

**Texas University Interscholastic League**

**Contest Event: Feature Writing**

The contest teaches students to read critically, to digest and prioritize information quickly, and to write clearly, accurately and succinctly. Emphasis is placed on the same writing skills as in other UIL journalism contests, as well as the ability to write descriptively.

The Texas Essential Knowledge and Skills are categorized by course area and grade level. The following are course area abbreviations used for the TEKS:

Journalism=JOUR; Advanced Journalism=ADVJOUR;  
 English Language Arts and Reading=ELAR 1-4; Communication Applications=CA  
 World Geography=GEO; United States History=USH; World History Studies=WH;  
 United States Government=GOV; Economic=ECON  
 Principles of Information Technology=IT

Each TEKS begins with the outline number for the appropriate course area.

<b>Texas Essential Knowledge and Skills</b>	<b>Contest Knowledge and Skills</b>
<p><u>Free Speech as Basis of Journalistic Writing Knowledge and Skills:</u></p> <p>(1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:                      (A) identify the history and development of American journalism through people and events;                      (B) identify the foundations of journalistic ethics; and                      (C) distinguish between responsible and irresponsible media action. (JOURN)</p> <p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:                      (A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and                      (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms. (GOV)</p> <p>(2A) Analyze the roles of media as sources of information, entertainment, persuasion, and education. (ML)</p> <p>(2B) Analyze strategies used by media to inform, persuade, entertain, and educate. (ML)</p>	<p><u>Free Speech as Basis of Journalistic Writing Knowledge and Skills:</u></p> <p>-Apply first amendment rights when writing in journalistic format.</p> <p>-Create written work that shows an understanding of the varied purposes of the media, including feature writing, which is used to inform and educate.</p>

<p><u>Leadership and Teamwork Knowledge and Skills:</u></p> <p>(5) The student demonstrates leadership and teamwork abilities. The student is expected to:          (A) determine roles for which different team members will assume responsibility;          (F) work cooperatively and collaboratively through a variety of staff assignments. (ADJOURN)          (2E) make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others; (CA)</p>	<p><u>Leadership and Teamwork Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Follow written and oral directions.</li> <li>-Interpret directions to produce feature writing copy.</li> </ul>
<p><u>Meeting Deadline Knowledge Skills:</u></p> <p>(C) develop a deadline schedule and a regular means of monitoring progress; (ADVJOURN)          (2E) make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others; (CA)</p>	<p><u>Meeting Deadline Knowledge &amp; Skills:</u></p> <ul style="list-style-type: none"> <li>-Use strategies in order to move through competition materials within an allotted time or deadline.</li> </ul>
<p><u>Reading Knowledge and Skills:</u></p> <p>(1C) read other publications, both professional and student-produced, and generate story ideas of interest or of need to the publication's audience; (ADVJOURN)          (2A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic; (JOURN)          (8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. (ELAR 1-4)          (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p><u>Reading Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Read silently.</li> <li>-Adjust reading rate for purpose of reading.</li> <li>-Read to gather information, be informed, and to solve a problem.</li> <li>-Adjust reading when understanding breaks down by rereading.</li> <li>-Draw upon experiences and background knowledge in order to comprehend text.</li> </ul>

<p>(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p> <p>(B) differentiate between opinions that are substantiated and unsubstantiated in the text;</p> <p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. (ELAR 1-4)</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and</p> <p>(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. (ELAR 1-4)</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p> <p>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. (ELAR 1-4)</p>	
<p><u>Strategies to Interview, Clarify, Summarize and Analyze Information Knowledge and Skills:</u></p> <p>(1)(D) conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet; and</p> <p>(E) conceive coverage ideas and create multifaceted presentations of material, including but not limited to, standard story form, infographics, sidebars, photos, and art. (ADJOURN)</p> <p>(29, 20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) use a variety of both primary and secondary</p>	<p><u>Strategies to Interview, Clarify, Summarize and Analyze Information Knowledge and Skills:</u></p> <p>-Take notes or make marginal notations in order to formulate questions, refine topics, clarify ideas and recall information.</p> <p>-Sequence and categorize information to make generalizations, draw inferences and conclusions and support what is known and what needs to be known about a topic.</p> <p>-Use text structure as a way to analyze information.</p> <p>-Summarize information from text.</p>

<p>valid sources to acquire information and to analyze and answer historical questions; (B, F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (USH, GOV) (9A) Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; (B) differentiate between opinions that are substantiated and unsubstantiated in the text; (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. (ELAR 1-4)</p>	<p>-Apply reading strategies, such as skimming, scanning and rereading to learn and recall information.</p>
<p><u>Drawing Conclusions and Inferences Knowledge and Skills:</u></p> <p>(4G) evaluate stories/coverage for balance and readability. (ADVJOURN) (29, 20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:  (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;  (B, F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (USH, GOV) (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:  (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and  (B) draw conclusions about the credibility of persuasive text by examining its implicit and</p>	<p><u>Drawing Conclusions and Inference Knowledge and Skills:</u></p> <p>-Draw inferences and conclusions and evaluate and support them with text evidence and experience.</p>

<p>stated assumptions about an issue as conveyed by the specific use of language. (ELAR 1-4)</p>	
<p><u>Analyze Story Telling Elements Knowledge and Skills:</u></p> <p>(4)(B) use skills in reporting and writing to produce publications;  (C) select the most appropriate journalistic format to present content; (ADVJOURN)  (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:  (A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;  (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;  (C) analyze the way in which a work of fiction is shaped by the narrator's point of view; (ELAR 1-4)</p>	<p><u>Analyze Story Telling Elements Knowledge and Skills:</u></p> <p>-Analyze setting, time frame, characters, point of view, conflicts and plot and incorporate into written piece.</p>
<p><u>Elements of Features Knowledge and Skills:</u></p> <p>(4) The student produces publications. The student is expected to:  (A) determine which events and issues are newsworthy for a readership;  (B) use skills in reporting and writing to produce publications;  (C) select the most appropriate journalistic format to present content;  (D) create pages for publications;  (E) incorporate photographs with captions or graphics into publications;  (F) use available technology to produce publications; and  (G) evaluate stories/coverage for balance and readability. (ADJOURN)  (2G) Demonstrate an understanding of the elements of news through writing. (JOUR)  (22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. (WH)  (16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. (GOV)  (17) Culture. The student understands the</p>	<p><u>Elements of Features Knowledge and Skills:</u></p> <p>-Demonstrate an understanding of the elements of stories through the creation of a feature.</p>

<p>relationship between government policies and the culture of the United States. (GOV)  (15) Government. The student understands the role that the government plays in the U.S. free enterprise system. (ECON)</p>	
<p><u>Writing Organization and Structure Knowledge and Skills:</u></p> <p>(3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:  (A) report and write for publications;  (B) write and design headlines for publications;  (C) research and write captions for publications;  (ADVJOURN)  (2)(B) plan and write relevant questions for an interview or in-depth research;  (D) incorporate direct and indirect quotes and other research to write in copy; (JOURN)  (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  (B). structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;  (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;  (D) edit drafts for grammar, mechanics, and spelling; and  (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (ELAR 1-4)</p>	<p><u>Writing Organization and Structure Knowledge and Skills:</u></p> <p>-Plan writing through prewriting to develop and generate ideas and plan structure.  -Organize ideas to ensure coherence, logical progression, and support of ideas.</p>
<p><u>Writing as Communication Knowledge and Skills:</u></p> <p>(3A) report and write for publications;  (ADVJOURN)  (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking</p>	<p><u>Writing as Communication Knowledge and Skills:</u></p> <p>-Produce legible written work, including handwritten and word processed documents.  -Demonstrate effective written communication skills through independent writing tasks.</p>

<p>and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> <li>i. more complex active and passive tenses and verbals (gerunds, infinitives, participles);</li> <li>ii. restrictive and nonrestrictive relative clauses; and</li> <li>iii. reciprocal pronouns (e.g., each other, one another);</li> </ul> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p>C. use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (ELAR 1-2)</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p> <p>(B) use correct punctuation marks including:</p> <ul style="list-style-type: none"> <li>i. quotation marks to indicate sarcasm or irony;</li> <li>ii. comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</li> <li>iii. dashes to emphasize parenthetical information. (ELAR 1-2) </li></ul>	
<p><u>Selecting Format for Audience and Purpose Knowledge and Skills:</u></p> <p>(4) The student produces publications. The student is expected to:</p> <p>(A) determine which events and issues are newsworthy for a readership;</p> <p>(B) use skills in reporting and writing to produce publications;</p> <p>(C) select the most appropriate journalistic format to present content;</p> <p>(D) create pages for publications;</p> <p>(G) evaluate stories/coverage for balance and readability. (ADJOURN)</p> <p>(15B) Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> <li>i. organized and accurately conveyed information; and</li> <li>ii. reader-friendly formatting techniques; (ELAR 1-4)</li> </ul>	<p><u>Selecting Format for Audience and Purpose Knowledge and Skills:</u></p> <p>-Select the most appropriate journalistic format to present content.</p> <p>-Write for a specific journalistic purpose and audience, using appropriate vocabulary, sentence structure, format, organization, and rhetorical devices.</p>

<p><u>Writing Tone and Voice Knowledge and Skills:</u></p> <p>(13C) Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (ELAR 3-4)</p>	<p><u>Writing Tone and Voice Knowledge and Skills:</u></p> <p>-Develop voice and create tone through the use of various points of view, sentence structure, word choice, sensory observations, and figurative language.</p>
<p><u>Vocabulary and Spelling Knowledge and Skills:</u></p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p> <p>(C) produce analogies that describe a function of an object or its description;</p> <p>(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. (ELAR 1-4)</p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)</p>	<p><u>Vocabulary and Spelling Knowledge and Skills:</u></p> <p>-Rely on vocabulary learning strategies, such as contextual clues; meanings of prefixes, roots, and suffixes; word origins; and connotative and denotative meanings to interpret the meaning and power of words.</p> <p>-Use precise language and professional vocabulary to communicate ideas clearly and concisely.</p> <p>-Use correct spelling.</p>
<p><u>Language Conventions Knowledge and Skills:</u></p> <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p><u>Language Conventions Knowledge and Skills:</u></p> <p>-Use standard grammar, spelling, sentence structure, and punctuation.</p> <p>-Employ written conventions appropriately such as capitalizing and punctuating for various forms.</p>

<p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and  B. use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (ELAR 3-4)  (13D) Edit drafts for grammar, mechanics, and spelling. (ELAR 1-4)  (30B) use standard grammar, spelling, sentence structure, and punctuation; (WH)</p>	<p>-Demonstrate control over grammatical elements, such as subject-verb agreement, pronoun-antecedent agreement, and verb forms.</p>
<p><u>Reference Material Knowledge and Skills:</u></p> <p>(2I) Use journalistic style. (JOUR)  21C. Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (ELAR 3-4)</p>	<p><u>Reference Material Knowledge and Skills:</u></p> <p>-Use reference materials, such as dictionary and thesaurus.  -Use the AP style manual for journalistic style.</p>
<p><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <p>(5)(D) submit work for editing and critiquing and make appropriate revisions;  (E) edit and critique work of others; (ADJOURN)  (13D) Edit drafts for grammar, mechanics, and spelling. (ELAR 1-4)  (30B) use standard grammar, spelling, sentence structure, and punctuation; (WH)  (30)(A) create written, oral, and visual presentations of social studies information; (USH)</p>	<p><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <p>-Proofread writing.  -Edit copy as appropriate for the conventions of standard English such as grammar, spelling, punctuation, capitalization, and sentence structure.  -Revise copy by rethinking content, organization, and style.</p>
<p><u>Descriptive Techniques Knowledge and Skills:</u></p> <p>(4) The student produces publications. The student is expected to:  (A) determine which events and issues are newsworthy for a readership;  (B) use skills in reporting and writing to produce publications;  (C) select the most appropriate journalistic format to present content;  (D) create pages for publications;  (G) evaluate stories/coverage for balance and readability. (ADJOURN)  (22)(31)(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:  (A) use a problem-solving process to identify a problem, gather information, list and consider</p>	<p><u>Descriptive Techniques Knowledge and Skills:</u></p> <p>-Compose a message in the form of a story.  -Use problem solving and decision making to identify a problem, list and consider options, choose a solution and call others to action.  -Include a balance of the course of actions in a feature writing piece.  -Use logical modes of story to influence perceptions, attitudes, and behaviors of readers.  -Use viewpoints and individual perspectives when appropriate to strengthen stance of the story.</p>

<p>options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and  (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (GOV, WH, USH)  (29G, 22B &amp; 20C) Analyze and defend a point of view on an issue or event; generate a summary, generalization or thesis supported by evidence (USH, WG, GOV)  (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  (A) write an analytical essay of sufficient length that includes:  (i) effective introductory and concluding paragraphs and a variety of sentence structures;  (ii) rhetorical devices, and transitions between paragraphs;  (iii) a controlling idea or thesis;  (iv) an organizing structure appropriate to purpose, audience, and context; and  (v) relevant information and valid inferences;  (B) write procedural or work-related documents (e.g., project plans) that include:  (i) organized and accurately conveyed information; and  (ii) reader-friendly formatting techniques; (ELAR 1-4)</p>	
<p><u>Computer Usage Knowledge and Skills:</u></p> <p>(4)(E) incorporate photographs with captions or graphics into publications;  (F) use available technology to produce publications; (ADVJOURN)  (24C) transfer information from one medium to another including written to visual and statistical to written or visual using computer software as appropriate; (ECON)  (3) The student uses emerging technologies to exchange information. The student is expected to:  (A) identify and describe functions of various new and emerging technologies;  (B) send and receive text information and file attachments using electronic methods such as email, electronic bulletin boards, and instant message services;  (C) demonstrate effective Internet search strategies, including keywords and Boolean logic</p>	<p><u>Computer Usage Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Use available technology for creating, revising, and editing text.</li> <li>-Produce work that is word processed and composed at the keyboard.</li> <li>-Demonstrate a mastery of the keyboard touch-system.</li> <li>-Operate computer technology with proper care.</li> <li>-Use hardware including computer and printer and software including a text program to produce documents.</li> <li>-Print story within time limit.</li> </ul>

using various available search engines;  
(D) dissect and identify the various components of a Uniform Resource Locator;  
(E) demonstrate ability to effectively test acquired information from the Internet for accuracy, relevance, and validity;  
(F) explain issues concerning Internet security protocols such as computer viruses, online predators, hacking, and identity theft;  
(G) define and identify unethical practices such as hacking, phone fraud, online piracy, and data vandalism; and  
(H) demonstrate ethical use of Internet and online resources, including citation of source. (IT)

(7) The student applies word-processing technology. The student is expected to:

(A) identify the terminology associated with word-processing software and its functions;  
(B) improve the touch-system skill using the keyboard and keypad to input data;  
(C) edit a variety of text documents using functions such as pagination, appropriate white space, tab settings, and font style, size, and color;  
(F) produce desktop publishing documents incorporating both text and graphics such as business cards, newsletters with mastheads, and advertisement flyers; and  
(G) demonstrate file protection and security. (IT)