

**Texas University Interscholastic League**

**Contest Event: Ready Writing**

Contestants write expository compositions that attempt to explain, prove or explore a topic in a balanced way, allowing the argument and the evidence given to be the deciding factor in the paper. Students are given a choice between two prompts, each an excerpt from literature, publications or speeches. The essay is judged on interest, organization and style.

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

English Language Arts and Reading = ELAR

The following are grade level indicators:

ELAR 1= 9<sup>th</sup> grade

ELAR 2 = 10<sup>th</sup> grade

ELAR 3= 11<sup>th</sup> grade

ELAR 4 = 12<sup>th</sup> grade

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>  |
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| <p><u>Interest: Writing exhibits originality of thought, analytical acuteness and overall coherence of exposition:</u></p> <p>(13)(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; (ELAR 1-2)</p> <p>(13)(C) 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>(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:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>(i) extends beyond a summary and literal analysis;</p> <p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using</p> | <p><u>Interest: Writing exhibits originality of thought, analytical acuteness and overall coherence of exposition. (Writing exhibits creative thought; demonstrates insight and understanding of the subject matter; and is presented in a logical and orderly manner.):</u></p> <p>-Interpret and analyze two prompts, selecting one to compose an expository essay.</p> <p>-Develop a "voice" and style appropriate to the topic and audience and draft an effective introduction and conclusion.</p> <p>-Develop appropriate vocabulary and recognize varying modes of persuasion to defend or support a position.</p> <p>-Present and support logical and coherent progression of ideas with appropriate rhetorical approaches.</p> <p>-Develop complex sentence structure and transitions to demonstrate higher composition skills.</p> <p>-Use writing to clearly articulate and argue a stance on the chosen topic.</p> <p>-Use writing as an instrument to raise questions and possibilities concerning unknown aspects of the chosen topic.</p> <p>-Synthesize information and ideas from a variety of sources.</p> |

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| <p>embedded quotations; (ELAR 1-2)<br/> (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; (ELAR 3-4)<br/> (16)(D) information on the complete range of relevant perspectives;<br/> (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;<br/> (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and<br/> (G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. (ELAR 1-4)</p>  | <ul style="list-style-type: none"> <li>-Draw on a variety of writing styles and formats to strengthen the argument of the chosen topic.</li> <li>-Illustrate knowledge of the topic drawing from various sources of information previously studied.</li> <li>-Recognize cultural characteristics and influences as they pertain to audience response.</li> </ul>   |
| <p><u>Organization: Each paragraph develops one idea and contributes to an understanding of main idea or thesis:</u></p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) marshals evidence in support of a clear thesis statement and related claims;<br/> (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;<br/> (C) uses graphics and illustrations to help explain concepts where appropriate;<br/> (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and<br/> (E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials. (ELAR 1-4)</p> | <p><u>Organization: Each paragraph develops one idea and contributes to an understanding of main idea or thesis:</u></p> <ul style="list-style-type: none"> <li>-Develop an organizational approach appropriate to the topic, purpose and audience.</li> <li>-Use literary devices such as diction, syntax, tone, and imagery to effectively present the argument in support of the chosen prompt.</li> <li>-Develop appropriate vocabulary and recognize varying modes of persuasion to defend or support a thesis.</li> <li>-Present and support a logical and coherent progression of ideas.</li> <li>-Use writing as an instrument to raise questions and possibilities concerning unknown aspects of the chosen topic.</li> <li>-Choose an appropriate format for the presentation of ideas.</li> <li>-Incorporate appropriate supporting evidence based on main ideas and inferences.</li> <li>-Analyze the contest rubric for evaluative purposes.</li> </ul> |
| <p><u>Correctness of Style: Writing, grammar, usage, conventions, and spelling:</u></p> <p>(13)(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-3)</p>  | <p><u>Correctness of Style: Writing, grammar, usage, conventions, and spelling:</u></p> <ul style="list-style-type: none"> <li>-Demonstrate knowledge and effective use of the English language and appropriate grammar</li> </ul>   |

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| <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> <ul style="list-style-type: none"><li>(A) use conventions of capitalization; and</li><li>(B) use correct punctuation marks including:<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 1-4)</li></ul></li></ul> <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>structures.</p> <p>-Demonstrate effective use of allowable resources (dictionary, thesaurus, and word processors)</p> |
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