

# LAD Language Arts Fair Categories

## Individual Student Entries in Prose

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

*Please note: Each anthology should be entered in only one category. Anthologies may contain original artwork.*

- #29 **Original Poetry Anthology by an Individual** – A collection of poetry written by one student; collection does not contain prose.
- #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** – A collection of prose written by one student; collection does not contain poetry.
- #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 **Original Literary Magazine by a Building** – A collection of prose and poetry that contains works from students in a building (elementary, junior high and/or high school).
- #37 **Original Anthology of Prose & Poetry by an Individual** – A collection of prose and poetry

written by one student.

**#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

*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 is allowed and even 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 is allowed and even 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-Baptism 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.

**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 for amusement. 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.

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 roccrastinating, 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. For the convenience of the judge, please attach the formula to the entry.

**#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 interpreting or enhancing the poem.

**#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 examples see Dylan Thomas's "Do Not Go Gentle into That Good Night" and Theodore Roethke's "The Waking.")

#### Journalism

**Journalism 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. (For examples, see the Opinion page of the News-Leader.)

**#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. (For examples, see the following columns in *Newsweek*: My Turn and The Last Word.)

**#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.

**#64 School Newspaper** – A newspaper (print or electronic) 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.

**#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 should include strengths, weaknesses and a summary of the reviewer's. When appropriate the article should include background information, the author or artist, a brief summary of the work, etc.

#### Drama

**#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 Contest

**#70 Individual Creating Peaceful Tomorrows through the Power of Words** – Any genre, 500-word limit. Should convey the necessity for choosing the path of peace. Limited to grades 5-12.

**#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 To Kill a Mockingbird in Today's World** – Any genre, 500 word limit. Original student work that responds to the themes presented in the novel *To Kill a Mockingbird*. Examples include justice, tolerance, literacy and personal courage. Open to grades 6-12.

#### ORIGINAL ART

*Art must have an explanation attached with at least a paragraph explaining the relationship of the art 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.

**#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.

**Categories list compiled by Karen Haraldson, Kim Chism Jasper, Kathy McQueen and Zac Rantz; updated summer 2008.**

#### 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* (Printice Hall) by Sharon Sorenson. <[www.notflyingnotights.com/lair/what.html](http://www.notflyingnotights.com/lair/what.html)>.