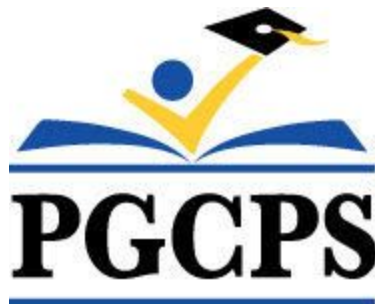


# Write-A-Book Literary Competition Guide



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# Introduction

The mission of the school library media program in Prince George's County is to ensure that students and staff are effective users of ideas and information. This means:

- We understand that 21<sup>st</sup> century learning requires a set of skills for the Knowledge Age. These skills include: building a learning capacity and innovation skills, developing competencies in information, media and technology and life and career skills.
- Sustaining the goals of the Maryland Common Core Curriculum Frameworks, State Curriculum, American Association of School Librarians Standards for the 21<sup>st</sup> Century Learner In Action, and the School Library Media State Curriculum which prepares students for what they need to know and be able to do to be successful in college and careers. Students developing lifelong learning habits, critical thinking skills, and the ability to use newly acquired information effectively and collaboratively in a global setting.
- Encouraging professional, certified library media specialists and teachers at the school level to plan instructional programs for students to develop and strengthen skills in order to be successful in college and career readiness.
- Encouraging an appreciation of books and other sources of information for learning, research, and leisure.
- Integrating technology with the curriculum and information literacy skills as outlined in:
  - American Association of School Librarians' *Standards framework for learners*  
<https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>
  - Maryland State Department of Education's *Maryland School Library Media Standards*  
[http://marylandpublicschools.org/programs/Documents/ITSLM/slm/MD\\_SLM\\_Standards.pdf](http://marylandpublicschools.org/programs/Documents/ITSLM/slm/MD_SLM_Standards.pdf)
  - International Society for Technology in Education's *National Educational Technology Standards for Students*, <https://www.iste.org/standards/for-students>

Sponsored by the Office of Library Media Services, the Write-A-Book Literary Competition directly supports these instructional goals and standards. Students write to inform, to persuade, and to express personal ideas. They can broaden their scope of knowledge and increase proficiency levels in reading and writing through Write-A-Book.

Collaboration between Library Media Specialists and classroom teachers at the school level will provide a climate that is conducive to student learning and achievement. Parent involvement completes the partnership between home and school and contributes to the overall success of the students' creative literary experience. Suggested pages for home use are provided in the *Take Home* section of this guide. There are other pages throughout the guide to be used as instructional handouts at the discretion of the program sponsor. Additional support for sponsors and judges is available in the Office of Library Media Services Google site. A book binding video is available for parent-student training sessions. Training for sponsors and judges takes place in October and January every school year; dates will be announced by the Office of Library Media Services.

For each of the categories listed, a school may submit to the Office of Library Media Services four qualified individual, four qualified group, and four qualified class-produced books for each grade level. Judges will award prizes at the county level for each entry group and each book type at the appropriate grade levels for 1<sup>st</sup> place, 2<sup>nd</sup>

place, 3<sup>rd</sup> place, and honorable mention. The location, date, and time of the annual awards ceremony will be announced by the Office of Library Media Services.

The *Write-A-Book Literary Competition Guide* includes the following major components:

- Guidelines and rules, skills, story development, book binding techniques, judging points, writing terms
- Appendix: entry form, judging rubrics, graphic organizers, pacing calendar, selected resources, sponsor checklist, and Take Home materials

# Guidelines for Elementary Book Categories

(Grades PreK – 5)

<p><b>Picture Story Book</b></p> <p style="text-align: center;">Illustrations on each page</p> <p style="text-align: center;">Limited or no text on each page</p> <p style="text-align: center;">Minimum number of pages: 10</p>	<p><b>Illustrated Fiction</b></p> <p style="text-align: center;">Text with limited illustrations</p> <p style="text-align: center;">Minimum number of illustrations: 1</p> <p style="text-align: center;">Maximum number of illustrations: 5</p> <p style="text-align: center;">Minimum number of pages: 15 (including illustrations)</p>
<p><b>Poetry</b></p> <p style="text-align: center;">Illustrations are optional</p> <p style="text-align: center;">Minimum number of pages: 10</p>	<p><b>Non-Fiction</b></p> <p style="text-align: center;">Text with limited illustrations or photographs</p> <p style="text-align: center;">Minimum number of pages: 15 (including illustrations)</p>

Minimum and maximum number of pages refers to the body of the book.

Entry Groups
Individual
Group (2-5 students)
Class-produced, teacher-guided (Picture Story, Poetry, or Non-Fiction categories only)

For each of the categories listed, each school may submit four qualified individual, four qualified group, and four qualified class-produced books for each grade level



# Guidelines for Secondary Book Categories

(Grades 6 – 12)

<p>Picture Story Book</p> <p>Illustrations on each page Limited or no text on each page</p> <p>Minimum number of pages: 15</p>	<p>Illustrated Fiction</p> <p>Text with limited illustrations</p> <p>Minimum number of illustrations: 1</p> <p>Maximum number of illustrations: 5</p> <p>Minimum number of pages: 20 (including illustrations)</p>	<p>Graphic Fiction (Comic Book Style)</p> <p>Illustrations should be drawn in frames</p> <p>Text in same frame as illustrations</p> <p>Minimum number of pages: 15</p>
<p>Poetry</p> <p>Illustrations optional</p> <p>Minimum number of pages: 15</p>	<p>Non-Fiction</p> <p>Text with limited illustrations or photographs</p> <p>Minimum number of pages: 20 (including illustrations)</p>	<p>Short Story</p> <p>1500-2500 word text</p> <p>Cover illustration only</p>
<p>Plays</p> <p>Text written in script writing format</p> <p>Text without illustrations</p> <p>Minimum number of pages: 15</p>		

Minimum and maximum number of pages refers to the body of the book.

Entry Groups
Individual Group (2-5 students)

For each of the categories listed, a school may submit four qualified individual and four qualified group for each grade level.

# General Rules

1. Only books produced by students in Prince George's County Public Schools are eligible for entry in the competition.
2. Books must be written during the current school year; sequels are permitted.
3. Any book produced by a group will be judged in the division to which the student in the highest grade-level belongs. A group consists of no fewer than two and no more than five students.
4. All stories, photographs and illustrations must be the original work of the student(s).
5. Text must be legibly hand-printed or typed on the computer and printed on computer paper (not lined/loose-leaf paper). Computer-assisted drawings must be original (no Clip Art permitted). If any drawing software is used, the name of the software must be included on the entry form.
6. If the text is typed, the font must be no smaller than 12 and no larger than 14. The only exception exists in Picture Story Book and Poetry categories. There the font may be larger than 14 but for headings and titles only.
7. Books must be edited with appropriate grammar, spelling, and punctuation.
8. There can be no profanity, sexually explicit situations or excessive violence.
9. Foreign language entries will be accepted with a clearly written and complete translation included on each page or as part of an appendix.
10. Pages in each book should be numbered. Books should contain no more than 30 numbered pages, including illustrations/photographs. This does not include translation, bibliography, footnote pages, title page, fly sheet, author's biography, or appendices.
11. The size of the finished book may be no larger than 10" x 12" and no smaller than 5" x 8."
12. Students must securely bind books with hard-back covers that do not bend (examples: corrugated cardboard, foam board). No folders, photograph albums, rings or loose-leaf bindings will be accepted.
13. Photographs are permitted as an artistic medium for illustrations in any book where illustrations are permitted **excluding** Graphic Fiction. Any photograph or artwork that is scanned into a Write-A-Book entry must be available to judges upon request. Photographs must be taken by the author.
14. Any books that do not follow all of the rules and guidelines of the competition will be returned to the schools without being judged at the District level. Sponsors should work with students and parents to avoid disqualification. The decision of the judges will be final.
15. All District entries must be received by the date set by the Office of Library Media Services.

# Skills Involved in Creating a Write-A-Book Entry

The Prince George’s County Write-A-Book Literary Competition affords students an excellent opportunity to integrate previously learned skills with their creative talents. Participation in the program can also provide students with experience in developing and coordinating their writing and illustrating skills. Throughout the process students utilize critical thinking skills. This activity is an integral part of the total curriculum and helps develop skills that are being taught on a daily basis.

Students write to inform, to persuade, and to express personal ideas. They can become more proficient in reading and writing through the Write-A-Book Literary Competition.

Critical Thinking	<ul style="list-style-type: none"> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Sequence ideas</li> <li>● Develop cause and effect relationships</li> <li>● Evaluate ideas</li> </ul>
Writing to Inform	<ul style="list-style-type: none"> <li>● Provide accurate, specific, purposeful information</li> <li>● Explain the topic</li> <li>● Establish an organizational plan and consistently maintains it</li> <li>● Provide information relevant to the needs of the audience</li> <li>● Consistently use language choices to enhance the text</li> </ul>
Writing to Persuade	<ul style="list-style-type: none"> <li>● Identify a clear position with relevant personal and/or factual information</li> <li>● Present an organizational plan that is logical and consistently maintained</li> <li>● Effectively address the needs and characteristics of the identified audience</li> <li>● Consistently use language choices to enhance the text</li> </ul>
Writing to Express Personal Ideas	<ul style="list-style-type: none"> <li>● Demonstrate personal style through varied sentence structure and word choice</li> <li>● Establish and maintain a clear purpose and focus</li> <li>● Choose a literary form and develop appropriate elements</li> <li>● Engage the reader with interesting ideas and imaginative writing</li> <li>● Organize ideas into a complete, well-developed whole</li> </ul>

# Skills Involved in Creating a Write-A-Book Entry

<p>Literary Knowledge</p>	<ul style="list-style-type: none"> <li>● Recognize types of literature             <ul style="list-style-type: none"> <li>○ Illustrated fiction</li> <li>○ Poetry</li> <li>○ Fiction</li> <li>○ Non Fiction</li> <li>○ Fantasy</li> <li>○ Realistic fiction</li> <li>○ Horror/Suspense</li> <li>○ Mystery</li> </ul> </li> <li>● Recognize elements of a story             <ul style="list-style-type: none"> <li>○ Characterization</li> <li>○ Plot development</li> <li>○ Setting</li> <li>○ Climax</li> </ul> </li> <li>● Resolution/Conclusion</li> </ul>
<p>Reading</p>	<ul style="list-style-type: none"> <li>● Use context to understand word meanings</li> <li>● Follow directions</li> <li>● Determine main idea</li> <li>● Evaluate statements of opinion</li> <li>● Recognize propaganda techniques</li> <li>● Choose appropriate reference aids</li> <li>● Read for literary experience</li> <li>● Read to be informed</li> <li>● Read to perform a task</li> <li>● Interact with texts using the four reading stances:             <ul style="list-style-type: none"> <li>○ Global understanding</li> <li>○ Develop interpretation</li> <li>○ Personal reflections and responses</li> <li>○ Critical stance</li> </ul> </li> </ul>
<p>Creativity</p>	<ul style="list-style-type: none"> <li>● Develop individual writing and organizing styles</li> <li>● Explore a variety of illustrative techniques</li> <li>● Practice calligraphy or other graphics skills</li> <li>● Use a variety of higher level thinking skills</li> <li>● Create original graphics             <ul style="list-style-type: none"> <li>○ Hand drawn (not traced)</li> <li>○ Photographs</li> <li>○ Computer-assisted (no clip art)</li> </ul> </li> </ul>
<p>Technology</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of technology systems</li> <li>● Practice responsible and appropriate use of technology systems, software, and information</li> <li>● Select and use technology tools to enhance learning</li> </ul>

# Writing as a Process

## Prewriting:

- Form ideas about what you want to write.
- Make a list of these ideas.
- Ask others what they want to know about the ideas on your list.
- Think about what you want to say.

## Drafting:

- Choose your best idea to write about.
- Plan how you will write it.
- Write a first draft.
- Read your work to others and ask their thoughts.

## Revising:

- Read again.
- Think about what others said.
- Change words or ideas to better ones.
- Add or take out parts.
- Complete unfinished thoughts.

## Proofreading:

- Make sure all sentences are complete.
- Check spelling, capitalization, and punctuation.
- Make needed corrections.
- Have someone check your work.
- Neatly rewrite or type.

## Publishing:

- Give your story a title.
- Bind your book.
- Read to others.
- Display

# Story Development



# Book Types for Students to Create

(examples by category)

<u>Fiction</u>
Realistic
Historical
Romance
Poetry
Mystery
Science Fiction
Adventure

<u>NonFiction</u>
Factual/Informational
Biography/Autobiography
How to
History
Nature
Cookbook
Personal Experience

# Elements of a Good Story

- Setting (time and place)
- Character (person, animal, or thing in the story)
- Plot (events in the story)
- Conflict (struggle of the protagonist to achieve a goal or to solve problems)
- Climax (most exciting part of the story)
- Resolution (conclusion)





# Setting

Did the story happen yesterday, today, or will it happen tomorrow?

A **setting** tells the reader where and when a story is taking place.



# Characters

A **character** is a person, animal, or thing in your story.



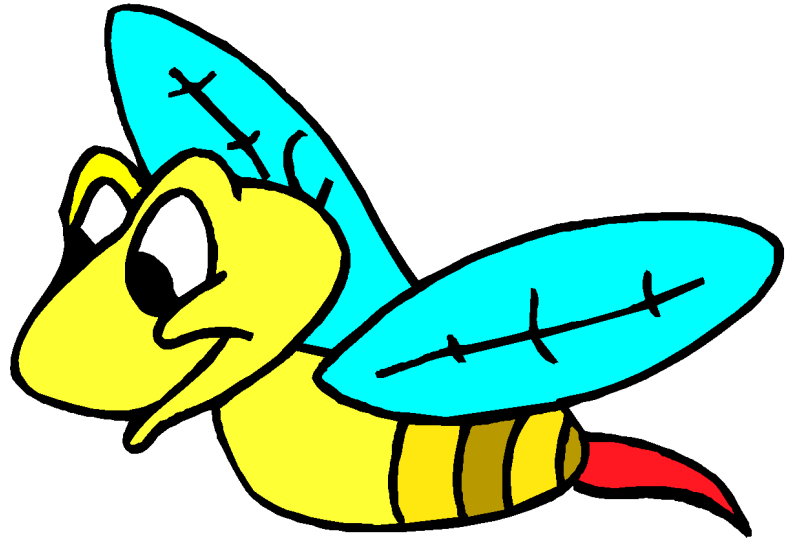
Protagonists are main characters. We need to know something about them, for example, their actions, words, thoughts, or physical description. The main character should be interesting.

Antagonists are the villains. We need to know about the antagonist also. A story does not always have this character.

# Plot



Events that occur in the story are the **plot**. The story needs a beginning, middle, and an end.



In the beginning of your story, we meet the main character and find out about the problem.

In the middle of the story, conflict is developed and builds to a climax. Your character has a number of adventures trying to solve the problem.

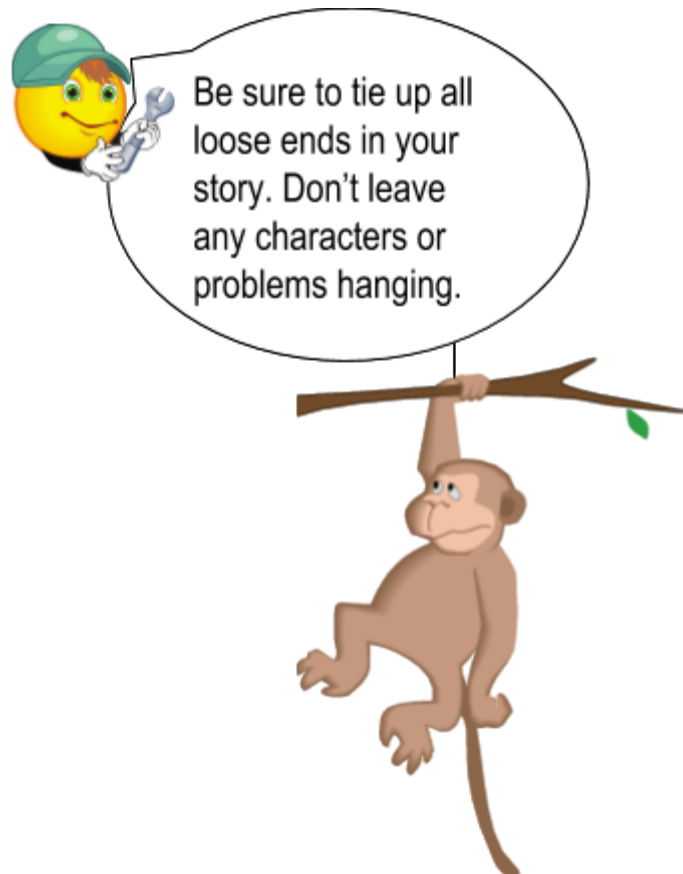
At the end of the story, the resolution of the conflict occurs. Your character solves the problems and has changed in some way.

# Climax and Resolution

The character comes face to face with the problems and conquers them.

The climax comes when the protagonist finally wins out over the foe or solves the problems. The climax usually comes near the end of the story.

The story needs a resolution to bring it to a conclusion.



# Planning and Writing a Good Story

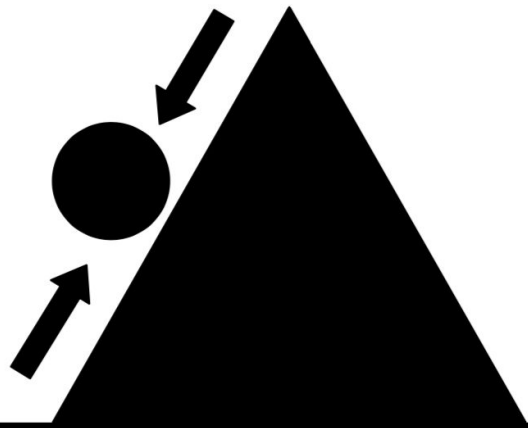
*Beginning:* When and where does the story take place?  
Who are the characters?  
What is the main character's problem?

*Middle:* What is the conflict?  
What interesting things happen as the main character tries to solve the problem?

*Climax:* Does the problem get solved? This should be the most exciting part.

*End:* How are the problems resolved?  
Does your main character change in some way?





**Setting:**

**Protagonist:**

**Antagonist:**

**Conflict:**

**Climax:**

**Resolution:**

# Illustrating

Illustrations add to the reader's enjoyment of the story. Imagine pictures to go with the words in your story.



Illustrations can show the appearance of the characters and settings.



Illustrations can show action in the story.



Illustrations can indicate the mood and tone of the story.



Factors that contribute to mood and tone are color, style, layout, and the art medium.

## COLORS

- Dark = gloom, sad, suspense
- Bright = cheerful, active, pleasing
- Soft = gentle, calm, relaxing

## STYLE

- Realistic
- Abstract

## LAYOUT


- One page
- Two page spread
- Picture on top/bottom

ART MEDIUM		
charcoal	ink	pencil
colored pencils	MakerSpace	photography
computer generated	oil paint	water colors
crayon	pastels	wood print

Computer generated illustrations are acceptable IF the illustrations are ORIGINAL. Computer software that allows the artist to create the illustration is acceptable. NO CLIP ART ALLOWED.



# Sample Layouts



The elephant trumpeted.

The elephant showered.

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The elephant exited the tent.



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The man is riding the elephant.

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The elephant is in the circus.

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# Styles of Illustration

The following books are suggestions of examples that you might use with your class when studying styles of illustrations. There are many other books which will serve just as well.

## Abstracts:

- Bang, Molly. *The Paper Crane*. Greenwillow Books, 1985.
- Bauer, Marion Dane. *If Frogs Made the Weather*. Holiday House, 2005.
- McDermott, Gerald. *Arrow to the Sun*. Viking Press, 2004.
- McDermott, Gerald. *The Stonecutter: A Japanese Folktale*. Puffin Books, 1978.

## Cartoon or Caricature:

- Barr, Steve. *1-2-3 Draw Cartoon...: A Step-by-Step Guide*. Light Books, 2004
- Creech, Sharon. *A Fine, Fine School*. Joanna Cotler Books, 2001.
- Doucet, Sharon Arms. *Alligator Sue*. Farrar, Straus and Giroux, 2003.
- Dr. Seuss. *Cat in the Hat* and other Dr. Seuss books. Random House, 1985.
- Friedman, Laurie. *Back to School, Mallory*. Carolrhoda Books, 2004.
- Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin, 2000.

## Collage:

- Bunting, Eve. *Smoky Night*. Harcourt, 1994.
- Crummel, Susan Stevens. *All in One Hour*. Marshall Cavendish, 2003.
- Ehlert, Lois. *Market Day*. Harcourt, 2002.
- Jenkins, Steve. *Actual Size*. Houghton Mifflin, 2004.
- Keller, Laurie. *Arnie, the Doughnut*. H. Holt, 2003.
- Lionni, Leo. *The Greentail Mouse*. Random House, 2003.
- Low, Alice. *Aunt Lucy Went to Buy a Hat*. HarperCollins, 2004
- Ringgold, Faith. *Tar Beach*. Crown Publishers, 1991.
- Reibstein, Mark and Ed Young. *Wabi Sabi*. Little Brown and Company, 2008.

## Colored Pencils/Pastels/Charcoal/Crayon:

- Ackerman, Karen. *Song and Dance Man*. Dragonfly Books, 1992.
- Ahlberg, Allan. *The Adventures of Bert*. Farrar, Straus, and Giroux, 2001.
- Fleming, Candace. *Boxes for Katje*. Farrar, Straus, and Giroux, 2003.
- Garelick, May. *Where Does the Butterfly go when it Rains?* Mondo, 1961, 1997.
- Krauss, Ruth. *The Happy Egg*. HarperCollins, 2005.
- McCloskey, Robert. *A Robert McCloskey Collection : featuring Make way for Ducklings, Lentil, One Morning in Maine*. Viking, 2003.
- Murphy, Stuart J. *100 Days of Cool*. HarperCollins Publishers, 2004.
- Napoli, Donna Jo. *Albert*. Harcourt, 2001, 2005.
- Stevens, Janet. *And the Dish Ran Away with the Spoon*. Harcourt, Inc., 2001.

## Semi-Realistic (Animals Often Have Human Expressions):

- Cosgrove, Steven. *Leo the Lop*. Price Stern Sloan, 2002.
- Cronin, Doreen. *Giggle, Giggle Quack*. Simon and Schuster Books for Young Readers, 2002.
- Dunrea, Olivier. *Gossie*. Houghton Mifflin, 2002.
- London, Jonathan. *Froggy Bakes a Cake*. Grosset and Dunlap, 2000.
- Marshall, James. *George and Martha*. Houghton Mifflin, 2000.
- McMullan, Kate. *Fluffy Goes Apple Picking*. Scholastic, 2001.
- Peet, Bill. *How Drufus the Dragon Lost his Head* and other books. Houghton Mifflin, 1999.
- Reiss, Mike and Johnny Yanok. *Just Too Cute!: and other Tales of Adorable Animals for Horrible Children*. Running Press Kids. 2010.
- Sendak, Maurice. *Where the Wild Things Are*. HarperCollins, 1991.
- Wiesner, David. *The Three Pigs*. Clarion Books, 2001.

### Layout Techniques:

- Baker, Keith. *The Magic Fan*. Harcourt Brace Jovanovich, 1997.
- Brett, Jan. *Honey, honey--lion! --a story of Africa*. G.P. Putnam's Sons, 2005.
- Brett, Jan. *Daisy Comes Home* and other books by Jan Brett. Puffin Books, 2005.
- De Paola, Tomie. *Adelita : a Mexican Cinderella story*. Puffin Books, 2004.
- De Paola, Tomie. *Days of the blackbird : a tale of northern Italy*. Puffin Books, 2005.
- Hoberman, Mary Ann. *The Eensy Weensy Spider*. Little, Brown, 2004.
- Juster, Norton. *The Hello, Goodbye Window*. Michael Di Capua Books/Hyperion Books for Children, 2005.
- Keats, Ezra Jack. *Hi, Cat!* Houghton Mifflin, 1999.
- Ravishankar, Anushka. *I Like Cats*. Tara Books, 2011.
- Wisniewski, David. *Sundiata: Lion King of Mali*. Clarion Books, 1992.
- Wood, Audrey. *Alphabet Adventure*. Blue Sky Press, 2001.

### Non-Fiction:

- Aliki. *Ah, Music!* HarperCollins, 2003.
- Brimner, Larry Dane. *Bees*. Children's Press, 1999.
- Craighead-George, Jean. *Autumn Moon*. HarperTrophy, 2001.
- Fritz, Jean. *The Lost Colony of Roanoke*. G.P. Putnam's Sons, 2004.
- Gutman, Bill. *Becoming Best Friends with your Iguana, Snake, or Turtle*. Millbrook Press, 2001.
- Macaulay, David. *Building Big*. Houghton Mifflin, 2000.
- Parker, Marjorie Blain and Holly Berry. *Colorful Dreamer*. Dial, 2012.
- Siberell, Anne. *Bravo! brava! a night at the opera : behind the scenes with composers, cast, and crew*. Oxford University Press, 2001.
- Storms, Biz. *All-American Quilts*. Kids Can Press, 2003.
- Watson, Renee and Christian Robinson. *Harlem's Little Blackbird: The Story of Florence Mills*. Random House, 2012.

### Pencil/Pen and Ink:

- Cuyler, Margery. *100<sup>th</sup> Day Worries*. 2005.
- Wong, Janet S. *Alex and the Wednesday Chess Club*. Margaret K. McElderry Books, 2004.
- Saltzberg, Barney. *Crazy Hair Day*. Candlewick Press, 2003.
- Stadler, Alexander. *Beverly Billingsly Borrows a Book*. Silver Whistle/Harcourt, 2002.
- Leaf, Munro. *The Story of Ferdinand*. Grosset and Dunlap, 2000.
- Van Allsburg, Chris. *Jumanji*. Houghton Mifflin, 1981.
- Cleary, Beverly. *Henry and the Paper Route*. HarperTrophy, 1957, 2001.

- Isadora, Rachel. *Bring on the Beat*. G.P. Putnam's Sons, 2002.
- Williams, Vera B. *Amber was brave, Essie was smart : the story of Amber and Essie told here in poems and pictures*. Greenwillow, 2001.

### Poetry:

- Adoff, Arnold. *Touch the Poem*. Blue Sky Press, 2000.
- Giovanni, Nikki. *Rosa*. Henry Holt, 2005.
- Giovanni, Nikki. *Quilting the back-eyed Pea: Poems and Not Quite Poems*. W. Morrow, 2002.
- Greenfield, Eloise. *In the Land of Words: New and Selected Poems*. HarperCollins/Amistad, 2004.
- *A Kick in the Head: an Everyday Guide to Poetic Forms*. Candlewick Press, 2005.
- Katz, Susan. *Looking for Jaguar: and other Rainforest Poems*. Greenwillow Books, 2005.
- Nesbitt, Kenn. *The Aliens have Landed: Poems!* Meadowbrook Press, 2001.
- Silverstein, Shel. *Runny Babbit: A Billy Sook*. HarperCollins, 2005.

### Watercolor:

- Appelt, Kathi. *Bubba and Beau Best Friends*. Harcourt, 2002.
- Edwards, Pamela Duncan. *Dear Tooth Fairy*. Katherine Tegen Books, 2003.
- McElligott, Matthew. *Absolutely Not*. Walker, 2004.
- Numeroff, Laura Joffe. *Beatrice Doesn't Want To*. Candlewick Press, 2004.
- Oller, Erika. *The Cabbage Soup Solution*. Dutton Children's Books, 2004.
- Schertle, Alice. *All You Need for a Beach*. Silver Whistle/Harcourt, Inc., 2004.
- Williams, Barbara. *Albert's Impossible Toothache*. Candlewick Press, 2003.
- Wright, Betty Ren. *The Blizzard*. Holiday House, 2003.
- Yolen, Jane. *Owl Moon*. Philomel Books, 1987.
- Zolotow, Charlotte. *Mr. Rabbit and the Lovely Present*. HarperCollins, 1990.

### Wordless Picture Books:

- Cox, Paul. *Abstract Alphabet*. Chronicle Books, 2001.
- Lehman, Barbara. *The Red Book*. Houghton Mifflin, 2004.
- Liu, Jae Soo. *Yellow Umbrella*. Kane/Miller, 2002.
- Mayer, Mercer. *No One Can Play*. McGraw-Hill Children's Publisher, 2002.
- Mitsumasa, Anno. *Anno's Spain*. Philomel Books, 2004.
- Most, Bernard. *ABC T-Rex*. Voyager Books, 2004.
- Pinkney, Jerry. *The Lion and the Mouse*. Little, Brown and Company, 2009.
- Rogers, Gregory. *The Boy, the Bear, the Baron, The Bard*. Roaring Brook Press, 2004.
- Thiesing, Lisa. *The Aliens are Coming*. Dutton Children's Books, 2004.
- Wiesner, David. *Flotsam*. Houghton Mifflin, 2006.

# Poetry

A poem has a different form. It describes things, tells a story, or makes you feel a certain way. It tells about something with fewer words that create a picture. It may have words that rhyme and a rhythm or pattern of beats similar to music. A poem may have parts called stanzas or it may form a special shape.

## Plan a Poem

### Use the senses

How does it feel, taste, sound, smell or look?

Is it going into a book?

Will it rhyme?

Or keep time?

Does it have shape?

Enclosed in a cape?

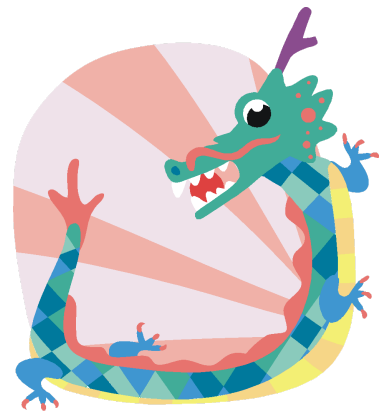
Is the poem happy, sad, funny or weird?

Will it cause eyes to become teared?

Is there rhythm, what about a beat?

Time to repeat,

Plan a poem!



# Book Binding Technique

Books may be side stitched, center stitched, side stapled or center stapled.

## Materials Needed:

Stiff cardboard (from pasteboard box, foam board, etc.) Edges should be neat.

Material to cover it (construction paper, contact paper, wallpaper, fabric, etc.)

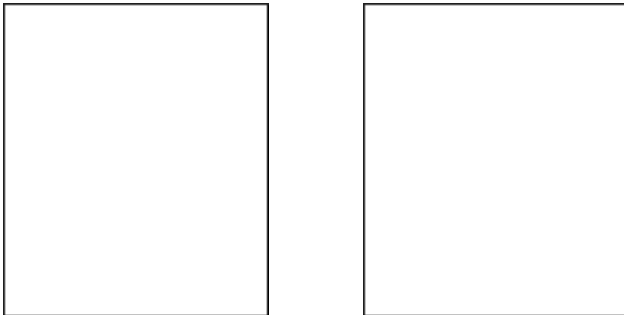
Thick tape (packing tape, duct tape)

Glue, scissors, ruler, stapler

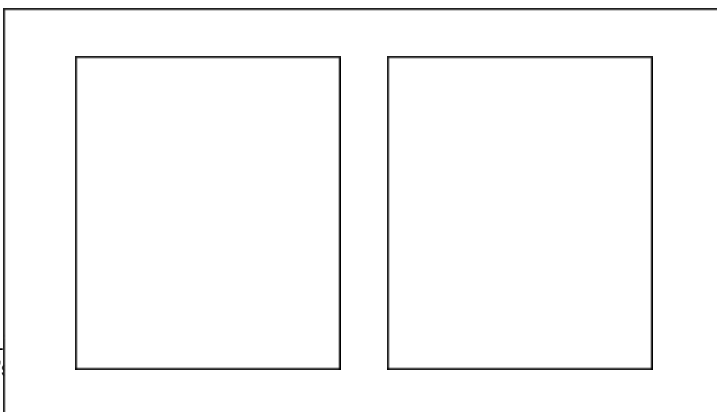
**Notes:** The book should have a blank page at the beginning and end.  
The size of the finished book may be no larger than 10" x 12" and no smaller than 5" x 8."

## Procedure:

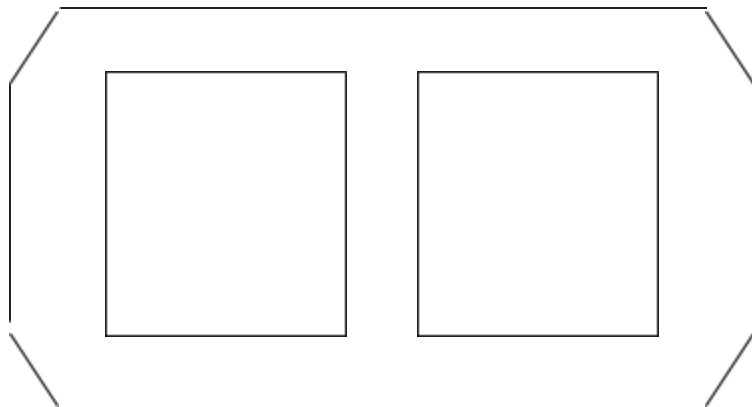
1. Cut two pieces of cardboard about  $\frac{1}{2}$ " larger than page size.



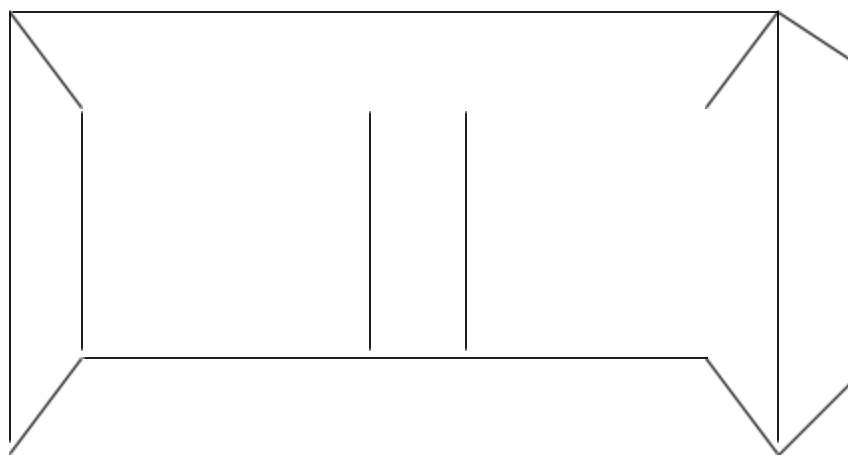
2. Cut one piece of cover material 1" larger than the 2 cardboards with space in the middle. The space in the middle should accommodate the thickness of the body of the book.



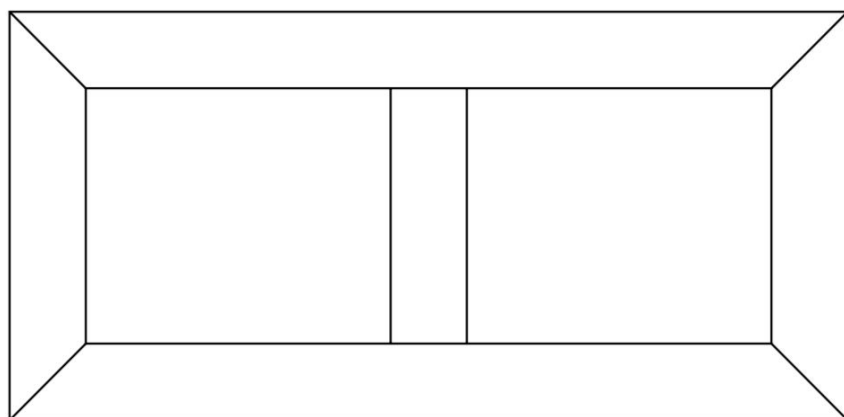
3. Cut the corners of the cover material.



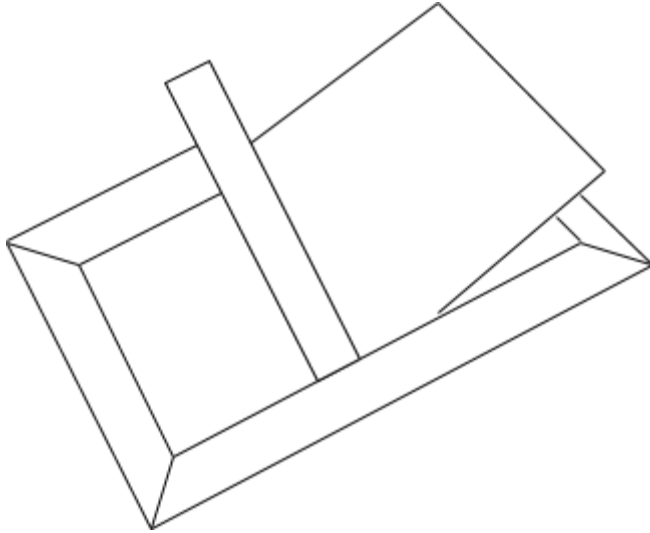
4. Fold the edges and glue them down.



5. You now have a front and back cover attached.

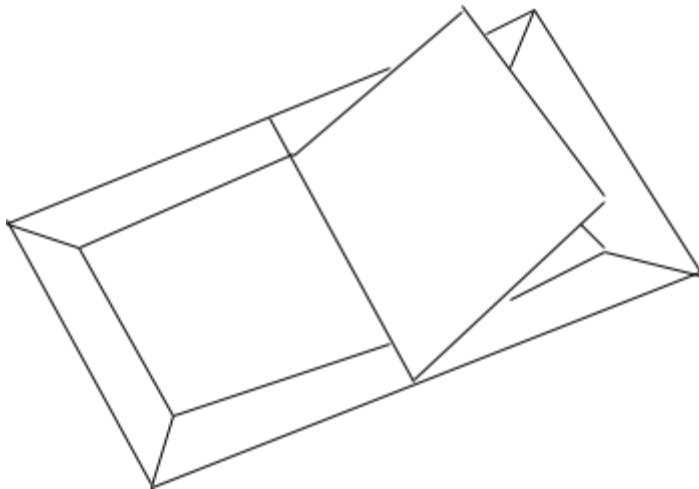


6. Attach the body of the book to the inside front cover with tape.



7. Secure the back cover to the body of the book in the same manner.

8. Cover the inside of the cardboard cover with construction paper. Your bookbinding is complete.





# Judging Points

## Picture Story Book

### Story—35 points

Well-defined plot or theme	15 Points
Well-sequenced ideas	10 Points
Appropriate grammar, spelling, punctuation, vocabulary	10 Points

### Illustrations—55 points

Originality and creativity	20 Points
Artistic composition	20 Points
Appropriateness to text	15 Points

### Overall appearance--10

Creativity and neatness	10 Points
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## Poetry

### Poems—90 points

Originality	40 Points
Creativity	20 Points
Use of figurative language	20 Points
Appropriate grammar, spelling, punctuation, vocabulary	10 Points

### Overall appearance—10 points

Is it bound and neat?	10 Points
-----------------------	-----------

## Illustrated Fiction

### Story—60 points

Originality	10 Points
Well-defined plot or theme	20 Points
Well-sequenced ideas	10 Points
Character development	10 Points
Appropriate grammar, spelling, punctuation, vocabulary	10 Points

### Illustrations—30 points

Originality and creativity	10 Points
Artistic composition	10 Points
Appropriateness to text	10 Points

### Overall appearance—10 points

Is it bound and neat?	10 Points
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## Non-Fiction

### Text—65 points

Factual information presented in logical order 45 Points

Appropriate grammar, punctuation, spelling, vocabulary 10 Points

Footnotes/Bibliography 10 Points

or

For autobiographies:

Factual information presented in logical order 55 Points

Appropriate grammar, punctuation, spelling, vocabulary 10 Points

### Illustrations—25 points

Originality and creativity 10 Points

Appropriateness to text 15 Points

### Overall Appearance—10 points

Is it bound and neat? 10 Points

## Short Story

### Story—90 points

Originality 10 Points

Well-defined plot or theme 30 Points

Well-sequenced ideas 10 Points

Character development 30 Points

Appropriate grammar, spelling, punctuation, vocabulary 10 Points

### Overall appearance—10 points

Is it bound and neat? 10 Points

## Graphic Fiction

### Story—30 points

Well-defined plot or theme 10 Points

Well-sequenced ideas 10 Points

Appropriate grammar, spelling, punctuation, vocabulary 10 Points

### Illustrations—60 points

Originality and creativity 20 Points

Artistic composition 20 Points

Appropriateness to text 20 Points

### Overall appearance

Is it bound and neat? 10 Points

## Plays

### Story—90 points

Originality 20 Points

Well-defined plot or theme 30 Points

Well-sequenced ideas 10 Points

Character development 20 Points

Appropriate grammar, spelling, punctuation, vocabulary 10 Points

### Overall Appearance—10 points

Is it bound and neat? 10 Points

# Writing Terms

antagonist	The principal opponent of the main character.
appendix	Additional materials supplementing a piece of writing.
cinquain	A poem of five lines, with a pattern of 2-4-6-8-2 syllables.
climax	The decisive turning point of the action. It occurs when the protagonist wins out over the foe (antagonist) or solves the problem.
clip-art	A graphic-generated picture using computer software.
drafting	Transcribing facts, details, and ideas into a unified, coherent piece of writing.
epic	A long poem that tells a story, usually about the adventures and achievements of a hero.
express personal ideas	To communicate feelings and imagination.
fiction	Novels, short stories, and other prose-writing that tells of imaginary people and events.
figurative language	Language that displays the imaginative and poetic use of words. See simile, metaphor, personification, hyperbole.
graphic fiction	Story in a single binding that uses a comic book-like page layout with sequential boxes of drawing and text bubbles to represent speech.
graphic organizer	Visual representations of ideas that assist in organizing thoughts.
haiku	A very brief Japanese poem with three lines and only seventeen syllables.
hyperbole	A figure of speech which contains an exaggeration for emphasis.
inform	To convey messages using factual or personal data.
limerick	A kind of humorous verse with five lines and an “aabba” rhyme pattern.

# Writing Terms

metaphor	A figure of speech that makes a comparison between two things that are basically different but have something in common.
non-fiction	Prose writing that is not based on imaginary people or happenings.
personification	Figurative language in which a concept, idea, object or animal is given human qualities.
persuade	To convince or refute by supporting a point of view.
plays	a common literary form, usually consisting chiefly of dialog between characters, and usually intended for performance rather than reading.
poetry	Type of writing which often has regularly repeating pattern of accents and rhymes.
pre-writing	Exploring ideas for writing.
proofreading	Correcting errors in grammar, usage, and mechanics.
protagonist	The main character in a story around which the action centers.
resolution	The point in a story or play when the chief dramatic complication is worked out; the conclusion.
revising	Adding, substituting, deleting, and rearranging selected elements to improve the substance of a piece of writing.
setting	The time and place of a story.
simile	A figure of speech in which two things are compared using the word "like" or "as."
sonnet	A poem that has 14 lines and a particular pattern of rhyme.
style	A way of writing that distinguishes one writer from another.
tone	A manner of expression showing attitude.

# Appendix



# Write-A-Book Literary Competition Entry Form

Type: (Circle One)    Picture Story Book    Illustrated Fiction    Short Story    Poetry

Non-Fiction    Graphic Fiction    Plays

Category: (Circle One)    Individual    Group    Class-Produced

Original photographs or artwork included:    Yes \_\_\_\_\_    No \_\_\_\_\_

If Short Story include exact word count: \_\_\_\_\_

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Please Type or Print:

School: \_\_\_\_\_ Tel. #: \_\_\_\_\_ Grade: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Illustrator(s) (if different from author(s)): \_\_\_\_\_

Month and Year Completed: \_\_\_\_\_

Signature of Sponsor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Library Media Specialist: \_\_\_\_\_

Please TAPE this entry form to the front inside cover of each book.

Bring ALL book entries to the Office of Library Media Services at the Bonnie F. Johns Educational Media Center by the District level competition due date.

# Write-A-Book

## In-School Judging Rubric - Picture Story Book

Grade Level: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual Class-Produced (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Story (35 points)	• Well-defined plot or theme	15	
	• Well-sequenced ideas	10	
	• Appropriate grammar, spelling, punctuation, vocabulary	10	
Illustrations (55 points)	• Originality and creativity	20	
	• Artistic composition	20	
	• Appropriateness to text	15	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

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\_\_\_\_\_  
Signature of Judge

# Write-A-Book

## In-School Judging Rubric - Poetry

Grade Level: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual Class-Produced (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Poem(s) (90 points)	• Originality	40	
	• Creativity	20	
	• Use of figurative language	20	
	• Appropriate grammar, spelling, punctuation, vocabulary	10	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

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\_\_\_\_\_  
Signature of Judge



# Write-A-Book

## In-School Judging Rubric - Illustrated Fiction

Grade Level: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Story (60 points)	• Originality	10	
	• Well-defined plot or theme	20	
	• Well-sequenced ideas	10	
	• Character development	10	
	• Appropriate grammar, spelling, punctuation, vocabulary	10	
Illustrations (30 points)	• Originality and creativity	10	
	• Artistic composition	10	
	• Appropriateness to text	10	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

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\_\_\_\_\_  
Signature of Judge

# Write-A-Book

## In-School Judging Rubric - Non-Fiction

Grade Level: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual Class-Produced (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

Element		Total Possible Points	Points Earned
Text (65 points)	<ul style="list-style-type: none"> <li>Factual information presented in logical order</li> </ul>	45	
	<ul style="list-style-type: none"> <li>Appropriate grammar, spelling, punctuation, vocabulary</li> </ul>	10	
	<ul style="list-style-type: none"> <li>Footnotes/Bibliography</li> </ul>	10	
Or Autobiographical Text (65 points)	<ul style="list-style-type: none"> <li>Factual information presented in logical order</li> </ul>	55	
	<ul style="list-style-type: none"> <li>Appropriate grammar, spelling, punctuation, vocabulary</li> </ul>	10	
Illustrations (25 points)	<ul style="list-style-type: none"> <li>Originality and creativity</li> </ul>	10	
	<ul style="list-style-type: none"> <li>Appropriateness to text</li> </ul>	15	
Overall Appearance (10 points)	<ul style="list-style-type: none"> <li>Creativity</li> </ul>	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

# Write-A-Book

## In-School Judging Rubric - Short Story

Grade Level: 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Story (90 points)	• Originality	10	
	• Well-defined plot or theme	30	
	• Well-sequenced ideas	10	
	• Character development	30	
	• Appropriate spelling, grammar, punctuation, vocabulary	10	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

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\_\_\_\_\_  
Signature of Judge

# Write-A-Book

## In-School Judging Rubric - Graphic Fiction

Grade Level: 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Story (30 points)	• Well-defined plot or theme	10	
	• Well-sequenced ideas	10	
	• Appropriate spelling, grammar, punctuation, vocabulary	10	
Illustrations (60 points)	• Originality and creativity	20	
	• Artistic composition	20	
	• Appropriateness to text	20	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

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\_\_\_\_\_  
Signature of Judge

# Write-A-Book

## In-School Judging Rubric - Plays

Grade Level: 6 7 8 9 10 11 12 (Circle One)

Category: Group Individual (Circle One)

Title \_\_\_\_\_

Author(s) \_\_\_\_\_

\_\_\_\_\_

Illustrator(s) \_\_\_\_\_

	Element	Total Possible Points	Points Earned
Story (90 points)	• Originality	20	
	• Well-defined plot or theme	30	
	• Well-sequenced ideas	10	
	• Character development	20	
	• Appropriate spelling, grammar, punctuation, vocabulary	10	
Overall Appearance (10 points)	• Creativity	10	
Total Points		100	

Use this space for offering positive and constructive comments to students. Do not write in or on the books you are judging. Use the back of this form if needed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

# Story Map

Title: \_\_\_\_\_

Characters:

_____	_____
_____	_____
_____	_____

**Problem:**

**Event 1**

---

**Event 2**

---

**Event 3**

---

**Event 4**

---

**Event 5**

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**Solution:**

Sequence Chain For:



# Main Idea Table


For an electronic copy of this document, go to <http://bit.ly/2XM1c0D>



# Write-A-Book Literary Competition

## Pacing Calendar

AUGUST	<ul style="list-style-type: none"> <li>◆ Introduce staff to the WAB Literary Competition (first school staff meeting).</li> <li>◆ Advertise with flyers, posters, web page, newspaper, TV show, etc.</li> <li>◆ Identify sponsor and teachers.</li> <li>◆ Collect materials for book binding; cardboard, foam board, tape, contact paper, fabric, wall paper, etc.</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>◆ Continue to advertise with flyers, posters, web page, newspaper, TV show, etc.</li> <li>◆ Introduce the WAB Literary Competition at Back to School Night.</li> <li>◆ Introduce the WAB Literary Competition at the Library Media Center orientation lessons.</li> <li>◆ Provide appropriate teachers/sponsor with the necessary information. Schedule a teachers/sponsor training session.</li> <li>◆ Schedule student classes in the Library Media Center to discuss the rules.</li> </ul>
OCTOBER through NOVEMBER	<ul style="list-style-type: none"> <li>◆ Attend COUNTY sponsor training at Bonnie F. Johns Educational Media Center. Each school should send at least one potential sponsor to training.</li> <li>◆ Continue to advertise with flyers, posters, web page, newspaper, TV show, etc.</li> <li>◆ Continue to introduce the WAB Literary Competition at the Library Media Center orientation lessons.</li> <li>◆ Periodically check with teachers/sponsor/students for progress, concerns, and questions.</li> <li>◆ Plan and schedule in-school judging. Contact judges.</li> <li>◆ Schedule students and/or classes for lessons, independent work, and to monitor progress.</li> </ul>
DECEMBER through JANUARY	<ul style="list-style-type: none"> <li>◆ Prepare lesson/materials to assist students with book binding.</li> <li>◆ Schedule classes or small groups for instructions on book binding. Assist students with book binding.</li> <li>◆ Attend COUNTY judging training classes at Bonnie F. Johns Educational Media Center. Each school should send two potential judges to training. Train additional judges for in-school competition.</li> <li>◆ Collect completed books and prepare materials for in-school awards.</li> <li>◆ Prepare books for COUNTY judging. Make sure all COUNTY book entries follow the WAB literary guidelines and rules. Attach appropriate forms.</li> <li>◆ Bring COUNTY entry books to Bonnie F. Johns Educational Media Center with appropriate data sheet. <u>Deadline for book entries will be announced by the Office of Library Media Services.</u></li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>◆ Check for COUNTY judging schedule and book pick up and return.</li> <li>◆ Date for award ceremony will be announced by the Office of Library Media Services. The ceremony is usually held in May.</li> </ul>

# Selected Resources

## Books

- ◆ Alexander, Kwame. *The Write Thing: Kwame Alexander Engages Students in Writing Workshop (and You Can Too!)*. Shell Education, 2019.
- ◆ Bentley, Nancy and Donna Guthrie. *Writing Mysteries, Movies, Monster Stories, and More*. Millbrook Press, 2001.
- ◆ Brewer, Paul. *You Must be Joking!: Lots of Cool Jokes*. Cricket Books, 2003.
- ◆ Calkins, Lucy. *The Art of Teaching Writing*. Heinemann, 1994.
- ◆ Cooney, Dan. *Writing and Illustrating the Graphic Novel: Everything You Need to Know to Create Great Graphic Works*. Barron's, 2011.
- ◆ Christelow, Eileen. *What Authors Do*. Clarion, 1995.
- ◆ Christelow, Eileen. *What Do Illustrators Do*. Clarion, 1999.
- ◆ Craig, Steve. *Sports Writing: A Beginner's Guide*. Discover Writing Press, 2002.
- ◆ Creech, Sharon. *Love that Dog*. Joanna Cotler Books, 2001.
- ◆ Diehn, Gwen. *Making Books that Fly, Fold, Wrap, Hide, Pop Up, Twist, and Turn: Books for Kids to Make*. Lark Books, 1998.
- ◆ Donegan, Patricia. *Write Your Own Haiku*. Tuttle Publishing, 2017.
- ◆ Farrell, Tish. *Write Your Own Adventure Story*. Compass Point Books, wvad
- ◆ Fletcher, Ralph. *Poetry Matters: Writing a Poem from the Inside Out*. Harper Collins, 2002
- ◆ Fletcher, Ralph J. *A Writing Kind of Day: Poems for Young Poets*. Wordsong/Boyd's Mills Press, 2005.
- ◆ Guthrie, Donna, Bentley, Nancy & Arnsteen, Katy. *The Young Author's Do-It-Yourself Book/*
  - o *How to Write, Illustrate, and Produce Your Own Book*. Millbrook Press, 1994.
- ◆ Harrison, David Lee. *Writing Stories: Fantastic Fiction from Start to Finish*. Scholastic Reference, 2004.
- ◆ Janeczko, Paul B. *How to Write Poetry*. Scholastic Inc, 1999.
- ◆ Janeczko, Paul B. *Top Secret: A Handbook of Codes, Ciphers, and Secret Writing*. Candlewick Press, 2004.
- ◆ Janeczko, Paul B. & Bobak, Cathy (Illustrator). *Poetry From A to Z: A Guide for Young Writers*. Simon & Schuster, 1994.
- ◆ Kalman, Bobbie. *How A Book Is Published*. Crabtree Publishing Co., 1995.
- ◆ King, Penny & Thomson, Ruth. *Start Writing Adventure Stories*. Thameside Press, Distributed by Smart Apple Media, 2001.
- ◆ Laminack, Lester L. *Cracking Open the Author's Craft*. Scholastic, 2016.
- ◆ Leedy, Loreen. *Look at My Book: How Kids Can Write and Illustrate Terrific Books*. Holiday House, 2004.
- ◆ Marshall, Pam. *From Idea to Book*. Lerner Publications, 2004. Also available as an e-book.
- ◆ McNaughton, Colin. *Once Upon an Ordinary School Day*. Farrar Straus Giroux 2004, 2005.
- ◆ O'Neil, Dennis. *The DC Comics Guide to Writing Comics*. Watson-Guptill, 2002.
- ◆ Prelutsky, Jack. *Pizza, Pigs and Poetry: How to Write a Poem*. Greenwillow, 2008.
- ◆ Rhatigan, Joe. *In Print! 40 Cool Publishing Projects for Kids*. Lark Books, 2003.
- ◆ Roy, Jennifer Rozines. *You Can Write a Story or Narrative*. Enslow, 2003.

- ◆ Saccardi, Marianne C. *Books that Teach Kids to Write*. Libraries Unlimited, 2011.
- ◆ Stevens, Janet. *From Pictures to Words: A Book About Making a Book*. Holiday, 1995.
- ◆ Strickland, Dorothy S. & Lesley Mandel Morrow, Ed. *Emerging Literacy: Young Children Learn to Read and Write*. Allyn & Bacon, 1993.
- ◆ Thomson, Ruth. *Start Writing Amazing Stories*. Thameside Press, Distributed by Smart Apple Media, 2001.
- ◆ Trueit, Trudi Strain. *Keeping a Journal*. Franklin Watts, 2004.
- ◆ *Wonderful Words: Poems about Reading, Writing, Speaking, and Listening*. Simon and Schuster Books for Young Readers, 2004.
- ◆ Wong, Janet. *You Have to Write*. Margaret K. McElderry Books, 2002.

## Online Resources

Poetry 4 Kids:	<a href="http://www.poetry4kids.com">http://www.poetry4kids.com</a>
ReadWriteThink:	<a href="http://www.readwritethink.org">http://www.readwritethink.org</a>
Scholastic Teachers:	<a href="http://www.scholastic.com/teachers">http://www.scholastic.com/teachers</a>
SIRS Discoverer:	<a href="http://discoverer.prod.sirs.com/discoweb/disco/do/frontpage">http://discoverer.prod.sirs.com/discoweb/disco/do/frontpage</a>
Web English Teacher:	<a href="http://www.webenglishteacher.com/miscwrit.html">http://www.webenglishteacher.com/miscwrit.html</a>
World Book Online:	<a href="http://www.worldbook.com">http://www.worldbook.com</a>



















Children's books as models to teach writing skills. Susan Anderson McElveen and Connie Campbell Dierking. *The Reading Teacher* Vol. 54, No. 4, December 2000/January 2001.

[http://www.learner.org/workshops/teachreading35/pdf/child\\_book\\_write\\_skills.pdf](http://www.learner.org/workshops/teachreading35/pdf/child_book_write_skills.pdf)

## Approved Videos (Schools may purchase)

- *Clickety-clack, Clickety-clack!*, Grades K-1, 2001, 30 minutes; 100% Educational Videos
- *Developing Minds Getting Thoughts on Paper: Video and Guidebook*, Staff Development, 2002, 60 minutes; 100% Educational Videos
- *How to Write an Expository Theme*, Grades 4-8, 1991, 22 minutes; 100% Educational Videos
- *Jam Writing and Informal Writing*, Grades 6-12, 2000, 30 minutes; 100% Educational Videos
- *Language Arts Series*, Grades 3-8, 2002, 2003, 3 Volume Set (14 minutes each) build better reading and writing skills; 100% Educational Videos
- *Story Starters*, Grades 3-4, 1995, 37 minutes; 100% Educational Videos

SAFARI Montage Videos – Writing Skills Use PGCPs login to access

 <p><a href="#">Using the Writing Process</a></p> <p>Media: </p> <p>Running Time: 19 min 41 sec</p>	 <p><a href="#">Writing Resources</a></p> <p>Media: </p> <p>Running Time: 17 min 16 sec</p>	 <p><a href="#">Story Writing</a></p> <p>Media: </p> <p>Running Time: 17 min 28 sec</p>
 <p><a href="#">Creative &amp; Narrative Writing</a></p> <p>Media: </p> <p>Running Time: 24 min 12 sec</p>	 <p><a href="#">Writing for Formal &amp; Informal Purposes</a></p> <p>Media: </p> <p>Running Time: 22 min 27 sec</p>	 <p><a href="#">Writing Expository Essays</a></p> <p>Media: </p> <p>Running Time: 23 min 4 sec</p>
 <p><a href="#">Types of Writing</a></p> <p>Media: </p> <p>Running Time: 18 min 1 sec</p>	 <p><a href="#">Expository Writing</a></p> <p>Media: </p> <p>Running Time: 16 min 36 sec</p>	 <p><a href="#">Writing Effective Paragraphs</a></p> <p>Media: </p> <p>Running Time: 23 min 50 sec</p>

# Sponsor Checklist

Directions: This checklist is intended to help you determine which books qualify for entry into the PGCPS Write-A-Book Literary Competition. Read the following questions concerning your role. If the answer is “yes”, place a checkmark in the second column next to the question.



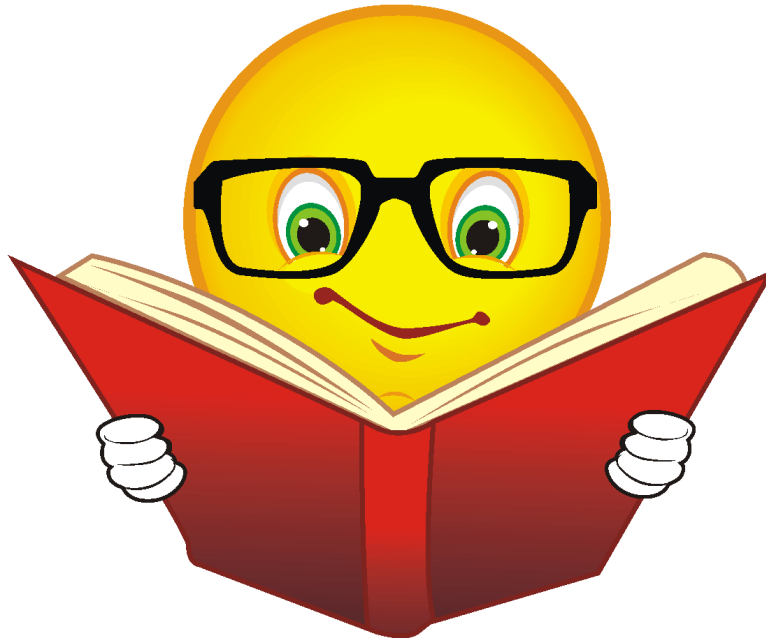
Question	☺
1. Did you accept all student books, but only submit the ones that meet the PGCPS Write-A-Book guidelines and rules?	
2. Are all books securely bound with hard-back covers that do not bend?	
3. Did you count the number of pictures and pages to ensure the book meets the specified guidelines and rules for that type of book?	
4. Did you place a completed entry form in the front inside cover of the book?	
5. Did you sign the entry form indicating that the book meets all the specified PGCPS Write-A-Book guidelines and rules?	

Please sign and turn in this contract with your entries.

I have placed a check in the column next to all of the above questions and I am ready to enter books for \_\_\_\_\_ School in the PGCPS District Write-A-Book Literary Competition.

Signature of Sponsor: \_\_\_\_\_

# Take Home Materials



# Sample Letter to Parents

*(Your School Name and Address)*

Dear Parent:

This year at *(Your School Name)* we will be participating in the Prince George's County "Write-A-Book" Literary Competition. The competition is an excellent opportunity for students to use learned skills and creative talents in writing and illustrating. As students use the elements of plot, characters and action to develop their stories, they will implement the skills needed for functional reading and writing. This activity is an integral part of the total curriculum and develops skills being taught on a daily basis. The categories for the competition are Picture Story Book, Illustrated Fiction, Short Story, Poetry, Non-Fiction, Graphic Fiction and Plays.

The students write to inform, to persuade, and to express personal ideas. During the editing and rewriting stages, students practice many higher level thinking skills. They can become more proficient in reading and writing through the "Write-A-Book" program, thereby broadening their scope of knowledge.

We, at *(Your School Name)* appreciate your support. All stories and illustrations must be the original work of your child/children. Entries must adhere to the established guidelines and rules. Copies of the guidelines are available at the school. Please allow your budding author to unlock that special creative arena of the mind.

If you have any questions or need more information, please contact *(Name of Write-A-Book Sponsor, school telephone number, and perhaps the sponsor's email address)*.

Sincerely,

# Author Rules

1. Only books produced by students in Prince George's County Public Schools are eligible for entry in the competition.
2. Books must be written during the current school year; sequels are permitted.
3. Any book produced by a group will be judged in the division to which the student in the highest grade-level belongs. A group consists of no fewer than two and no more than five students.
4. All stories, illustrations and photographs must be the original work of the student(s).
5. Text must be legibly hand-printed or typed on the computer and printed on computer paper (not lined/loose-leaf paper). Computer-assisted drawings must be original (no Clip Art permitted). If any drawing software is used, the name of the software must be included on the entry form.
6. If the text is typed, the font must be no smaller than 12 and no larger than 14. The only exception exists in Picture Story Book and Poetry categories. There the font may be larger than 14 but for headings and titles only.
7. Books must be edited with appropriate grammar, spelling, and punctuation.
8. There can be no profanity, sexually explicit situations or excessive violence.
9. Foreign language entries will be accepted with a clearly written and complete translation included on each page or as part of an appendix.
10. Pages in each book should be numbered. Books should contain no more than 30 numbered pages, including illustrations/photographs. This does not include translation, bibliography, footnote pages, title page, fly sheet, author's biography, or appendices.
11. The size of the finished book may be no larger than 10" x 12" and no smaller than 5" x 8."
12. Students must securely bind books with hard-back covers that do not bend (examples: corrugated cardboard, foam board). No folders, photograph albums, rings or loose-leaf bindings will be accepted.
13. Photographs are permitted as an artistic medium for illustrations in any book where illustrations are permitted excluding Graphic Fiction. Any photograph or artwork that is scanned into a Write-A-Book entry must be available to judges upon request. Photographs must be taken by the author.



14. Any books that do not follow all of the rules and guidelines of the competition will be returned to the schools without being judged at the District level. Sponsors should work with students and parents to avoid disqualifications. The decision of the judges will be final.

15. All entries must be received on or before \_\_\_\_\_.

## Guidelines for Grades PreK-5

### Picture Story Book

- ▮ Illustrations on each page
- ▮ Limited or no text on each page
- ▮ Minimum number of pages: 10

(cut along line)

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## Guidelines for Grades PreK-5

### Illustrated Fiction

- ▮ Text with limited illustrations
- ▮ Minimum number of illustrations: 1
- ▮ Maximum number of illustrations: 5
- ▮ Minimum number of pages: 15 (including illustrations)

(cut along line)

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## Guidelines for Grades PreK-5

### Non-Fiction

- ▮ Text with limited illustrations and/or photographs
- ▮ Minimum number of pages: 15 (including illustrations)

(cut along line)

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## Guidelines for Grades PreK-5

### Poetry

- ▮ Illustrations are optional
- ▮ Minimum number of pages: 10

## Guidelines for Grades 6-12

### Picture Story Book

- ▮ Illustrations on each page
  - ▮ Limited or no text on each page
  - ▮ Minimum number of pages: 15  
(cut along line)
- 

## Guidelines for Grades 6-12

### Illustrated Fiction

- ▮ Text with limited illustrations
- ▮ Minimum number of illustrations: 1
- ▮ Maximum number of illustrations: 5
- ▮ Minimum number of pages: 20 (including illustrations)

## Guidelines for Grades 6-12

### Short Story

- ▮ 1500 – 2500 word text
- ▮ Illustration on cover only

(cut along line)

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## Guidelines for Grades 6-12

### Poetry

- ▮ Illustrations optional
- ▮ Minimum number of pages: 15

(cut along line)

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## Guidelines for Grades 6-12

### Non-Fiction

- ▮ Text with limited illustrations and/or photographs
- ▮ Minimum number of pages: 20 (including illustrations)

## Guidelines for Grades 6-12

### Graphic Fiction (Comic Book Style)

- ▮ Illustrations should be drawn in frames
- ▮ Text in same frame as illustrations
- ▮ Minimum number of pages: 15

(cut along line)

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## Guidelines for Grades 6-12

### Plays

- ▮ Text without illustrations
- ▮ Text written in script writing format.
- ▮ Minimum number of pages: 15

# Write-A-Book

## Student Checklist

### Picture Story Book

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	
Is there an illustration or photograph on each page?	
Are there at least 10 numbered pages, but not more than 30?	
Is there a well-defined plot or theme? (15 points)	
Is there a clear order to the ideas? (10 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
Are the illustrations or photographs creative and original? (40 points)	
Do the illustrations or photographs match the story? (15 points)	
Does the book look neat? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Write-A-Book

## Student Checklist

### Poetry

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	
Are there at least 15 numbered pages, but not more than 30?	
Are the poems original and creative? (60 points)	
Do the poems have figurative language? (20 points)	
Does the poems have appropriate grammar, spelling, and punctuation? (10 points)	
Does the book have a neat appearance? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	



# Write-A-Book

## Student Checklist

### Illustrated Fiction

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	✓
Are there five or fewer pictures?	
Are there at least 15 numbered pages, but not more than 30?	
Is the story original and does it have a well-defined plot or theme? (30 points)	
Is there a clear order to the ideas? (10 points)	
Are the characters well-developed? (10 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
Are the illustrations creative and original? (20 points)	
Do the illustrations match the story? (10 points)	
Does the book look neat? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Write-A-Book

## Student Checklist

### Non-Fiction

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	✓
Is there a minimum of 5 illustrations or photographs?	
Are there at least 15 numbered pages, but not more than 30?	
Is the information factual and is it presented in a logical order? (45 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
If the book is not about you, does it have footnotes or a bibliography? (10 points)	
Are the illustrations or photographs creative and original? (10 points)	
Do the pictures match the story? (15 points)	
Does the book look neat? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Write-A-Book

## Student Checklist

### Short Story

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	✓
Is there an illustration on the cover only?	
Are there 1500-2500 words?	
Is there an original, well-defined plot or theme? (40 points)	
Is there a clear order to the ideas? (10 points)	
Are the characters well-developed? (30 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
Does the book look neat? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Write-A-Book

## Student Checklist

### Graphic Fiction

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	✓
Are the illustrations drawn in frames on each page?	
Is the text in the same frame as illustrations?	
Are there at least 15 numbered pages, but not more than 30?	
Is there a well-defined plot or theme? (10 points)	
Is there a clear order to the ideas? (10 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
Are the illustrations creative and original? (40 points)	
Do the pictures match the story? (20 points)	
Does the book look neat? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Write-A-Book

## Student Checklist

### Plays

Student Name(s) \_\_\_\_\_

Title of Book \_\_\_\_\_

Question	✓
Is the play written in script writing format?	
Are there at least 15 numbered pages, but not more than 30?	
Is there an original, well-defined plot or theme? (50 points)	
Is there a clear order to the ideas? (10 points)	
Are the characters well-developed? (20 points)	
Does the story have appropriate grammar, spelling, and punctuation? (10 points)	
Does the book have a neat appearance? (10 points)	
Does the book have a hard cover?	
Is the book no larger than 10" x 12" and no smaller than 5" x 8"?	
Are the title and the author's name on the outside cover of the book?	
Is there a title page inside the book?	
Was the book written during this school year?	
Are the story and illustrations my/our own work?	

# Curriculum Guide Evaluation Form

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to the Coordinating Supervisor of Special Area Programs, Department of Curriculum and Instruction, ISSC Building. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

PGIN: 7690-1523

Write-A-Book Literary Competition Guide  
Name of Document

\_\_\_\_\_  
Name of Unit/Chapter Evaluated

\_\_\_\_\_  
Instructional/Grade Level

\_\_\_\_\_  
Publication Date

1. In-service was received on this publication. Yes \_\_\_\_\_ No \_\_\_\_\_
2. The in-service was (adequate, inadequate) for using this document.
3. Teachers could use further in-service on the following topics/chapters/units:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. The errors/omissions noted in the document are on page(s) \_\_\_\_\_
5. The best written and most helpful sections or pages of this document are:  
\_\_\_\_\_
6. Information needs to be revised on the following:  
\_\_\_\_\_
7. The attached material (outline, lesson plan, etc.) should be added to the document.  
\_\_\_\_\_
8. Did the format of the guide make it easy to use? Yes \_\_\_\_\_ No \_\_\_\_\_
9. What changes would you like to see included?  
\_\_\_\_\_
10. Do the lessons contain realistic teaching time frames? Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. If no, what should be changed?

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11. Are there a sufficient number of teaching lessons/activities? Yes \_\_\_\_ No \_\_\_\_

12. Are there a sufficient number of available resources listed? Yes \_\_\_\_ No \_\_\_\_

13. Was the content appropriate for the level of teaching? Yes \_\_\_\_ No \_\_\_\_

14. Does the content adequately provide for Title IX (sex equality) guidelines?

a. Yes \_\_\_\_ No \_\_\_\_

15. Does the content adequately provide for inclusion of information about multicultural and multiracial relationships? Yes \_\_\_\_ No \_\_\_\_

16. The following suggestions would improve this document:

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Name (if desired) \_\_\_\_\_

School \_\_\_\_\_

You can access this document electronically at: <https://forms.gle/9RSHzRKdASCvefMz8>