

LAD LEAF

A Publication of the Language Arts Department of Southwest Missouri (an NCTE affiliate) • Fall 2021

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Upcoming Dates

Winter Meeting: Jan. 27

Sort Day: March 25

Judging Day: March 26

Fair Setup Day: April 29

LAD Fair: April 30

Join LAD

Just \$20 provides full membership in LAD and gives your students the opportunity to have an authentic audience for their works.

New teachers' first-year membership is free; student members (those entering the profession) and retired teachers have different rates.

Join online on LAD's website (ladfair.com). On the home page, open the Membership Form link at the right under Documents.

Only LAD members can enter student works in the LAD Fair.

LAD fall meeting set for Oct. 7 at Phelps Center in Springfield

Join your ELA colleagues at the annual fall LAD meeting, from 5-7 p.m. Thursday, Oct. 7, at the Phelps Center for Gifted Education, 934 S. Kimbrough Ave., Springfield. The meeting will be in the library. Feel free to bring your dinner. Per district policy, masks are required.

Agenda items include approving the 2022-23 slate of officers (see below) and making updates to the LAD Constitution. Other changes made at the summer meeting also will be explained and discussed, and questions about entering the 2022 LAD Fair will be answered.

Proposed officers for 2022-23

The following slate is set for approval at the fall meeting:

President: Jerra Icenhower

President-Elect: Lori Ochner

Vice-President: Open at this time

Secretary: Stephanie Summers

Treasurer: Jessica Willyerd

LAD leaders for 2021-22

President: Jaime Anglen (janglen@logrogstudents.net)

President-Elect: Jerra Icenhower (jngillespie@spsmail.org)

Vice-President: Lori Ochner (lochner@dadeville.k12.mo.us)

Secretary: Stephanie Summers (ssummers@spsmail.org)

Treasurer: Jessica Willyerd (jlwillyerd@spsmail.org)

LAD Chair: Melissa Troxell (melissatroxell@willardschools.net)

Judging Chair: Kathy McQueen (kathyd54@gmail.com)

Volunteer Chair: Jerra Icenhower (see above for email)

Data Entry Chair: Stephanie Summers (see above for email)

Public Relations/Membership: **Open**

NCTE Liaison: Kim Chism Jasper (kchismjasper77@gmail.com)

SLATE Liaison (as needed): Kim Chism Jasper

Communications:

Webmaster: Laura Rankin

Facebook: Stephanie Summers and Kim Chism Jasper

LAD Leaf Editor: Kim Chism Jasper

LAD Leaf Advisory Team: Casey Daugherty, Melissa Troxell

2021 LAD scholarship winners

Joan Collins Award and Scholarship (poetry anthology; category #29)

Clay Thornton, Stockton High School; Jesse Fields, teacher

George Gleason Award and Scholarship (prose anthology; category #33)

Sarah Voyles, Willard High School; Chelsea Russell-Ice, teacher

Kathy McQueen Award and Scholarship (prose & poetry anthology; category #37)

Clay Thornton, Stockton High School; Jesse Fields, teacher



Sarah Voyles, Willard High School, winner of the Gleason Scholarship, with her teacher Chelsea Russell-Ice. Voyles also received a Writers Hall of Fame Scholarship.



Clay Thornton, Stockton, winner of the Collins Scholarship and the McQueen Scholarship, with board member Kim Chism Jasper. Thornton also received a Writers Hall of Fame Scholarship.

ReadWriteThink offers lesson plans

ReadWriteThink, powered by NCTE, offers lesson plans and other materials for English Language Arts teachers. Plans are available for all teachers, not just NCTE members: readwritethink.org.

Teachers can look at lesson plans in the following collections: Primary Sources, Booklists, Authors, Assessment, Writing, Poetry, and Media Literacy.

Collections are “curated sets of lesson plans, teaching materials,

and professional learning resources on topics frequently taught in classrooms,” according to the site.

Resources can be explored by grades: K-12. ReadWriteThink also seeks contributions from experienced teachers.

THE LAD LEAF is published quarterly and is available online on LAD’s website—www.ladfair.com; on LAD’s public Facebook page—Language Arts Department of Southwest Missouri (LAD); and on LAD’s private Facebook page—LAD Community. The publication will be emailed upon request. The issues are published in PDF form for easy printing.

Contributions dealing with the field of English Language Arts (ELA) instruction at all levels (elementary, middle school, junior high, high school, and college) and suggestions for articles are welcome. Send contributions to Kim Chism Jasper, *LAD Leaf* editor, at kchismjasper77@gmail.com

LAD Leaf Advisory Team: Casey Daugherty and Melissa Troxell.

Fall 2021 Proofreading Team: Karen Haraldson, Dana Whitesell Martin, Kathy McQueen

Member of the NCTE Information Exchange Agreement.

It's Back!

LAD Leaf newsletter makes return appearance

by **Kim Chism Jasper**

After a 12-year hiatus, the *LAD Leaf* is back in newsletter format. Why bring back a newsletter in the age of digital publications? The LAD Executive Board agreed at its June 12, 2021, meeting to reinstate the recurring online publication in an easily printable PDF version as a way of keeping LAD's historical records intact. The *Leaf* will be distributed digitally and posted on the organization's website, on its Facebook pages, and will be available by email on request.

Kim Chism Jasper, who served as editor from 1996-2008, will return as editor.

Reinstatement of the newsletter also will allow LAD to do the following:

- Provide a record (history) of the affiliate (scholarship winners,

officers, etc.)

- Share and provide information (scholarship winners, fair statistics, etc.)

- Provide helpful hints about entering student works in LAD

- Provide lesson outlines geared toward specific LAD categories

- Publish LAD-winning student works (if permission of parents is provided, with full disclosure that the work will appear online)

- Publish articles of interest from and about LAD members

Contributions and suggestions are welcome. They should deal with the field of ELA instruction, especially as related to the LAD Fair, at all levels: elementary, middle school, junior high, and high school. College-related articles also are welcome.

The *LAD Leaf* began publication in 1969 with Jay Bynum and

Gordon Osing as the first editors.

Past editors:

Don Sharp (1971-1973)

Virginia Jellech (1975-1980)

Anita Fisher (1983-1984)

George Gleason (1984-1995)

Jasper (1996-2008)

The last printed *Leaf* was published in spring 2008.

Archived issues can be viewed at Missouri State University's Meyer Library, Springfield.

Send contributions and suggestions to the following:

Kim Chism Jasper, editor

kchismjasper77@gmail.com

Advisory Team:

Casey Daugherty

casey.daugherty@republicschools.org

Melissa Troxell

melissatroxell@willardschools.net.

Statistics for 2021 virtual LAD Fair

The 2021 LAD Fair looked a bit different as teachers entered student work virtually. Overall entries were lower than in past years, but after having to cancel the 2020 event, many teachers were glad to have the virtual opportunity.

A big shout out to Jennifer Renegar, Republic data and assessment specialist, who worked many hours alongside communications arts teachers to make the virtual entries and judging hap-

pen. Teachers entered a total of 3,076 entries.

The categories with the most entries in 2021 were #49, long free verse with 151 entries; #44 haiku with 124 entries; and #26 short stories with 118 entries.

The categories with the lowest entries were #64B school magazine with one entry; #18 original literature related newspaper by class with two entries; and #70 individual writing of appreciation of a living person with two entries.

Entries for past three fairs:

Grade	2018	2019	2021*
K	---	90	1
1 (K/1)	452	395	119
2	316	229	35
3	798	362	110
4	448	495	103
5/6	1,378	1,258	277
7/8	1,680	1,542	946
9/10	853	744	682
11/12	1,004	1,363	804
Totals	6,929	6,478	3,076

*2021, virtual fair; no fair in 2020; K and first grade split in 2019.

Starter's Kit

A few tips and tricks to help make entering LAD Fair less intimidating



Photo from Pixabay (pixabay.com)

by **Melissa Troxell, LAD Fair chair**

Stay Connected

- Go to ladfair.com for all rules, documents and other information. Our Facebook group, LAD Community, is another great way to stay connected.

Become a Member

- The membership form can be found online at ladfair.com. You must complete your membership form before you drop off entries at LAD Sort Day. (Entry deadline by 4:30 p.m. Friday, March 25, 2022).

Print Entry Forms Now

- Print entry forms. Write repetitive information (such as teacher name, school, etc.) on one master copy. (You don't want to write your name and info over and over.) Print several and cut them in half. Keep those somewhere with easy access in your room.
- You might consider different colored paper or a sticker on your students' entries to help you separate your entries from those of other teachers when you pick those up in the spring.

Begin Now and Collect Entries All Year

- Print the Category Tally Sheet. Read through the tally sheet and find the categories that match the types of writing you already teach. Many of your assignments likely already fit into the more than 80 LAD categories. If you have questions about a category, refer to the Category Descriptions, also on LAD's website.
- You also might find categories you'd like to try. What categories best serve you and your students as you write together this year? Highlight those. Keep this sheet handy as you plan this year.
- What is the best way for you to capture and keep these pieces of writing as you give students feedback and help them revise their pieces? File folders labeled with the name of the category are helpful. If your students turn in digital copies of their writing, folders on your computer also work.
- As you give feedback to your students you usually notice that a few pieces stand out. Have those students pick up an entry form and fill out the information they can and attach the entry form to the writing. Store these entries to wait for the magic of LAD Judging Day.

See Starter's Kit on page 5

Starter's Kit

Become familiar with categories to find best fit for entries

Continued from page 4

Remember You Only Have 4 Entries Per Category

Look carefully at the 2022 Category Descriptions to see where pieces of writing might fit best.

- Could that personal experience narrative (category 20B) that you assigned go into the narration category (category 20A)? Could it be considered a memoir (category 1)?
- Do you have five really good villanelle poems (category 58)? Perhaps you could enter one in long rhymed poetry (category 55).
- Too many haiku (category 44)? Maybe you could have a student expand the imagery into a cinquain (category 42) or tanka (category 45).

How to Give Your Students a Larger Audience for their Beautiful Words

To get as many students as possible involved, teachers might consider the following ideas:

- Create spreadsheets with student names, keeping a tally of how many entries each student has.
- Make big laminated posters of the tally sheet to post on their walls so that students can keep track as a class of how many entries they have total and as individuals.
- Post or hand out the tally sheet and give students many choices to meet their writing standards; students choose from the categories to show evidence of their writing skills.
- Post the large 3M Post-it notes on the wall and keep track of student entries.
- Encourage artistic students to enter original art based on literature (categories 74-80). Even better, encourage your art teachers to let students create such art work in class. Don't forget that categories 79-80 should not be dropped off until the night before the LAD Fair itself on Fair Setup Day, April 29, 2022. March. See the rules for questions or clarifications.
- Compile works from each student in class to create a class anthology. Everyone participates!

Celebrate Writing

Celebrate great student writing all year by using pieces you've chosen as LAD Fair entries as exemplars.

2022 Sejong Writing Competition

Submission Deadline, March 31, 2022

Open to all residents of the US and Canada regardless of ethnic background.

The sijo is a traditional three-line Korean poetic form organized technically and thematically by line and syllable count. Using the sijo form, write one poem in English on a topic of your choice. Only one entry per applicant is permitted.

Adult sijo division: open to everyone age 19 and older

Pre-college sijo division: open to students age 18 and younger

Website: sejongculturalsociety

Additional scholarship winners

LAD promotes other scholarships on its website. Following are the 2021 winners of those scholarships:

2021 Writers Hall of Fame scholarships

Caleb Morton, Stockton High School; Tracey Burns, teacher

Sara Voyles, Willard High School; Chelsea Russell-Ice, teacher

Clara Fronabarger, Republic High School; Kristin Crandall, teacher

Mikayla Ward, Willard High School; Pamela Hudson, teacher

Clay Thornton, Stockton High School; Rob Cantwell, teacher

Other promoted scholarship winners

Nick Harkins Scholarship

Bridget Miles, Willard High School; Chelsea Russell-Ice, teacher

Inspired by Nature Scholarship

Megan Henslee, Willard High School; Chelsea Russell-Ice, teacher

Spirit of Service Award

Hadley Jarvis, Willard High School; Chelsea Russell-Ice, teacher

SWMO Marine Corps League Detachment 993 Scholarship

Clara Fronabarger, Republic High School; Kristin Crandall, teacher

Check out LAD website for 2022 scholarship opportunities

LAD is proud to partner with several people and organizations to offer scholarship opportunities to students. Information and application forms for the 2022 scholarships are available at LAD's website, ladfair.com. Print those forms now, and get a head start on what possibilities exist.

If you or anyone you know is interested in promoting a scholarship through LAD, contact Kathy

McQueen or Stephanie Summers for the LAD Agreement for Independent Scholarships. The LAD Executive Board also approves scholarship partnerships prior to promotion on the website.

Most of the scholarships do not require teachers to be LAD members for their students to apply. An exception to this is the Spirit of Service Award, which is open to juniors and seniors whose teachers are LAD members.

**Share Tips and Tricks
for Entering LAD Fair**
Submit your tips for the next LAD Leaf
kchismjasper77@gmail.com

Resources to check out

Creative High School English on Facebook

With more than 19.9K members, this supportive community offers “ideas and inspiration for creative education.”

The group is anti-racist and “values the lives and identities of students and teachers in the LGBTQ+ community.”

Send request to join the group.

Recent popular topics in this group, according to the site:

#dystopianlit
#writing
#TalkingTexts
#mentortext

NCTE Video Library

NCTE is offering a new resource for NCTE members: the NCTE Video Library.

The library offers more than 140 recordings of NCTE events, such as professional learning sessions, webinars, and author talks.

Access the library by logging in to your account at ncte.org. Click on the Video Library tile at the bottom-right corner of the screen.

—From ncte.org

#WriteWithMe

[Becoming] the vulnerable writing teacher

by Casey Daugherty

This *LAD Leaf* segment explores the a-teacher-of-writing-must-also-write approach to teaching writing. There are compelling arguments for teachers to write alongside their students from field experts such as Penny Kittle, Kelly Gallagher, Linda Reif, and Stacey Shubitz, and these experts share multiple ways the lead writer in the classroom, YOU, can contribute to building a writing community. From writing to test out assignments to writing to remember how we wrestle with words and ideas, being in the practice of writing gives you full participation in the community of writers you are developing. Opening yourself to the vulnerability of writing in front of and with students empowers writers to become more independent risk takers with their own writing, not to mention you'll gain some mad respect. Seeing you negotiate word choices, arrange sentence patterns and paragraphs, or muddle through a momentary block or obstacle invites your students to live that same writer's journey.

When the pandemic hit, I started a daily video series called #WriteWithMe as an invitation to anyone wanting to cultivate a writing habit. There are multiple ways to foster this habit, but one is to begin when you provide writing time for students. Alongside them, write to the sounds of tapping keyboards or pens on paper. This year I am encouraging teachers at Republic to use powerlines (first lines, last lines, beautiful lines) from our school's award-winning LAD Fair pieces as occasional prompts for journals and writer's notebooks. I hope keeping LAD Fair work in front of teachers and students all year will have advantages, and continuing to honor our award-winning writers as a way to inspire the rest of us could build relationships, instill pride, and produce classrooms of confident writers. So this afternoon, grab a journal and pen or open your device and a document, set a timer for 10-minutes, and say YES! to the invitation to #WriteWithMe. Choose your own prompt or select a prompt from an award-winning writer:

- "That conversation happened years ago, and to this day it remains in my mind," from "The Sinners and The Saints" by Ella Peters, grade 9/10 nonfiction Writers Hall of Fame winner
- "It was an ordinary day in the town of Amminus," from "Blinded" by Emma Reed, grade 5/6 long prose Writers Hall of Fame winner.
- "Let's cut straight to the chase. I feel like I owe you a huge apology. I'm sorry. I'm sorry I tried to replace you on Christmas," from "Tribute to Pilot G-2 0.7mm Black Gel Pen" by Luke Willis, grade 11/12 winner in #9 journal/diary personal.
- "During the long ride, I realized several things: I was running away from my past life, I was now a queen of my world, and I was able to control the water," from *Ashes in the Breeze* by Madison Fann, grade 7/8 winner in #22 original book without illustrations.

Publishing options for students, teachers

Each month, author David Harrison features a word of the month "to stimulate a poem" on his blog at davidharrison.wordpress.com.

Harrison offers one word but two publishing opportunities: one for young student poets and one for adults.

Information for student poets is on the Young Poets W.O.M Poems link.

Adults can enter their poems and comment on other poems under the Adult "W.O.M" Poems link.

The September word of the month is light. The October word will be revealed Oct. 1.

Harrison offers the following invention technique:

"Every word has enough stories in it to fill a book. Write down a single word and start a list of what it reminds you of. Give twenty-five students the same word, you'll have twenty-five different responses. Might be poetry. Might be essays. Might be stories. **One word** is all it takes."

—David Harrison
email from author
29 Oct. 2016

What does LAD Mean?

A brief history of the organization and fair

by Kathy McQueen

Birth of the Organization

In the fall of 1965, Dr. George Gleason, MSU's (then SMS) English Department chair, gathered English teachers together for the purpose of organizing an association of English teachers to affiliate with NCTE. When it came to naming this new organization, it gets complicated.

The following information was taken from an article written by Dr. Gleason for a *LAD Leaf*:

Long ago politicians divided MO into 5 districts. If an educator went from one district to another, even just to be a guest speaker, he/she had to get permission from MSTA headquarters in Columbia. In the 1950s, this permission had to be obtained in writing! Each discipline had a department in MSTA, so the language arts teachers were the Language Arts Department; thus, the acronym LAD.

In the late 1960s, teachers started joining NEA and some were officers in "department" organizations. Of course, MSTA objected to this and said department officers had to be members of MSTA. This disagreement went on for several years until finally language arts teachers broke their affiliation with MSTA. Members sought another acronym, but during that time they stuck with "LAD" for the sake of communication. In the 1970s

and 1980s there were contests for renaming LAD, but nothing worked. There were even discussions about keeping the acronym LAD, but having the letters stand for something else: Language Arts D_____ (what?).

And here we are today, the organization and the fair have been known as LAD for so many years now, it doesn't seem appropriate to change its name. So, when people ask what LAD stands for, answer "Language Arts Department" and hope they don't ask for any more explanation.

Birth, History of the Fair

In 1971, Joan Collins, English teacher and later librarian at Hillcrest High School, suggested that LAD hold a language arts fair for students. She had noticed that her students were very excited about a math competition and that students prepared projects for science fairs. She wanted her students and other language arts students to have a place to showcase their talents. Her mission was to provide support and recognition for young writers by providing an audience beyond the classroom.

Some important dates for LAD Fair:

•1971—first LAD Fair. 61 entries. LAD chairs were Joan Collins and Sally Luke. Fair was held downstairs level of Drury Findlay Center.

•1978—25 writing categories.

•1982—Dance-a-Poem started. Another wonderful idea from Joan

Collins.

•1987—Sara Reiter suggested that writing categories be numbered in addition to titled (i.e., #1 Autobiography). This made such a difference and saved so much time on sorting day! (Yes, I sorted entries before the numbering system was implemented. Some sort nights lasted until 10:30 p.m.)

•1991—More than 12,000 entries!

•1992—Because the number of entries had grown so large, LAD made the rule that a person had to be a member of LAD to submit entries and limited the number of entries per member.

•1993—To honor the founder of the LAD organization, the first George Gleason Scholarship was awarded to winner of category "Original Prose Anthology by an Individual."

•1994—First Judging Day held at Nixa High School. For the first time, judges went to one location and judged all entries in one day. Instead of entries going out to judges, the judges came to the entries.

Everyone needs to stop here and think about this: before 1994, thousands of entries were sorted, sacked, and delivered to judges. It was someone's job to load all the boxes and deliver them (homes, schools, colleges, offices, libraries, and more). Can you imagine getting thousands of entries delivered to hundreds of judges? It got to where it had to be someone

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LAD provides an inclusive, safe space for young voices

Continued from page 8

who had a truck. That same person then had to go pick them up at the many places the entries had been dropped off. Then on set-up day, ribbons had to be stapled on entries, winners' lists compiled and typed, etc. I can't begin to tell you what a cumbersome, logistical nightmare and enormous undertaking this was.

•1995—To honor the founder of the LAD Fair, the Joan Collins Scholarship was awarded to the winner of category "Original Poetry Anthology by an Individual."

•1999—Grades 1-4 began being judged separately to allow more winners at the primary levels and to address concerns about the wide difference in abilities in the primary grades.

•2000—To prevent confusion and to be fair to all members, the rule was adopted of four entries per member per category, regardless of the number of different classes or grade levels taught. (This rule evolved from previous submission rules. There had been several different rules concerning number of entries which continued to be modified and adapted

until this one, which has worked the most smoothly.)

•2001—30th Anniversary of LAD Fair celebrated with a special display at The Library Center.

•2009—To honor long-time LAD Fair chair and the originator of Judging Day, the first Kathy McQueen Scholarship was awarded to the winner of category "Original Prose & Poetry Anthology by an Individual."

•2021—50th Anniversary of LAD Fair.

•2022—85 writing and art based on literature categories

LAD's history is a long, proud one, serving thousands of students. LAD's goal has always been to do what's best to support and encourage all student writers. We have been the voice of inclusion (minorities, LGBTQ+, homeless and underserved), and we have provided a safe platform for all young voices to be heard and celebrated.

Information gathered from LAD Leafs and the many minutes and personal notes of Joan Collins.

Stay Up To Date

LAD's website — www.ladfair.com

LAD's Private Facebook — LAD Community
(Send a request to join this group.)

Reynolds focuses on rural schools; apply for a visit

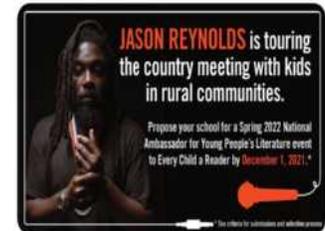
Jason Reynolds Retweeted



Chandler Arnold @Social_CHA... · 1d

As a board member of Every Child A Reader and a proud product of #rural schools, I am THRILLED

@JasonReynolds83 is touring rural schools as the National Ambassador for Young People's Literature. Teach in a rural school? Learn more here: ow.ly/BVzd50Ge1f @CBCBook



3 13 67

Chandler Arnold @Social_CHAN_ge, Twitter, 9/21/21.

How cool would it be if writer Jason Reynolds visited your school?

Take a chance and propose your school for Reynolds's Spring 2022 Grab the Mic: Tell Your Story tour. Proposal deadline is Dec. 1. Info at everychildareader.net and cdcbooks.org

Reynolds, who begins his third year as National Ambassador for Young People's Literature, will once again focus on rural schools.

The national ambassador is appointed by the Library of Congress and partners with Every Child a Reader and the Children's Book Council with support from Dollar General Literacy Foundation.

Let's see if we can get a southwest Missouri school into the mix.

Check out the many changes—especially in non-fiction categories—in category descriptions

by Kim Chism Jasper

English language arts teachers teach research skills, helping students to distinguish reliable sources. But do we always require students to cite their sources in all their writing and do we cite our sources?

We all stand on the shoulders of giants. I was especially reminded of this with the recent death of Teri Lesesne, a literacy advocate for readers of all ages. Nearly 35 years ago, I quoted Lesesne in a grant I was writing, seeking a classroom library for my students. I quoted extensively from her work in the research part of the application. I received that grant, and later realized that Teri (also known as Professor Nana) was a leading figure in literacy. What a thrill it was to meet her at an NCTE conference years after I wrote that grant.

Trained as a journalist, I have always made an effort to give credit where credit is due. When I use an idea from a workshop or from another teacher, I give credit. Some of my assignments had huge credit lists as I incorporated ideas from various teachers. It was my way of letting students know I borrowed ideas from others.

Because of my interest in citing sources, I became concerned with some of the nonfiction entries in the LAD Fair that did not provide citations for information. And I don't mean MLA or APA citations; I mean no information about where a student learned the information included in non-fiction pieces. And sometimes in

the creative nonfiction category, information wasn't accurate. One year, a judge didn't want to give any ribbons in a creative nonfiction category. The judge, a great high school teacher, said that none of the entries really fit the category. I didn't believe her at first, but then I read the entries. She was right. That concern led to changes to the creative nonfiction category, and the following words were added to the category description: ***Factual information presented in a creative way. If presenting information not experienced by the writer, a list of sources is required; works without sources will be disqualified.***

I love nonfiction, and I read lots of it, from children's books to Ron Chernow's lengthy biographies. What I notice about all the best nonfiction is that authors provide sources for their material.

With that in mind, I presented a proposal to the LAD Executive Board, asking that the board consider requiring references for nonfiction writing entries. (The executive board did approve the changes this summer, so now you know you can complain to me or about me regarding the changes!)

I do fear that teachers may see that references are required and think they have to teach parenthetical citations. But that is not the intention of this change. The intention is for students to become familiar with the many ways authors give credit and to incorporate that into their writing, even if it's just a line at the beginning

of an elementary entry that states, ***"I read the book and used information from Tell Me, Tree: All About Trees for Kids by Gail Gibbons for my paper."***

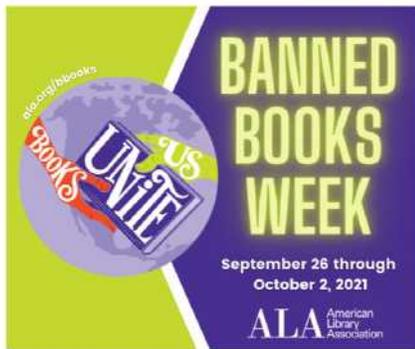
One example of the addition to a category description follows for Category #1:

Autobiography/Memoir – Literally, the story of the writer's life. Unless book length, it should focus on some significant event(s) revealing something important about the writer. Memoir is nonfiction narrative writing based on the author's personal memories and observations. Nikki Grimes writes memoir is "a work of imperfect memory in which you meticulously capture all that you can recall, and use informed imagination to fill in what remains" (from Ordinary Hazards: A Memoir).

Citing sources might be providing notes at the end of a piece. It might include listing references or a bibliography. It might include an author's note explaining how a student interviewed a grandparent to get information for a story. Teachers should use actual books and other works as mentor texts to show students various ways to cite sources. Such citations make student writing stronger.

Besides the changes to nonfiction entries, the board approved a few other changes and/or additions to the category descriptions.

I encourage you to go to the 2022 LAD Category Descriptions sheet on the website, ladfair.com, and see this year's changes.



Books Unite Us. Censorship Divides Us.

Banned Books Week 2021 Sept. 26-Oct. 2

Top 10 Most Challenged Books in 2020
from the American Library Association Office for Intellectual Freedom
(Check out ALA resources at ala.org)

1. *George* by Alex Gino
2. *Stamped: Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds
3. *All American Boys* by Jason Reynolds and Brendan Kiely
4. *Speak* by Laurie Halse Anderson
5. *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
6. *Something Happened in Our Town: A Child's Story about Racial Injustice* by Marianne Celano, Marietta Collins, and Ann Hazzard,; illustrated by Jennifer Zivoin
7. *To Kill a Mockingbird* by Harper Lee
8. *Of Mice and Men* by John Steinbeck
9. *The Bluest Eye* by Toni Morrison
10. *The Hate U Give* by Angie Thomas

