



NATIONAL ENDOWMENT FOR THE ARTS
AND POETRY FOUNDATION PRESENT

POETRY OUT LOUD

TM

2020-2021 TEACHER'S GUIDE

Additional copies of this publication can be downloaded at www.poetryoutloud.org

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Established by Congress in 1965, the National Endowment for the Arts is the independent federal agency whose funding and support gives Americans the opportunity to participate in the arts, exercise their imaginations, and develop their creative capacities. Through partnerships with state arts agencies, local leaders, other federal agencies, and the philanthropic sector, the Arts Endowment supports arts learning, affirms and celebrates America's rich and diverse cultural heritage, and extends its work to promote equal access to the arts in every community across America. Visit arts.gov to learn more.



The Poetry Foundation, publisher of *Poetry* magazine, is an independent literary organization committed to a vigorous presence for poetry in our culture. It exists to discover and celebrate the best poetry and to place it before the largest possible audience. The Poetry Foundation seeks to be a leader in shaping a receptive climate for poetry by developing new audiences, creating new avenues for delivery, and encouraging new kinds of poetry through innovative partnerships, prizes, and programs.

Poetry Out Loud is a partnership among the National Endowment for the Arts, the Poetry Foundation, and the state and jurisdictional arts agencies of the United States.



“I thought poetry was boring, but when you really listen to the words and recite it on stage, it comes alive and you can feel that, and you have to make sure the audience feels that too.”

–Shawntay Henry, 2008 National Champion

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*Lesson plans are available at poetryoutloud.org

Note: This guide includes information on how to hold in-person Poetry Out Loud events. Please follow any federal, state, or local guidelines in regard to slowing the spread of COVID-19. For information on how to run Poetry Out Loud virtually, visit poetryoutloud.org.

“You will find yourself in a poem and you will feel a connection to it that is more beautiful than you can imagine.”

—Isabella Callery, 2019 National Champion

“I never read a lot of poetry before the competition but this was one of the best [things] I got from this... was reading great poetry. So, once I shared the first couple poems that I read and connected with, I had to do it again. And I found more of them.”

—Langston Ward, 2013 National Champion

“[Poetry Out Loud] is not only about the moments on stage; it's about the community that is built when the curtain is closed.”

—Amber Rose Johnson, 2010 National Champion



WHY POETRY OUT LOUD?

Poetry Out Loud is a fun and dynamic way to introduce students to poetry.

- Poetry Out Loud builds self-confidence and helps develop social and emotional maturity.
- The thrill of competition encourages students to do their best and support their peers.
- Poetry Out Loud creates lifelong lovers of poetry and creative writing.
- Poetry Out Loud offers an opportunity for all types of students to succeed.

Poetry Out Loud is easy to implement.

- Poetry Out Loud materials are completely free.
- The program is flexible, can be folded into an existing curriculum, and meets NCTE and Common Core Standards.
- This guide and online supplemental materials contain everything you need to teach the program successfully and conduct a contest.

Poetry Out Loud inspires learning.

- Students improve their analytical skills through reading and interpreting a variety of poems.
- Poetry Out Loud fosters confidence in students' own writing.
- Students learn about literary history and contemporary life.
- Poetry Out Loud can forge stronger connections between teachers and students.
- Poetry Out Loud promotes creativity and success in other disciplines.

HOW DO WE GET INVOLVED?

- 1.** To register your school for Poetry Out Loud, get in touch with your state coordinator by visiting the “state contacts” section of poetryoutloud.org.
- 2.** Once you’ve registered, invite other teachers at your school, organizational partners, or volunteers to participate and plan to host a competition.
- 3.** Create a simple timeline that outlines your Poetry Out Loud program, including deadlines and competition dates, and then get started!

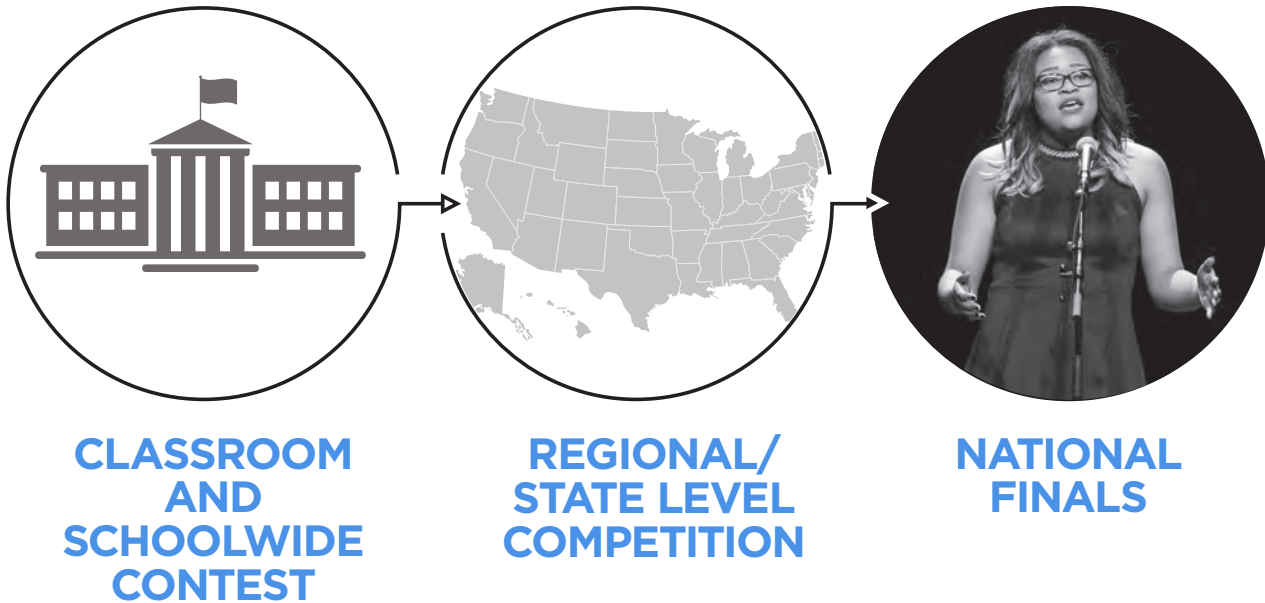
How do we bring Poetry Out Loud to our students?

While this guide focuses on Poetry Out Loud in the classroom, please know that it is flexible and can be implemented in other manners. Here are a few examples:

- Poetry Out Loud is mandatory for all ninth-grade students at a school. Classroom contests are conducted and a schoolwide contest is held at an assembly.
- Three teachers at a school bring Poetry Out Loud to their English classes. They hold individual classroom contests and then hold a schoolwide contest to determine their school winner.
- One teacher makes Poetry Out Loud optional to all their drama students to receive extra credit. This winner moves on to the next level of competition.
- A teacher, librarian, parent volunteer, or a group of students leads an after-school Poetry Out Loud club and holds a contest amongst the participating students.
- A school partners with a library or arts organization to run Poetry Out Loud at their school, either in classrooms or as an extracurricular program.

CONTEST STRUCTURE

Poetry Out Loud begins at the classroom level. Winners advance to a schoolwide competition, then to a regional and/or state competition, and ultimately to the National Finals. Awards and placements are determined solely by the judges' scores based on the Poetry Out Loud Evaluation Criteria (pages 13–16).



STATE AWARDS:

Each winner at the state level will receive \$200 and an all-expenses-paid trip (with an adult chaperone) to Washington, DC, to compete at the National Finals. The state winner's school will receive \$500 for poetry materials. One runner-up in each state will receive \$100; their school will receive \$200 for the purchase of poetry materials.

NATIONAL AWARDS:

A total of \$50,000 in awards and school stipends will be given at the Poetry Out Loud National Finals, including a \$20,000 award for the National Champion.

Awards are offered for the official contests conducted by the state arts agencies, the Poetry Foundation, and the National Endowment for the Arts. The awards do not apply to unofficial contests. Awards will be made in the form of lump sum cash payouts, reportable to the IRS. Tax liabilities are the sole responsibility of the winners and their families. The Poetry Foundation provides and administers all aspects of the monetary prizes awarded in Poetry Out Loud.

GETTING STARTED



1. Explore

Have students browse the poems. Poetryoutloud.org has an online anthology of more than 1,100 poems. Allow time for the students to explore the selections. Students may choose to browse by poem, poet, or thematic collection.

Begin with a poem a day. Help students discover new poets by reading a poem. Poetryoutloud.org has a poet of the day feature, including poems and poet biographies.

2. Understand

Ask each student to select poems to memorize. Allowing students to choose poems that resonate with them is key to helping them recite more effectively. The process of memorizing and performing helps students internalize the author's message and explore complex language and ideas. Find student videos about the selection and memorization of poems at poetryoutloud.org.

Discuss the poems. Understanding the text is the most important preparation for reciting poetry. If a student doesn't understand the text, neither will the audience.

Have students memorize the poems. Share these memorization tips:

- Rewrite your poem by hand several times. Each time, try to write more and more of it from memory.
- Read your poem aloud before going to sleep at night, and repeat it when you wake up.
- Carry around a copy of your poem in your pocket or bag and find several moments throughout the day to reread or recite it.
- Practice your poem by saying it to family and friends.

3. Recite

Model recitation skills.

- Recite poems yourself — this is a powerful way to show students it can be done.
- With the class, develop a list of bad habits that take away from the performance, such as insufficient projection, speaking too quickly or too slowly, monotone voice, fidgeting, excessive body language, and mispronunciations.
- Then develop a list of elements of a successful recitation, such as sufficient projection, good pacing with proper pauses, voice inflection, evidence of understanding, correct pronunciation, and poise.
- Play portions of the audio and the video examples at poetryoutloud.org and on our YouTube channel.
- Allow class time for students to practice their poems. Peers can offer constructive feedback, using the contest evaluation sheet and evaluation criteria as a guide.

4. Write

Include creative writing exercises. Creative writing is a natural complement to Poetry Out Loud. There are a number of optional writing exercises and lesson plans at poetryoutloud.org.

Note: Please let students know that they can request accommodations for a disability. Teachers may refer to the Accessibility page on poetryoutloud.org for more information or contact their state coordinator for further assistance.

SAMPLE SCHEDULE



- ***Students explore the anthology and choose poems to memorize.***
- ***Read and discuss some of the poems as a group.***
- ***Model effective and ineffective recitation practices.***



- ***Have students practice their poems with different partners each day.***
Students should have their poems completely memorized by the end of the week.
- ***Hold practice contests.***
Break up the students into groups. Have one student at a time perform for the rest of the group, who act as judges. Encourage discussion about how the student interpreted and presented the poem.
- ***Implement the lesson plans and writing exercises.***
Teachers and organizers may offer a more complete poetry unit by using the lesson plans provided at poetryoutloud.org.
- ***Hold the contest at the end of the week.***
Keep in mind that it takes an average of 4 or 5 minutes to recite a poem and judge the recitation. Organizers should structure the contest in a way that best fits their schedules.



- ***Hold the schoolwide recitation contest, if applicable, at the end of the week.***
Winners of the classroom contests will prepare two or three poems for recitation and will compete in the schoolwide competition at the end of this week. Ideally, the schoolwide competition will take place at a campus assembly, thus enhancing the entire student body's exposure to poetry and giving the contestants a larger audience.

THE CONTEST

LEAD ORGANIZER(S)

We recommend that each school identify one or two teachers or other identified leaders to serve as the Poetry Out Loud coordinators. Lead organizers will recruit needed participants and staff, distribute materials, organize events, and keep in touch with the state Poetry Out Loud coordinator.

NUMBER OF POEMS REQUIRED AT EACH CONTEST LEVEL

Classroom Level

Students must prepare at least one poem to recite.

School Finals Level

Students must prepare two poems to recite.

State and National Levels

Students must prepare three poems to recite.

POEM SELECTION

Eligible poems are available at poetryoutloud.org.

Students must provide the titles and authors of their poems and the order in which they will be recited in advance to the contest coordinator. Students may not change their poem selections or order once they have been submitted.

INTRODUCING AND RECITING THE POEM

Competitors will recite individually. The emcee should introduce students as they come to the stage to recite. It is the student's job to identify the poem by accurately announcing both the title and the author, and, if necessary, the translator. (For example, "Future Memories" by Mario Meléndez, translated by Eloisa Amezcua.)

- A student's own editorial comments before or after the poem are not allowed.
- Epigraphs included with the poem in the Poetry Out Loud anthology should be recited, and their omission will affect the accuracy score.
- Footnotes included with the poem in the Poetry Out Loud anthology should not be recited, and their inclusion will affect the accuracy score.
- Stanza numbers and dedications included with the original poem are optional, and their inclusion or omission should not affect the accuracy score.
- Students must include the name of the translator, if applicable.
- The poem must be delivered from memory.

CONTEST VENUE

Classroom contests can be held during class periods. Reserve a school theater, auditorium, or other appropriate venue for your schoolwide competition. The ideal setting will have a stage and theater-style seating. Depending on the size of the venue, amplification may be appropriate.

STAFFING THE SCHOOL COMPETITION

At the schoolwide competition, you will need volunteers to serve in a variety of roles:

Coordinator (1 or 2). The lead organizers(s) may be best suited for this role. The coordinator will ensure that the event runs smoothly, all volunteers are present, judges are briefed before the event, and scoring is accurate.

Emcee (1). An emcee will guide the competition from start to finish, providing welcoming remarks, introducing judges and students, and announcing winners.

Judges (3–5), **accuracy judge** (1). See page 10 of this Teacher’s Guide for advice on selecting and preparing judges.

Prompter (1). It is important to have someone following along with the recitations, ready to prompt a student who may get stuck on a line. Prepare a notebook with a large-font copy of each poem, in the order of recitation, for the prompter. Seat the prompter in the center of the front row, and have them follow along with the text as each student recites. Show the students where the prompter is sitting before the contest begins so they know where to look if they get lost during their recitation. If a competitor is stuck for several seconds and looks to the prompter for help, the prompter may provide the next few words of the poem to get that student back on track.

Score tabulator (1–2). While the competition is taking place, someone should input the judges’ scores in a database so that no time is wasted totaling scores after the recitations are finished. An Excel spreadsheet works well for this purpose. A template is available at poetryoutloud.org. It may be helpful for the tabulator to have an assistant collect the contest evaluation sheets. Remember to test your tabulation system before the event.

For accessibility requests for students, judges, or the public, please refer to the Accessibility page on poetryoutloud.org. For further assistance or questions, please contact your state coordinator.



JUDGING

Classroom Level

The teacher or lead organizer can serve as the sole judge for a classroom contest.

School Finals Level

At the school finals, three judges should be sufficient — a group of teachers may serve as judges, or you may invite some community members to judge the contest. Appropriate judges might be local poets, actors, professors, arts reporters, politicians, or members of the school board. Judges should have some knowledge of poetry, although they need not be experts. Be sensitive to conflicts of interest — actual or perceived — with your judging panel. Make sure to choose judges who will conscientiously prepare for their roles in advance.



PREPARING THE JUDGES

- Send the judges the students' poems ahead of time, so they are familiar with them and can consider students' poem choice in regards to range and complexity. No judge other than the accuracy judge should be following along with the printed text during recitations.
- Send them a copy of the Judge's Guide, available at poetryoutloud.org, and ask them to review fully in advance.
- Invite them to ask questions. Encourage them to watch the archived Poetry Out Loud judge training webinar at poetryoutloud.org.
- Encourage them to view the video examples of student recitations on the Poetry Out Loud website and the Poetry Out Loud YouTube channel; they should practice scoring these before the competition.
- Although they will score individually during the competition, it is useful to have judges discuss their scores in orientation practice rounds.
- During the competition, separate the judges a bit from the rest of the audience so they are not distracted. Judges should not have any interaction with the contestants or the audience until after the competition.
- Judges must not convene to discuss their scores. They should rate recitations individually and then immediately turn in their evaluation sheets. This practice not only keeps the contest moving, but also ensures that judges are scoring independently, based on merit only. Warn judges that they will not be able to revisit scores after they turn them in.

ACCURACY JUDGE

Assign a separate person to serve as an accuracy judge. The accuracy judge will mark missed or incorrect words during the recitation. The accuracy score sheet can be found on page 19, and also can be downloaded from poetryoutloud.org. Print out the accuracy score sheets before the contest, and fill in the names of the participants and the titles of the poems they will recite. Have these in order of recitation before the competition and give a set to the accuracy judge, along with a notebook with a large-font copy of each poem, in the order of recitation, so they may follow the recitations.

SCORING

A copy of the Poetry Out Loud contest evaluation sheet may be downloaded at poetryoutloud.org. Print the contest evaluation sheets before the school contest, and fill in the names of the participants and the titles of the poems they will recite. Have these in recitation order before the competition, with one set for each judge.

After each recitation, the score tabulator or an assistant will collect the completed contest evaluation sheets. The accuracy judge's score will be added to *each* evaluation sheet as scores are tabulated. Scoring is cumulative; the scores from each round should be totaled to determine the winner.

“Poetry Out Loud is a vital program. It’s one that I think can create community in schools and outside of schools in ways that no other program can.”

–Adrian Matejka, former Indiana Poet Laureate and past Poetry Out Loud judge



“I would never have expected myself to be able to speak to more than one person and convey such strong emotions and ideas and messages, but I’m capable of that. I appreciate this program for helping me find that out.”

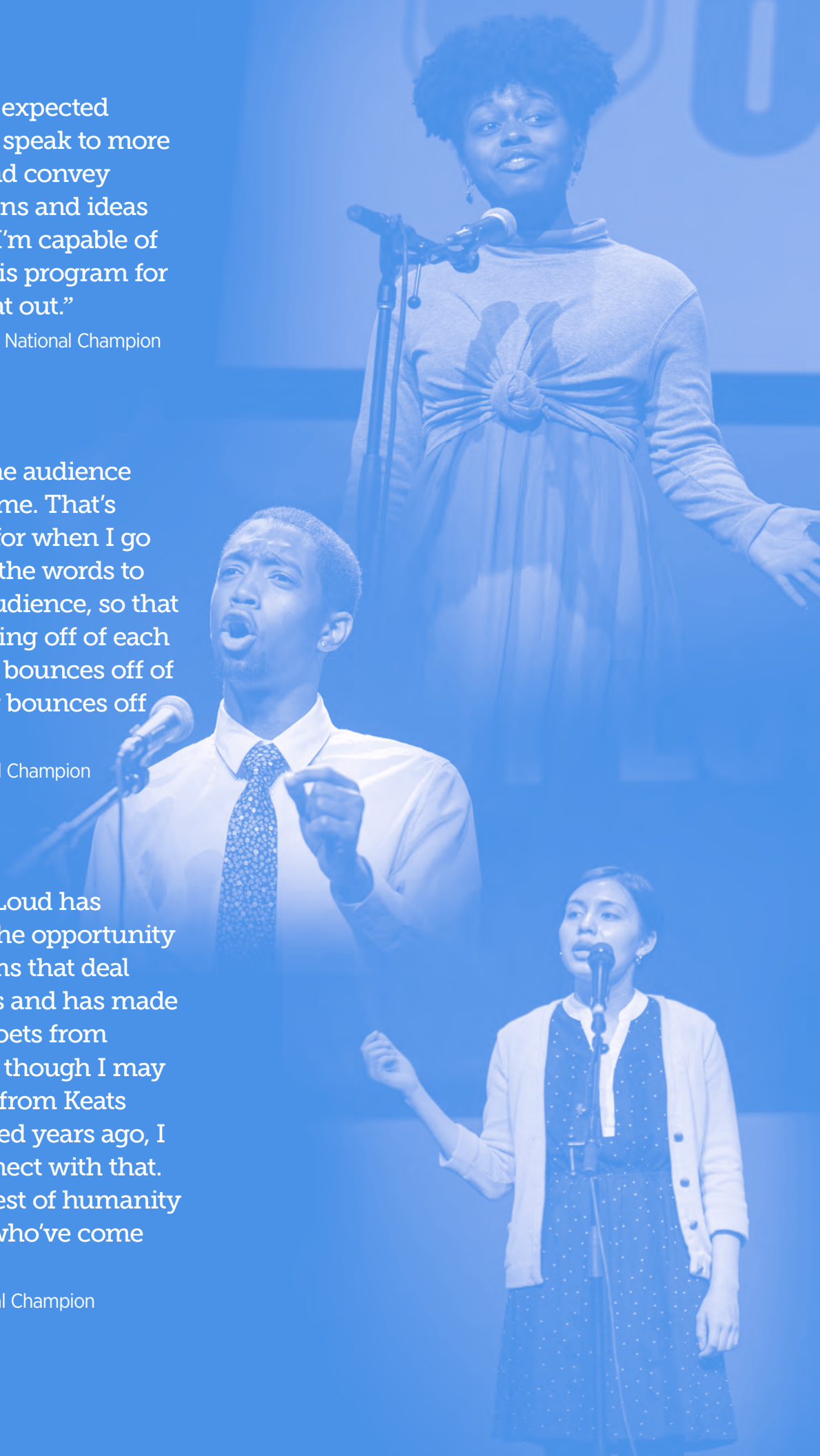
—Samara Elán Huggins, 2017 National Champion

“Connecting with the audience is the big thing for me. That’s really what I shoot for when I go out there: allowing the words to connect with the audience, so that we just keep bouncing off of each other. Their energy bounces off of me, and my energy bounces off with them.”

—Ahkei Togun, 2016 National Champion

“I think Poetry Out Loud has provided me with the opportunity to recite these poems that deal with all these issues and has made me connect with poets from different eras. Even though I may be reciting a poem from Keats from several hundred years ago, I am still able to connect with that. It ties me into the rest of humanity and all the writers who’ve come before me.”

—Maeva Ordaz, 2015 National Champion



EVALUATION CRITERIA AND TIPS FOR CONTESTANTS

For video examples of these tips, go to https://youtu.be/nL8syz_I7eY

PHYSICAL PRESENCE

This category evaluates the physical nature of the recitation. Consider the student's stage presence, body language, and poise.

Advice for the student:

- Present yourself well and be attentive. Use good posture. Be confident and make a direct connection with the audience.
- Nervous gestures and lack of confidence will detract from your score.
- Relax and be natural. Enjoy your poem; the judges will notice.



QUALITIES OF A STRONG RECITATION:

The student appears at ease and comfortable with the audience. They engage the audience through physical presence, including appropriate body language and confidence. All qualities of the student's physical presence work together to the benefit of the poem.

VOICE AND ARTICULATION

This category evaluates the auditory nature of the recitation. Consider the student's projection, pace, rhythm, intonation, and proper pronunciation.

Advice for the student:

- Project to the audience. You want to capture the attention of everyone, including the people in the back row. However, do not mistake shouting for good volume or projection.
- Proceed at a fitting and natural pace. People may speak too quickly when they are nervous, which can make a recitation difficult to understand. Do not speak so slowly that the language sounds awkward or unnatural.
- With rhymed poems, be careful not to recite in a sing-song manner.
- Make sure you know how to pronounce every word in your poem. Articulate.
- Line breaks are a defining feature of poetry, with each one calling for different treatment. Decide whether a break requires a pause and, if so, how long to pause.



QUALITIES OF A STRONG RECITATION:

All words are pronounced correctly, and the projection, rhythm, and intonation greatly enhance the recitation. Pacing is appropriate to the poem.

EVALUATION CRITERIA AND TIPS FOR CONTESTANTS

DRAMATIC APPROPRIATENESS

This category evaluates the interpretive and performance choices made by the student. Recitation is about conveying a poem's sense through its language. This is a challenging task, but a strong performance must rely on a powerful internalization of the poem rather than excessive gestures or unnecessary emoting. Appropriate interpretation enhances the audience's understanding and enjoyment of the poem without overshadowing the poem's language. The Learning Recitation videos at poetryoutloud.org will help illustrate this point.

Advice for the student:

- Movement must not detract from the poem's voice.
- You are the vessel of your poem. Have confidence that your poem is strong enough to communicate its sounds and messages without a physical illustration. Let the words of the poem do the work.
- Depending on the poem, occasional gestures may be appropriate, but the line between appropriate and overdone is a thin one. When uncertain, leave them out.
- Avoid monotone delivery. If you sound bored, you will project that boredom to the audience. However, too much enthusiasm can make your performance seem insincere.



QUALITIES OF A STRONG RECITATION:

The interpretation subtly underscores the meaning of the poem without becoming the focal point of the recitation. A low score in this category will result from recitations that have affected accents and character voices, inappropriate tone and inflection, singing, excessive gestures, or unnecessary emoting.





EVIDENCE OF UNDERSTANDING

This category evaluates the student's comprehension of a poem. The poet's words should take precedence, and the student who understands the poem best will be able to voice it in a way that helps the audience to understand the poem better. To do this, a student must effectively use intonation, emphasis, tone, and style of delivery.

Advice for the student:

- In order for the audience to understand the poem fully, *you* must understand the poem fully. Be attentive to the messages, meanings, allusions, irony, tones of voice, and other nuances in your poem.
- Be sure you know the meaning of every word and line in your poem. If you are unsure about something, it will be apparent to the audience and judges. Don't hesitate to ask your teacher for help.
- Think about how you should interpret the tone and voice of your poem. Is it a quiet poem? Is it a boisterous poem? Should it be recited more quickly or slowly, with a happy or mournful tone? Your interpretation will be different for each poem, and it is a crucial element of your performance.



QUALITIES OF A STRONG RECITATION:

The meaning of the poem is powerfully and clearly conveyed to the audience. The student displays an interpretation that deepens and enlivens the poem. Meaning, messages, allusions, irony, tone, and other nuances are captured by the performance. A low score is awarded if the interpretation obscures the meaning of the poem.

EVALUATION CRITERIA AND TIPS FOR CONTESTANTS

OVERALL PERFORMANCE

This category evaluates the overall success of the performance, the degree to which the recitation has become more than the sum of its parts. Has the student captivated the audience with the language of the poem? Did the student bring the audience to a better understanding of the poem? Did the recitation honor the poem? Judges should also consider the range of a student's recitations with this score; a student is less likely to score well in overall performance when judges note that a student's style of interpretation remains the same regardless of poem choice. In addition to range, judges should consider the complexity of the poem, which is a combination of its content, language, and length. A low score will be awarded for recitations that are poorly presented, ineffective in conveying the meaning of the poem, or conveyed in a manner inappropriate to the poem.

Advice for the student:

- For competitions beyond the classroom level, select poems of various styles, time periods, complexities, themes, and tones. When considering the range and complexity of your poems, remember that a longer poem is not necessarily a more difficult one.
- Make sure each poem you choose is one that speaks to you. If you are able to connect with a poem, that internalization will ripple positively throughout all of your scores.

Note that Overall Performance and Accuracy are weighted slightly more than other criteria.

ACCURACY

A separate judge will mark missed or incorrect words during the recitation, with deductions for each. If the contestant relies on the prompter, points also will be subtracted from the accuracy score from each judge. Eight points will be added to each judge's contest evaluation sheet for a perfectly accurate recitation.





PUBLICITY TIPS

Since 2005, Poetry Out Loud has reached more than 4 million students and 65,000 teachers from 16,000 schools nationwide. Poetry Out Loud is a great way to raise school spirit and generate positive visibility for your school. Here are some simple ways to increase awareness of Poetry Out Loud, and share your students' achievements with the community at large.

- Publicize the schoolwide competition on the school website and in the student newspaper.
- Announce classroom winners and the schoolwide competition in the daily PA broadcast or at assemblies.
- Include a “poem-a-day” poetry recitation in the daily PA broadcast or at assemblies.
- Remember to use the Poetry Out Loud hashtags — [#POL21](#) and [#iampetryoutloud](#) — to be part of the larger conversation about Poetry Out Loud throughout the school year
- Use your school’s social media accounts to share information about Poetry Out Loud at your school.
- If your school allows video sharing websites such as YouTube, use them to highlight videos that complement Poetry Out Loud learning objectives.
- Invite a prominent member of the community or local media to serve as a judge or emcee for the schoolwide competition.
- Use the PR toolkit found at poetryoutloud.org for additional tips and sample press materials to share information about your schoolwide competition.

“[Poetry Out Loud] is something that builds community, builds trust, and that’s something we really value at our school and we wanted to expand to the entire community at large.”

Alan Newman, teacher at E.L. Haynes Public Charter School, Washington, DC



CONTEST EVALUATION SHEET

NAME OF STUDENT:

TITLE OF POEM:

	Weak	Below Average	Average	Good	Excellent	Outstanding
Physical Presence	1	2	3	4	5	6
Voice and Articulation	1	2	3	4	5	6
Dramatic Appropriateness	1	2	3	4	5	6
Evidence of Understanding	1	2	3	4	5	6
Overall Performance	1	2	3	5	7	9

TOTAL: _____ (maximum of 33 points)

ACCURACY JUDGE'S SCORE: _____ (maximum of 8 points)

FINAL SCORE: _____ **(MAXIMUM OF 41 POINTS)**

ACCURACY SCORE SHEET

NAME OF STUDENT:

TITLE OF POEM:

Maximum Score 8 points

Inaccuracy Deduction (subtract) - _____ points

Prompt Deduction (subtract) - _____ points

FINAL ACCURACY SCORE _____ points*

*Lowest possible score is 1 point

ACCURACY JUDGE: Follow along with the text of the poem as the competitor recites. Mark the text each time there is an error in accuracy. You should mark all minor inaccuracies the same (since each is worth a 1 point deduction), and flag the bigger mistakes differently. Be consistent. After the recitation, use the guidance below to assign a point deduction to each mistake. To get the final accuracy score, count up the point deductions, and subtract them from the maximum score of 8 points. Remember that the accuracy score is added to the contest evaluation sheet of each judge.

Example: If the competitor repeated a word (-1 point), confused an article (-1 point), and skipped one line (-3 points), that would be 5 points subtracted from the maximum score of 8. The final accuracy score would be 3 points.

Minor inaccuracies, resulting in a 1 point deduction per occurrence, include:

- Confusing a pronoun (“he” instead of “she”)
- Confusing an article (“a” instead of “the”)
- Pluralizing a word or vice versa (“horses” instead of “horse”)
- Replacing a word with a similar word (“jump” instead of “leap”)
- Omitting the poem title
- Omitting the author
- Omitting the translator
- Confusing the order of words (“hops and skips” instead of “skips and hops”)
- Skipping a word
- Repeating a word
- Adding a word

Major inaccuracies, resulting in larger deductions per occurrence, include:

- One line out of order -2 points
- Repeating a line -2 points
- Omitting an epigraph -2 points
- Including a footnote -2 points
- Skipping 1 line/skipping 3 or more words in the same line -3 points
- Reversing 2 stanzas -5 points
- Skipping 1 stanza -6 points

Use of prompter: Each time a student uses the prompter, 3 points will be deducted from the final accuracy score.

The inclusion or omission of stanza numbers or dedications should not affect scoring. Likewise, the addition of a “Thank you” at the end of the recitation, while discouraged, should not affect the accuracy score.

RULES

Only schools registered with their state Poetry Out Loud coordinator are eligible for the official competition.

STUDENT ELIGIBILITY

- **Grade Level:** Only currently enrolled students in grades 9-12 are eligible, with an exception made for 8th-grade students participating in a 9th- through 12th-grade class.
- **State Finals:** A student may not advance to the state finals without competing in a lower-level competition.
- **Legal Participation Requirements:** No student may be excluded from participating in Poetry Out Loud on the basis of race, color, religion, sex, sexual orientation, disability, or national origin. Schools may determine eligibility for classroom and school level Poetry Out Loud programming pursuant to local and state law.
- **Prize Requirements:** The Poetry Foundation provides and administers all aspects of the monetary prizes awarded in Poetry Out Loud. State champions and runners up will need a valid tax identification number or social security number at the time that monetary prizes are issued by the Poetry Foundation. Prizes are not transferable.
- **Travel and Accommodations Requirements:** The Poetry Foundation provides and administers all aspects of the travel for State Champions to the Poetry Out Loud National Finals. State Champions (or their legal guardians) and their chaperones must complete the Poetry Foundation's Poetry Out Loud Attestation Form and submit it to the Poetry Foundation. (The attestation form is available here: poetryoutloud.org/attestation.) If you are unable to submit the completed Attestation Form, the Poetry Foundation will be unable to provide any travel and accommodations for the Poetry Out Loud National Finals.
- **Homeschooled Students:** Homeschooled students may participate by competing in a contest at a local school (at the school's discretion) or with other local homeschooled students. Contact your state coordinator for specific guidelines.
- **School Not Participating?** Students unable to participate at a local school should contact their state Poetry Out Loud coordinator to discuss other opportunities for inclusion in the state's official competition.
- **Repeat Champions:** Only National Champions are ineligible to compete in subsequent years.
- **Relatives:** Avoiding any potential conflicts of interest (or the appearance of conflicts of interest) helps to preserve the integrity of the contest and make it fair for all students. Relatives* of national organizers (National Endowment for the Arts and the Poetry Foundation) may compete in school, local, regional, and state competitions, but would not be able to advance to National Finals. Relatives* of State Art Agency Coordinators or affiliated contractors and sponsors may not compete past the school level in that particular state.

* Relatives for this age group are defined as child, sibling, or any member of the employee's household.

POEM ELIGIBILITY

- **Poem Anthology:** All poems must be selected from the Poetry Out Loud print or online anthology, which is updated every summer. Check poetryoutloud.org after September 1, 2020, to view the official Poetry Out Loud anthology for the current school year. Only versions of poems from the official anthology may be used in the contest.
- **Can't Find a Poem?** Poems may be removed from the online anthology before September 1, 2020. These poems are no longer eligible for competition. However, any poem in the printed anthology is eligible even if it is not online.
- **Poem Criteria:** At the state and national finals, students must have three poems prepared. One must be 25 lines or fewer, and one must be written before the 20th century. One poem may be used to meet both criteria, and may be the student's third poem.

COMPETITION

- **Contest Participants:** Poetry Out Loud competitions must have at least two students to select a winner. If the winner is unable to attend the next level of competition, the runner-up should be sent.
- **Evaluation:** Students must be judged according to the Poetry Out Loud evaluation criteria (pages 18-19).
- **Rounds:** State and national finals consist of three rounds of competition. Competitions at lower levels may have fewer rounds, but students must recite only one poem in each round.
- **Poem Order:** The order in which the poems are recited is up to the student, but poem order may not be switched once submitted to the competition organizer. Competition organizers may not dictate poem order.
- **Judging:** Rankings are based solely on evaluation sheets submitted by judges. Judges should not convene to discuss performances during the competition. Judges may not reconsider their scores after they are submitted. Judges' decisions are final.
- **Scoring:** Scoring is cumulative. The scores from all rounds should be added together to determine the winner.
- **Ties:** In the event of a tie, the tied student with the highest overall performance score should win; if that also results in a tie, look to the highest accuracy score. If scores remain tied, consider having students pick 1 poem to recite again as a separate score to break the tie.
- **Memorization:** Students must recite their poems from memory.
- **Props:** Students may not use props or wear costumes during their recitations.

NCTE ENGLISH LANGUAGE ARTS STANDARDS

Poetry Out Loud fulfills the following NCTE Standards: 1, 2, 3, 4, 6, 8, 9, 11, 12.

Teachers who make use of the optional writing activities and lesson plans found at poetryoutloud.org will also satisfy Standard #5.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

COMMON CORE STANDARDS

Poetry Out Loud aligns with the following Common Core Standards depending on each individual teacher's lesson plan.

Anchor Standards for Reading (RL.9-10, RL.11-12)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Language (L.9-10, L.11-12)

Knowledge of Language

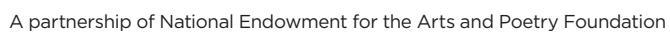
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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“I am grateful for the people I’ve met, the fear I’ve overcome, and mostly the ability to share.”

Anita Norman, 2014 National Champion

POETRY OUT LOUD



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