

Texas University Interscholastic League

Contest Event: Spelling and Vocabulary

The contest promotes precise and effective use of words. The three-part contest consists of multiple-choice questions covering proofreading, vocabulary, and words that are written from dictation. The vocabulary-building and spelling components of the contest are important complements to the high school academic curriculum and are indicative of vocabulary words contained on standardized tests such as SAT, PSAT and ACT.

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 Spelling and Vocabulary:

English Language Arts = ELAR

The following are grade level indicators:

ELAR 1= 9th grade

ELAR 2 = 10th grade

ELAR 3= 11th grade

ELAR 4 = 12th grade

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

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Conventions: Spelling, Capitalization:</u></p> <p>13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)</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; (ELAR 1-2)</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>Conventions: Spelling, Capitalization:</u></p> <p>-Students are expected to spell words correctly.</p> <p>-Students are expected to use the correct capitalization of words:</p> <p>“If a word can begin with either a lowercase letter or a capital, that letter is noted in parentheses after the word: calliope (C), Catholic (c). It is the responsibility of the contestant to know in what circumstances to use lowercase or capital letters. Both the unnecessary use of a capital or its omission are considered errors.”</p>
<p><u>Vocabulary Building:</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) infer word meaning through the identification and analysis of analogies and other word relationships;</p> <p>(D) show the relationship between the origins and meaning of foreign words or phrases used</p>	<p><u>Vocabulary Building:</u></p> <p>-Students are expected to read widely:</p> <p>“At least 80 percent of the test will come from UIL “Word Power.” Outside words may include:</p> <p>(1) Words of common usage (e.g., gosling, hemorrhage);</p> <p>(2) Words and proper names currently in the news;</p> <p>(3) Words which by their formation or origins build vocabulary and promote the study of English. These include words with affixes, roots, and suffixes which appear in words on the printed list by being different parts of</p>

<p>frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); and (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>speech, and other words of interest for the general lessons which they teach about language.”</p> <ul style="list-style-type: none">-Students use various reference materials to build vocabulary-Contestants will proofread for correct usage and spelling
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