

# ENGSS: English- Short Stories

## Virtual Learning Academy Jefferson County Educational Service Center Academic Content Standards English- Short Stories

### Lesson 1: "The Fall of the House of Usher"

#### "The Fall of the House of Usher"

Standard Benchmark and Indicator
<b>S02. Acquisition of Vocabulary</b>
<b>A. Use context clues and text structures to determine the meaning of new vocabulary. (08-10)</b>
01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. (10)
<b>F. Use multiple resources to enhance comprehension of vocabulary. (08-10)</b>
06. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (10)
<b>S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>
<b>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)</b>
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)
<b>S05. Reading Applications: Literary Text</b>
<b>A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)</b>
<b>B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)</b>
02. Analyze the features of setting and their importance in a literary text. (10)
<b>F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)</b>
06. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text. (10)

### Lesson 2: "The Devil and Tom Walker"

#### The Devil and Tom Walker

#### Standard Benchmark and Indicator



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manner; (10)

### Lesson 4 – “The Celebrated Jumping Frog of Calaveras County”

#### “The Celebrated Jumping Frog of Calaveras County”

Standard Benchmark and Indicator
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (10)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
07. Recognize how irony is used in a literary text. (10)
S05. Communications: Oral and Visual
A. Use a variety of strategies to enhance listening comprehension. (08-10)
01. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings. (10)
C. Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker. (08-10)
04. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning. (10)

### “The Outcasts of Poker Flat”

#### “The Outcasts of Poker Flat”

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (10)

### Lesson 6: “An Occurrence at Owl Creek Bridge”

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### "An Occurrence at Owl Creek Bridge"

<b>Standard Benchmark and Indicator</b>
S02. Acquisition of Vocabulary
D. Explain how different events have influenced and changed the English language. (08-10)
04. Analyze the ways that historical events influenced the English language. (10)
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood). (10)
S02. Writing Applications
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (10)

### Lesson 7: "The Open Boat"

#### "The Open Boat"

<b>Standard Benchmark and Indicator</b>
S02. Acquisition of Vocabulary
C. Recognize the importance and function of figurative language. (08-10)
03. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. (10)
S05. Reading Applications: Literary Text
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text. (10)

### Lesson 8: "A Wagner Matinee"

#### "A Wagner Matinee"

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Standard Benchmark and Indicator
S03. Writing Conventions
C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)
03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (10)
04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (10)
05. Use proper placement of modifiers. (10)

### Lesson 9: “To Build a Fire”

#### “To Build a Fire”

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (08-10)
05. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (10)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (10)
S02. Writing Applications
E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. (08-10)
05. Write persuasive compositions that: (10)
05. support arguments with detailed evidence; (10)
05. exclude irrelevant information; and (10)
05. cite sources of information. (10)

### Lesson 10: “Sophistication”

#### “Sophistication”

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03. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text. (10)
D. Identify similar recurring themes across different works. (08-10)
04. Interpret universal themes across different works by the same author or by different authors. (10)
<b>S02. Writing Applications</b>
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (10)

### Lesson 11 – “Writing a Short Story”

#### “Writing a Short Story”

<b>Standard Benchmark and Indicator</b>
<b>S01. Writing Processes</b>
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (08-10)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (10)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (10)
04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience. (10)
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. (08-10)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (10)
05. Use organizational strategies (e.g., notes, outlines) to plan writing. (10)
<b>S02. Writing Applications</b>
A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. (08-10)
01. Write narratives that: (10)
01. include an organized, well developed structure. (10)
01. use a range of strategies and literary devices including figurative language and specific narration; and (10)
01. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); (10)

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## Lesson 12: “In Another Country”

### “In Another Country”

Standard Benchmark and Indicator
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)
S01. Writing Processes
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (10)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (10)
08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (10)
09. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (10)
10. Use available technology to compose text. (10)
S05. Communications: Oral and Visual
B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. (08-10)
02. Interpret types of arguments used by the speaker such as authority and appeals to emotion. (10)
03. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages. (10)

## Lesson 13: “A Rose for Emily”

### “A Rose for Emily”

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
F. Use multiple resources to enhance comprehension of vocabulary. (08-10)
06. Determine the meanings and pronunciations of unknown words by using

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dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (10)
<b>S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (08-10)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (10)
<b>S04. Reading Applications: Informational, Technical and Persuasive Text</b>
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. (08-10)
08. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches. (10)
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (08-10)
06. Identify appeals to authority, reason and emotion. (10)
<b>S01. Writing Processes</b>
C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. (08-10)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (10)
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (10)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. (10)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (10)
<b>S02. Writing Applications</b>
B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. (08-10)
02. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge. (10)

### Lesson 14: “The Catbird Seat”

“The Catbird Seat”

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(10)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (10)
S01. Writing Processes
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (10)

### Lesson 15: “The Jilting of Granny Weatherall”

#### “The Jilting of Granny Weatherall”

<b>Standard Benchmark and Indicator</b>
S01. Writing Processes
E. Apply tools to judge the quality of writing. (08-10)
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (10)

### Lesson 16: “A Worn Path”

#### “A Worn Path”

<b>Standard Benchmark and Indicator</b>
S05. Reading Applications: Literary Text
A. Analyze interactions between characters in literary text and how the interactions affect the plot. (08-10)
01. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. (10)
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text. (08-10)
08. Analyze the author's use of point of view, mood and tone. (10)
G. Explain techniques used by authors to develop style. (08-10)
09. Explain how authors use symbols to create broader meanings. (10)

### Lesson 17: “Flight”

#### “Flight”

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02. Analyze the features of setting and their importance in a literary text. (10)
D. Identify similar recurring themes across different works. (08-10)
04. Interpret universal themes across different works by the same author or by different authors. (10)
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. (08-10)
06. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text. (10)
07. Recognize how irony is used in a literary text. (10)
G. Explain techniques used by authors to develop style. (08-10)
09. Explain how authors use symbols to create broader meanings. (10)

### Lesson 18: “Winter Dreams”

#### “Winter Dreams”

#### Standard Benchmark and Indicator

##### Monitoring Strategies

A. Apply reading comprehension strategies to understand grade-appropriate texts. (08-10)

04. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). (10)

##### S04. Reading Applications: Informational, Technical and Persuasive Text

A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. (08-10)

01. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice,

D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. (08-10)

05. Analyze an author’s implicit and explicit argument, perspective or viewpoint in text. (10)

##### S01. Writing Processes

F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (08-10)

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such

##### S03. Writing Conventions

A. Use correct spelling conventions. (08-10)

01. Use correct spelling conventions. (10)

B. Use correct punctuation and capitalization. (08-10)

02. Use correct capitalization and punctuation. (10)

C. Demonstrate understanding of the grammatical conventions of the English language. (08-10)

03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). (10)

04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (10)

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04. Use parallel structure to present items in a series and items juxtaposed for emphasis. (10)
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05. Use proper placement of modifiers. (10)
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