

**Texas University Interscholastic League**

**Contest Event: Headline 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 ability to discern key facts and to write with flair and style in order to tell and sell a story.

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 Headline Writing:

- Journalism=JOUR; Advanced Journalism=ADVJOUR; Independent Study in Journalism=ISJOUR;
- English Language Arts and Reading = ELAR 1-4; Reading I, II, III=REA;
- Reading Application and Study Skills=REAAP; Research and Technical Writing=RTW; Creative and Imaginative Writing=CIW; Practical Writing Skills=PWS; Media Literacy-Speech=ML; United States History Studies Since Reconstruction=USHRECON; World History Studies=WH; United States Government=GOV; Psychology=PSYC; Sociology=SOC; Economics with Emphasis on the Free Enterprise System and Its Benefits, High School=ECON;
- Special Topics in Social Studies=STSS; Business Communications=BC; Business Support Systems=BSS;
- Business Computer Information Systems=BCIS; Word Processing Applications=WPA;
- Family and Career Management=FCM; Individual and Family Life=IFL; Family Health Needs=FHN;
- Career Studies=CS; Marketing Yourself=MY

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>14B. Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms. (GOV)</p> <p>17B. Analyze the importance of free speech and press in a democratic society. (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 headline writing, which is used to inform and educate.</p>
<p><u>Following Directions Knowledge and Skills:</u></p> <p>4G. Follow oral and written directions. (BC)</p> <p>1A. Interpret and follow directions to produce documents. (WPA)</p> <p>1B. Locate and interpret written information. (BC)</p>	<p><u>Following Directions Knowledge and Skills:</u></p> <p>-Follow written and oral directions.</p> <p>-Interpret directions to produce headline writing copy.</p>
<p><u>Test-Taking Knowledge and Skills:</u></p> <p>5J. Use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions. (REA)</p>	<p><u>Test-Taking Knowledge and Skills:</u></p> <p>-Use test-taking strategies in order to move through competition materials within an allotted time.</p>

<p><u>Reading Knowledge and Skills:</u></p> <p>2C. Adjust reading rate according to purpose for reading. (REA)</p> <p>3A. Read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure. (REA)</p> <p>3C. Establish and adjust both immediate and overarching purposes for reading such as to find out, to understand, to interpret, to enjoy, or to solve problems. (REAAP)</p> <p>5B. Use previous experience to comprehend. (REA)</p> <p>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)</p> <p>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>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><u>Reading Knowledge and Skills:</u></p> <p>-Read silently.</p> <p>-Adjust reading rate for purpose of reading.</p> <p>-Read to gather information, be informed and to solve a problem.</p> <p>-Adjust reading when understanding breaks down by rereading.</p> <p>-Draw upon experiences and background knowledge in order to comprehend text.</p>
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<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 Explore, Clarify, Summarize and Recall Information Knowledge and Skills:</u></p> <p>1F. Take notes. (PWS)</p> <p>5B. Recall important information by taking notes or making marginal notations. (REAAP)</p> <p>3A. &amp; 1A. Use writing such as learning logs to formulate questions, refine topics, and clarify ideas. (RTW &amp; ISJOUR)</p> <p>5F. Organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming. (REA)</p> <p>1B. Organize and support what is known and what needs to be learned about a topic. (ISJOUR)</p> <p>21A, 24B, 25C, 13F, 14B, 1B &amp; 23A. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (GOV, USHRECON, WH, PSYC, SOC, STSS &amp; ECON)</p> <p>7E, 8E, 5I &amp; 5I. Analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding. (REAAP &amp; REA)</p> <p>5G &amp; 7G. Summarize texts by identifying main ideas and relevant details. (REA)</p> <p>5C. Summarize information from text through the use of outlines, study guides, or learning logs. (REAAP)</p> <p>5A. Learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions. (REAAP)</p>	<p><u>Strategies to Explore, Clarify, Summarize and Recall 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>-Apply reading strategies, such as skimming, scanning, and rereading to learn and recall information.</p>
<p><u>Accuracy, Credibility and Factual Information Knowledge and Skills:</u></p> <p>2B. Compose the story accurately keeping his/her own opinion out of non-editorial coverage.</p>	<p><u>Accuracy, Credibility and Factual Information Knowledge and Skills:</u></p> <p>-Compose headline writing accurately, keeping own opinion out of coverage.</p>

<p>(ADVJOUR)  22B. Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; (ELAR 1-4)</p>	
<p><u>Elements of News Knowledge and Skills:</u></p> <p>2G. Demonstrate an understanding of the elements of news through writing. (JOUR)  12. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:  A. compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);  C. compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and  D. evaluate changes in formality and tone within the same medium for specific audiences and purposes. (ELAR 1-4)</p>	<p><u>Elements of News Knowledge and Skills:</u></p> <p>-Demonstrate an understanding of the elements of news through the creation of headline writing.</p>
<p><u>Writing Organization and Structure Knowledge and Skills:</u></p> <p>2A, 2A, 4A &amp; 2A. Select and apply prewriting strategies to generate ideas, develop voice, and plan. (CIW, RTW, PWS)  1A &amp; 4D. Organize ideas logically and sequentially. (BC &amp; BSC)  1G, 1D, 1C &amp; 1F. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. (CIW, RTW)  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;</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>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; (ELAR 1-4)</p>	
<p><u>Writing as Communication Knowledge and Skills:</u></p> <p>2A, 3A &amp; 4A. Produce legible written work, including handwritten, word processed, and typed documents. (PWS, CIW &amp; RTW)  2I. Write both independently and/or collaboratively. (CIW &amp;TW)  4A. Demonstrate basic writing skills through assigned tasks. (BSS)  2B, 6K, 12A &amp; 12B. Demonstrate effective verbal, nonverbal, written, and electronic communication skills. (CS, FCM, IFL &amp; FHN)  6A. Communicate effectively in a business context. (MY)  16A. A clear thesis or position based on logical reasons supported by precise and relevant evidence;  B. Consideration of the whole range of information and views on the topic and accurate and honest representation of these views; (ELAR 1-4)</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><u>Selecting Written Format for Audience and Purpose Knowledge and Skills:</u></p> <p>2H &amp; 4C. Elect the most appropriate journalistic format to present content. (JOUR &amp; ADVJOUR)  1C, 1B &amp; 1C. Write in voice and style appropriate to audience and purpose. (RTW)  1B, 1C, 4C, 2C &amp; 2C. Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose. (PWS, CIW &amp; RTW)  D. An organizing structure appropriate to the purpose, audience, and context; (ELAR 1-4)</p>	<p><u>Selecting Written Format for Audience and Purpose Knowledge and Skills:</u></p> <p>-Select the most appropriate journalistic format to present content.  -Write for a specific journalistic purpose and audience, using appropriate vocabulary, structure, format, organization and rhetorical devices.</p>
<p><u>Writing Tone and Voice Knowledge and Skills:</u></p> <p>1C. Elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning. (CIW)  1D. Employ various points of view to communicate effectively. (CIW)  4A. Relate sensation and perception to various points of view. (PSYC)</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, structure, word choice, sensory observations, and figurative language.</p>

<p>5D. Find similarities and differences across texts such as explanations, points of view, or themes. (REA)</p> <p>1F. Use word choice, sentence structure, and repetition to create tone. (CIW)</p> <p>14. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (ELAR 1-4)</p>	
<p><u>Vocabulary and Spelling Knowledge and Skills:</u></p> <p>2B, 6B &amp; 7B. Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. (REAAP)</p> <p>2C, 6C &amp; 7C. Apply meanings of prefixes, roots, and suffixes to comprehend. (REAAP)</p> <p>2D. Investigate word origins as an aid to understanding meanings, derivations, and spellings. (REAAP)</p> <p>2F &amp; 7F. Discriminate between connotative and denotative meanings and interpret the connotative power of words. (REAAP)</p> <p>3C &amp; 4E. Use appropriate vocabulary. (PWS &amp; RTW)</p> <p>2B &amp; 1E. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. (RTW)</p> <p>4A. Develop business and professional vocabulary skills. (BC)</p> <p>4C, 3C &amp; 2C. Use correct spelling in the final draft. (RTW, CIW &amp; PWS)</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; (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>22B, 25B, 26B, 14B, 15B, 2B &amp; 24B. Use standard grammar, spelling, sentence structure, and punctuation. (GOV, USHRECON, WH, PSYC, SOC, STSS &amp; ECON)</p>	<p><u>Language Conventions Knowledge and Skills:</u></p> <p>-Use and understand the function of academic language.</p> <p>-Use standard grammar, spelling, sentence</p>

<p>2B, 3B &amp; 4B. Employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumés. (PWS, CIW &amp; RTW)</p> <p>3B, 3D, 4D &amp; 3A. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. (CIW, RTW &amp; PWS)</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>A. use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> <p>B. use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (ELAR 3-4)</p>	<p>structure, and punctuation.</p> <p>-Employ written conventions appropriately such as capitalizing and punctuating for various forms.</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>2E, 6E &amp; 7E. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage. (REAAP)</p> <p>4F &amp; 3E. Consistently use a manual or form such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS). (RTW)</p> <p>2I. Use journalistic style. (JOUR)</p> <p>23E. 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>Reference Material Knowledge and Skills:</u></p> <p>-Use reference materials, such as dictionary and thesaurus.</p> <p>-Use the AP style manual for journalistic style.</p>
<p><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <p>2E. Revise and edit copy using appropriate copy reading and proofreading symbols. (JOUR)</p> <p>3B. Edit a variety of written documents. (BCIS)</p> <p>3A, 4F, 2G &amp; 2F. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. (PWS, CIW &amp; RTW)</p> <p>2E, 2E &amp; 4E. Revise drafts by rethinking content, organization, and style to better accomplish the task. (CIW, RTW &amp; PWS)</p> <p>13D. Edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)</p> <p>18. Oral and Written Conventions/Handwriting,</p>	<p><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <p>-Edit copy as appropriate for the conventions of standard English such as grammar, spelling, punctuation, capitalization, and sentence structure.</p> <p>-Revise copy by rethinking content, organization, and style.</p>

<p>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.</li></ul></li></ul> <p>(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>	
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