

# ***Where the Red Fern Grows* by Wilson Rawls (Published by Doubleday)**

Approved for use in Communication Arts, Grade 7

## **Summary**

Billy is a boy growing up in the 1930's in the Ozark Mountains of Oklahoma. He works hard to earn money to buy two dogs for hunting. Billy eventually gets his dogs and becomes one of the area's greatest coon hunters. He goes with his dad and grandfather to a regional raccoon hunt. A blizzard hits on the last night of the conference, but Billy's dogs tree the raccoon and win the contest! Upon returning, Billy and his dogs run into a mountain lion, and his dogs can't leave the fight.

## **Connection to the Curriculum**

This book brings a personal connection to students through the concept of having a pet. The author does a great job of character and plot development enabling readers to examine these literary devices. As students work on reading fluency, visualization is key to helping the story flow. In addition, the character demonstrates admirable virtues throughout the book.

## **Standards**

### ***Course Objectives (Benchmarks)***

**Reading:** 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text.

### ***Possible Skills Taught (Indicators)***

#### **Reading:**

1.3.5- The student determines the meaning of words or phrases using context clues from sentences or paragraphs.

1.4.10- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.14- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.15- The student uses information from the text to make inferences and draw conclusions.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*The main character, Billy, encounters several difficult issues including experiencing bullying, watching his animals fight, and dealing with a death.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities