

## 2025 LAD Category Descriptions

### Individual Student Entries in Prose

#### Entry by One Individual Student; No Group Entries Except Categories #18 and #7B

*Prose is the ordinary form of written language without rhyme or meter; writing that is not poetry.*

#### Guideline Reminders:

- All entries must be titled. Untitled entries will be disqualified.
- Writing entries (including books) should be no larger than 8½ x 11. Elementary entries, which often include artwork, must be able to be folded into a size no larger than 8½ x 11.
- Only poster poems may be submitted on larger (maximum 14 x 22) paper.
- Entries (think of journals or letters) may be smaller than 8½ x 11.
- If typed, prose entries, including anthologies, must be double-spaced, 12-point font.
- If a prose piece is 20 pages or longer, excluding anthology categories, the student should indicate a 10-page excerpt for the judge's initial reading. If no excerpt is indicated, the judge will read the first 10 pages.
- Unless indicated, categories are open to students in grades K-12.
- While works in these categories will be predominately prose, some creativity is allowed and encouraged within the categories. In general, let published authors and their authentic writing be a guide to how students might approach specific categories.

Examples (though not exhaustive):

Autobiography/Memoir (category #1) might be multigenre and include artwork, journaling, lists, essays, verse. Book example: *Ordinary Hazards: A Memoir* by Nikki Grimes Journals (categories #8 and #9) might be multigenre and include prose, poetry, lists, art work, photos, artifacts—anything that might actually appear in journal;  
Original books (categories #21A and #21C) may be written in verse form, in the manner of *Brown Girl Dreaming* by Jacqueline Woodson and *Long Way Down* by Jason Reynolds

**#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*).

**#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 format.
- #7A Essay with Original Photos Taken by the Author** – Short fiction or non-fiction work that deals with one subject. Original photos taken by the author should accompany and reflect the essay. (No computer graphics or Internet photos.)
- #7B Essay with Photos Not Taken by the Author** – Short fiction or non-fiction work that deals with one subject. Essay must be written by one person; photos may be taken by other people, including, but not limited to, the following: other students, LAD members, family members. Photos should be appropriately cited for age level and audience. If an old family photo with no photographer known is used, a possible citation is: Photo courtesy of the Hayes family. Internet photos may be used (such as for a nonfiction essay about the pyramids), but age- and audience-level appropriate citations of the sources must be provided. Essays should be accompanied by photos only, no graphics, charts, etc.
- #8 Journal/Diary Fictional** – Fictional record of events/observations, especially personal ones.
- #9 Journal/Diary Personal** – Non-fictional personal record of events/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 review of a particular medium (CD, song, band, concert, movie, play, TV show, book, video game, comedy act, etc.) in a critical manner. The article likely will include strengths and weaknesses. When appropriate, the article should include background information, the author or artist, a brief summary of the work, etc.
- #17 Original Literature-related Newspaper by Individual** – A newspaper written by one student; it contains articles based on a piece of literature (short story, book, play). It may contain news stories, sports stories, features, letters, advertising, etc.
- #18 Original Literature-related Newspaper by Small Group or by a Class (This category is open to groups)** – A newspaper written by a small group of students (10 students or less) or a class; it contains articles based on a piece of literature (short story, book, play). It may contain news stories, sports stories, features, letters, advertising, etc.
- #19 Documented Essay** – Nonfiction writing that includes documented sources (parenthetical citations and a works cited).
- #20A Narration** – Recounts an event or series of events. It usually contains considerable description and is chiefly to interest and entertain; may be fiction or non-fiction.
- #20B Personal Experience Narrative** – First-person factual narration that focuses on one event/experience and how it affected the writer. May include description and dialogue.
- #21A Original Book With Illustrations** – May be fiction or non-fiction, but must be the original writing and artwork of one student. Should be bound in some manner. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.
- #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. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.
- #22 Original Book Without Illustrations** – See #21A; no illustrations. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.

- #23 Creative Nonfiction** – 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. Students are encouraged to write a preface or afterward explaining their writing process. For an example of creative nonfiction, see *Homes: A Refugee Story* by Abu Bakr Al Rabeeah with Winnie Yeung, noting the afterward. Synonyms: literary nonfiction, new journalism, literary journalism.
- #24 Personal Opinion** – Should express the writer’s personal belief. It should provide details, illustrations, statistics, examples, comparisons, contrasts, definitions, descriptions, causes, effects and/or analogies to support the opinion. Sources for details backing the writer’s opinion are required, even if in the form of a bibliography at the end.
- #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. Sources for details backing the writer’s opinion are required, even if in the form of a bibliography at the end.
- #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. Attach title and author of original work on which parody is based; entries without citing original work will be disqualified. (You may also attach a copy of the original work.)

## **Anthologies — Collections of Writing**

### **Individual and Group Entries: Check Specific Categories**

#### **General Guidelines:**

- Each anthology should be entered in only one category. Anthologies may contain original artwork, with credit given to the source. If computer graphics are used, citations must be included.
- A student's individual work may appear in an individual anthology, in a small group anthology, AND in a class anthology.
- The scholarship categories (#29, #33, and #37, grades 11/12) are limited to 20 pages maximum. Excerpts from works may be used in those categories.

**#29 Original Poetry Anthology by an Individual (Collins Scholarship)** – A collection of poetry written by one student; collection does not contain prose. Limited to 20 pages, 12-point font; front and back equals two pages; students may submit excerpts from longer works.

**#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. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.

**#33 Original Prose Anthology by an Individual (Gleason Scholarship)** – A collection of prose written by one student; collection does not contain poetry. Limited to 20 pages, 12-point font; double-spaced; front and back equals two pages; students may submit excerpts from longer works.

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

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

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

**#37 Original Anthology of Prose & Poetry by an Individual (McQueen Scholarship)** – A collection of prose and poetry written by one student. Limited to 20 pages, 12-point font; prose double-spaced; front and back equals two pages; students may submit excerpts from longer works.

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

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

## **Individual Student Entries in Poetry**

### **Entry by One Individual Student; No Group Entries**

*Poetry is imaginatively intense writing, usually in verse.*

#### **General Guideline:**

An entry is a single poem; do not submit multiple poems as an entry.

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

#### Example:

##### **How to Write a Ballad**

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

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

I want to tell of romance;  
I want to speak of love. I  
want to tell of angels  
guiding us from above.

I wish I could say something never  
said before.

I wish I could tell everything and  
then tell you more.

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

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

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

**Lora Lueders (grade 12), Nixa High School**

**#41 Biopoem/Geopoem** – Biopoems may be non-fiction, focusing on the writer; or fiction, focusing on a literary or historical person (i.e. Huck Finn, Eleanor Roosevelt).

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

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

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

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

Submission is one biopoem OR one geopoem; do not submit one of each as a single submission.

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

Line 1 Two syllables

Line 2 Four syllables

Line 3 Six syllables

Line 4 Eight syllables

Line 5 Two syllables or

Line 1 Subject (noun)

Line 2 Two adjectives describing subject

Line 3 Three words describing the action of subject (or three verbs)

Line 4 Phrase describing subject (approximately 4 words)

Line 5 Synonym for subject

Examples:

**The Self-Baptismal of the Guilty Child**

Running

To the river

Rushing water – Like ice

Cold knives against my sinful skin

Save me

**Kelley Wesley (grade 11), Stockton High School**

**Ocean**

Ocean

Chilly, blue

Drifting, splashing, reflecting

Shining in the night

Sea

**Thomas Pesek (grade 2), St. Agnes School**



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

Line 1 Noun which is the subject of poem

Line 2 Two adjectives describing noun

Line 3 Three verbs, -ing, -ed, -s words, that relate to subject

Line 4 Four nouns, two nouns relate to line 1, two relate to line 7

Line 5 Three verbs, -ing, -ed, -s words, that relate to line 7

Line 6 Two adjectives describing the noun in line 7

Line 7 Noun, contrasting or opposite of the noun in line 1.

Example:

**Eve's Lament**

Man

Greedy, Arrogant

Wanting, Taking, Getting

Sorrow, Pity – Madness, Grief

Discouraged, Disgusted, Disowned

Wasted, Drained

Woman

**Audra Haynes (grade 7), Strafford Middle School**

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

Example:

**Wolf's Moon**

The wolf howls, lonely–

A note breaks the moon, like glass–

Shards fall, shooting stars

**LeighAnna Flagg (grade 8), Reeds Spring Middle School**

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

Example:

**New Paint**

Strokes of red on walls

Passion dries, love dead and gone Unbelievable!

Once whirling emotions of

rage Do Not Enter – crime scene

**Megan Griggs (grade 11), Stockton High School**

**#46 Parody** – Imitation of a piece of poetry or music. As comedy, it exaggerates or distorts the prominent features of style or content in a work. As criticism, it mimics the work, borrowing words or phrases. **Attach original work on which parody is based; entries without original work attached will be disqualified.**

Example:

**Digging Through my Backpack on a Sunday Evening**

(A Parody of Robert Frost’s “Stopping By Woods on a Snowy Evening”)

Whose work this is of course I know, It’s buried in my backpack  
though. I walk on by and leave it there, Instead I grab the radio.

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

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

My time is up and talk is cheap,  
I’ll hunker down, jump in knee deep  
To hours of toil before I sleep, To  
hours of toil before I sleep.

**Heather Wallace (grade 8), Strafford Middle School**

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

Example:

**Season’s Lust**

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

**Dennis Elliott (grade 8), Strafford Middle School**

**#48 Other Formula** – Poems that follow specific formulas other than those listed as individual LAD entries. **Attach the formula to the entry; entries without formula attached will be disqualified.** If text is not in traditional stanza form (such as a concrete poem), LAD recommends attaching the poem in traditional form also to help with readability.

**#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 be disqualified) – Should consist of an original poem and poster (drawing, painting, photograph, etc.) interpreting or enhancing the poem. **The poem and the artwork should be the work of one student.**

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

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

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

Example:

**Accept**

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

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

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

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

**Tessa Young (grade 11); Nixa High School**

**#58 Villanelle** – A French verse form in five tercets, all rhyming *aba*, 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 Elizabeth Bishop's "One Art.")

## **Task Analysis**

### **Entry by One Individual Student; No Group Entries**

**#59 Task Analysis** – Student should identify a life skill, broken down in correctly sequenced smaller steps. May include original or digital images (with citations). For example: how to brush teeth, how to wash hands, how to sort laundry, etc. If not personal knowledge, student should include sources (such as a reference list or bibliography) for information.

## **Journalism, Drama, and More**

### **Individual and Group Entries; Check Specific Categories**

#### **Journalism General Guidelines:**

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

#### **Drama Guideline Reminder:**

- If a prose piece is 20 pages or longer, excluding anthology categories, the student should indicate a 10-page excerpt for the judge's initial reading. If no excerpt is indicated, the judge will read the first 10 pages.

**#60A Editorial (individual or group)** – 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. Cite sources for details backing the editorial opinion, even if in the form of a bibliography at the end or, preferably, use journalistic standards: citing source material in paragraph form, providing links to studies, etc.

**#60B Commentary/Opinion Column (individual)** – 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. Sources are made clear in the column using journalistic standards: attributing quotations, citing source material in paragraph form, providing links to studies, etc.

**#61 Feature Story (individual or group)** – A story appealing to an audience because of the human interest of its contents rather than the content's importance. Sources are made clear in the story using journalistic standards for citing: attributing quotations, citing source material in paragraph form, providing links to studies, etc.

**#62 News Story (individual or group)** – 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. Sources are made clear in the story using journalistic standards for citing: attributing quotations, citing source material in paragraph form, providing links to studies, etc.

- #63 Sports Story (individual or group)** – 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. Sources are made clear in the story using journalistic standards for citing: attributing quotations, citing source material in paragraph form, providing links to studies, etc.
- #64A School Newspaper (group)** – A newspaper (print or online) written by students that covers and comments on events in the local school; it also may cover and comment on state, national and/or international events. If publication is online, print and enter a hard copy.
- #64B School Magazine/Anthology (group)** – A publication (print or online) published periodically with a variety of miscellaneous pieces (articles, stories, essays, poems) by many student writers; often illustrated with photographs and drawings, also by students. If publication is online, print and enter a hard copy.
- #65 Spoken Word Poetry Script (individual or group)** – A poem written for the purpose of performance. The style is without formal, prescribed structure but does have common elements: 1) sound and musicality, including influences of jazz, hip-hop, rap, rock, blues, and folk; 2) language devices that enhance the sound of the work: rhyme, repetition, word play, figurative language, allusion, etc.; 3) a focus on social justice, politics, identity, race, and community issues. (For examples, see Sarah Kay’s “B” (If I Should Have a Daughter) or Elizabeth Acevedo’s poetry on YouTube.)
- #66 Commercial Script (individual or group)** – An original script, the purpose of which is to sell or promote a product or concept.
- #67 Dialogue (Skit) (individual or group)** – 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). Sources (such as a reference list or bibliography) should be included with a non-fiction entry.
- #68 Play Script (individual or group)** – A longer drama that tells a story through action and dialogue of actors portraying the characters in the story. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.
- #69 Screenplay (individual or group)** – An original script that conveys a narrative through action and dialogue of the characters and includes correctly formatted directions for camera placements and staging. Sources (such as a reference list or bibliography) should be included with a non-fiction entry.
- #70: Community Response (individual or group)** – What is an essential question your community needs to address? Clearly state the essential question. Determine your audience. Use a genre from a LAD writing category and stay focused on the essential question. Give voice to this essential question by sharing your writing with others. See how the power of words makes a difference in your community. 500-word limit.
- #71 Writing Rocks (individual or group)** – Any genre, 500-word limit. Should convey the joy and power of writing. Winning entries will be used in LAD promotions.

**#72 Writing of Appreciation of a Living Person (individual)** – In appreciation of this living person, your writing may be in the form of a thank-you letter, a personal experience narrative, a personal opinion, a ballad, a long-rhymed poem, a sonnet, or a journalistic feature story. Questions to consider: What is your relationship with this living person? Why do you wish to express gratitude or appreciation for this person? How does this person positively influence your life or the lives of others? Give descriptive answers in a creative piece, not just answering the specific questions listed above.

**#73 Visual Poetry (individual)** – Original visual poetry, combining art and words. Examples of this might be concrete poems where the writer uses both words and graphic patterns to create a poem. If entering a concrete poem, the writer should also submit the words in regular poetry format, for ease in judging; blackout poems (also called erasure poems) where the writer incorporates art and writing (by omitting words from published texts). Search for blackout poetry on Pinterest to see examples.

## **Original Art**

**Entries Open to Individuals, EXCEPT Category #80, which is open to Groups**  
**Categories #74-#80 must be original art based on literature and must have attached at least a paragraph explaining the relationship of the art work to the literary work. Entries without explanations will be disqualified.**

### **Guideline Reminders:**

- **NEW: ALL ART CATEGORIES (#74-#80)** must be delivered on Sort Day, by 4:30 p.m. Friday, March 28, 2025, at Republic High School. LAD member must set up his/her own entries for judging and **must pick them up by the end of Judging Day, March 29, 2025.**
- Art-based-on-literature entries must have attached at least a paragraph explaining the relationship of the art work to the literary work; longer explanations are encouraged; entries without this information will be disqualified.

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

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

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

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

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

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

**#80 Group Project Based on Published Literary Work** – Group collage or other art form based on a published work of literature (any genre). Maximum size 36" x 48". **Larger sizes will be disqualified.**

**Definitions compiled by Karen Haraldson, Kim Chism Jasper, Brandie Maddox, Kathy McQueen, Zac Rantz, Stephanie Summers, Allison Tourville, Melissa Troxell, Jessica Willyerd, and Gina Wyckoff; updated summer 2024.**



**Sources:**

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