

Level 1 (Local) Contest

Common Core State Standards for English Language Arts

Writing Standards

Text Types and Purposes

- (CCSS.ELA-Literacy.W.5.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Gr. 5)
- (CCSS.ELA-Literacy.W.6.1, 7.1, 8.1) Write arguments to support claims with clear reasons and relevant evidence. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.9-10.1, 11-12.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Gr. 9-12)
- (CCSS.ELA-Literacy.W.5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 5)
- (CCSS.ELA-Literacy.W.6.2, 7.2, 8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.9-10.2, 11-12.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Gr. 9-12)

Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 5)
- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4, 9-10.4, 11-12.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-12)
- (CCSS.ELA-Literacy.W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Gr. 5)
- (CCSS.ELA-Literacy.W.6.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.5, 8.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Gr. 7-8)
- (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. (Gr. 9-12)

Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Gr. 5)
- (CCSS.ELA-Literacy.W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Gr. 5)
- (CCSS.ELA-Literacy.W.6.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.8, 8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Gr. 7-8)
- (CCSS.ELA-Literacy.W.9-10.8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Gr. 9-10)
- (CCSS.ELA-Literacy.W.11-12.8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Gr. 11-12)
- (CCSS.ELA-Literacy.W.5.9, 6.9, 7.9, 8.9, 9-10.9, 11-12.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 5-12)

Speaking & Listening Standards

Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (Gr. 8)
- (CCSS.ELA-Literacy.SL.9-10.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (Gr. 9-10)
- (CCSS.ELA-Literacy.SL.11-12.3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (Gr. 11-12)

Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)
- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.9-10.4) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Gr. 9-10)
- (CCSS.ELA-Literacy.SL.11-12.4) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Gr. 11-12)

Language Standards

Conventions of Standard English

- (CCSS.ELA-Literacy.L.5.1, 6.1, 7.1, 8.1, 9-10.1, 11-12.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 5-12)

Knowledge of Language

- (CCSS.ELA-Literacy.L.5.3, 6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 5-8)
- (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. (Gr. 9-12)

Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (Gr. 5)
- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.9-10.6, 11-12.6) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Gr. 9-12)

Level 2 (County/District) Contest

Level 3 (State/Regional) Contest

Level 4 (National) Contest

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- (CCSS.ELA-Literacy.SL.9-10.4) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Gr. 9-10)
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