THE CLASS



Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

The Outsiders is a classic coming-of-age story that allows students to reflect on the challenges and growth of characters their own age. The novel's exploration of perspective-taking—seeing the world through Ponyboy's eyes while also understanding the struggles of other characters encourages empathy and critical thinking.

The novel also highlights universal themes such as loyalty, belonging, identity, and the tension between individuality and group pressures. These themes remain as relevant today as when the novel was first published. By discussing them, students connect literature to their own lives and the social dynamics they experience in middle school.

The Ohio Department of Education ELA Standards (list priority standards *only* and abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

1. RL 7.1 → Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL 7.2 → Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. RL 7.3 → **Analyze** how particular **elements of a story or drama interact** (e.g., how **setting shapes the characters or plot**).
4. RL 7.6 → **Analyze** how an author uses the point of view to develop and **contrast** the perspectives of **different characters** or narrators in a text.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. Restart by Gordan Korman
2. Holes by Louis Sacha

SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher: [Signature] Date: 9/12/25
Department Chair: Kathryn Baker Date: 9/12/25
Building Principal: [Signature] Date: 9/12/25
District Curriculum Administrator: Gloria Ford Date: 9/12/28