



# STAGE LEFT

ENGLISH LANGUAGE ARTS  
COMMON CORE  
STANDARDS GUIDE



Sam Shepard's *Tongues*, Magic Theatre | *Pickle Family Circus*. Photo: Kimi Okada | David Henry Hwang's *F.O.B.*, Asian American Theater Company

## ELA COMMON CORE STANDARDS ALIGNED WITH STAGE LEFT CURRICULUM GUIDES

The following English Language Arts Common Core Standards are supported by the critical viewing of Stage Left and the discussion topics, contextual information, and theater-based extension activities found in the curriculum guides. Students can also study the texts of plays highlighted in Stage Left for further alignment with Common Core. The full English Language Arts Common Core Standards can be found at <http://www.corestandards.org/ELA-Literacy>.

*Note: Unless indicated otherwise, the standards outlined are for grades 9-12.*

### READING: LITERATURE

#### Key Ideas

##### CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

##### CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Integration of Knowledge and ideas (grades 6-8)

##### CCSS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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## CCSS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

## CCSS.ELA-Literacy.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

## READING: INFORMATIONAL TEXTS

### Key Ideas

#### CCSS.ELA-Literacy.RI.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### CCSS.ELA-Literacy.RI.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

## WRITING

### Text Types and Purposes

#### CCSS.ELA-Literacy.W.9-10.3/11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-Literacy.W.9-10.3a/11-12.3a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

#### CCSS.ELA-Literacy.W.9-10.3b/11-12.3b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### CCSS.ELA-Literacy.W.9-10.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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## CCSS.ELA-Literacy.W.11-12.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

## CCSS.ELA-Literacy.W.9-10.3d/11-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## CCSS.ELA-Literacy.W.9-10.3e/11-12.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Production and Distribution of Writing

### CCSS.ELA-Literacy.W.9-10.5/11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### CCSS.ELA-Literacy.SL.9-10.1/11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-Literacy.SL.9-10.1a/11-12.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-Literacy.SL.9-10.1b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### CCSS.ELA-Literacy.SL.11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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## CCSS.ELA-Literacy.SL.9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

## CCSS.ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

## CCSS.ELA-Literacy.SL.9-10.1d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## CCSS.ELA-Literacy.SL.11-12.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## Presentation of Knowledge and Ideas

### CCSS.ELA-Literacy.SL.9-10.5/11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### CCSS.ELA-Literacy.SL.9-10.6/11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE

### Knowledge of Language

#### CCSS.ELA-Literacy.L.9-10.3/11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### CCSS.ELA-Literacy.L.9-10.3a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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## CCSS.ELA-Literacy.L.11-12.3a

Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

## Vocabulary Acquisition and Use

### CCSS.ELA-Literacy.L.9-10.5/11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### CCSS.ELA-Literacy.L.9-10.5a/11-12.5a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

### CCSS.ELA-Literacy.L.9-10.5b/11-12.5b

Analyze nuances in the meaning of words with similar denotations.