

Write-A-Book

Literary Competition

Guide



Prince George's County Public Schools
Upper Marlboro, Maryland 20772
July 2005

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Introduction

Write-A-Book Literary Competition

Sponsored by the Office of Library Media Services and the Educational Media Association of Prince George's County (EMAPGC), the Write-A-Book Literary Competition directly supports the Maryland State Department of Education State Assessment (MSA), the Voluntary State Curriculum (VSC) and the High School Assessment (HSA). 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 transparencies or instructional handouts at the discretion of the instructor.

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 1st place, 2nd place, 3rd place, and honorable mention. The location, date, and time of the annual awards ceremony will be announced by the Office of Library Media Services.

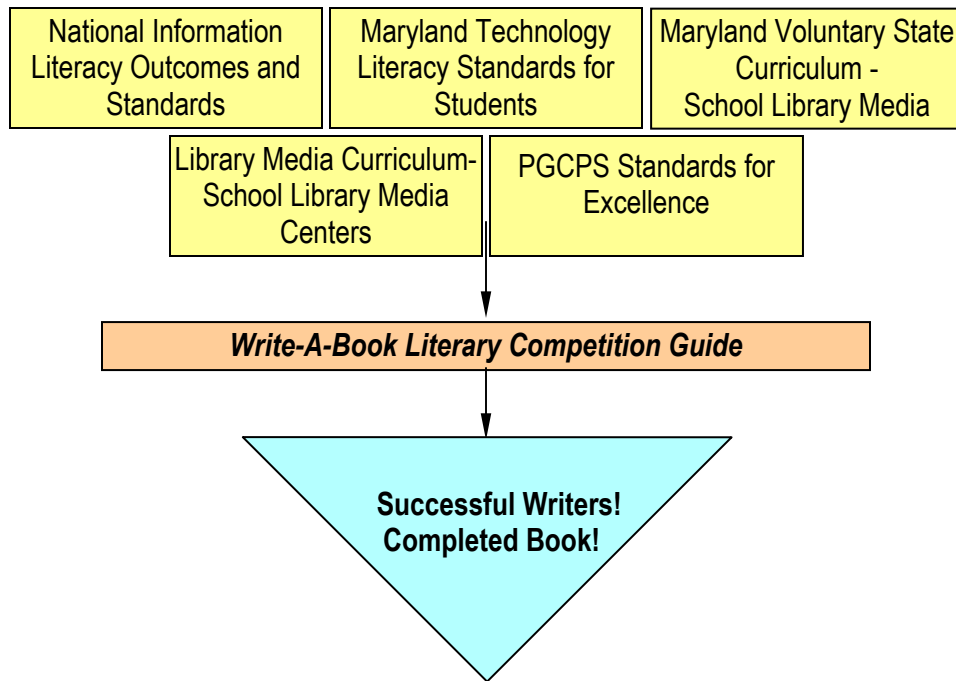
Standards

The purpose of this document is to provide library media specialists and teachers with a guide for the Write-A-Book Literary Competition. This revised guide is aligned with the following:

- National Information Literacy Outcomes and Standards;
- Maryland Technology Literacy Standards for Students;
- Library Media Curriculum-School Library Media Centers;
- Maryland Voluntary State Curriculum (VSC) for Library Media;
- Prince George’s County Public Schools Standards for Excellence, including the 120-minute reading/language arts block and lesson plans for emergent and extending readers.

Weaving these components together, the teacher will be able to use the materials to ensure the successful mastery of writing and binding an original book created by the student.

The following graphic illustrates the relationship of these components:



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

MSDE Voluntary Curriculum, State, and National Literacy Outcomes and Standards

Collect and Use Information	
Maryland Library Media Voluntary State Curriculum	<p>3.0: Collect Information: Students will be able to collect information relevant to their current information need.</p> <p>7. Use appropriate graphic organizers/note cards, webbing and outlining in print and electronic formats.</p>
Maryland Library Media Learning Outcomes	<p>Outcome 1: Locate and use information resources efficiently and effectively.</p> <p>Outcome 4: Comprehend content in various types.</p> <p>Outcome 5: Retrieve and manage information.</p> <p>Outcome 6: Demonstrate an appreciation of literature and other creative expressions as a source of information and recreation.</p>
National Information Literacy Outcomes and Standards	<p>Standard 3: The student who is information literate uses information accurately and creatively.</p> <p>Indicator 4. Produces and communicates information and ideas in appropriate formats.</p>
Maryland Technology Literacy Standards for Students	<p>Standard 1.0: Technology Systems: Develop foundations in the understanding and uses of technology systems.</p> <p>A. Systems</p> <p>1. Demonstrate knowledge of technology systems.</p> <p>a. Use keyboard and mouse effectively and efficiently.</p>

Organize and Manage Information	
Maryland Library Media Voluntary State Curriculum	<p>4.0: Organize and Manage Data/Information: Students will use appropriate print, non-print and computer/online/digital formats to organize and manage data/information.</p> <p>3. Match appropriate strategy/format with inherent structure of content to be organized.</p> <p>a. Apply possible strategies for organizing data/information focusing on the significant characteristics of each; i.e., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.</p>
Maryland Library Media Learning Outcomes	<p>Outcome 2: Review, evaluate and select media.</p> <p>Outcome 3: Apply reading, research, and critical thinking skills to communicate new understandings.</p> <p>Outcome 8: Apply ethical behavior to use of information.</p>
National Information Literacy Outcomes and Standards	<p>Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.</p> <p>Indicator 2. Designs, develops, and evaluates information products and solutions related to personal interests.</p>
Maryland Technology Literacy Standards for Students	<p>Standard 2.0: Digital Citizenship: Demonstrate an understanding of the history of technology its implications of technology on society and practice ethical, legal, and responsible use of technology to assure safety.</p> <p>A. Technology and society</p> <p>1. Practice responsible and appropriate use of technology systems, software, and information.</p>

MSDE Voluntary Curriculum, State, and National Literacy Outcomes and Standards

Interpret and Evaluate Information	
Maryland Library Media Voluntary State Curriculum	<p>5.0: Interpret Information: Students will be able to interpret information to generate new understandings and knowledge.</p> <p>A. Interpret information</p> <p>1. Analyze quality of data, information, and resources.</p> <p>a. Apply strategies to determine ideas being communicated in a story, passage, or segment of a video</p>
Maryland Library Media Learning Outcomes	Outcome 7: Create materials in various formats.
National Information Literacy Outcomes and Standards	<p>Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</p> <p>Indicator 3. Develops creative products in a variety of formats</p>
Maryland Technology Literacy Standards for Students	<p>Standard 3: Technology for learning and Collaboration: Use variety of technologies for learning and collaboration.</p> <p>A. Learning</p> <p>1. Select and use technology tools to enhance learning</p> <p>B. Encourage collaboration</p>

Synthesize Information	
Maryland Library Media Voluntary State Curriculum	<p>6.0: Share Findings/Conclusions: Students will be able to communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multi-media presentations.</p> <p>A. Share findings/conclusions</p> <p>1. Make decisions to facilitate effective communication of ideas.</p> <p>a. Present findings in oral, written, visual, multimedia formats</p> <p>2. Apply best practices related to content and layout of presentations</p> <p>a. Apply strategies for designing layouts that communicate content effectively.</p>
Maryland Library Media Learning Outcomes	Outcome 3: Apply reading, research, and critical thinking skills to communicate new understandings.
National Information Literacy Outcomes and Standards	<p>Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.</p> <p>Indicator 2. Devises strategies for revising, improving, and updating self-generated knowledge.</p>
Maryland Technology Literacy Standards for Students	<p>Standard 3: Technology for learning and Collaboration: Use variety of technologies for learning and collaboration.</p> <p>A. Learning</p> <p>1. Select and use technology tools to enhance learning</p> <p>B. Encourage collaboration</p>

Guidelines for Elementary Book Categories (Grades K – 5)

<p style="text-align: center;">Picture Story Book</p> <ul style="list-style-type: none"> ➤ Illustrations on each page ➤ Limited or no text on each page ➤ Minimum number of pages: 10 	<p style="text-align: center;">Illustrated Fiction</p> <ul style="list-style-type: none"> ➤ Text with limited illustrations ➤ Maximum number of illustrations: 5 ➤ Minimum number of pages: 15 (including illustrations)
<p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> ➤ Illustrations are optional ➤ Minimum number of pages: 10 (including illustrations) 	<p style="text-align: center;">Non-Fiction</p> <ul style="list-style-type: none"> ➤ Text with limited illustrations and/or photographs ➤ Minimum number of pages: 15 (including illustrations)

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 style="text-align: center;">Picture Story Book</p> <ul style="list-style-type: none"> ➤ Illustrations on each page ➤ Limited or no text on each page ➤ Minimum number of pages: 15 	<p style="text-align: center;">Illustrated Fiction</p> <ul style="list-style-type: none"> ➤ Text with limited illustrations ➤ Maximum number of illustrations: 5 ➤ Minimum number of pages: 20 (including illustrations) 	<p style="text-align: center;">Short Story</p> <ul style="list-style-type: none"> ➤ 1500-2000 word text ➤ Cover illustration only
<p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> ➤ Illustrations optional ➤ Minimum number of pages: 15 (including illustrations) 	<p style="text-align: center;">Non-Fiction</p> <ul style="list-style-type: none"> ➤ Text with limited illustrations and/or photographs ➤ Minimum number of pages: 20 (including illustrations) 	<p style="text-align: center;">Graphic Fiction (Comic Book Style)</p> <ul style="list-style-type: none"> ➤ Illustrations should be drawn in frames ➤ Text in same frame as illustrations ➤ Minimum number of pages: 15
<p style="font-size: 1.2em; margin: 0;">Plays</p> <ul style="list-style-type: none"> ➤ Text without illustrations ➤ Minimum number of pages: 15 		

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.
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 and illustrations must be the original work of the student.
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, except for headings and titles.
7. Foreign language entries will be accepted with a clearly written and complete translation included each page or as part of an appendix.
8. 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.
9. The size of the finished book may be no larger than 10" x 12" and no smaller than 5" x 8."
10. 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.
11. Photographs are permitted in the non-fiction category only. Any photograph or artwork that is scanned into a Write-A-Book entry must be available to judges upon request.
12. Any books that do not follow all of the rules and guidelines of the competition will be returned to the schools without being judged.
13. The decision of the judges will be final.
14. All 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.

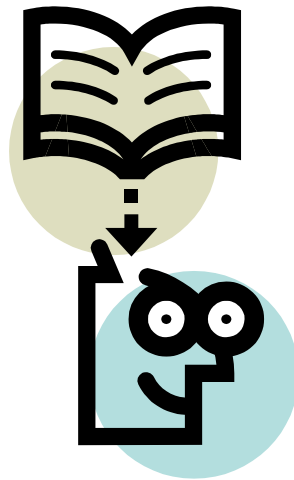
Students write to inform, to persuade, and to express personal ideas. They can become more proficient in reading and writing through the Write-A-Book Literary Competition.

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

Skills Involved in Creating a Write-A-Book Entry

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

Story Development



Book Types for Students to Create

(examples by category)



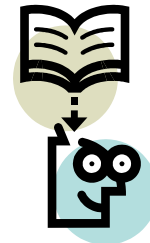
Fiction

Realistic
Historical
Romance
Poetry
Mystery
Science Fiction
Adventure
Comedy
Picture book
Fantasy
Horror/Suspense



Nonfiction

Factual/Informational
Biography/Autobiography
How to
History
Science
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)



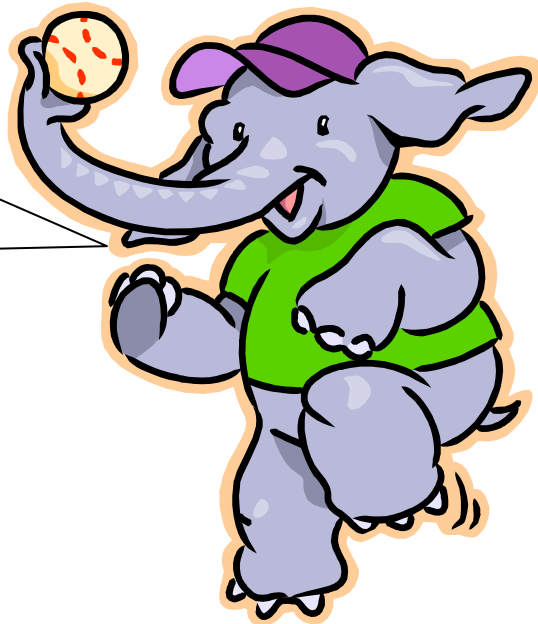
Setting

Did the story happen yesterday?

Today?

or 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.

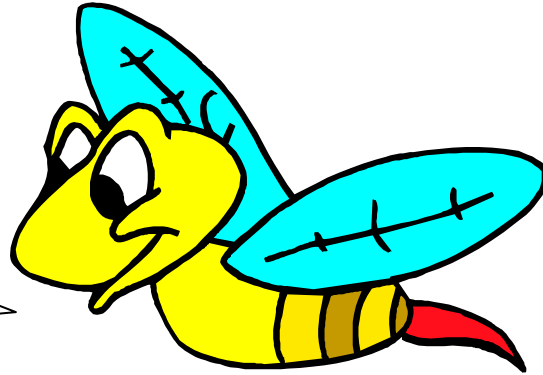


Protagonists are main characters. We need to know something about them, for example, their actions, words, thoughts, or physical description. The main character should be interesting.

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, a 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.

Be sure to tie up all loose ends in your story. Don't leave any characters or problems hanging.



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?

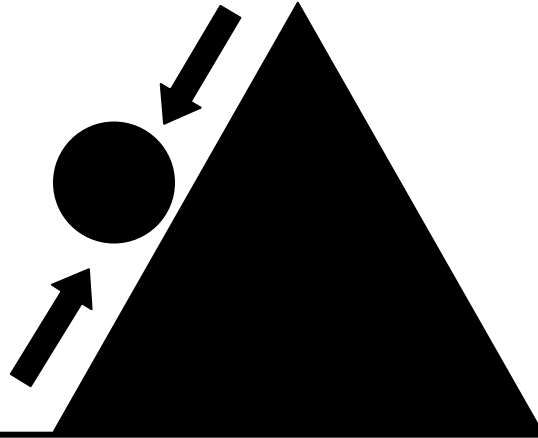
Middle: What is the conflict?
What interesting things happen as the main character tries to solve the problem?

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?



Teacher Discussion Guide:
Student Planning Sheet



Setting:

Protagonist:

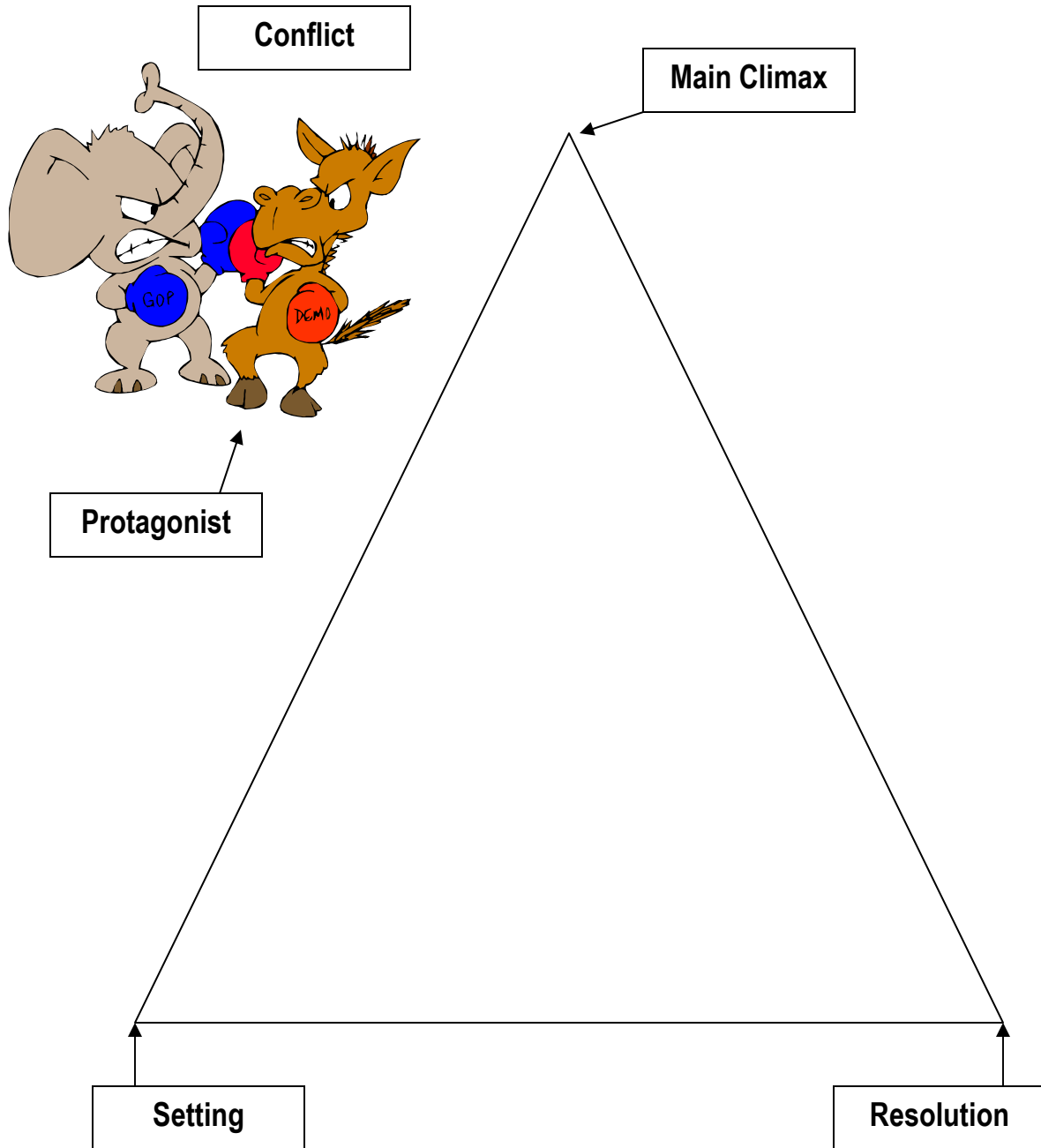
Antagonist:

Conflict:

Climax:

Resolution:

Teacher Discussion Guide: Planning Triangle



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

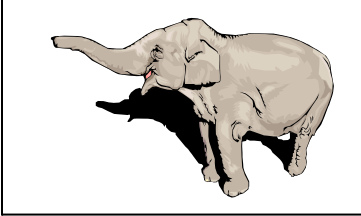
One page
Two page spread
Picture on top/bottom

ART MEDIUM

charcoal	ink	pencil
computer generated	oil paint	water color
crayon	pastels	wood prints

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

Sample Layouts



The elephant charged.

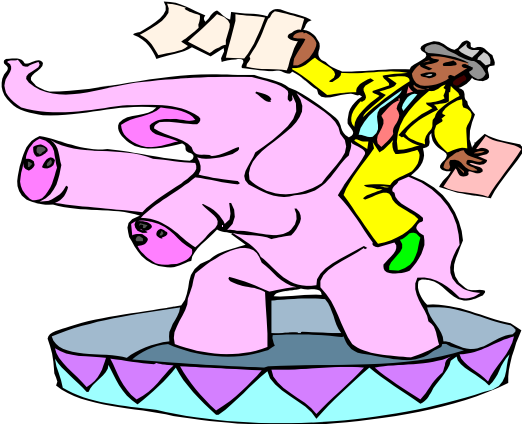
The elephant showered.


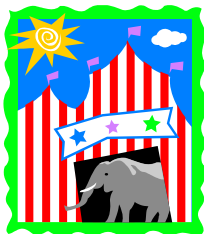


The elephant juggled the balls.



Sample Layouts

	<p>The man was on top of the elephant.</p> <hr/> <hr/> <hr/> <hr/>
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 <p>The Man is riding the elephant</p> <hr/> <hr/>	 <p>The elephant is in the circus.</p> <hr/> <hr/>
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Style

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.

Cartoon or Caricature:

- ◆ Aruego, Jose. *Look What I Can Do*. Aladdin Paperbacks, 1988.
- ◆ Barr, Steve. *1-2-3 Draw Cartoon... : A Step-by-Step Guide*. Light Books, 2002-2004
- ◆ 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.
- ◆ Shannon, George. *Dance Away*. Mulberry, 1991.
- ◆ Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin, 2000.

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.
- ◆ Sendak, Maurice. *Where the Wild Things Are*. HarperCollins, 1991.
- ◆ Sharmat, Marjorie W. *I'm Terrific*. Holiday House, 1977.
- ◆ White, E.B. *Charlotte's Web*. HarperCollins, 1999.
- ◆ Wiesner, David. *The Three Pigs*. Clarion Books, 2001.

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.

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.
- ◆ Peet, Bill. *The pinkish, purplish, bluish egg*. Houghton Mifflin, 1995.
- ◆ Snyder, Dianne. *The Boy of the Three-Year Nap*. Houghton Mifflin, 1988.
- ◆ Wisniewski, David. *Sundiata: Lion King of Mali*. Clarion Books, 1992.
- ◆ Wood, Audrey. *Alphabet Adventure*. Blue Sky Press, 2001.

Wordless Picture Books:

- ◆ Baker, Keith. *Big Fat Hen*. Harcourt Brace, 1994.
- ◆ Cox, Paul. *Abstract Alphabet*. Chronicle Books, 2001.
- ◆ Day, Alexandra. *Good Dog, Carl*. Aladdin Paperbacks, 1997.
- ◆ 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.
- ◆ 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.

Pencil/Pen and Ink:

- ◆ Williams, Vera B. *Amber was brave, Essie was smart : the story of Amber and Essie told here in poems and pictures*. Greenwillow, 2001.
- ◆ Cuyler, Margery. *100th 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.
- ◆ White, E.B. *Charlotte's Web*. HarperCollins, 1999.
- ◆ 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.

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.

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.

Collage:

- ◆ Bunting, Eve. *Smoky Night*. Harcourt, 1994.
- ◆ Cendrars, Blaise and Marsha Brown. *Shadow*. Aladdin Paperbacks, 1982.
- ◆ Crummel, Susan Stevens. *All in One Hour*. Marshall Cavendish, 2003.
- ◆ 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.

Non-Fiction:

- ◆ Aliki. *Ah, Music!* HarperCollins, 2003.
- ◆ Brimmer, 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.
- ◆ 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.

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.
- ◆ 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.

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?

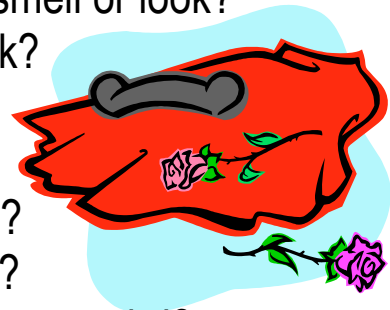
Is the poem happy, sad, funny or weird?

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.

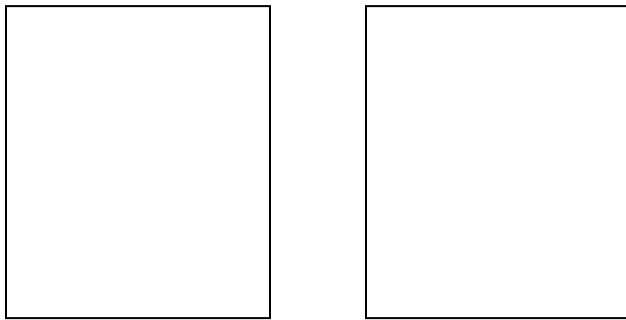
Material to cover it (construction paper, contact paper, wallpaper, fabric, etc.)

Glue, scissors, ruler

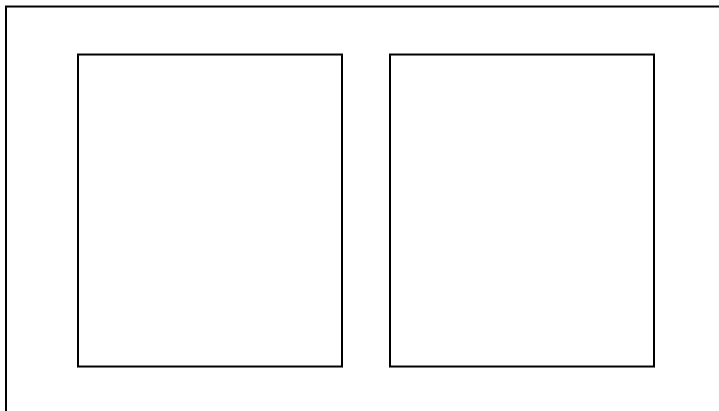
Note: The book should have a blank page at the beginning and end.

Procedure:

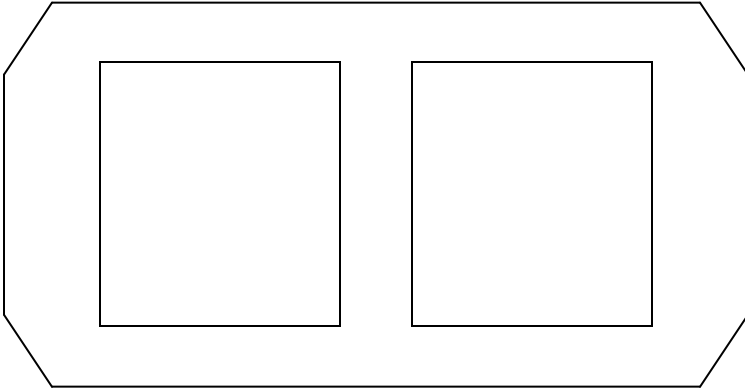
1. Cut two pieces of cardboard about $\frac{1}{2}$ " larger than page size.



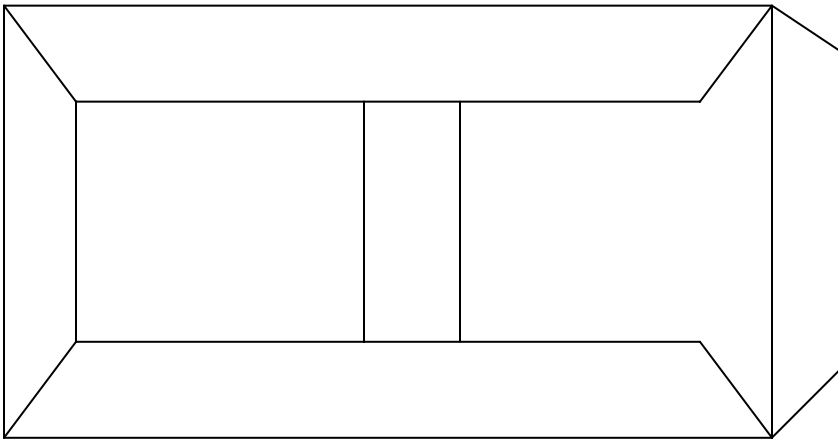
2. Cut one piece of cover material 1" larger than the 2 cardboards with space in the middle. The space in the middle should accommodate the thickness of the body of the book.



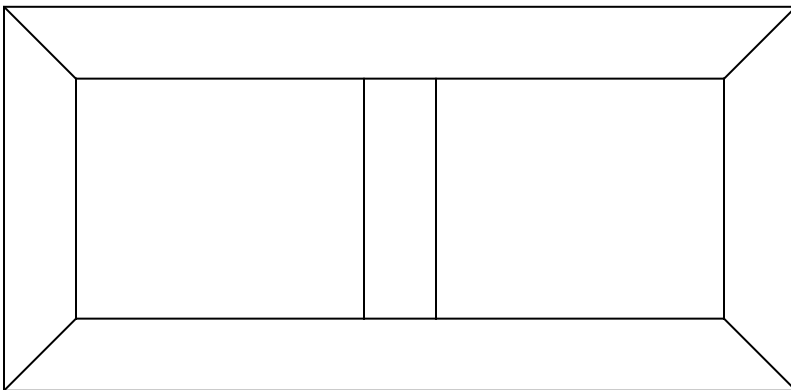
3. Cut the corners of the cover material.



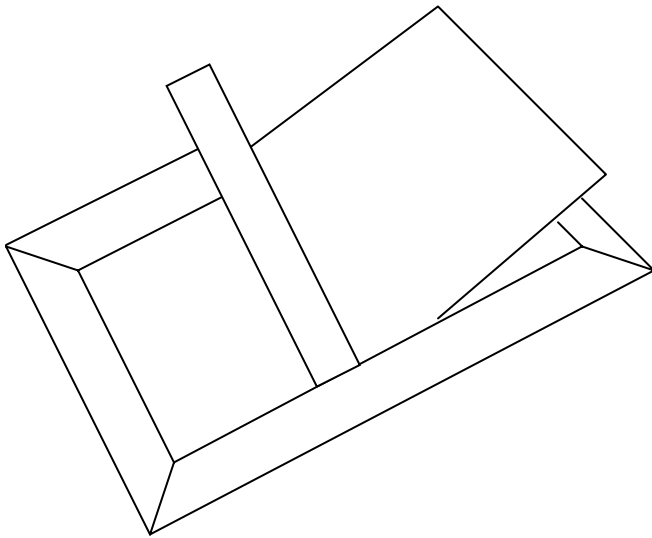
4. Fold the edges and glue them down.



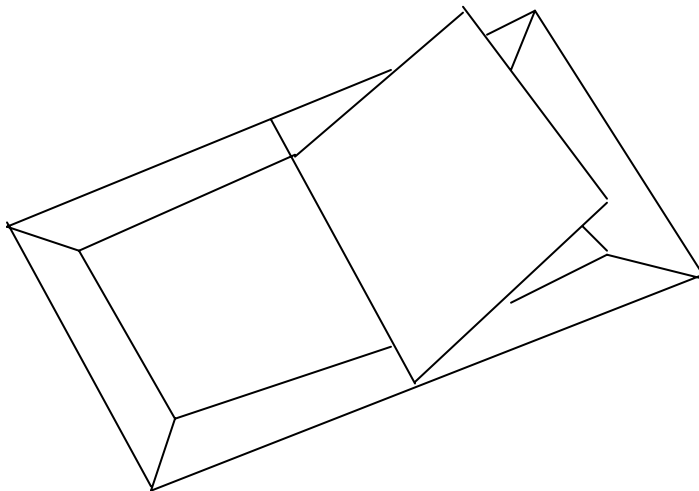
5. You now have a front and back cover attached.



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

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

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
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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
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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
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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 _____

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 due date.

Write-A-Book

In-School Judging Rubric

Picture Story Book

Grade Level: 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)	• Bound and neat	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 back of this form if needed.

Signature of Judge

Write-A-Book

In-School Judging Rubric

Poetry

Grade Level: 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)	• Bound and neat	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 back of this form if needed.

Signature of Judge

Write-A-Book

In-School Judging Rubric

Illustrated Fiction

Grade Level: 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)	• Bound and neat	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 back of this form if needed.

Signature of Judge

Write-A-Book

In-School Judging Rubric

Non-Fiction

Grade Level: 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"> • Factual information presented in logical order 	45
	<ul style="list-style-type: none"> • Appropriate grammar, spelling, punctuation, vocabulary 	10
	<ul style="list-style-type: none"> • Footnotes/Bibliography 	10
Or Autobiographical Text (65 points)	<ul style="list-style-type: none"> • Factual information presented in logical order 	55
	<ul style="list-style-type: none"> • Appropriate grammar, spelling, punctuation, vocabulary 	10
Illustrations (25 points)	<ul style="list-style-type: none"> • Originality and creativity 	10
	<ul style="list-style-type: none"> • Appropriateness to text 	15
Overall Appearance (10 points)	<ul style="list-style-type: none"> • Bound and neat 	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 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)	• Bound and neat	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 back of this form if needed.

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)	• Bound and neat	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 back of this form if needed.

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)	• Bound and neat	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 back of this form if needed.

Signature of Judge

Story Map

Title: _____

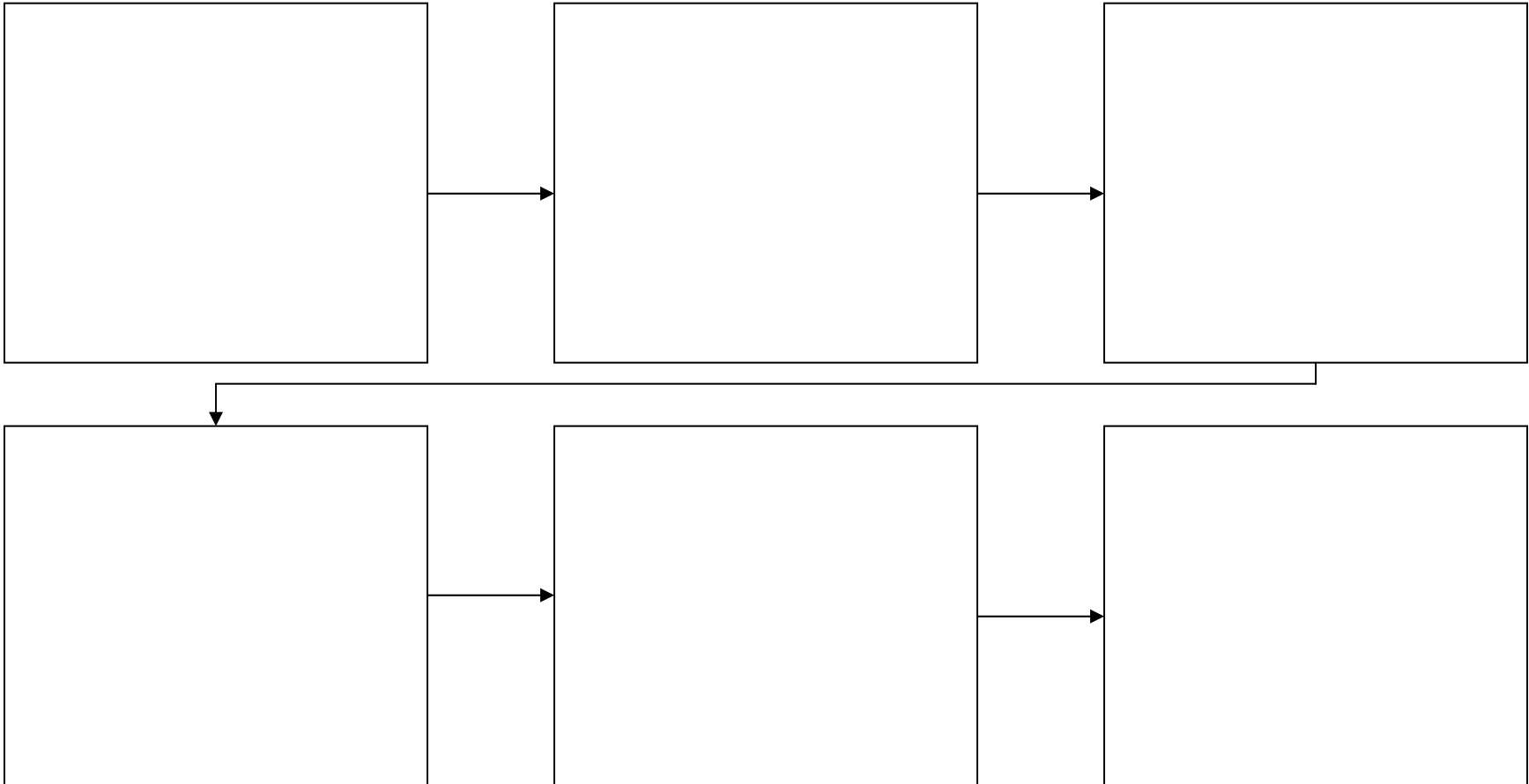
Characters: _____

Problem:

Event 1 _____
Event 2 _____
Event 3 _____
Event 4 _____
Event 5 _____

Solution:

Sequence Chain For:



Main Idea Table

Write-A-Book Literary Competition Pacing Calendar

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

Selected Resources

Books

- ◆ Adelman, Linda. *Writing and Thinking For Young Authors*. Charlesbridge Publishing, 1991.
- ◆ Bates, Patricia. *Write For a Reason*. St. Martin, 1991.
- ◆ 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.
- ◆ Bright, Robin. *Writing Instruction in the Intermediate Grades: What Is Said, What Is Done, What is Understood*. International Reading Association, 1995.
- ◆ Brown, Marzella. *Writing and Cooperative Learning*. Teacher Created Materials, Inc., 1990.
- ◆ Calkins, Lucy. *The Art of Teaching Writing*. Heinemann, 1994.
- ◆ Chinn, Mike. *Writing and Illustrating the Graphic Novel: Everything You Need to Know to Create Great Graphic Works*. Barron's, 2004.
- ◆ 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.
- ◆ Cullinan, Bernice E. *Pen In Hand: Children Become Writers*. International Reading Association, 1993.
- ◆ Debolt, Virginia. *Write!: Cooperative Learning and The Writing Process*. Kagan Cooperative Learning, 1993.
- ◆ Dockray, Tracy. *My Bunny Diary*. SeaStar Books, 2002.
- ◆ 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/ 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.
- ◆ Janeczko, Paul B. *Seeing the Blue Between: Advice and Inspiration for Young Poets*. Candlewick Press, 2002.
- ◆ 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.
- ◆ Leedy, Loreen. *Look at My Book: How Kids Can Write and Illustrate Terrific Books*. Holiday House, 2004.
- ◆ Lester, James D. Sr. & Lester, James D., Jr. *Writing: Style and Grammar*. Addison-Wesley Publishing Co., 1994.

- ◆ Marshall, Pam. *From Idea to Book*. Lerner Publications, 2004.
- ◆ Marshall, Pam. *From Idea to Book*. [eBook] Lerner Publications, 2004.
- ◆ McNaughton, Colin. *Once Upon an Ordinary School Day*. Farrar Straus Giroux 2004, 2005.
- ◆ Murtha, Philly. *Writing: You Can Be an Author*. Education, 1984.
- ◆ O'Malley, Kevin. *Once Upon a Cool Motorcycle Dude*. Walker, 2005.
- ◆ O'Neil, Dennis. *The DC Comics Guide to Writing Comics*. Watson-Guptill, 2002.
- ◆ Pasda, Patricia & DiEdwardo, Mary A. *Write a Book of Haiku*. DiEdwardo Publishing, 1994.
- ◆ Phillips, Kathleen C. *How To Write A Poem*. Franklin Watts, 1995.
- ◆ Phillips, Kathleen C. *How To Write A Story*. Franklin Watts, 1995.
- ◆ Pilkey, Dav *The Adventures of Super Diaper Baby: the first graphic novel*. Blue Sky Press. 2002
- ◆ Rhatigan, Joe. *40 Cool Publishing Projects for Kids*. Lark Books, 2003.
- ◆ Rothstein, Evelyn. *Writer's Book of Synonyms*. ERA-CCR, 1988.
- ◆ Roy, Jennifer Rozines. *You Can Write a Story or Narrative*. Enslow, 2003.
- ◆ Stevens, Janet. *From Pictures to Words: A Book About Making a Book*. Holiday, 1995.
- ◆ Stillman, Peter. *Write Away: A Friendly Guide for Teenage Writers*. Boynton Book Publishers, Inc., 1995.
- ◆ Strickland, Dorothy S. & Lesley Mandel Morrow, Ed. *Emerging Literacy: Young Children Learn to Read and Write*. Allyn & Bacon, 1993.
- ◆ Swope, Sam. *I am a Pencil: a Teacher, his Kids and their World of Stories*. Holt, 2004.
- ◆ Thomson, Ruth. *Start Writing Amazing Stories*. Thameside Press, Distributed by Smart Apple Media, 2001.
- ◆ Trueit, Trudi Strain. *Keeping a Journal*. Franklin Watts, 2004.
- ◆ Webster, Joan Parker. *Teaching Through Culture: Strategies for Reading and Responding to Young Adult Literature*. Arte Publico Press, 2002.
- ◆ Wilson, Lorraine. *Write Me a Poem: Reading, Writing, and Performing Poetry*. Heinemann, 1994.
- ◆ *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.
- ◆ *Write Your Own Adventure*. Education Insights, 1993.

Online Resources

ABC Teach: www.abcteach.com/directory/basics/writing/writing_forms

Leading the Way to Literacy: <http://pbskids.org/lions/readingvideo/>

Marco Polo Internet Content for the Classroom: www.marcopolo-education.org

Poetry 4 Kids: www.poetry4kids.com

ReadWriteThink: www.readwritethink.org

Scholastic Teachers: www.teacher.scholastic.com/professional/teachwriting/index.htm

SIRS Knowledge Source and SIRS Discoverer Deluxe on the Web: www.proquestk12.com

Utah State Office of Education: www.usoe.k12.ut.us/curr/lang_art/elem/core/prompts/prompts.htm

Web English Teacher: www.webenglishteacher.com/miscwrit.html

World Book Online Reference Center: www.worldbook.com

Videos – VHS and DVD

Videos from Elementary “blue box” Collection

- ◆ *Let’s Make Up a Story* VC 801.92 LET
- ◆ *Write a Story* VC 808.06 WRI
- ◆ *Writing Well: Planning* VC 808.02 WRI
- ◆ *Writing Well: Sentences* VC 808.6 WRI
- ◆ *Writing Well: Paragraphs* VC 808.6 WRI
- ◆ *Writing Well: Sharing* VC 808.6 WRI

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
- ◆ *Writing for Children Video Series*, Grades K-4, 2004, 5 Volume Set (23 minutes each);
Libraryvideo.com

United Streaming Videos—Writing

Literacy and Learning: Language Arts: Writing Grade 8

"Language Arts: **Writing**, Grade 8" features Writer's Workshop, highlighting seven effective instructional practices: Mini-lessons; Status of the Class; Student-Teacher Conferences; Peer Conferences; Independent **Writing**; Share Circle and Publication. Also includes an exploration of Status of the Class as a management technique and a Goal Setting Conference.

[Teachers' Guides](#) [Correlations](#)

Grades: Gr. 6 - Gr. 8 Runtime: 20:05 ©2000 Louisiana Public Broadcasting

Lesson Collection: Interactive Writing (Primary Grades)

In response to a book they are reading, this group of first graders is discussing what they would like to do on a Saturday at home. This lesson illustrates the interactive **writing** strategy...the teacher engages a small group of kids in a discussion that relates the story they have just read to their real life experiences. The teacher works with a girl to help her write a sentence she used to describe what she would do on the weekend. We see the teacher helping the student with sound-letter relationships, punctuation, capitalization, and spelling.

Produced by the Association for Supervision and Curriculum Development (ASCD)

[Correlations](#)

Grades: K - Everyone Runtime: 10:14 ©1999 ASCD

Lesson Collection: Writers' Workshop (Intermediate Grades)

Fourth grade is a year of transition in which students learn to express themselves in new ways. Lee Ann Helsing uses examples to introduce her students to descriptive **writing**. This classroom has many English As a Second Language (ESL) students.

Produced by the Association for Supervision and Curriculum Development (ASCD)

[Correlations](#)

Grades: K - Everyone Runtime: 11:28 ©1999 ASCD **Wrinkle-Free World of English Composition: Module 2—Freewriting**

The Standard Deviants show you how to get started on your paper with two simple steps: defining the task and clarifying the assignment. Learn to freewrite your topics, wow your audience, and get that all-important feedback you need to write a grade-A paper.



[Correlations](#)

Grades: Gr. 9 - Gr. 12 Runtime: 26:00 ©2002 Standard Deviants

Wrinkle-Free World of English Composition: Module 4—From First Line to Last Draft

The Standard Deviants go back to the beginning - the beginning of your paper. Learn how to knock your reader's socks off with cool openers that grab them from line one. Then check out the subtle connecting power of transitions, and a discussion on revising and rewriting.



[Correlations](#)

Grades: Gr. 9 - Gr. 12 Runtime: 26:00 ©2002 Standard Deviants

Write-A-Book 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?	

If you have placed a check in the column next to all of the above questions, then you are ready to enter your schools’ book in the PGCPS Write-A-Book Literary Competition.

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 Write-A-Book competition directly supports the Maryland School Assessment (MSA) <http://www.mdk12.org/data/msa/index.html> , the Voluntary State Curriculum (VSC) and the Maryland High School Assessment (HSA). 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.
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 less than two and no more than five students.
4. All stories and illustrations must be the original work of the student.
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, except for headings and titles.
7. Foreign language entries will be accepted with a clearly written and complete translation included each page or as part of an appendix.
8. 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.
9. The size of the finished book may be no larger than 10" x 12" and no smaller than 5" x 8."
10. 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.
11. Photographs are permitted in the non-fiction category only. Any photograph or artwork that is scanned into a Write-A-Book entry must be available to judges upon request.
12. All books that do not follow all of the rules and guidelines of the competition will be returned to the schools without being judged.
13. The decision of the judges will be final.
14. All entries must be received on or before _____ .

Guidelines for Picture Story Book Grades K-5

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

(cut along line)

Guidelines for Illustrated Fiction Grades K-5

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

(cut along line)

Guidelines for Non-Fiction Grades K-5

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

Guidelines for Poetry Grades K-5

- Illustrations are optional
- Minimum number of pages: 10

(cut along line)

Guidelines for Picture Story Book Grades 6-12

- Illustrations on each page
- Limited or no text on each page
- Minimum number of pages: 15

(cut along line)

Guidelines for Illustrated Fiction Grades 6-12

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

Guidelines for Short Story Grades 6-12

- 1500 – 2000 word text
- Illustration on cover only

(cut along line)

Guidelines for Poetry Grades 6-12

- Illustrations optional
- Minimum number of pages: 15

(cut along line)

Guidelines for Non-Fiction Grades 6-12

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

Guidelines for Graphic Fiction (Comic Book Style) Grades 6-12

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

(cut along line)

Guidelines for Plays Grades 6-12

- Text without illustrations
- Minimum number of pages: 15

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

Write-A-Book

Student Checklist: Picture Story Book

Student Name(s) _____

Title of Book _____

Question	✓
Is there an illustration 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 creative and original? (40 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?	
Were 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 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?	
Were 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 pictures 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?	
Were 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 pictures and/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 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 1500-2000 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?	
Were 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?	
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?	
Were the story and illustrations my/our own work?	

Write-A-Book Student Checklist: Plays

Student Name(s) _____

Title of Book _____

Question	✓
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?	
Were 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:

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 _____ What changes would you like to see included? _____

9. Do the lessons contain realistic teaching time frames? Yes _____ No _____
If no, what should be changed?

10. Are there a sufficient number of teaching lessons/activities? Yes _____ No _____

11. Are there a sufficient number of available resources listed? Yes _____ No _____

12. Was the content appropriate for the level of teaching? Yes _____ No _____

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

Yes _____ No _____

14. Does the content adequately provide for inclusion of information about

multi-cultural and multiracial relationships? Yes _____ No _____

15. The following suggestions would improve this document: _____

Name (if desired) _____

School _____