

City of Angels School
Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 230101
CCSS Middle School English 6A

This is the **First** semester of the **6th Grade English** course designed to provide each student with a clear path to achieving the California Common Core State Standards for English Language Arts and Literacy. Emphasis will be placed on the ability of the student to make meaning and reach understanding of complex texts and ideas. This will be accomplished by reading and responding to texts producing original texts, participating in collaborative discussions with the teacher, doing research and delivering presentations, and answering second and third tier Depth of Knowledge questions.

Work Expectations: In order to successfully complete this course, students are expected to be working a total of 10 hours per week or 2 hours per day.

Standards

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

Anchor Standards:

- Career and College Ready Anchor Standards for Reading
- Career and College Ready Anchor Standards for Writing
- Career and College Ready Anchor Standards for Speaking and Listening
- Career and College Ready Anchor Standards for Language

Texts and Websites

Savvas, [myPerspectives English Language Arts Grade 6](#) © 2022

Career and College Readiness Anchor Standards for Reading (Grades 6-12)

Key Ideas and Details:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- Read and comprehend complex literary and informational texts independently and proficiently.

Career and College Readiness Anchor Standards for Writing (Grades 6-12)**Text Types and Purposes:**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- 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 tasks, purposes, and audiences.

Students may access the textbook companion site, Achieve3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading in multiple languages
 - English Language Support Lessons
- Advanced Learners –
 - Extension Questions
 - Independent Learning additional texts
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)
 - Novel Correlations/Trade Books
- Struggling Readers:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading
 - English Language Support Lessons
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)
- All Readers:
 - Audio Reading
 - Word Study additional lessons
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **Assignment 1**
 - **Unit Introduction:** Word Network/Vocabulary and Summary
 - **Concept Vocabulary:** Introduce the vocabulary words in the selection
 - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with focus questions (digital version can be typed on).
 - **Comprehension Check:** short answer comprehension questions
 - **Research:** Students are asked to choose something from the reading to research to clarify and explore
- **Assignment 2**
 - **Close Read (second read):** students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
 - **Analyze the Text:** Short answer questions with evidence cited.
- **Assignment 3**
 - **Analyze Craft and Structure:** Literary device lesson
 - **Concept Vocabulary:** A closer look at vocabulary words and word study
- **Assignment 4**
 - **Conventions:** grammar/mechanics practice
 - **Selection Test** is available online digitally or print forms
- **Assignment 5** (teacher discretion)
 - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
 - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.
- **Performance Task/Performance Assessment**
 - Performance Task is a final writing/speaking project based on the readings
 - Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel chosen from a list of optional offered by Savvas. See myPerspective+ for more options.

*Multicultural Selection

Week 1 – Unit 1 Childhood

Essential Question: What are some of the challenges and triumphs of growing up?

- Optional: Novel reading
- Achieve3000: LevelSet Assessment
- Achieve3000: Complete two 5-step Lesson articles
- Unit 1 Introduction: “Wagon Train at Dusk”, pgs. 2 – 8
- Reading #1: Memoir in Verse: “*from* Brown Girl Dreaming”*, pgs. 12 – 25

<p>Week 2 – Unit 1 Childhood</p> <p>Essential Question: What are some of the challenges and triumphs of growing up?</p> <ul style="list-style-type: none"> • Optional: Novel reading • Achieve3000: Complete two 5-step Lesson articles • Reading #2: Comic Strip: “Gallery of <i>Calvin and Hobbes</i> Comics”, pgs. 26 – 31 • Reading #3: “Public Document: Declaration of the Rights of the Child”, pgs. 43 – 49
<p>Week 3 – Unit 1 Childhood - Performance Task</p> <p>Essential Question: What are some of the challenges and triumphs of growing up?</p> <ul style="list-style-type: none"> • Optional: Novel reading • Achieve3000: Complete two 5-step Lesson articles • Performance Task: Write a Nonfiction Narrative, pgs. 32 - 37. Follow and complete all steps of the Performance Task.
<p>Week 4 – Unit 2 Animal Allies</p> <p>Essential Question: How can people and animals relate to each other?</p> <ul style="list-style-type: none"> • Optional: Novel reading • Achieve3000: Complete two 5-step Lesson articles • Unit 2 Introduction: Reading Buddies, p. 90 – 96 • Reading #1: Memoir: “<i>from My Life with the Chimpanzees</i>”*, pgs. 100 – 117
<p>Week 5 – Unit 2 Animal Allies</p> <p>Essential Question: How can people and animals relate to each other?</p> <ul style="list-style-type: none"> • Optional: Novel reading • Achieve3000: Complete two 5-step Lesson articles • Reading #2: Historical Fiction: “<i>Hachiko: The True Story of a Loyal Dog</i>”*, pgs. 118 – 127
<p>Week 6 – Unit 2 Animal Allies - Performance Task</p> <p>Essential Question: How can people and animals relate to each other?</p> <ul style="list-style-type: none"> • Optional: Novel reading • Achieve3000: Complete two 5-step Lesson articles • Performance Task: Deliver an Informative Presentation, p. 172 – 173. Follow and complete all steps of the Performance Task.
<p>Week 7 - 8 Final Assignment</p> <p>Discuss with your teacher about your final assignment. Novel Study (see attached Book Report Activities Guide) -OR- Final (see attached Culminating Project Activities Guide)</p>

- Suggested Novel Reading: *Where the Red Fern Grows* by Wilson Rawls (see attached for student materials)

Not Your Grandma's Book Report

(10 Creative Ways to Respond to Literature)

I. Design and Make Your Own Tee Shirt

1. Illustrate a scene or character from the book on a t-shirt.
2. Write a short summary of the scene and explain why it is important to the story.
3. If you choose to illustrate a character, write a description of the character and why he or she is important to the story.

II. Book Mobile (from items related to the story)

1. Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn.
2. Write a key that explains each object and why you chose it.

III. "WANTED" Posters (for two characters in the book)

1. Choose two characters from the book for which you will make posters.
2. Research sample wanted posters.
3. Information to include in your poster:
4. The "crime,"
5. Physical description
6. Where the character was last seen
7. Reward amount.

IV. Design a New Cover Jacket (for the book)

1. Front cover: Draw and color an illustration for the book.
2. Inside front flap: Write descriptions of the main characters.
3. Inside back flap: Write a description of the setting and a short summary of the book.
4. Back cover: Write five (5) to ten (10) quotes from the book that are important to understanding the story.

V. Create a Collage (to represent the book)

1. Your collage should include at least ten (10) photos or illustrations.
2. Write a key describing each item on the collage.

VI. Create a Graphic Novel (Comic Book) Version (of your book)

1. Use 8 ½ x 11 inch paper or 8 ½ x 11 inch paper (folded in half) to create your graphic novel
2. Illustrations should be colored pencil/ink

VII. Letter to the Author

1. Write a letter to the author that explains your reaction to her/his book.
2. Your letter must include:
 - All elements of a friendly letter (date, greeting, body, closing, & signature).
 - Your opinion of the book and reasons for your opinion
 - The character in the book you are most like and why
 - Your favorite part of the book
 - At least two (2) questions you have about the book
 - Include your home or school address in the letter.
 - Include an addressed envelope with your return address & the author's address. (Check the back of the book or author's Web site for author's address. You may also send the letter directly to the publisher, which should be on the copyright page of the book.

VIII. Interview with a Character

1. Pretend you are a journalist interviewing a character in your book. Write ten (10) questions to ask the character.
2. Then answer each question as you think the character would respond.

IX. Illustrated Timeline

1. Choose at ten (10) important events from the story.
2. Write a description of each event.
3. Draw a color illustration for each event.
4. The events must be in the order in which they occurred in the book.

X. Create a CD Album Cover (with liner notes)

1. Create an album/CD cover for your book (research CD cases) and include the book title somewhere in your design.
2. In your liner notes (research liner notes) select ten (10) song titles that represent characters, events, or settings in the book.
3. Below the song titles, write a short summary of the book

Culminating Project Activities

Review one (1) of your fictional works from this semester's assigned readings and then choose from one (1) of the following projects:

I. Letter of Advice

1. Write a letter to one of the characters giving advice about the main conflict in the story

II. New Day – You Write It!

1. Re-write a scene from the story, giving it a new ending

III. Character Play List

1. Create a music play list for a character in the story.
2. The play list must have no fewer than four (4) songs and you must explain for choices of music for this character.

IV. Social Media Profile

1. Create an online media (instagram/Facebook/Snapchat/Tik Tok/Twitter/YouTube) profile for one (1) character in one of the stories

V. Acrostic Character Poem

1. Write an acrostic poem for a character in one of your readings from the text Units or from your independent novel.
2. Write your character's name down vertically.
3. Brainstorm words or phrases that describe your character.
4. Place your brainstormed words or phrases on the lines that begin with the letters of your character's name.
5. Fill in the rest of the lines to create a poem.

Here is an example:

She's a lover of fun and fantasy

Curious about her world

Outs wrongdoers handily

Uneasy with anything 'girled'

The epitome of equality and gallantry

VI. Character Rap

1. Write a rap song about a character in one of your readings
2. Your rap must have at least three (3) stanzas

VII. Reading Movie Poster

1. Create a movie poster for one of the stories.
2. The poster must include: i) the author, ii) film title, iii) film slogan, one (1) film star you've chosen to portray the main character, and iv) the director - YOURSELF

Where the Red Fern Grows

Wilson Rawls

ABOUT THE AUTHOR

Woodrow Wilson Rawls (1913–1984) was born in Scrapper, Oklahoma, where he grew up on his mother’s small farm. The family called this farm, which was miles from the nearest school, “Mother Cherokee’s allotment.” (See Background.) Wilson’s mother taught her children by reading to them from mail-ordered children’s books. As Wilson listened to Jack London’s *The Call of the Wild*, he became interested in writing, too.

Rawls left home during the Great Depression. During the intervals between occasional jobs as a carpenter, he would jot down stories. However, lacking confidence in his abilities, he hid the stories and eventually burned all of them. Many years later, his wife, Sophie, encouraged him to rewrite the tales of his boyhood as a novel. *Where the Red Fern Grows* has become a classic of juvenile literature.

BACKGROUND

In 1835, the discovery of gold on Cherokee lands in Georgia put pressure on the American government to relocate the Cherokee. Federal troops ultimately were sent to remove the Cherokee. The result was the infamous Trail of Tears, a brutal forced march in the winter of 1838–1839, during which some 4,000 Cherokee died.

After settling in what today is northeastern Oklahoma, the Cherokee faced internal conflicts and anger from white settlers. In 1887, the federal government assigned lands that had been owned by the Cherokee as a group to individual Cherokee. In *Where the Red Fern Grows*, one such plot of land passes to Billy Colman’s mother—just as another such plot of land had been given to Wilson Rawls’s mother.

QUICK GUIDE

As you read *Where the Red Fern Grows*, keep these literary elements in mind:

- Every story has a **point of view**, a perspective from which it is told. This story uses the **first-person point of view**, in which the narrator is a character in the story. As you read, consider how the viewpoint of a first-person narrator affects your understanding of the story.
- CHARACTERIZATION is the way or ways in which a writer reveals information about a character. Stories with a first-person point of view often depend upon **indirect characterization**, in which the writer suggests information about a character through the character’s actions and words and through the reactions of other characters. Notice what Billy’s actions suggest about his character.
- CONFLICTS, or struggles between opposing forces, drive a story. Look for examples of **external conflicts**, as when characters face tricky raccoons and troublemaking neighbors. Also, be aware of **internal conflicts**, in which characters struggle with contrasting emotions.
- NARRATIVE STRUCTURE is the way in which the events of a story are organized and revealed. Notice that this novel includes many self-contained stories that make up episodes within the overall plot.
- SETTING is the time and place of the story’s action. Rawls sets his novel almost entirely in one location, though its action spans several years. Try to determine the importance of the setting to the action of this story.
- DIALECT is the form of language spoken by people in a particular region or group. Dialect can be seen in pronunciation, vocabulary, and sentence structure. Look for dialect not just in the way that Rawls’s characters speak but also in the narrator’s own storytelling style.

- A **THEME** is a general insight or idea about life that is expressed in a story. Consider the message that the author communicates as you follow Billy Colman’s adventures.

VOCABULARY

1. **dormant** *adj.* still, as if asleep; inactive
2. **festered** *v.* filled with pus; decayed
3. **amends** *n.* action or actions done to make up for loss or injury
4. **ventured** *v.* exposed (oneself) to danger, risk, or the chance of loss
5. **querying** *adj.* questioning; asking
6. **wiley** *alternate spelling of wily* *adj.* full of trickery; cunning; sly
7. **leverage** *n.* increased means of accomplishing a goal
8. **momentum** *n.* strength or force that keeps growing, especially as a result of motion
9. **nonchalantly** *adv.* done in a casual and seemingly uninterested manner
10. **slough** *n.* swamp, bog, or marsh
11. **begrudgingly** *adv.* done with reluctance, displeasure, or envy
12. **maneuver** *n.* skillful or clever move that helps one reach a goal
13. **clambered** *v.* climbed clumsily, especially by using both hands and feet
14. **jubilant** *adj.* joyful and triumphant
15. **faltered** *v.* acted or spoke with hesitation or uncertainty
16. **verge** *n.* edge, brink, or margin
17. **predatory** *adj.* living by preying on other animals
18. **foliage** *adj.* leaves, as of a plant or tree; mass of leaves
19. **coax** *v.* to persuade by soothing words
20. **quavering** *adj.* shaking or trembling

CHAPTERS I–III

Discussion Questions

1. Why are dogs so important to Billy?
2. How does Billy feel about working in the fields with his father for the first time?
3. Who tells Billy Colman’s story? How does the choice of narrator help us understand Billy’s wish for dogs?
4. How does finding the ad affect Billy? What does his reaction show about him?

WRITING ACTIVITY Are Billy’s feelings about the dogs realistic? State your opinion in one or two paragraphs. Include your thoughts about a pet that you own, have owned, or would like to own.

CHAPTERS IV–VI

Discussion Questions

1. Name any three of Billy’s character traits.
2. What does Billy’s decision to walk twenty miles to Tahlequah rather than wait a week for his dogs reveal about his character?
3. Which statements made by other people in the story support the **characterization** of Billy as persistent and highly motivated?
4. Which aspects of Billy’s character emerge from his visit to Tahlequah, especially his confrontation with the town bullies?

WRITING ACTIVITY In a few sentences, explain what you learn about Billy’s character from his actions toward his family when he returns home from Tahlequah.

CHAPTERS VII–IX

Discussion Questions

1. What **external conflicts** with raccoons does Billy face in this part of the story? How does Billy resolve these conflicts?
2. As his dogs chase the first raccoon, what are Billy’s conflicting feelings about them?
3. In Chapter VIII, Billy realizes that his father “doesn’t even talk to me like I was a boy any more. He talks to me like I was a man.” Why does this realization make Billy happy? What accounts for the change in Papa?
4. Why is it important to Billy that he cut down the big sycamore tree by himself?

WRITING ACTIVITY The sycamore tree is an important part of Chapter IX. In a few sentences, explain how the tree plays a role in Billy’s **external** and **internal conflicts** in this chapter.

CHAPTERS X–XII**Discussion Questions**

1. In the **narrative structure** of this book, each of Billy’s hunting outings appears as a separate episode. What do the episodes, as a group, show about Billy and his dogs?
2. Briefly describe two episodes that occur while Billy and the dogs are hunting.
3. What is the climax, or high point, of each episode that you named?
4. What is the resolution of each episode that you named?

WRITING ACTIVITY In one or two paragraphs, compare and contrast the personalities and hunting skills of Big Dan and Little Ann.

CHAPTERS XIII–XV**Discussion Questions**

1. Which aspects of the **setting** make coon hunting challenging?
2. In what way has the woodsy setting shaped Billy’s values?
3. Significant episodes in the novel take place at Grandpa’s store. How is the store an important place for Billy?
4. Reread Billy’s description of his journey home from Grandpa’s store in Chapter XIV. How do you think that description is meant to make you think about nature?

WRITING ACTIVITY In two paragraphs, describe the setting of *Where the Red Fern Grows*. Explain whether or not the events of this novel could take place in another place and time.

CHAPTERS XVI–XVIII**Discussion Questions**

1. During the championship hunt, what evidence of Billy’s growing maturity is revealed to the reader?
2. What does Billy’s reaction to Grandpa’s injury say about Billy’s values and attitudes?
3. How do Billy’s feelings about winning the cup change during the story? What part do the dogs play in that change of heart?
4. Give two examples of **dialect** in these chapters. What purpose does the dialect seem to serve?

WRITING ACTIVITY In a brief paragraph, describe what the hunters conclude about love and loyalty from the way Old Dan and Little Ann behave during the final championship night. Explain how the hunters apply their conclusions to people.

CHAPTERS XIX–XX**Discussion Questions**

1. Why does Little Ann die?
2. What episodes in this section highlight the **theme** of the sustaining power of religious faith?
3. What theme do you think Wilson Rawls is presenting through Billy’s relationship with his dogs? Explain.
4. What event at the end of the novel supports the theme that hard work pays off?

WRITING ACTIVITY In one or two paragraphs, describe what you think Billy’s feelings are about moving to town.

PULLING IT ALL TOGETHER

WRITING Write a one-page essay telling which of the novel’s themes you think is the most important. Give reasons to explain your choice.

PRESENTING A SEQUEL Think about the life of the adult Billy, who narrates the opening and closing of the book. Then, create your own ideas for a sequel to *Where the Red Fern Grows* that traces the rest of Billy’s path to adulthood. Present your sequel ideas to the class.

SENSITIVE ISSUES

This book contains depictions of poverty, the shooting and skinning of raccoons, one character’s gruesome death, and the deaths of the main character’s dogs.

Name:

Date:

TRADE BOOK TEST

Where the Red Fern Grows

Wilson Rawls

A. Thinking About *Where the Red Fern Grows*

Choose the best answer.

- Which of the following is a major theme in *Where the Red Fern Grows*?
 - a. the superiority of city life to country life
 - b. the savage immorality of hunting animals
 - c. the importance of family in dealing with life's trials
 - d. the conflict between older and younger generations
- What does Billy's yearning for a pair of hunting dogs suggest most strongly?
 - a. the need for a growing child to form attachments outside the family
 - b. Billy's desire to earn enough money to help his family move to town
 - c. the difficulty of finding enough food for the family without hunting
 - d. every child's desire to win the approval of his or her family
- Why does Billy walk all the way to Tahlequah to pick up his puppies?
 - a. His parents do not want him to buy the dogs, and he wants to hide the purchase from them.
 - b. Both train and automobile service are out due to a winter storm.
 - c. He wants to explore Tahlequah on his own because his parents disapprove of "city ways."
 - d. He is so eager to see his new dogs that he cannot wait for a ride.
- Which word describes Little Ann as compared to Old Dan?
 - a. fiercer
 - b. smarter
 - c. braver
 - d. uglier
- Which emotion is most responsible for the Pritchards' making a bet with Billy?
 - a. anger
 - b. jealousy
 - c. admiration
 - d. curiosity
- Which statement does NOT show that Billy's parents recognize his growing maturity?
 - a. They allow him to help Papa with chores around the farm.
 - b. They give him permission to hunt at night with the dogs.
 - c. They require him to use a bow instead of a gun while hunting.
 - d. They allow him to drink coffee at the competition campsite.

Name:

Date:

7. Regarding Billy and the dogs, Grandpa
- a. thinks that Billy has wasted important years having silly fun with the dogs instead of learning about farming.
 - b. wishes that Billy could learn to hunt as well as the Pritchard boys do.
 - c. worries that Billy will get hurt, so he wants Billy to give up hunting and help him in the store.
 - d. admires Billy for his persistence in saving for the dogs and for his skill in training them to hunt.
8. What “miracle” do the dogs bring about for Billy and his family?
- a. They teach the Colmans a deep respect for the natural world.
 - b. The money that they bring in enables the Colmans to move to town.
 - c. The meat that they hunt down enables the Colmans to survive a harsh winter.
 - d. They save Billy and his sisters from an attacking mountain lion.
9. Which sequence best describes Billy’s responses to the deaths of Old Dan and Little Ann?
- a. bitterness → understanding → acceptance
 - b. grief → bitterness → fear
 - c. understanding → bitterness → acceptance
 - d. horror → understanding → bitterness
10. What does Billy’s attitude toward the Indian tale of the red fern demonstrate?
- a. prejudice
 - b. faith
 - c. superstition
 - d. anger

B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list: *setting*, *conflict*, *dialect*, *characterization*, *narrative structure*.

11. Which literary element is most evident in this sentence?

From far back in the flinty hills, the monotonous calls of a hoot owl floated down in the silent night.

12. Which literary element is demonstrated when Mama says that Billy is too young to hunt alone, but Papa argues that Billy should be allowed to grow up?

Name:	Date:
-------	-------

13. Which literary element is illustrated by the following passage?

“Aw, he’ll be all right,” Papa said. “If I know anything about swinging an ax, it won’t be long before he’s limber as a rag.”

14. Which literary technique is most evident when the narrator describes his feelings about seeing Old Dan and Little Ann for the first time, as puppies?

15. Which literary element is shown most clearly in the novel’s opening and closing, in which the narrator speaks from many years after the main part of the story?

C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. When Billy wants to stick with the effort of cutting down the big sycamore, Papa says, “I’m for it even if it is only an agreement between you and your dogs. If a man’s word isn’t any good, he’s no good himself.” What does Papa mean? How does Billy show that his word is good? Give examples from the novel.

17. Billy grieves deeply over the loss of his beloved dogs. Looking back at his story, do you think that what Billy got from Old Dan and Little Ann was worth the pain of their loss? Use examples from the story to help explain your answer.

18. A major theme of *Where the Red Fern Grows* is the development from childhood to adulthood. Trace this theme from two standpoints: (1) Billy’s actions and (2) the changing attitudes of his family members toward him. Use examples from the text to support your answer.
