



CALIFORNIA

2018 CHILDREN'S LITERATURE K-3 COMPETITION

COMPETITION TYPE: Individual (one author/illustrator) or Dual (two co-authors or one author/one illustrator)

ELIGIBILITY: Educators Rising California Middle and High School Students

EDUCATORS RISING STANDARDS:

- Standard II: Learning About Students
- Standard IV: Engaging in Responsive Planning
- Standard VII: Engaging in Reflective Practice

Contest Purpose

In his 2012 commencement address to University of the Arts students in Philadelphia, world famous author and storyteller Neil Gaiman said:

"Life is sometimes hard. Things go wrong, in life and in love and in business and in friendship and in health and in all the other ways that life can go wrong. And when things get tough, this is what you should do: Make good art.

I'm serious. Husband runs off with a politician? Make good art. Leg crushed and then eaten by mutated boa constrictor? Make good art. IRS on your trail? Make good art. Cat exploded? Make good art. Somebody on the Internet thinks what you do is stupid or evil or it's all been done before? Make good art. Probably things will work out somehow, and eventually time will take the sting away, but that doesn't matter. Do what only you do best. Make good art. Make it on the good days too."

Educators Rising California students: it's time to make and share some good art. This is your opportunity to summon your storytelling powers and create original children's literature. Great literature can be entertaining, educational, inspiring, or illuminating, and while it may be fictional, it speaks to inner truths. Children's book authors — like educators — help young people to understand these inner truths and to make sense of the world. This competition offers Educators Rising students the opportunity to try out that identity as an author and an educator.

General Information

The book may be written and illustrated by one individual (the author/illustrator) or two individuals (an author and an illustrator). The one or two Educators Rising California student members participating in this competition must write all words and create all images themselves for their submission. **No artist assistance or use of images from the web or any other third-party is permissible.** (For students who competed in this event in previous years, this is a change in Educators Rising policy.) The participant will prepare the original short story book format designed for a kindergarten-through-third-grade audience (ages 5-9).

Entry Submission

A scan of the book and video files must be submitted to the Project Tomorrow office by **11:59pm on Friday, January 26, 2018**. A link can be sent to innovation@tomorrow.org. Be sure to include your name, grade, and school in the email. If you are mailing the physical book, it needs to be postmarked by Wednesday, January 24, 2018. Mail items to 15707 Rockfield Blvd. Suite 250 Irvine, CA 92618.

2018 CHILDREN'S LITERATURE K-3**Competition Guidelines****BOOK GUIDELINES**

- A. Write a short story in a “book” format in English. The story can be about anything but should reinforce either academic or social/emotional values appropriate for public school. The book can qualify for up to five extra points if it is created successfully as a bilingual text — the same story in English and one other language spoken in your community. Translation must appear on the same page as English text.
- B. A signed “Statement of Originality” must be completed and submitted with the book.
- C. This book should be written for a kindergarten-through-third-grade audience (ages 5-9).
- D. The book includes a front and back cover, a title/credit page, and no more than 32 pages. (32 pages front only or 16 pages front/back excluding title/credit page).
- E. The title page should include the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader’s name, school, contact information: email and high school address.
- F. Maximum book size is 14” X 22” and should be bound using a durable user-friendly method of binding. (Commercially produced bound books are allowed.)
- G. Text or graphics may be either illustrated by hand or computer generated, but the student participants are responsible for composing or creating all text and graphics themselves. **No artist assistance or use of images from the web or any other third-party is permissible.**
- H. Illustrations should be colorful and art should amplify the impact of the reader’s experience with the story. Neatness counts.

VIDEO READING PRESENTATION GUIDELINES

*Please note that the Regional/State competition is a video recorded presentation, if you are qualified and eligible to participate at a National level, you will have to do a live presentation at the conference. (See National guidelines for details)

- A. The video needs to be of the author/illustrator continuously reading, edited videos will be disqualified.
- B. Acceptable presenting length, including the story introduction will be between five and 10 minutes. Presenters exceeding 10 minutes or under five minutes will be deducted one point for going over 10 minutes or under five minutes and one additional point for every additional 30 seconds over or under the time limit.
- C. Presenters may dress in character costumes relevant to the book.
- A. The video reading must be videotaped. The video file must be in .mp4 format. Videos that are not in this file format will not be accepted and will be disqualified. The maximum file size is 2GB.

Judging and Scoring

- A. The judges’ decisions are final.
- B. Scoring is based on the Children’s Literature K-3 Competition rubric.
- C. State winners will receive their Feedback & Tally Sheet to help them prepare for Nationals.



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2018 CHILDREN'S LITERATURE K-3

Statement of Originality

I attest that my submission for the 2018 Educators Rising California Competition for Children's Literature K-3 reflects solely my original, creative efforts (and those of the other entrant if applicable). No aspect of this submission is plagiarized, or infringes on the intellectual property or copyright held by anyone other than the entrant(s). I have not used any web images or third party artist assistance to create the illustrations for this book.

ENTRANT(S) SIGNATURE(S)

ENTRANT(S) PRINTED NAME(S)

PRINTED BOOK TITLE

DATE

SCHOOL NAME

SCHOOL CITY/STATE

LINK TO VIDEO (IF APPLICABLE)

2018 CHILDREN'S LITERATURE K-3 COMPETITION

SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Judges will use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

Literary Content

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Story	<p>An imaginative narrative for children told clearly and engagingly.</p> <p>Meaningful and original treatment of a theme.</p> <p>Contains a well-earned and satisfying ending.</p> <p>Reflects professional caliber children's literature.</p>	<p>An appealing narrative for children told fairly well but could have increased clarity and impact with minor tweaks in the storytelling.</p> <p>Generally successful treatment of a theme.</p> <p>Contains a generally successful ending.</p> <p>Reflects commendable student-level work.</p>	<p>The plot may lack focus or development at times.</p> <p>Theme may be unclear or not fully developed.</p> <p>Ending may not fully engage or satisfy the audience.</p> <p>Reflects developing student-level work.</p>	<p>Plot may be confusing or lack clarity.</p> <p>Story may reflect stereotypes or biases not appropriate for mainstream children's literature.</p>
Illustrations/ Visuals	<p>Vivid images contribute significantly to the meaning of the text.</p> <p>Illustrations reflect professional caliber children's literature through precision, imagination, and overall quality.</p>	<p>Vivid images contribute commendably to the meaning of the text.</p> <p>Illustrations reflect commendable student-level precision, imagination, and overall quality.</p>	<p>Images contribute inconsistently to the meaning of the text.</p> <p>The illustrations' connection to the story may be confusing at times or reflect inconsistent quality.</p>	<p>Images offer minimal connection or contribution to the meaning of the story.</p> <p>Images may be distracting, or reflect minimal precision, imagination, or overall quality.</p>

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SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Video Reading Presentation

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are expertly crafted to deliver to the listener maximum impact, given the content of the story.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the reader is conveying.	Clarity of voice, pacing, and modulation of tone are straightforward. The listener is able to understand, but the story's impact would be increased with a more dynamic vocal delivery	Clarity of voice, pacing, and modulation of tone are inconsistent or needing improvement throughout the reading of the story. At times, the vocal delivery distracts from the content of the story and diminishes its potential impact.
Presence	The contestants' sustained eye contact, effective posture, and professional demeanor, expertly complement the content of the literature to deliver maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The contestants' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or both of the presenters may distractingly appear to slip in and out of professional character at moments during the session.	The contestants' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speaker(s) could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The contestants display effort, but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.

Text Mechanics

Points Available	5	2.5	0
Text Mechanics	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — are flawlessly appropriate for this work of children's literature. (Well-used colloquialisms are permitted and encouraged where appropriate.)	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain one or two errors.	Mechanics — including grammar, spelling, punctuation, capitalization, etc. — contain more than two errors.

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SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Guideline Adherence

Points Available	2	0
Statement of Originality	Submitted	Not submitted
Age Appropriate	Story is appropriate for a kindergarten-through-third-grade audience (ages 5-9).	Story is not appropriate for a kindergarten-through-third-grade audience (ages 5-9).
Title Page	The title page includes the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader's name, school, contact information: email and high school address.	The title page does not include the title of the story, appropriate age audience, author, illustrator (if different from author), teacher leader's name, school, contact information: email and high school address.
Book's Physical Size	Book is bound and size is less than or equal to 14" x 22"	Book is not bound and/or size is greater than 14" x 22"
Page Limit	Book is no more than 32 pages front only or 16 pages front/back excluding title/ credit page.	Book exceeds 32 pages front only or 16 pages front/back excluding title/credit page.

Time of Presentation

Points Available	5	4	3	0
Length of video recorded reading presentation	Presentation is between five and 10 minutes.	Presentation is between four and five minutes or 10 and 11 minutes.	Presentation is between three and four minutes or 11 and 12 minutes.	Presentation is shorter than three minutes or had to be stopped at 12 minutes.

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SECONDARY LEVEL (MIDDLE & HIGH SCHOOL)

Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Overall Impact	<p>The book captivates and inspires the reader, and is an excellent, professional-caliber representation of children's literature.</p> <p>The concept, execution, and presentation are professional-caliber.</p>	<p>The book is a commendable, student-level representation of children's literature.</p> <p>The concept, execution, and presentation represent commendable, student-level quality though not quite professional-caliber.</p>	<p>The book reflects a developing representation of children's literature.</p> <p>Aspects of the concept, execution, and presentation are acceptable if basic.</p> <p>The guidelines are followed, though multiple aspects of the book's concept, execution, and presentation may distract the audience from the intended impact.</p>	<p>The book reflects emerging skills in crafting and presenting original children's literature.</p> <p>The book may reflect a partial or incomplete understanding of the full task assigned.</p>

Bilingual Text — *Extra Credit

Points Available	5	2.5	0
Bilingual Text	<p>The story is told clearly, thoughtfully, and thoroughly within the book's text in English and in another language.</p>	<p>The story contains an attempt to tell the story in another language in addition to English, but the effort and execution is cursory or inconsistent.</p>	<p>The story is told only in English or reflects an unsuccessful attempt to meaningfully integrate a second language into the text.</p>

For further information and clarification please contact Program Coordinator; Pilar Comparan at pcomparan@tomorrow.org

