2018 LAD Category Descriptions

Individual Student Entries in Prose
Entry by Individual Student; No Group Entries Except for Category #18
Prose is the ordinary form of written language without rhyme or meter; writing that is not poetry.

#1 Autobiography – Literally, the story of the writer's life. Unless book length, it should focus on some significant events that reveal something important about the writer.

#2 Book Report – Besides the author and title, should include a brief synopsis of the book, an overview of character, setting and point of view, topic and theme, the writer's reaction to the book and direct quotations from the book to support general statements.

#3 Comparison/Contrast – The paper juxtaposes (places side by side) two objects, ideas or topics and shows, point by point, how they are similar or different. Usually, the writer should not analyze similarities and differences that are generally recognized.

#4 Description of Mood – An essay which seeks to convey a specific feeling or emotion and tries to evoke that feeling in the reader or a discussion of the mood an author has created in a piece of writing.

#5 Description of Person (5A), Place (5B), Object/Thing (5C) – Should use sensory details to tell about a real or imaginary person, a real or imaginary place, real or imaginary object or thing; should use vivid imagery to create a picture of the person, place, object or thing.

#6 Letters – May be written to fictional or factual persons, living or dead, or to institutions; should be in letter form.

#7 Essay with Original Photos – Short fiction or non-fiction work that deals with one subject. Original photos (may be digital) should accompany and reflect the essay. (No computer graphics or Internet photos.)

#8 Journal/Diary Fictional – Fictional daily record of events/observations, especially personal ones.

#9 Journal/Diary Personal – Non-fiction, personal daily record of events and observations.

#10 Literary Analysis of Character – Should show a thorough understanding of the literary work and the character(s) being analyzed. It may also include an analysis of the character's speech, thoughts and actions, pointing out any discrepancies; analysis of other characters' reactions and conversations about the character; and an evaluation of character as protagonist or antagonist, flat or round. The analysis should seek to interpret part of the literary work through an examination of the character(s), have a clear thesis statement and be well organized, and include specific details and quotations from the work.

#11 Literary Analysis of Conflict – Should show a thorough understanding of the literary work and the conflict(s) being analyzed. It should examine the effect the conflict has on the plot, the main characters, etc. It should have a clear thesis statement, be well organized and include specific details, quotations and/or paraphrases from the work.

#12 Literary Analysis of Setting – Should show a thorough understanding of the literary work and setting being analyzed. It may evaluate the relationship of setting to mood, the setting's impact on characters or conflict, or how the setting reflects the work's theme. It should have a clear thesis statement, be well organized and include specific details, quotations and/or paraphrases from the work.

#13 Literary Analysis of Symbol – Should show a thorough understanding of the literary work and the symbolism being analyzed. It should show how the symbolism enhances the work's meaning and should include an overall impact of the symbol(s) on the work's theme or underlying message. It should have a clear thesis statement, be well organized and include specific details, quotations and/or paraphrases from the work.

#14 Literary Analysis of Techniques – Should show a thorough understanding of the literary work and should focus on the systematic method(s) used by an author: "e e cummings's technique of fracturing and spacing language to elicit meaning" or "The technique of merging fragmentary sentences to suggest the stream of consciousness." It should have a clear thesis statement, be well organized and include specific details, quotations and/or paraphrases from the work.

#15 Literary Analysis of Theme – Should show a thorough understanding of the literary work; should provide a statement of the major idea or theme of the story, drama or novel; and should provide evidence supporting the theme. It should have a clear thesis statement, be well organized and include specific details, quotations and/or paraphrases from the work.

#16 Media Review – A critical report/evaluation of a book, movie, play, CD, etc. Should include a brief summary of the work, a description of its strengths and weaknesses, opinion of the work, and evidence supporting writer's opinions.

#17 Original Literature-related Newspaper by Individual – A newspaper written by one student; it contains articles based on a piece of literature (short story, book, play). It may contain news stories, sports stories, features, letters, advertising, etc.

#18 Original Literature-related Newspaper by Small Group or by a Class (This category is open to groups) – A newspaper written by a small group of students (10 students or less) or a class; it contains articles based on a piece of literature (short story, book, play). It may contain news stories, sports stories, features, letters, advertising, etc.

#19 Documented Essay – Nonfiction writing that includes documented sources (parenthetical citations and a works cited).

#20A Narration – Recounts an event or series of events. It usually contains considerable description and is chiefly to interest and entertain; may be fiction or non-fiction.

#20B Personal Experience Narrative – First-person factual narration that focuses on one event/experience and how it affected the writer. May include description and dialogue.

#21A Original Book With Illustrations – May be fiction or non-fiction, but must be the original writing and artwork of one student. Should be bound in some manner.

#21B Original Graphic Story/Comic Book – May be fiction or nonfiction. (See *Maus: A Survivor's Tale* by Art Spiegelman for a Pulitzer Prize winning graphic novel.) A complete story told in words and images, using panels (sequential boxes) and text bubbles.

#22 Original Book Without Illustrations – See #21; no illustrations.

#23 Creative Nonfiction – A hybrid of literature and nonfiction. …The author tells a story (entertains the readers), presents factual information (expands readers' knowledge of the subject), and shares passion for the topic. Synonyms: literary nonfiction, new journalism, literary journalism.

#24 Personal Opinion – Should express the writer's personal belief. It should provide details, illustrations, statistics, examples, comparisons, contrasts, definitions, descriptions, causes, effects and/or analogies to support the opinion.

#25 Persuasion – Should attempt to convince the reader to follow a certain course of action or accept a belief or position. It relies on reasoning and clear logic and presents supporting details, including statistics, examples, cause-effect relationships, etc.

#26 Short Story – Fictional story with a beginning, middle and end. It should have believable characters, a setting consistent with the characters' personalities and develop a plot that includes conflict, rising action, climax and resolution. A message, or theme, should be conveyed to the reader.

#27 Satire – Literary work which mocks or ridicules stupidity or vices of individual, groups, institutions or society in general.

#28 Prose Parody – Imitation of a piece of prose for amusement or criticism. As comedy, it exaggerates or distorts the prominent features of style or content in a work. As criticism, it mimics the work, borrowing words or phrases.

Anthologies (Collections of Writings)
Individual and Group Entries: Check Specific Category

*Please note: Each anthology should be entered in only one category. Anthologies may contain original artwork. If computer graphics are used, citations should be included. A student's individual work may appear in an individual anthology, in a small group anthology, **and** in a class anthology.*

#29 Original Poetry Anthology by an Individual (Collins Scholarship) – A collection of poetry written by one student; collection does not contain prose. Limited to 30 pages, 12-point font; front and back equals two pages.

#30 Original Poetry Anthology by a Small Group – A collection of poetry written by a small group of students (10 or fewer); collection does not contain prose.

#31 Original Poetry Anthology by a Class – A collection of poetry that contains works from students enrolled in the same class; collection does not contain prose.

#32 Original Illustrated Book by a Group – May be fiction or nonfiction, but must be the original writings and artwork of a group of students.

#33 Original Prose Anthology by an Individual (Gleason Scholarship) – A collection of prose written by one student; collection does not contain poetry. Limited to 30 pages, 12-point font; front and back equals two pages; students may submit excerpts from longer works.

#34 Original Prose Anthology by a Small Group – A collection of prose written by a small group of students (10 or fewer); collection does not contain poetry.

#35 Original Prose Anthology by a Class – A collection of prose that contains works from students enrolled in the same class; collection does not contain poetry.

#36 Category eliminated at June 2014 meeting; See Category 64B to enter a School Magazine.

#37 Original Anthology of Prose & Poetry by an Individual (McQueen Scholarship) – A collection of prose and poetry written by one student. Limited to 30 pages, 12-point font; front and back equals two pages; students may submit excerpts from longer works.

#38 Original Anthology of Prose & Poetry by a Small Group – A collection of prose and poetry written by a small group of students (10 or fewer).

#39 Original Anthology of Prose & Poetry by a Class – A collection of prose and poetry that contains works from students enrolled in the same class.

Individual Student Entries in Poetry
Entry by Individual Student; No Group Entries
Poetry is imaginatively intense writing, usually in verse.

#40 Ballad – Narrative poem originally intended to be sung that depends on regular verse pattern and strong rhyme, usually *abcb*. Ballads often tell dramatic stories about common people, heroes, and events.

Example:

How to Write a Ballad
I sit, and I type
words that do not rhyme.
I wonder if my ballad
will be done on time.

I have trouble brainstorming,
and thinking of a story.
I want to tell something heroic,
but not too bloody or gory.

I want to tell of romance;
I want to speak of love.
I want to tell of angels
guiding us from above.
I wish I could say something
never said before.
I wish I could tell everything
and then tell you more.

I don't want to depress
by telling of heartbreak.
I want to tell of something pure
and condemn those who are fake.

I want to offer hope
and peace to those who cry.
I do not want to give them
another depressing sigh.

I sit, and type
words that do not rhyme.
I wonder if my ballad
will be done on time.

Lora Lueders (grade 12), Nixa High School

#41 Biopoem/Geopoem – Biopoems may be non-fiction, focusing on the writer; or fiction, focusing on a literary or historical person (i.e. Huck Finn, Eleanor Roosevelt). A biopoem uses the following format (some variation allowed and encouraged for creativity):

Line 1   Your first name
Line 2   Four traits that describe you
Line 3   Sibling of ... (son/daughter of)
Line 4   Lover of ... (3 items)
Line 5   Who feels ... (3 items)
Line 6   Who needs ... (3 items)
Line 7   Who gives ... (3 items)
Line 8   Who fears ... (3 items)
Line 9   Who would like to see (3 items)
Line 10   Resident of (your city); (your road name)
Line 11   Your last name only

A geopoem uses the following format (some variation allowed and encouraged for creativity):

Line 1   City, state, country or continent
Line 2   Four traits that describe topic
Line 3   Home of (famous landmark or famous person)
Line 4   Lover of (food, sport, etc.)
Line 5   That feels ...
Line 6   That needs ...
Line 7   That gives ...
Line 8   That fears ...
Line 9   That would like to see ...
Line 10   State, country, continent, etc.

#42 Cinquain – A five-line unrhymed poem that can follow two formats (younger students may find the second format easier):

Line 1	Two syllables
Line 2	Four syllables
Line 3	Six syllables
Line 4	Eight syllables
Line 5	Two syllables

or

Line 1	Subject (noun)
Line 2	Two adjectives describing subject
Line 3	Three words describing the action of subject (or three verbs)
Line 4	Phrase describing subject (approximately 4 words)
Line 5	Synonym for subject

Examples:

The Self-Baptismal of the Guilty Child
Running
To the river
Rushing water – Like ice
Cold knives against my sinful skin
Save me
Kelley Wesley (grade 11), Stockton High School

Ocean
Ocean
Chilly, blue
Drifting, splashing, reflecting
Shining in the night
Sea
Thomas Pesek (grade 2), St. Agnes School

#43 Diamante – Seven-lined, unrhymed poem that appears in a diamond shape.

Line 1	Noun which is the subject of poem
Line 2	Two adjectives describing noun
Line 3	Three verbs, -ing, -ed, -s words, that relate to subject
Line 4	Four nouns, two nouns relate to line 1, two relate to line 7
Line 5	Three verbs, -ing, -ed, -s words, that relate to line 7
Line 6	Two adjectives describing the noun in line 7
Line 7	Noun, contrasting or opposite of the noun in line 1.

Example:

Eve's Lament
Man
Greedy, Arrogant
Wanting, Taking, Getting
Sorrow, Pity – Madness, Grief
Discouraged, Disgusted, Disowned
Wasted, Drained
Woman
Audra Haynes (grade 7), Strafford Middle School

#44 Haiku – A short poem based on a single image. Traditionally, it is an unrhymed Japanese verse form focusing on nature and often referring to the seasons and consisting of 17 syllables in three lines: 5/7/5. May also be "new haiku" which focuses on a precise, vivid image in a brief two- or three-line poem.

Example:

Wolf's Moon
The wolf howls, lonely–
A note breaks the moon, like glass–
Shards fall, shooting stars
LeighAnna Flagg (grade 8), Reeds Spring Middle School

#45 Tanka – An unrhymed Japanese verse form with 31 syllables in five lines in the following syllable pattern: 5/7/5/7/7.

Example:

New Paint
Strokes of red on walls
Passion dries, love dead and gone
Unbelievable!
Once whirling emotions of
rage   Do Not Enter – crime scene
Megan Griggs (grade 11), Stockton High School

#46 Parody – Imitation of a piece of poetry or music. As comedy, it exaggerates or distorts the prominent features of style or content in a work. As criticism, it mimics the work, borrowing words or phrases. **(Attach original work on which parody is based; entries without original work attached will not be judged.)**

Example:

Digging Through my Backpack on a Sunday Evening
(A Parody of Robert Frost's "Stopping By Woods on a Snowy Evening")
Whose work this is of course I know,
It's buried in my backpack though.
I walk on by and leave it there,
Instead I grab the radio.

My dear, old mother must think it queer,
That I've done nothing at all this year.
Work is reaching Everest size,
My assignment dates are growing near.

I'm out of luck, I have not hope,
I feel like such a lazy dope.
I'm doomed to fail this vile grade,
I need a blessing from the pope.

My time is up and talk is cheap,
I'll hunker down, jump in knee deep
To hours of toil before I sleep,
To hours of toil before I sleep.
Heather Wallace (grade 8), Strafford Middle School

#47 Acrostic – Words arranged in a poem to disclose a hidden word or message that can be discerned by reading down the first letters of the poem's lines.

Example:

Season's Lust

S ummer is beckoning, Spring is
P rocrastinating, anticipating
R eluctant to bloom yet
I nfatuated with summer's entreaties
N ervously, she succumbs, then he
G radually pushes her away.

Dennis Elliott (grade 8), Strafford Middle School

#48 Other Formula – Poems that follow specific formulas other than those listed as individual LAD entries. **Please attach the formula to the entry; entries without formula attached will not be judged.**

#49 Long Free Verse, 11 lines or more – Poetry based on irregular rhythmic cadence and rhythm rather than meter and rhyme.

#50 Short Free Verse, 10 lines or fewer – See #49.

#51 Limerick – A form of light verse consisting of five lines of which the first, second and fifth consist of eight or nine syllables and rhyme, and the third and fourth consist of five or six syllables and rhyme.

Example:

Steroid Steer

There once was a wee puny cow
His voice was a high cat's meow
Then he got on the juice
And soon looked like a moose
All the cute heifers flock to him now.

Reggie Roepke (grade 8) Strafford Middle School

#52 Long Narrative Poetry, 11 lines or more – Narrative poetry is non-dramatic poetry that tells a story or presents an event or series of events.

#53 Short Narrative Poetry, 10 lines or fewer – Narrative poetry is non-dramatic poetry that tells a story or presents an event or series of events.

Example:

Mystery of the Heart

Saturday night my Mammaw said,
"I'll always be there when you call."

I didn't know what she meant.
But I smiled at
her with tears
in my eyes and told her that
I loved her.

Devin Pollard (grade 4), Blue Eye Elementary

#54 Original Poster Poem (maximum 14"x22"; larger sizes will not be judged.) – Should consist of an original poem and poster (drawing, painting, photograph, etc.) interpreting or enhancing the poem. **The poem and the art work should be the work of one student.**

#55 Long Rhymed Poetry, 11 lines or more – Any rhyme pattern is acceptable.

#56 Short Rhymed Poetry, 10 lines or fewer – Any rhyme pattern is acceptable.

#57 Sonnet – A lyric poem composed of 14 lines. The most popular type is the English/Shakespearean sonnet. The meter usually is iambic pentameter (10 syllables per line). Comprised of four divisions – three quatrains and a couplet. Typical rhyme scheme is *abab cdcd efef gg*. The couplet at the end is often a commentary on or resolution of the preceding lines.

Example:

Accept

The green grass takes one last fresh breath of air.
The crickets' humming softly fades away.
The pleasure I have taken resting there
Has fled from me and vanished with the day.

The fireflies are thinning in the night.
I see my breath is caught up on a breeze.
Wild geese shout plain goodbyes and start their flight.
The bushes shed their hordes of hurried bees.

I'm not quite ready for this cold to come.
Before my summer's gone, the autumn creeps.
This vengeful morning turned my fingers numb.
The fall arrives to wake me from my sleep.

The days grow tired and drift away so fast.
I turn my head to see my summer's passed.

Tessa Young (grade 11); Nixa High School

#58 Villanelle – A French verse form in five tercets, all rhyming *abc*, and a quatrain, rhyming *abaa*. The first line repeats on lines 6, 12 and 18; the third lines repeats on lines 9, 15 and 19. Often all 19 lines are written in iambic pentameter. (For an example see Dylan Thomas's "Do Not Go Gentle into That Good Night.")

Task Analysis (New Category)
Entry by Individual Student; No Group Entries

#59 Task Analysis – Student should identify a life skill, broken down in correctly sequenced smaller steps. May include original or digital images (with citations). For example: how to brush teeth, how to wash hands, how to sort laundry, etc. For more information, contact Allison Tourville, allisontourville@willardschools.net.

Journalism
Entries Open to Individuals or Groups, EXCEPT #60B, which is open to individuals only
Print and Online; if entry is online, print and enter hard copy

Entries should be those written for publication (student publications, including print and online publications; classroom newspapers and newsletters; general circulation publications, including local newspapers). Ideally, the entries should be published; when possible, please include a tear sheet with the entry. Students, especially those in elementary school, are encouraged to write as if writing for publication, following journalism guidelines, even if no student publications are available.

#60A Editorial – An article written as the official opinion of a publication and expressing the opinion of the publication's editors or editorial board. Generally, it contains no byline. The article must use supporting details to support the opinion. The goal of an editorial is to interpret, criticize, persuade or inform.

#60B Commentary/Opinion Column – An article expressing the opinion of a reporter/columnist. The article should be written in an informed manner, using supporting details. The article may interpret, criticize, inform or entertain.

#61 Feature Story – A story appealing to an audience because of the human interest of its contents rather than the content's importance.

#62 News Story – A story that focuses on objectively reporting an event. It should be free of opinion and assumption; it should be written in the inverted-pyramid style, with the most important information first. The lead (beginning) should answer the essentials: who, what, when, where, why and how.

#63 Sports Story – A story focusing on a sporting event. It contains many of the same elements of a news story, including being free of opinion and being written in inverted-pyramid style.

#64A School Newspaper – A newspaper (print or online) written by students that covers and comments on events in the local school; it also may cover and comment on state, national and/or international events. If publication is online, print and enter a hard copy.

#64B School Magazine – A publication (print or online) published periodically with a variety of miscellaneous pieces (articles, stories, essays, poems) by many student writers; often illustrated with photographs and drawings, also by students. If publication is online, print and enter a hard copy.

#65 Media Review – An article reviewing a particular media (CD, song, band, movie, play, TV show, book, video game, comedy act, band, etc.) in a critical manner. The article likely will include strengths, weaknesses and a summary. When appropriate, the article should include background information, the author or artist, a brief summary of the work, etc.

Drama
Entries Open to Individuals or Groups

#66 Commercial Script – An original script, the purpose of which is to sell or promote a product or concept.

#67 Dialogue (Skit) – Should consist of conversation of two or more people which 1) advances the action in some way and 2) is consistent with the character of the speakers (including dialect, occupation, nationality and social level).

#68 Play Script – A longer drama which tells a story through action and dialogue of actors portraying the characters in the story.

#69 Screenplay – An original script which conveys a narrative through action and dialogue of the characters and includes correctly formatted directions for camera placements and staging.

Sponsored Contests
Individual and Group Entries: Check Specific Category

#70: Individual or Group Community Response – What is an essential question your community needs to address? Clearly state the essential question. Determine your most authentic audience. Choose a genre and follow LAD Fair rules as you write about your chosen essential question. 500 word limit. Whether as an individual writer or as a group of writers, stay focused on the essential question your community needs to address. Your community may be your "real" or "cyber" neighborhood, your school, your city, your state, your nation, your global community, etc. In addition to submitting to LAD Fair, writers are encouraged to present their work to authentic audiences and watch how the power of words makes a difference in the community. Open to writers in grades K-12.

#71 Individual or Group Writing Rocks – Any genre, 500-word limit. Should convey the joy and power of writing. Open to grades 1-12. Winning entries will be used in LAD promotions.

#72 Individual Nature and Me (Cash Award Entry) – Writing may be in form of poetry, essay, short story, or journalism (news or editorial). Narrative entries 3-5 pages. Poetry length depends on type, and student must provide standards/rules for type of poetry. Topic must focus on natural world. Possible, but not limited to, approaches are (1) communicate student's interaction with or feelings about nature; (2) explore a problem/solution affecting the natural world; (3) persuade others how and why to support and celebrate the richness of nature; (4) describe a beautiful, inspiring or powerful aspect of nature; (5) other approaches that illustrate student's connection with nature. Open to grades 5-11, with two $50 cash awards presented to winners in grades 5/6 and 7/8 and $100 to 9/10/11. Sponsored by the Springfield Plateau Chapter of Missouri Master Naturalists.

#73 Individual or Group Promote Writing – Entry should be an original graphic design (that can include words) to be used on LAD T-shirts, flyers, brochures, etc. to promote writing. It should be submitted in black and white and should be sized to reproduce at 81/2 by 11. Open to grades 1-12.

ORIGINAL ART
Entries Open to Individuals, EXCEPT Category #80, which is open to groups
Art entries must have attached at least a paragraph explaining the relationship of the art work to the literary work; entries without this information will not be judged.

#74 Individual Graphic Adaptation of Published Literature – Original words and images (comic strips, comic book, graphic story/novel etc.) based on a published work of literature (any genre).

#75 Individual Original Writing with Original Art Work – Original writing (any genre) accompanied by original art work interpreting the writing. Both writing and art should be the original work of one student. No attached explanation necessary if the connection between the writing and art is obvious.

#76 Individual Collage Based on Published Literary Work – Collage based on a published work of literature (any genre). Pictures, words, photos and other media may be used.

#77 Individual Drawing Based on Published Literary Work (chalk, pencil, pen, charcoal, pastel, crayon, markers, etc.) – Drawing based on a published work of literature (any genre); it may focus on characters, setting, theme, mood, etc.

#78 Individual Painting Based on Published Literary Work (oil, watercolor, tempera, acrylic) – Painting based on a published work of literature (any genre); it may focus on characters, setting, theme, mood, etc.

#79 Individual 3-Dimensional Structure Based on Published Literary Work – 3-D structure based on a published work of literature (any genre); it may focus on characters, setting, theme, mood, etc.

#80 Group Project Based on Published Literary Work – Group collage or other art form based on a published work of literature (any genre). Maximum size 36" x 48". Larger sizes will not be judged.

Definitions compiled by Karen Haraldson, Kim Chism Jasper, Kathy McQueen, Zac Rantz, Allison Tourville, Melissa Troxell, and Gina Wyckoff; updated summer 2017.

Sources:
•*Basic English Revisited: A Student Handbook 5th Edition* (The Write Source) by Patrick Sebranek and Verne Meyer.
•*Developing Writing Skills* (Allyn and Bacon Inc.) by William W. West.
•*A Handbook to Literature 5th Edition* (MacMillan) by C. Hugh Holman and William Harmon.
•*The Harper Handbook to Literature* (Harper & Row) by Northrop Frye, Sheridan Baker and George Perkins.
•*Webster's New World High School Writer's Handbook* (Prentice Hall) by Sharon Sorenson.
•<www.noflyingnotights.com>
•<www.dicionary.reference.com>
•<www.merriam-webster.com>