*Buckeye Community Hope Foundation*

**10th Annual Student Writing Challenge**

**Grades 3-5 2024-2025**

**TECHNOLOGY AND YOU**

**Guidelines Packet**

**STUDENT AUTHORS ARE NEEDED TO PARTICIPATE!**

To encourage preparation for assessments and mastery of common core state standards in English Language Arts, Buckeye Community Hope Foundation is sponsoring its seventh annual student writing challenge. Challenges are offered for grades at the following levels: Grades 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

Schools may each submit **one essay per grade** to the Buckeye Hope Writing Challenge. **School-level contests to determine each grade’s submission(s) are encouraged.**

BCHF will recognize individuals who demonstrate high achievement on this project by cash awards to the school, student trophies, and student participation ribbons.

This packet will explain the guidelines for each level of the challenge. Additional questions may be sent to:

Ms. Mindy Farry, BCHF Writing Challenge Coordinator, [mfarry@buckeyehope.org](mailto:mfarry@buckeyehope.org).

**Please note that some procedures have changed, and that the due date for entries (to be submitted electronically) is March 15, 2025. No extensions for snow days, delays, spring break etc.!**

[**https://forms.gle/k5XfmWrJDHLAFJyD8**](https://forms.gle/k5XfmWrJDHLAFJyD8)

**Writing Challenge Submission for GRADE: \_\_\_\_\_\_\_**

**Cover Sheet**

**From:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Author Name**  ***Type or print legibly.*** | **Author**  **Grade Level** | **Author**  **Teacher Name** | **Author**  **School Name** |
|  |  |  |  |

**Author Signature:**

***I/we are stating that this is an original piece of writing:***

**Parent Signature:**

**Parent or guardian authorizes by signature that if selected, the child’s picture and name may be used in Buckeye Community Hope publications.**

Participants and their parent/guardian agree to:

* Public announcement of recognized authors and their schools by Buckeye Community Hope Foundation (“the Sponsor”)
* Publication of essays submitted in newsletters, anthologies, press releases, posters, or web pages of the Sponsor.

**PARENT SIGNATURE:**

**Title of Entry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Word count: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date of submission: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attach to this page: Essay; Draft versions and edits; Prewriting.**

**Must be sent electronically by March 15, 2025, to:**

[**https://forms.gle/k5XfmWrJDHLAFJyD8**](https://forms.gle/k5XfmWrJDHLAFJyD8)



10th Annual Student Writing Challenge

**2024-2025**

**GRADES 3-5**

GRADE LEVEL/ELIGIBLE STUDENTS: **One submission per school** will be accepted from an individual student enrolled in grades 3-5 in an Ohio community school sponsored by Buckeye Community Hope Foundation at the time of submission.

PURPOSE: To encourage preparation for Ohio assessments and mastery of the new Ohio learning standards in English Language Arts, Buckeye Community Hope Foundation is sponsoring its seventh annual writing challenge for grades 3-5. We will recognize individual students or groups of students who demonstrate high achievement on this challenge.

GENRE/PRODUCT: INFORMATIVE WRITING

**Writing Prompt: "How Technology Affects My Life"**

Read or listen to the story, “When Charlie McButton Lost Power” <https://www.youtube.com/watch?v=9gVNS-WCcNg>

Think about all the ways technology is part of your daily life—at school, at home, or even when you’re playing. Think about television, video games, phones, the internet, computers. Write an informative essay explaining how technology affects your life. How does it help you with schoolwork, staying in touch with family and friends, or having fun? Does technology make things easier, or sometimes harder? Would you have acted like Charlie if you lost all power? Conclude your essay by discussing what technology will look like in the future.

GUIDELINES:

1. The prompt may be read aloud and explained to students by teachers or others. The video may be viewed as a class and discussed. Students however must originate all the written work individually.
2. and must include the finished piece of writing and all prior drafts. Students are encouraged to support their opinion with two or more references from each source (video and book).
3. Students are encouraged to use peer review processes to refine their piece of writing. Teachers may proof or provide guidance in final editing of spelling, grammar, etc. but teachers *may not* write any portion of the work, nor may they contribute content.
4. Entries must not have been published previously and must follow guidelines for academic honesty by including only original student writing. Facts or supporting information should not be copied from informational sources unless appropriate attribution is given (i.e., quotations marks and citations). Entries that do not follow standards of academic honesty will be disqualified. Teachers should be mindful of instructing students as to the appropriate selection and use of credible sources from electronic media.
5. The authors’ names, school and grade, and the entry’s word count, must be written ***legibly*** on the cover sheet template (see attached). We encourage teachers and school administrators to review the cover sheet carefully, or to type in names in advance before the students sign, so that the names can be easily read. The author’s names should not appear on the other pages of the entry.
6. The contest is open to all students in grades 3-5 enrolled at the time of submission in an Ohio community school operated by the Buckeye Community Hope Foundation.
7. Entries will not be returned.

JUDGING AND RECOGNITION:

One entry in each grade will be selected for recognition by a team of independent judges using Ohio’s English Language Arts Opinion Writing Rubric available at:

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Holistic-Informative-Explanatory-Writing-Rubric-Grades-3-5.pdf.aspx?lang=en-US>

The recognized authors will be announced by May 1, 2022. In each grade band (3-5; 6-8; 9-12) the recognized author’s school will receive a $200 prize in cash and a trophy from Buckeye Community Hope Foundation. Based on response, additional recognition awards may be given by the Sponsor for honorable mention.

RIGHT TO RELEASE:

Participants and their parent/guardian agree to:

* Public announcement of recognized authors and their schools by Buckeye Community Hope Foundation (“the Sponsor”)
* Publication of essays submitted in newsletters, anthologies, press releases, posters, or web pages of the Sponsor.
* The entry form also serves as a written release for publication of the work and author names, grades, and schools.

Essays must be sent electronically by midnight March 15, 2025, to: [**https://forms.gle/k5XfmWrJDHLAFJyD8**](https://forms.gle/k5XfmWrJDHLAFJyD8)

**TEACHERS, THIS IS A GUIDELINE AS TO HOW YOU COULD APPROACH INFUSING THIS CHALLENGE INTO YOUR CURRICULUM. YOU CAN MAP OUT A PLAN OF IMPLEMENTATION USING YOUR OWN DATES. USE WHATEVER WORKS FOR YOU!**

|  |  |  |
| --- | --- | --- |
| DATE | ACTIVITY | PRODUCT |
| 1-10-24 | Introduce the Writing Challenge to students  Introduce the Rubric used to grade  Do Pre-Vocabulary Activity about the word *technology* and other words from the book.  Brainstorm technology devices | Vocabulary Frayer Models  Short open write: What is technology? What does it mean to addicted to technology? |
|  | Read the book aloud, watch video <https://www.youtube.com/watch?v=9gVNS-WCcNg>  Have students write an exit ticket: “What I would miss most if the power went out!” |  |
|  | Help students create a two-column reading journal by modeling (I do); then allowing them to work with a partner on further examples (We do); and then independently (I do).  Re-watch the video and review the book to start filling out the left side of the journal (the left side is to capture the facts, thoughts of the source). Then show students how to add into the right column (reactions, questions, thoughts, emotions). | Two Column Journal |
|  | Expository mini lesson  Brainstorm ideas with all students  Share with table partners to check to complete more brainstorms  Drafting of the first portion of the writing—the introduction (title, author, summary of the story and videos) | Brainstorm list  Draft of Part 1 |
|  | Mini lesson and demonstration of peer critique  Partner groups give 3 “I Like: and 2 “I Wonders” | Feedback notes from peers |
|  | Draft 2nd copy of Part 1 | Draft #2  Feedback notes from peers |
|  | Teacher returns Draft—personal conferences with students using the rubric  Draft #3 | Teacher comments  Draft #3 |
|  |  |  |
|  | Mini lesson on DEFINITIONS of *technology* and how it could come in many forms  Table groups discuss possible themes of the story and videos  Share group results | Technology lists |
|  | Draft the 2nd portion of the writing: How Technology makes life easier. | Draft of 2nd portion of the essay |
|  | Re-teach peer review guidelines  Reintroduce the rubric  Peer Review 2nd portion in a round robin circle draft swap | Draft with comments |
|  | Teacher conferences with students with rubric as they complete final draft | Final Draft of Portion #2 |
|  |  |  |
|  | Class Discussion and Brainstorm: Does technology harm us in any way? | Class brainstorm list  Group list of narrowed examples  Individual example ideas discussed in table groups |
|  | Draft third section of the paper==Are you like Charlie? How would you react? | Draft of 3rd portion—my story |
|  | Speed date review by peers and teacher about the personal plan--using the rubric | Feedback sheets |
|  | STUDENTS COMPLETE THEIR PLAN |  |
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|  |  |  |
|  | FINAL COPY DRAFTING | Final Copy |
|  |  |  |
|  | SCHOOL STAFF DESIGNEES READ ENTRIES AND DETERMINE A WINNER PER GRADE LEVEL (3, 4, 5) |  |
| March 14 | Winning submissions submitted to BCHF | ONE PDF with the following in the order:  \*Final Copy    \*Cover sheet with all signatures  \*Rough Draft(s)  \*All preparatory work (brainstorms, story board, peer critique comments, feedback sheets). |
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