



2010 WRITE AND ILLUSTRATE YOUR OWN PICTURE BOOK CONTEST

DEADLINE: POSTMARKED BY JUNE 1, 2010

What is the purpose of the contest?

The goal of the contest is to: 1) encourage an appreciation and love for writing; 2) develop students' understanding of the fundamental aspects of published books; 3) enable students to learn what authors do; 4) recognize outstanding achievement among young authors; and 5) promote children's creativity in written and visual work.

Who may enter?

All students in grades K-12 in Wisconsin public schools may enter. **Teachers may use the contest as a classroom or grade-level project. They should use their professional judgment and submit for judging only books that are representative of exemplary work as this represents a state-level competition.** Writing and illustration must be completed by a single student in Divisions 1-6. Division 7 allows for a group project in three categories (listed below).

What are the divisions?

- Division 1 Kindergarten and first grade
- Division 2 Second and third grades
- Division 3 Fourth and fifth grades
- Division 4 Sixth, seventh and eighth grades
- Division 5 Ninth through twelfth grades
- Division 6 Kindergarten through third grade pre-bound books. Entrants in this division may skip requirements on pages 7 to 9 and, instead, use pre-bound blank books, quill or ring bindings, folders, report sleeves or the like. On a sheet, separate from the story, insert a last page on which appears a synopsis of the story and biography and photo of the author. The entire entry should be securely bound.
- Division 7 Group submissions (Two students may team-up as writer and illustrator. If entry is submitted across two grade categories, the entry will be considered at the highest grade level.)
 - Category 1: Fourth and fifth grades
 - Category 2: Sixth, seventh and eighth grades
 - Category 3: Ninth through twelfth grades

What are the awards?

- Divisions 1-5
 - 1st Place \$75
 - 2nd Place \$50
 - 3rd Place \$25

- Division 6
 - 1st Place \$50

- Division 7: A 1st place will be awarded for each of the three grade categories.
 - 1st Place \$25 per student, up to two students

Awards are given in each division. First-place winners from all divisions will be invited to join their local school board at a Wisconsin Association of School Boards' awards ceremony and dinner to be held in the fall. All first-place winners will receive a plaque honoring their achievement. Second- and third-place winners in divisions one through five will receive a certificate.

The award, either a cash prize or certificate, will be based on the overall rubric rating for each entry.

What is the subject and structure of the text?

Books may be written in prose or poetry on any subject and in any picture-book genre.

Please consider the appropriateness of the topic, avoiding highly controversial issues or inappropriate topics.

How many words should an author use?

All stories are limited to 1,500 words.

How many pages should be included?

Divisions 1-5 and 7: See "Binding Requirements" pages 7-9.

Division 6: Page count may vary but books may not exceed word limitation set above.

What criteria will be used in judging the book?

Entries from Divisions 1-5 and 7 will be evaluated according to the scoring guide found on pages 11 and 12. Division 6 will be evaluated according to the scoring guide on pages 13 and 14.

After the book is finished, how do I submit it?

Enclose a self-addressed book mailer stamped with sufficient postage.

Submit to: Wisconsin Association of School Boards
122 West Washington Avenue, Suite 400
Madison, WI 53703

Deadline: June 1, 2010

Do I get my book back?

Yes. Winners will be announced in September and books will be returned in October or November of a contest year.

Winner books may be kept until February so that they can be displayed at the State Education Convention, held annually each January in Milwaukee, WI.



ENTRY FORM — DIVISIONS 1-6

**2010 WASB Write and Illustrate
Your Own Picture Book Contest**

(Attach to the inside back cover of each book)

All information is required to complete the entry form and must be typed or printed clearly.

TITLE _____

MR / MS (CIRCLE ONE) AUTHOR/ILLUSTRATOR _____

HOME STREET ADDRESS _____

CITY _____ ZIP _____

AUTHOR/ILLUSTRATOR AGE _____ GRADE _____

PHONE INCLUDING AREA CODE _____

SCHOOL DISTRICT _____

SCHOOL _____

SCHOOL STREET ADDRESS _____

CITY _____ ZIP _____

SCHOOL PHONE INCLUDING AREA CODE _____

TEACHER _____
First Name Last Name

TEACHER E-MAIL _____

*We certify that this entry is an original work and was developed and constructed by the student.
(All three signatures are required.)*

Student Date

Teacher Parent or Guardian

PLEASE ENCLOSE A SELF-ADDRESSED BOOK MAILER STAMPED WITH SUFFICIENT POSTAGE TO ASSURE THE RETURN OF YOUR BOOK. Entries must be postmarked by June 1, 2010.

Submit to: WASB
122 West Washington Avenue, Suite 400
Madison, WI 53703

Winners will be announced in September.



**ENTRY FORM
DIVISION 7**

**2010 WASB Write and Illustrate
Your Own Picture Book Contest**

(Attach to the inside back cover of each book)

We certify that this entry is an original work and was developed and constructed by the students.
All signatures and information are required to complete the entry form and must be typed or printed clearly.

SCHOOL DISTRICT _____

BOOK TITLE _____

STUDENT 1 — 2009-10 GRADE _____

MR / MS (CIRCLE ONE) AUTHOR/ILLUSTRATOR _____

HOME STREET ADDRESS _____

CITY _____ ZIP _____

If teacher is the same for student 1 and student 2, teacher information and signature only needs to be filled out once.

SCHOOL _____

SCHOOL STREET ADDRESS _____

CITY _____ ZIP _____

TEACHER _____

First Name

Last Name

TEACHER E-MAIL _____

Student 1 Signature

Date

Parent or Guardian

Student Phone (including area code)

Teacher

School Phone (including area code)

(OVER – STUDENT 2 INFORMATION)

STUDENT 2 — 2009-10 GRADE _____

MR / MS (CIRCLE ONE) AUTHOR/ILLUSTRATOR _____

HOME STREET ADDRESS _____

CITY _____ ZIP _____

If teacher is the same for student 1 and student 2, teacher information and signature only needs to be filled out once.

SCHOOL _____

SCHOOL STREET ADDRESS _____

CITY _____ ZIP _____

TEACHER _____

First Name

Last Name

TEACHER E-MAIL _____

Student 2 Signature

Date

Parent or Guardian

Student Phone (including area code)

Teacher

School Phone (including area code)

***** Please indicate where and to whom the multi-student book should be returned. *****

NAME _____

SCHOOL NAME (IF APPLICABLE) _____

ADDRESS _____

CITY _____ ZIP _____

PLEASE ENCLOSE A SELF-ADDRESSED BOOK MAILER STAMPED WITH SUFFICIENT POSTAGE TO ASSURE THE RETURN OF YOUR BOOK. Entries must be postmarked by June 1, 2010.

Submit to: WASB
122 West Washington Avenue, Suite 400
Madison, WI 53703

BINDING REQUIREMENTS FOR DIVISIONS 1-5 AND 7

Review all of the requirements before beginning this project.

PAGE SETUP

Use 6 sheets of 11- x 17-inch white paper, folded down the center, to create an 8 1/2- x 11-inch, 12-sheet packet, considering both sides of each folded 11- x 17-inch sheet. Pages must be organized as noted below. All text must be neatly typed and double-spaced with at least a one-inch margin. An adult may do the typing if the author is not proficient with a keyboard. Stories shall not exceed 1,500 words in length.

- | | |
|------------|--|
| Page 1 | This is the glued side of the first page of the 12-sheet packet. (This side will not be seen after it is glued to the front cover.) |
| Page 2 | Blank. |
| Page 3 | Blank. |
| Page 4 | Illustrated. (May be a dedication page. Do not use as a place for parents, friends or teachers to write “best wishes” or the like.) |
| Page 5 | Title, author and illustrator, publishing company name (may include “corporate” logo), the town or city of the publisher. The author or the class may decide the publishing company name. |
| Pages 6-21 | Story text and illustrations. There must be an illustration on at least one page and text on at least one page of a two page spread. It is also acceptable to have illustrations and text on every page. |
| Page 22 | Blank. |
| Page 23 | Entry form must be glued on top of this page. |
| Page 24 | This is the glued side of the last page of the 12-sheet packet. (This side will not be seen after it is glued to the back cover.) |

ILLUSTRATION MEDIUM

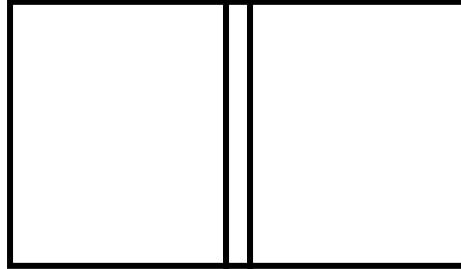
Any handwork medium may be used: ink, colored-felt tip, crayon, colored pencils, chalk, acrylics or the like. Computer-generated clip art or photographs may not be used.

CONSTRUCTION

With a darning needle and light-weight yarn or butcher’s string, stitch the pages together up the center fold. Tape the thread ends on the outside rather than attempting to knot them. You may wish to punch holes with a nail before sewing. If carpeting is placed under the pages, the needle will penetrate more easily.

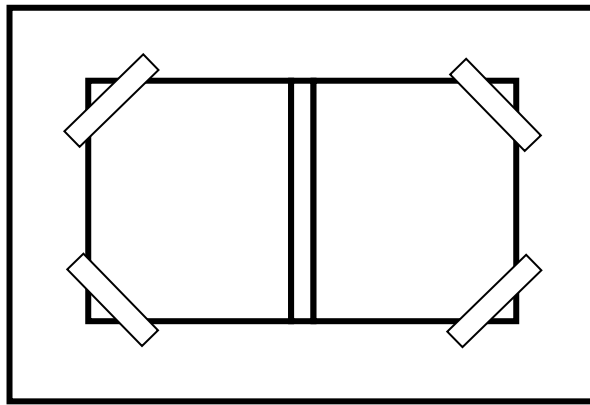
ASSEMBLING THE COVER

Step 1. Fold an 11- x 17-inch sheet in half. Glue two sheets of tag board (8 1/2- x 11-inch) to the 11- x 17-inch sheet. Leave approximately 1/8 inch down the center. Tag board will overlap outer edge slightly. Use the fold line to space your tag board.



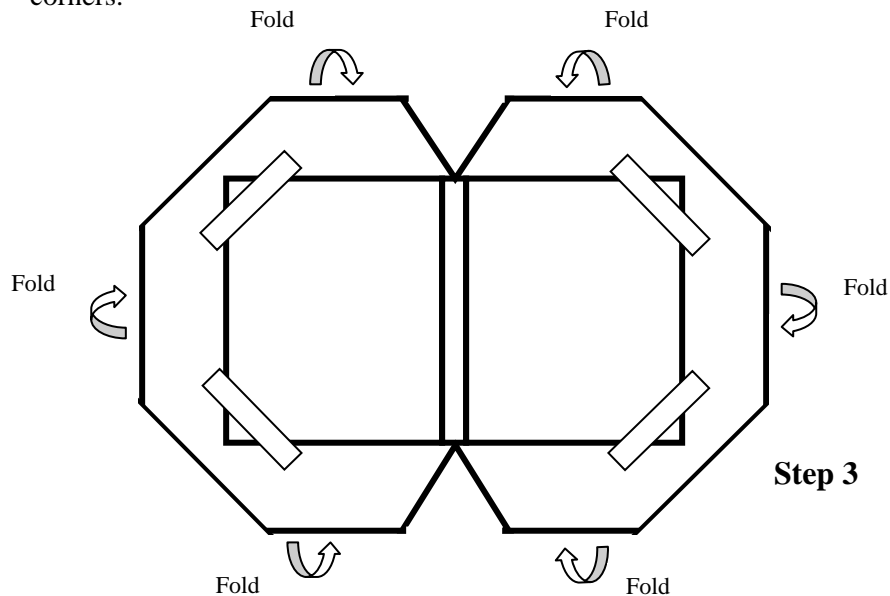
Step 1

Step 2. Place glued tag board onto a 15- x 21-inch sheet (white paper side down). Tape corners.



Step 2

Step 3. Cut triangles out of outside corners and centers of spine, fold, and glue to make square corners.



Step 3

Step 4. Glue bound pages into the book cover by placing glue on the tag-board side and carefully adjusting the outer pages to become glued into the book cover evenly.

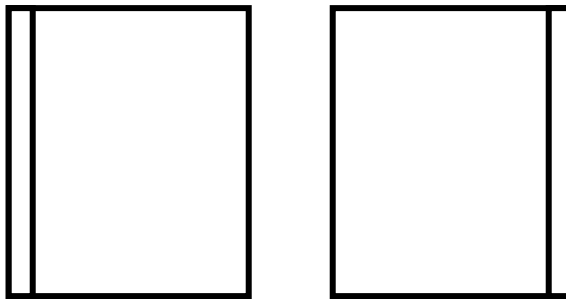
Step 5. The cover does not have to be illustrated as this is part of the book jacket. (It is optional, but not required.)

ASSEMBLING THE BOOK JACKET

Fold a 25- x 11-inch sheet as shown. Press to make first half of spine seam. Flip paper and repeat on the other side. Jacket spine will be centered.

Illustrate the book jacket.

align
¼ inch
from
edge



LABELING THE BOOK SPINE OF THE JACKET

Label spine in the following order:
Author Title

Position the spine text in a standard manner, as shown.

Text may be "handprinted" or typed, cut out and pasted onto the spine.



CREATING BOOK-JACKET FLAPS

Place bound book on jacket centering on the spine. Fold jacket flaps over the book covers and press to make a seam. The book jacket will fit loosely. Place the synopsis on the front flap. Place the biography and the photo of the author on the back flap. Book jacket may be laminated.

DIVISIONS 1-5 AND DIVISION 7 JUDGING CRITERIA

Eligibility for an award:

- | | Yes | No |
|-----------------------------------|--------------------------|--------------------------|
| ▪ Must be a public school student | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ 1,500 word limit | <input type="checkbox"/> | <input type="checkbox"/> |
- Judges' Comments:**

Construction:

- | | Exceeded Expectations | Yes | | No |
|---|--------------------------|--------------------------|--|--------------------------|
| ▪ Does the binding reflect care and precision of handwork regardless of the quality of the materials used? | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Does the binding show creativity and demonstrate a diligent attempt to fulfill the requirements on pages 7-9? | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

Judges' Comments:

Ideas: Does it have those “you had to be there” kinds of details that makes it different from everyone else’s?

- | | Exceeded Expectations | Yes | | No |
|-------------------------------|--------------------------|--------------------------|--|--------------------------|
| ▪ Focused and clear | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Holds reader’s attention | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Relevant details | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Fresh and original | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Makes a point/tells a story | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

Judges' Comments:

Organization: Do the beginning and ending work exceptionally well – like bookends?

- | | Exceeded Expectations | Yes | | No |
|---|--------------------------|--------------------------|--|--------------------------|
| ▪ Inviting introduction | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Sequencing is logical and effective | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Pacing shows control | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Ideas connected with transitions | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Satisfying conclusion | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Overall effect is smooth and balanced | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

Judges' Comments:

Voice: Would you take this home and read it aloud to someone?

- | | Exceeded Expectations | Yes | | No |
|--|--------------------------|--------------------------|--|--------------------------|
| ▪ Strong reader/writer interaction | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Individual/expressive/engaging | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Written to be read | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| ▪ Appropriate for the purpose and audience | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |

Judges' Comments:

Word Choice: Are there words and phrases that linger in your mind after you read it?

	Exceeded Expectations	Yes	No
▪ Specific and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Lively verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Precise nouns and modifiers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Striking words and phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Clichés and jargon used sparingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Sentence Fluency: Does this story unfold smoothly?

	Exceeded Expectations	Yes	No
▪ Sentences are well-built	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Sentences vary in length as well as structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Fragments, if used, add style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Dialogue, if used, sounds natural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Conventions: How much editing would you have to do to get this ready to publish?

	Exceeded Expectations	Yes	No
▪ Spelling is generally correct (not perfect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Punctuation acts as a guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Correct grammar/usage add to clarity and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Control over capitalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Paragraphing reinforces the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Presentation: Is the form and presentation of the text pleasing to the eye?

	Exceeded Expectations	Yes	No
▪ Appropriate use of fonts and font sizes to invite reader into the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Formatting suits the purpose for writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Clear alignment between illustrations and text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ At least one illustration on every two-page spread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Did the book meet construction and contest requirements?

	Exceeded Expectations	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

DIVISION 6 JUDGING CRITERIA PRE-BOUND CATEGORY

Eligibility for an award:

- | | Yes | No |
|-----------------------------------|--------------------------|--------------------------|
| ▪ Must be a public school student | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ 1,500 word limit | <input type="checkbox"/> | <input type="checkbox"/> |

Judges' Comments:

Ideas: Does it have those “you had to be there” kinds of details that makes it different from everyone else’s?

- | | Exceeded
Expectations | Yes | No |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| ▪ Focused and clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Holds reader’s attention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Relevant details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Fresh and original | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Makes a point/tells a story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Judges' Comments:

Organization: Do the beginning and ending work exceptionally well – like bookends?

- | | Exceeded
Expectations | Yes | No |
|---|--------------------------|--------------------------|--------------------------|
| ▪ Inviting introduction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Sequencing is logical and effective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Pacing shows control | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Ideas connected with transitions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Satisfying conclusion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Overall effect is smooth and balanced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Judges' Comments:

Voice: Would you take this home and read it aloud to someone?

- | | Exceeded
Expectations | Yes | No |
|--|--------------------------|--------------------------|--------------------------|
| ▪ Strong reader/writer interaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Individual/expressive/engaging | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Written to be read | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Appropriate for the purpose and audience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Judges' Comments:

Word Choice: Are there words and phrases that linger in your mind after you read it?

	Exceeded Expectations	Yes	No
▪ Specific and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Lively verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Precise nouns and modifiers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Striking words and phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Clichés and jargon used sparingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Sentence Fluency: Does this story unfold smoothly?

	Exceeded Expectations	Yes	No
▪ Sentences are well-built	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Sentences vary in length as well as structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Fragments, if used, add style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Dialogue, if used, sounds natural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Conventions: How much editing would you have to do to get this ready to publish?

	Exceeded Expectations	Yes	No
▪ Spelling is generally correct (not perfect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Punctuation acts as a guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Correct grammar/usage add to clarity and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Control over capitalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Paragraphing reinforces the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Presentation: Is the form and presentation of the text pleasing to the eye?

	Exceeded Expectations	Yes	No
▪ Appropriate use of fonts and font sizes to invite reader into the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Formatting suits the purpose for writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Clear alignment between illustrations and text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ At least one illustration on every two-page spread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

Did the book meet construction and contest requirements?

	Exceeded Expectations	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Judges' Comments:

SUGGESTIONS FOR ORGANIZING THE BOOK PROJECT

The following information offers some suggestions for the project.

Preparing to do writers' work

Visit the library with your writers. Their mission is finding their favorite picture books. Talk about the many wonderful books. Talk about the many kinds of structures for picture books. Talk about what writers have in mind when they write. Model how an author might think. "Why would an author choose this topic?" "What message is she trying to get across?" "How did he want you to feel?" "What connections is this author making?" "What connections does she want us to make?" Let students read their favorite picture book to each other and engage in these and other questions.

Collaborating with others

Because the project requires both words and pictures, it may make sense to collaborate with the art teacher. Parents are also good partners for encouragement and typing when the writer does not have typing skills. Sending a letter home about this project can help engage parents in supporting the young authors.

Choosing the topic

Student-authors may want to keep a journal of ideas, thoughts, observations and preferences. From this journal they may find a topic that they are excited to write about.

Constructing the books

Sometimes students find it easier to understand the writing and illustrating expectations if they bind their book before writing their stories. Explain the steps for constructing the book early on.

Proofreading, writing and re-writing

Proofreaders should read the writer's book aloud to the writer. This allows the writer to hear which areas need clarification. Encourage writer/proofreaders to ask each other questions until the message is clear.

Celebrating the project completion

Hold a writers' celebration. Display the books. Invite parents, friends, school board members, administrators and a local news reporter to attend. Announce the selections that will be submitted to the WASB contest.

QUESTIONS AND FURTHER INFORMATION

If you need more information or have a question, please contact Teresa Kimball at tkimball@wasb.org or 608-257-2622. Thank you.