Mississippi
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Mississippi Reading Fair Guidelines

2016-2017

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Acknowledgments

Mississippi Department of Education

For questions regarding the Mississippi Reading Fair Guidelines, please email <u>readingfair@mdek12.org</u>.

MISSISSIPPI READING FAIR GUIDELINES

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MISSISSIPPI READING FAIR GUIDELINES

MISSISSIPPI READING FAIR

The purpose of the *Mississippi Reading Fair Guidelines* is to provide reading fair coordinators, students, and parents with directions for conducting and participating in a reading fair. These guidelines and resources must be used when submitting information for the regional competitions.

This document includes:

- a brief history of the reading fair,
- alignment to the Standards,
- guidelines for creating award-winning reading fair projects,
- judging rubrics and permission forms to use at all levels of competition, and
- checklists for completing a storyboard project.

History and Purpose

The Mississippi Reading Fair originated at the Mississippi Department of Education in 1998. The purpose of the competition was to provide students in grades K-12 the opportunity to share their favorite fictional book through a project/storyboard display. With the implementation of the Mississippi College and Career Readiness Standards (MS CCRS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, a new emphasis has been placed on student mastery of the skills and concepts necessary to read complex texts at each grade level, write texts using evidence, and participate in collegial discussions about texts. MS CCRS also places value on reading both literary and informational texts. In support of the MS CCRS, the goal of the Mississippi Reading Fair is to enhance and encourage reading at all grade levels and to allow students to collaborate with their peers. As a result of participating in this process, students will experience a deeper enjoyment from reading and develop a lifelong love of reading.

There are three levels of competition: school, district, and regional. Only first place winners in each division proceed to the next round of competition. Over 1,400 students compete regionally each year. This is significant because these students represent the several thousands of students who compete at both the school and district levels. The Mississippi Department of Education strives to motivate all students to read as they soar towards excellence.

These guidelines have been established to create a uniform procedure and provide resources for school, district, and regional level reading fairs.

Alignment to the Mississippi College and Career Readiness Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

The Mississippi Reading Fair is aligned to the Mississippi College and Career Readiness Standards (MS CCRS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by:

- allowing the option of completing a reading fair project with an informational text or a literary fiction or non-fiction text in order to provide a balanced approach to the reading of texts. (See Appendices D and E.)
- including informational texts in order to promote the shared responsibility of reading across content areas. (See Appendix E.)
- creating elements of the project/storyboard that embody the skills and concepts embedded in the Standards. (See Appendices D and E.)

MISSISSIPPI READING FAIR CATEGORIES

Individual
Literary Fiction and Non-fiction Narratives Categories

Grades	Division
Kindergarten	Division A
Grade 1	Division B
Grade 2	Division C
Grade 3	Division D
Grades 4-5	Division E
Grades 6-8	Division F
Grades 9-12	Division G

Note: See Appendix B for more information on fictional text.

Individual
Informational Non-fiction Texts Categories

Grades	Division
Grades 3-5	Division H
Grades 6-8	Division I
Grades 9-12	Division J

Note: See Appendices C and D for more information on non-fictional text.

Group/Family
Project Categories (Literary Fiction and Non-fiction Narratives Only)

Grades	Division
Grades PreK-2	Division K
Grades 3-5	Division L
Grades 6-8	Division M
Grades 9-12	Division N

Note: If a group or family project has students in various grades, the project should be placed in the division of the oldest student.

Please pay close attention to **all** the Mississippi Reading Fair categories.

- Students in grades 3-12 have the opportunity to share their favorite non-fiction book. All students deciding to do so are to compete in the Individual Category, within their specified grade group (Divisions H-J). All other entries should only represent **Literary Fiction and Non-fiction Narrative** books.

  Note: Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. Please see Appendices B–D for clarifying information on both text types.

- Family division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. **Individual and group categories will be judged closely on whether the project shows work appropriate for the age level of the student.**

  Note: Each student is limited to participating in only one project. Each group/family project is limited to 3 participants. If a group or family project has students in various grades, the project should be placed in the division of the oldest student. A group project is defined as classmates or students at the same school. A family project is defined as siblings, cousins and guardians only. The projects should reflect the creative and originality of the students in the group.

Storyboard Projects

Size

- A standard tri-fold project board that unfolds to be approximately 36" H x 48" W.

  Note: Boards should be full-sized and not exceed the approved height and width guidelines. Boards that do not meet the size requirements will be disqualified, **even if they proceed to the regional-level competition.**

Display/Safety

- Use the checklists (Appendices E-F) as a guide for creating the project.

- Identifying information (name of the student(s), category and division, student's grade level, homeroom teacher's name, school and district name) **should be labeled on the back of the storyboard**. If any identifying information is placed on the front of the storyboard, the project will be disqualified.

- An accommodations form must be on file for all students requiring additional adult supervision. (See Appendix J)

- Storyboards should be colorful and interesting. Models, shadowboxes, and illustrations that *fit in the middle of the display* are allowed. The total project should not exceed the width, depth or height of the standing display board (approximately 36" W x 14" D x 36" H of table space). There cannot be items protruding from the back or top of the board.

- No items should hang over the edge of the table or be placed on the floor. However, students may hold or wear items that coordinate with the project, if desired. Items used for the project are not to be alive, valuable, or dangerous, including dry ice.

  Note: No object may extend beyond the height, depth, or width of the board.

- Items on the project board may be handwritten or typed. Younger students may require assistance in writing, typing, spelling, cutting, etc. This is permissible and part of the learning process; however, if a student of any age has extensive assistance, please enter the project in the group/family category for grades PreK-2 or 3-5 (Division K-L).

  Note: Storyboard content should match the age, grade level, and ability of the students presenting the project. Students do not have to bring or display the book during the competition.

- Students and teachers are encouraged to accompany their projects throughout all levels of competition; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.

  Note: Only students may present the projects during the judging - even for the group and family projects. If a student needs accommodations, please submit the form included in Appendix J: Students Needing Accommodations Form.

- Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The intent of this competition is for the same project to be judged at different levels.

- Electrical cords are not allowed at any level of competition due to the potential danger they pose in the aisles.

School and District Competitions

- **Only the first place winner of each division at the school level will advance to the district level.** District Reading Fairs may be held as early as **October 31**, District Reading Fairs must be completed and all information submitted to the regional site no later than **January 31**. The first place District Reading Fair winners in each division will advance to one of the regional reading fairs at a location to be determined by the Mississippi Department of Education.

- Each school district may be represented by only **one** project for each division (A-N) at the Regional Reading Fair.

- For information regarding dates of school and district Reading Fairs please contact your school or district.

School, District and Regional Reading Fair Timeline

School Competitions: September 1st through October 31st

Note: If a School District only has one school or grade participating in any of the categories or divisions and is not able to compete with another school in their district then the school level winners will advance to one of the regional reading fair locations.

District Competions: October 31st through January 31st

Note: Districts submitting first place winners to the regional competition must have a student signed photograph/video permission form on file prior to registering for the regional competition (Appendix I).

Regional Competitions: February 1st through March 31st

Regional Competition Dates and Locations

Regional Reading Fair Competitions will be scheduled during **February-March.**

Region 1: February 11, 2017, Lafayette High School, Oxford, MS

Region 2: February 10, 2017, Delta State University, Kent Wyatt Gymnasium, Cleveland, MS

Region 3: February 24, 2017, MSU Kahlmus Auditorium, Meridian, MS

Region 4: March 3, 2017, MS School for the Deaf and MS School for the Blind, Jackson, MS

Region 5: February 24, 2017, Lake Terrace Convention Center, Hattiesburg, MS

How to Register District First Place Winners to Regional Competitions

Each District participating in the Regional Reading Fair **MUST** assign a District level Reading Fair Coordinator. The designated District Reading Fair Coordinator will registrar **ONLY** the first place winners in each division to the Regional Competition. **For information regarding how to registrar or to set up an account to registrar, the designated district level Reading Fair Coordinator will need to contact the North MS Education Consortium at 662-915-7763 or 662-915-7763.**

Note: **It is the classroom teacher and school Reading Fair Coordinator to obtain the correct spelling of all students' names and provide complete contact information for parents/guardians.** Completing the student's information accurately will ensure the timely notification of all parents and students of upcoming date, location, and time for the regional competition.

Before registering the first place winners for the regional competition, the District Reading Fair coordinator should have the following correct information for each student found to be the first place winner at the district level competition. To locate assigned region refer to school/district region assignments section.

Name of School District and Name of School
District Reading Fair Coordinator's E-mail and Phone Number
School Reading Fair Coordinator's E-mail and Phone Number
Name of Student
Division Category
Title of Book
Student's Parent/Guardian Address, E-mail and Phone Number

Regional Competition Contact Information and Assignments

Note: To assist the regional facilitators in managing the number of participants at each site, please participate in your assigned region listed below.
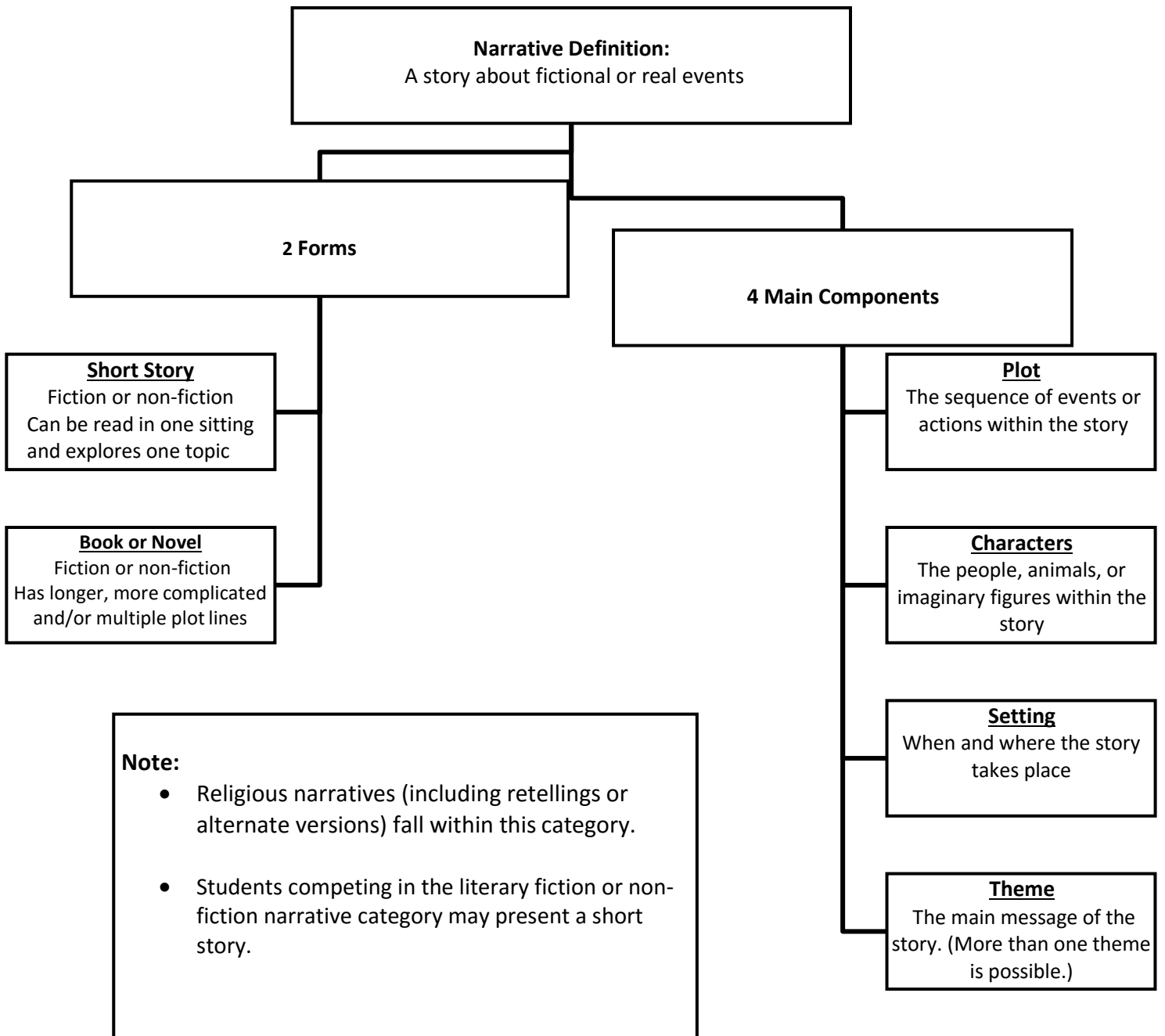
Region 1
North MS Education Consortium 850 Insight Park Avenue, Suite 253C Post Office Box 1848, University, MS 38677-1848 Susan Scott, sscott@olemiss.edu, 662-915-7763 Briana Stewart, bstew@olemiss.edu 662-915-7763
School District Assignments for Region 1: Aberdeen, Alcorn, Amory, Baldwyn, Benton County, Booneville, Calhoun County, Chickasaw County, Coffeeville, Corinth, Desoto County, Holly Springs, Houston, Itawamba County, Lafayette County, Lee County, Marshall County, Monroe County, Nettleton, New Albany, North Panola, North Tippah, Okolona, Oxford, Pontotoc City, Pontotoc County, Prentiss County, Senatobia, South Panola, South Tippah, Tate County, Tishomingo County, Tupelo, Union County, Water Valley, Webster County, Winona.

Region 2
Delta Area Association for Improvement of Schools Delta State University, 323 Ewing Hall DSU Box 3333 Cleveland, MS 38733 Dr. Eddie Anderson, eanderson@deltastate.edu Barbara Washington, bwashington@deltastate.edu 662-846-4354
School District Assignments for Region 2: Benoit, Carroll County, Clarksdale, Cleveland, Coahoma Agricultural, Coahoma County, Drew, East Tallahatchie, Greenville, Greenwood, Grenada, Hollandale, Humphreys County, Indianola, Leflore County, Leland, Mound Bayou, North Bolivar, Quitman County, Shaw, South Delta, Sunflower County, Tunica County, West Bolivar, West Tallahatchie, and Western Line.

Region 3
East MS Center for Education Development Mississippi State University 1000 Highway 19 North, Meridian, MS 39307-5799 Sherry Gant, sgant@emced.org, 601-484-0306
School District Assignments for Region 3: Attala County, Choctaw County, Choctaw Tribal Schools, Columbus, Enterprise, Forest, Kemper County, Kosciusko, Lauderdale County, Leake County, Louisville, Lowndes County, Meridian, Neshoba County, Newton County, Newton City, Noxubee Co., Starkville/Oktibbeha County, Pearl, Philadelphia, Quitman Municipal, Rankin County, Scott County, Smith County, Union City, and West Point, MS School for Math and Science.

Region 4

	Southwest MS Education Consortium Jackson State University, 3825 Ridgewood Road Post Office Box 23, Jackson, MS 39211 Carolyn Mack, cmack@jsums.edu, Kelli Olive, kelli.a.olive@jsums.edu 601-979-8894 or 601-979-8888

School District Assignments for Region 4:

Natchez-Adams County, Hazlehurst City, Canton, Hazelhurst, Hinds County, Jackson Public, Jefferson County, Jefferson Davis County, Lincoln County, South Pike, Madison Co., School for Deaf/Blind, Wilkinson County, Holmes County, Yazoo City, Yazoo County, and Vicksburg-Warren.

Region 5

	Southern Regional Educational Service Agency 409 North 37th Avenue, Hattiesburg, MS 39404 Post Office Box 18859 Dr. Irene Dearman, frances.dearman@usm.edu, 601-266-6777

School District Assignments for Region 5:

Amite County, Brookhaven, Claiborne County, Columbia, Copiah County, Covington County, East Jasper, Franklin County, Greene County, Hattiesburg, Jackson County, Jones County, Lamar County, Laurel, Lawrence County, Lumberton, Marion County, McComb, Moss Point, Natchez-Adams, North Pike, Perry County, Richton, Simpson County, South Pike, Walthall County, Wayne County, West Jasper, Bay-Waveland, Biloxi, Catholic Diocese of Biloxi, Forrest County, Forrest County Agricultural, George County, Gulfport, Hancock County, Harrison County, Long Beach, Ocean Springs, Pascagoula, Pass Christian, Pearl River County, Petal, Picayune, Poplarville, and Stone County.

Characteristics of Literary Fiction and Non-fiction Narrative

Narrative Definition:
A story about fictional or real events

2 Forms

4 Main Components

Short Story
Fiction or non-fiction
Can be read in one sitting and explores one topic

Book or Novel
Fiction or non-fiction
Has longer, more complicated and/or multiple plot lines

Plot
The sequence of events or actions within the story

Characters
The people, animals, or imaginary figures within the story

Setting
When and where the story takes place

Theme
The main message of the story. (More than one theme is possible.)

Note:
- Religious narratives (including retellings or alternate versions) fall within this category.

- Students competing in the literary fiction or non-fiction narrative category may present a short story.

Understanding Informational Non-fictional Text

The first component of informational non-fiction is *genre*. Genres of **non-fiction** can be identified by one single factor: the intent or purpose of the writing. On the other hand, genres of **fiction** blend together. For instance, a fantasy story can have characteristics of an adventure story, but not all adventure stories are fantasies. Genres of non-fiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.
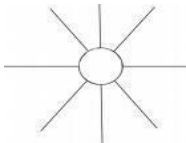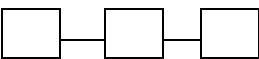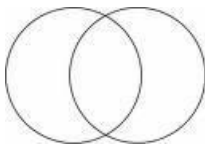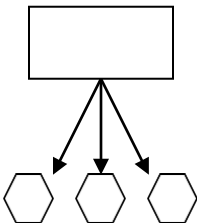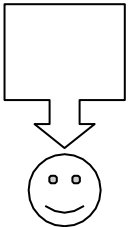
The six main genres of non-fiction are:

1. Instructional: Describes how something is done or made.

2. Explanatory: Tells what happened or how something works, with defined reasons.

3. Report: Tells how things are discovered.

4. Discussion: Looks at both sides of an idea and makes a decision.

5. Opinion/Argument: Decides on a point-of-view and has reasons to support the view.

Students should be aware of the variety and format of the structures of non-fictional text. Some structures or formats of non-fiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes non-fictional text so unique. The structure can take on different tones and formats depending on the author's intent.

Students may select from the following non-fiction formats to complete reading fair projects:

- Autobiographies
- Biographies
- Book/movie reviews
- *Consumer Reports* articles
- Debates
- Editorials
- Essays

- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches

Graphic Organizer Examples for Students to Use When Developing Projects

Graphic Organizer	Text Pattern	Signal Words	Description
	Description	On, over, beyond, within, like, as, among, descriptive adjectives, figurative language	Reader should expect the writer to tell characteristics.
1·2·3	Established Sequence	Numbers, alphabets, days of the week, months of the year, centuries	Reader should expect to follow an established and known sequence in gathering information.
	Chronological Sequence	First, second; before, after; then, next; earlier, later, last, finally; again, in addition to; in the beginning/end	Reader should expect that events will be told in order of the time they happened.
	Comparison and Contrast	While, yet, but, rather, most, either, like, unlike, same as, on the other hand, although, similarly, the opposite of, besides, however	Reader should expect to learn similarities and differences.
	Cause and Effect	Since, because, thus, so that, if…then, therefore, due to, as a result, this led to, then…so, for this reason, consequently	Reader should expect to learn the effect of one entity on another or others; reader should expect to learn why this event takes place.
	Problem and Solution	All signal words listed for cause and effect; propose, conclude, the solution is, the problem is, research shows, a reason for, the evidence is that	Reader should expect to identify a problem, predict a solution, and be told a solution or solutions; reader expects to know why the solution is viable.
	Question and Answer	Why, what, when, how, why	Reader should expect to consider a question, come up with an answer, and verify the answer.
	Combination	Any and all	Writer uses a combination of patterns within any one text or section of text.

Student's Reading Fair Project Checklist
Literary Fiction or Non-fiction Narrative
(Divisions A-G and K-N)

All of the following must be present on the board:
Note: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

_____Title
_____Author
_____Publisher and Publication Date
_____Plot Summary:
- PK-1: Retell (through writing/drawing/dictating the story) (RL.K-1.2).
- 2-3: Recount the story in a written response (RL.2-3.2) (This includes the message or lesson of the story.)
- 4-12: Summarize the story in a written response (RL.4-12.2) (This includes the message or theme of the story.)

_____Main Characters: only those important to the story line
_____Setting: place and time of story
_____Conflict: the problem in the story
_____Solution or Resolution: how the problem is resolved
_____Author(s) Study: Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author.(Grades 9-12)

Writing:
- ☐ Writing is neat and inviting.
- ☐ Writing is easily understood.

Creativity:
- ☐ Project is original.
- ☐ Project demonstrates imagination.
- ☐ Unique materials are used to express ideas.

Quality of Project:
- ☐ Project follows the guidelines.
- ☐ Project is durable and will last through several rounds of competition without physical support.

Thoroughness of Written Information:
- ☐ Project captures the most important information.
- ☐ Project captures the concept/point the author made in the book.

Interest Evoked:
- ☐ Project demonstrates student's ability.
- ☐ Project encourages others to read the book.
- ☐ Project attracts others and makes them interested in the work.

I acknowledge this project is complete and ready to compete against other students in the Mississippi Reading Fair.

_____
Signature of Student   **Date**

Student's Reading Fair Project Checklist
Informational Non-fiction Text
(Divisions H-J)

All of the following must be present on the board:

_____ Title

_____ Author

_____ Publisher and Publication Date

_____ Type of Informational Text: Discussion, Report, Explanatory, Opinion/Argument, Instructional

_____ Text Summary:

- PK-2: Identify the main topic and retell the key details (through writing/drawing/dictating) of the text (RI.K-1.2).
- 3: Recount the main idea and key details the text in a written response (RI.2-3.2).
- 4-12: Summarize the text in a written response (RI.4-12.2).(Include the main/central idea in this summary.)

_____ Use of graphic organizers to capture the main/central idea and/or main points important to the text

_____ Student connections (text-to-self, text-to-text, and/or text-to-world)

_____ Author's Purpose: Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question) (CCR.R.6).

_____ Topic Study: Recommend another text that has similar or opposing/alternate information on the same topic (Grades 9-12) (CCR.R.9).

Note: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

Writing:

☐ Writing is neat and inviting.
☐ Writing is easily understood.

Creativity:

☐ Project is original.
☐ Project demonstrates imagination.
☐ Unique materials are used to express ideas.

Quality of Project:

☐ Project follows directions from the guidelines.
☐ Project is durable and will last through several rounds of competition without physical support.

> **Note:** There are primarily three types of connections students can make while reading: text-self, text-text, and text-world. When making a text-self connection, students are often reminded of some event that occurred during their life or make a connection between events they have participated in that is similar to that in the story. In text-text, students are reminded of another piece of written material that is similar to the story they are reading. In text-world, students relate the events in the book to a current event.

Thoroughness of Written Information:

☐ Project captures the most important information.
☐ Project captures the concept/point the author made in the book.

Interest Evoked:

☐ Project demonstrates student's ability.
☐ Project encourages others to read the book.
☐ Project attracts others and makes them interested in the work.

I acknowledge this project is complete and ready to compete against other students in the Mississippi Reading Fair.

_____

Signature of Student   **Date**

Reading Fair Judging Procedures

Each project will be judged by three judges.
- Obtain your score sheets.
- Judges clipboard will have a set (one sheet per project) for each division that you will be judging.
- Before you begin judging, please make sure that you write your Judge's Number in the correct space on the rubric.
- Before you begin judging, please make sure the participant's number is already written on each sheet for a particular division. For example, Division A will have participant sheets A-1, A-2, A-3, and A-4 in one set.
- When you begin judging, match the participant's number in the upper right hand corner on the rubric with the participant's number on the table in front of the student's board.
- Please limit judging to one judge per student/project at a time.
- Judges do not have to tally points. Individuals have been assigned to do this.
- As you complete one set of sheets (one division) for your assigned projects, please turn in at the registration table. Once Reading Fair staff has verified that all fields are complete, return to judging your next division (if you have been assigned more than one division), ensuring that you follow the same procedures for judging and returning sheets for that division. As you complete each set, Reading Fair staff will take your score sheets for tabulation.

  Note: If you are reassigned to new divisions, please make certain the change is indicated on the judge's assignment sheet. This may happen in the event the judge knows the student(s), resides in the same local area as the student(s), or where there is a possibility of conflicts of interest.

Tiebreaker Judges

Usually, judges are breaking ties between two students in a particular division. In the case of a tie, use the rubric marked "Tiebreaker".
- In the upper right corner of the Tiebreaker Rubric, indicate the participant number of the students whose boards you are judging. Judges can locate this information on the card positioned in front of the student's storyboard and/or on their name tags. This is a letter and number. (For example, A-1).
- You do not have to tally points. Individuals have been assigned to do this.
- Once you have judged the boards, return to the registration table or judging room and hand the sets to an individual working at the registration table or in the judge's room.

Things to Keep in Mind While Judging:

Interaction with the participants competing in the Reading Fair is strongly encouraged. In an effort to maintain consistency with each participant, only ask the three questions found in the gray shaded box on the judging rubric.

Literary:
1. Which character was your favorite? Why?
2. How did you (or you and the rest of your group or family) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Informational:
1. Is the subject/topic something you are interested in or want to know more about? Explain.
2. How did you (or you and the rest of your group or family) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

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READING FAIR JUDGE'S Literary Fiction or Non-fiction Narrative RUBRIC
(Use this rubric for Divisions A-G and K-N)

JUDGE'S NUMBER _____   PARTICIPANT'S NUMBER _____

All of the following must be present on the board:

_____ Title

_____ Author

_____ Publisher and Publication Date

_____ Plot Summary:
- PK-1: Retell (through writing/drawing/dictating the story) (RL.K-1.2).
- 2-3: Recount the story in a written response (RL.2-3.2) (This includes the message or lesson of the story.)
- 4-12: Summarize the story in a written response (RL.4-12.2) (This includes the message or theme of the story.)

_____ Main Characters: only those important to the story line

_____ Setting: place and time of story

_____ Conflict: the problem in the story

_____ Solution or Resolution: how the problem is resolved

_____ Author(s) Study: Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author. (Grades 9-12)

Deduct 10 points if ANY of the above story elements are not present on the board. _____

Deduct 10 points if student involvement is not evident in the display. _____

Note: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

CATEGORY	SCORING	POINT TOTAL
Clarity of Writing ---Captures attention ---Easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ---Has originality of subject or idea ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Quality of Project ---Follows directions ---Demonstrates skill, craftsmanship, and durability	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Thoroughness of Written Information ---Proper emphasis is placed on important items ---Completely portrayed the concept of the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Interest Evoked ---Represents real study and effort ---Exhibit is appropriate to age level ---Encourages viewer to read this book ---Project is visually appealing	Lowest Highest 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	20 Points/ _____
Questions Judges should ask at a minimum: 1. Which character was your favorite? Why? 2. How did you (or you and the rest of your group or family) decide upon the design of the project? 3. What was the best part of the story? What part of the book, if any, did you not like?		Total Points _____ Points Deducted _____ **Grand Total** _____

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READING FAIR JUDGE'S **Informational Non-fiction Text** RUBRIC
(Use this rubric for Divisions H-J)

JUDGE'S NUMBER _____   **PARTICIPANT'S NUMBER** _____

All of the following must be present on the board:

_____ Title

_____ Author

_____ Publisher and Publication Date

_____ Type of Informational Text: Discussion, Report, Explanatory, Opinion/Argument, Instructional

_____ Text Summary:

- PK-2: Identify the main topic and retell the key details (through writing/drawing/dictating) of the text (RI.K-1.2).
- 3: Recount the main idea and key details the text in a written response (RI.2-3.2).
- 4-12: Summarize the text in a written response (RI.4-12.2)(Include the main/central idea in this summary.)

_____ Use of graphic organizers to capture the main/central idea and/or main points important to the text

_____ Student connections (text-to-self, text-to-text, and/or text-to-world)

_____ Author's Purpose: Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)(CCR.R.6).

_____ Topic Study: Recommend another text that has similar or opposing/alternate information on the same topic (Grades 9-12)(CCR.R.9).

Deduct 10 points if ANY of the above story elements are not present on the board. _____

Deduct 10 points if student involvement is not evident in the display. _____

Note: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

CATEGORY	SCORING	POINT TOTAL
Clarity of Writing ---Captures attention ---Easily understood	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/_____
Creativity ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/_____
Quality of Project ---Follows directions ---Demonstrates skill, craftsmanship, and durability	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/_____
Thoroughness of Written Information ---Proper emphasis is placed on important items ---Completely portrays the concept of the book ---Uses appropriate graphic organizer to illustrate the main idea of the author	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/_____
Interest Evoked ---Represents real study and effort ---Encourages viewer to read this book	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/_____
Questions Judges should ask at a minimum: 1. Is the subject/topic something you are interested in or want to know more about? Explain. 2. How did you (or you and the rest of your group or family) decide upon the design of the project? 3. What was the best part of the story? What part of the book, if any, did you not like?	**Total Points** _____ Points Deducted _____ **Grand Total** _____	

Reading Fair Photograph/Video Permission Form

Note: This form should be on file at the student's school.
Only advance to each level of competition if permission is denied.

Student's Name: _____
(Please Print)

Parent/Guardian's Name: _____
(Please Print)

School:_____

District:_____

Title of Book: _____

Select Category student will represent. (Check one category.)

Individual	Group	Family
Division _____	Division _____	Division _____

Note: Check all that apply

☐   **Permission is given for the above named individual(s) presenting at the School, District and Regional Level Reading Fairs to be photographed and/or videotaped.**

☐   **Permission is not given for the above named individual(s) presenting at the School, District and Regional Levels Reading Fairs to be photographed and/or videotaped.**

☐   **Child requires special accommodations. Please send Appendix J form to the District and Regional Level coordinators.**

_____   _____
Parent/Guardian Signature   **Date**

_____   _____
School Representative Signature   **Date**

Note: This form is to be kept on file at the school/district level.

Students Needing Accommodations Form

It is imperative that the school, district, and regional coordinators are notified at least **3 weeks** in advance of the event if a student is in need of specialized accommodations. This will provide adequate time for the host site to ensure that the required accommodations are available and accessible to the participant.

Note: This form must advance to each level of competition.

Name of Student: _____
(Please Print)

Parent/Guardian Signature: _____

Administrator Signature: _____

Name of Personal Assistant: _____
(**Note:** If needed, this person will accompany the student to each level of competition.)

School: _____

District: _____

Title of Book: _____

Select Category student will represent. **(Check one category)**

Individual	**Group**	**Family**
Division____	**Division**____	**Division** ____

Types of Accommodations Needed:

_____

_____

_____

_____

Glossary of Terms

Argument: A logical way of presenting a belief, conclusion, or stance. Effective arguments are supported by reasoning and evidence.

Author: The originator of any written work.

Author's Purpose: An author's main reason for writing. A writer's purpose may be to entertain, to inform, to persuade, to teach a moral lesson, or to reflect on an experience. An author may have more than one purpose for writing.

Autobiography: A written account of an author's own life.

Biography: An account of a person's life written by another person.

Book/Movie Review: A form of literary criticism in which a book is analyzed based on content, style, and merit. It is often carried out in periodicals, as school work, or on the Internet.

Cause and Effect: Text structure in which the author presents one or more causes and then describes the resulting effects.

Central Message (central idea): The main idea of a fictional text; the central message may be directly stated or implied.

Comparison and Contrast: Text structure in which the author compares and contrasts two or more similar events, topics, or objects.

Concrete Words and Phrases: Words or phrases used to describe characteristics and/or qualities that can be perceived through the senses.

Conflict: A struggle or clash between opposing characters, forces, or emotions.

Consumer Reports: Publication that provides reviews and comparisons of consumer products and services based on reporting and results from testing.

Debate: Form of literary conflict demonstrating both sides of an argument.

Description: Text structure that presents a topic, along with the attributes, specifics, or setting information that describes that topic.

Detail: Fact revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational texts, details provide information to support the author's main point.

Dictating: The process of writing down what someone else has said; a way for a parent or teacher to record a child's ideas when the writing demands surpass the child's writing skills.

Editorial: Article presenting the opinion of the editors or publishers.

Essay: A short piece of writing which is often written from an author's personal point of view.

Evidence: Supporting information a writer or speaker uses to prove a claim.

Fantasy: Story employing imaginary characters living in fictional settings where the rules of the real world are altered for effect.

Fiction: Imaginative literary works representing invented rather than actual persons, places, and/or events.

Figurative Language: An expression that departs from the accepted literal sense or from the normal order of words; an extension of this definition includes the use of sound for emphasis, including onomatopoeia, alliteration, assonance, and consonance.

Graphic: Pictorial representation of data or ideas using columns, matrices, or other formats.

Informational Texts: Nonfiction texts that contain facts and information; also referred to as expository texts.

Interview: Meeting at which information is gathered by asking questions of a person about an event, experience, or idea.

Journal: Daily record of events.

Literary Nonfiction: Text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue. Additionally, literary nonfiction may also persuade, inform, explain, describe, or amuse.

Main Idea: The central thought of a nonfiction text.

Narrative: A story about fictional or real events.

Observation: Act of making and recording a measurement.

Opinion Piece: Writing in which a personal opinion is expressed about a topic. As grade levels progress, the writer must support a point of view with reasons and/or information.

Plot: Sequence of events or actions in a short story, novel, or narrative poem.

Publisher: Person or company that produces and distributes printed material.

Publication Date: The date the material was printed.

Proposal: Collection of plans or assumptions.

Purpose: Specific reason or reasons for writing. Purpose conveys what the readers have to gain by reading the selection; it is also the objective or the goal that the writer wishes to establish.

Reason: The logical support behind an argument.

Report: Detailed account of an occurrence or situation.

Retelling: Recalling the content of what was read or heard.

Plagiarism: Using someone else's words or ideas as your own. Plagiarism involves copying or borrowing someone else's original ideas. A photograph or scan of a copyrighted image (for example: using a photograph images from a book, a book cover)

Problem/Solution: Text structure in which the main ideas are organized into two parts: Problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Setting: The time and place in which events in a short story, novel, or narrative poem take place.

Sequence: Text structure in which ideas are grouped on the basis of order or time.

Speech: Written account of formal spoken communication to an audience.

Summary: A condensed version of a larger reading in which a writer uses his or her own words to express the main idea and relevant details of the text.

Text-to-Self Connection: Linking a topic or situation in the story to a personal experience.

Text-to-Text Connection: Linking a topic or situation in the story to another book or story.

Text-to-World Connection: Linking a topic or situation in the story to an event that has occurred in the world, environment, or student's community.

Theme: Central meaning of a literary work. A literary work can have more than one theme.

Tone: Describes the writer's/speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and details. Tone can be serious, humorous, sarcastic, objective, etc.