Mississippi Reading Fair Guidelines

2014-2015

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MISSISSIPPI READING FAIR GUIDELINES

The purpose of the *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 forms must be used when submitting information for the regional and state level competitions.

This document includes:

- a brief history of the reading fair,
- 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 story board.

History and Goal

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 storyboard display. The implementation of the Common Core State Standards (CCSS) places an emphasis on students reading complex texts at each grade level. CCSS also places value on reading informational texts. The goal of the Reading Fair is to enhance and encourage reading at all grade levels and to allow students to collaborate with their peers. Ultimately, 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 four levels of competition: school, district, regional, and state. Only first place winners in each division proceed to the next round of competition. Over 1,200 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.
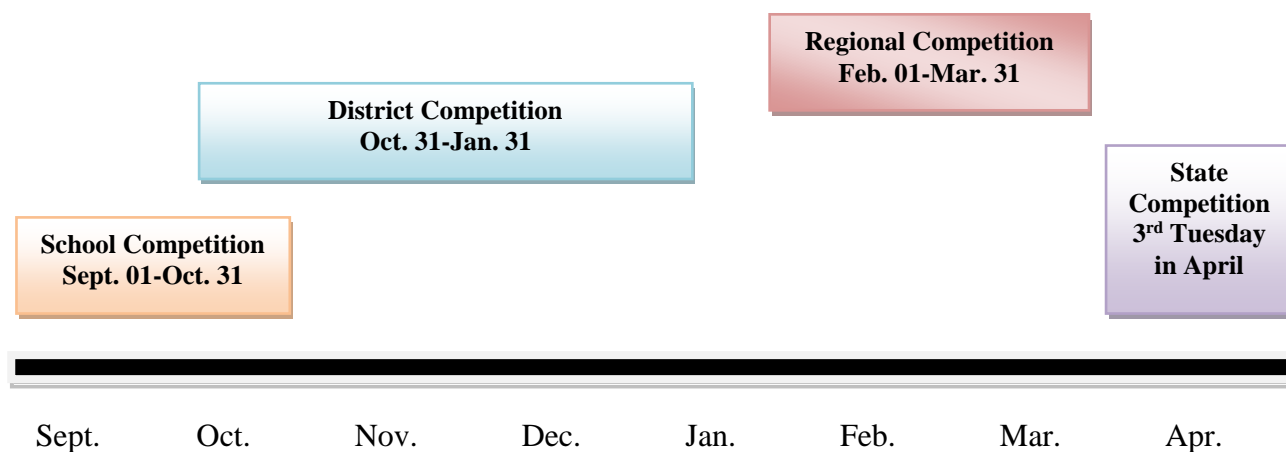
MISSISSIPPI READING FAIR GUIDELINES
Sponsored by the Mississippi Department of Education
Office of Curriculum and Instruction

These guidelines have been established to create a uniform procedure and provide forms for school, district, and regional level reading fairs. **Note: <u>All forms must be used when submitting first place winners to the next level of competition. All students must have a signed photograph/video permission form (Appendix I) on file at the school/district prior to each level of competition.</u>**

<u>Competitions</u>

- **<u>Only</u>** 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. Regional fairs will be scheduled during **February-March**. Regional competitions must be completed and all information submitted to the Mississippi Department of Education no later than **April 1.** Online regional competition registration details will be provided at a later date. The first place regional winner in each category will advance to the State Reading Fair, which will be scheduled on the **third Tuesday in April** each year in Jackson, MS.

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

Annual Reading Fair Timeline

Regional Competition
Feb. 01-Mar. 31

District Competition
Oct. 31-Jan. 31

State Competition
3rd Tuesday in April

School Competition
Sept. 01-Oct. 31

| Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. |

Categories

- Individual Fiction: Grades K-12 (Divisions A-G)
- Individual Non-Fiction: Grades 3-12 (Divisions H-J)
- Group/Family: Grades PreK-12 (Divisions K-N)

Please pay close attention to **all** categories listed in Appendix A: 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 **fictional** 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.

Storyboards

Size

- A standard tri-fold project board that unfolds to be 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 state-level competition.** *See Reading Fair Step-by-step guide for examples.*

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 stroryboard, 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). There can not 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.

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

- Items on the boards 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.

APPENDICES

MISSISSIPPI READING FAIR CATEGORIES
Sponsored by the Mississippi Department of Education
Office of Curriculum and Instruction

Individual
Fiction 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
Non-fiction 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 (Fiction 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.

Characteristics of Fictional Text

Definition:
A story from a writer's imagination

2 Forms

4 Main Components

Short Story
Can be read in one sitting and explores one topic

Novel
Has longer and more complicated plot

Plot
The sequence of events 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

Note:
- Biblical stories are considered fictional only when the characters are non-human and personify (portray) human characteristics (e.g., Veggie Tales).

- Students competing in the fictional category may present a short story.

Understanding Non-Fictional Text

The first component of 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.

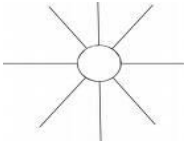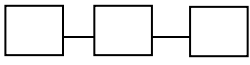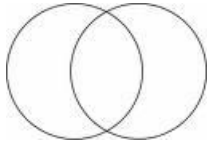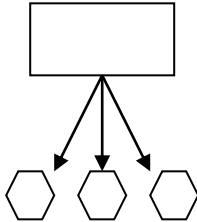The six main genres of non-fiction are:
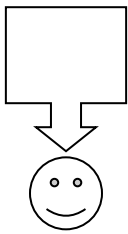
1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion: Decides on a point-of-view and has reasons to support the view.
6. Relate: Retells the information or events for an audience.

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 and Samples for Students
and Parents 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.

Reading Fair Project Checklist for Fiction

Project has the following:

_____ Title

_____ Author

_____ Publisher and Publication Date

_____ Main Characters - only those important to the story line

_____ Setting - place and time of story

_____ Plot Summary - brief summary (not a retelling) of what the story is about and what takes place

_____ Conflict - the problem in the story

_____ Solution or Resolution - how the problem is resolved

_____ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)

_____ Tone or Mood - describes how the author wants the reader to feel while reading the story

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**

Revised August 2014

Reading Fair Project Checklist for Non-Fiction

Project has the following:

_____ Title

_____ Author

_____ Publisher and Publication Date

_____ Student prediction based on events and facts presented (before and after reading)

_____ Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)

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

_____ Brief summary about the book

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

_____ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)

_____ Follow-up questions to the author after reading the non-fiction text

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 an event 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 JUDGE'S **FICTION** 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
_____Main Characters - only those important to the story line
_____Setting - place and time of story
_____Plot Summary - brief summary (not a retelling) of what the story is about and what takes place
_____Conflict - the problem in the story
_____Solution or Resolution - how the problem is resolved
_____Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
_____Tone or Mood - describes how the author wants the reader to feel while reading the story

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. _____

CATEGORY	SCORING		POINT TOTAL
Clarity of Writing	**Lowest**	**Highest**	
---Captures attention	1 2 3 4 5		
---Easily understood	1 2 3 4 5		10 Points/_____
Creativity	**Lowest**	**Highest**	
---Has originality of subject or idea	1 2 3 4 5 6 7 8 9 10		
---Demonstrates imagination in manner of production/presentation	1 2 3 4 5 6 7 8 9 10		30 Points/ _____
---Has clever, inventive, and effective use of materials to express ideas	1 2 3 4 5 6 7 8 9 10		
Quality of Project	**Lowest**	**Highest**	
---Follows directions	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
---Demonstrates skill, craftsmanship, and durability	1 2 3 4 5 6 7 8 9 10		
Thoroughness of Written Information	**Lowest**	**Highest**	
---Proper emphasis is placed on important items	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
---Completely portrayed the concept of the book	1 2 3 4 5 6 7 8 9 10		
Interest Evoked	**Lowest**	**Highest**	
---Represents real study and effort	1 2 3 4 5		
---Exhibit is appropriate to age level	1 2 3 4 5		20 Points/ _____
---Encourages viewer to read this book	1 2 3 4 5		
---Project is visually appealing	1 2 3 4 5		
Questions Judges should ask at a minimum:			**Total Points** _____
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?			Points Deducted _____ **Grand Total** _____

READING FAIR JUDGE'S **NON-FICTION** 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
_____Student prediction based on events and facts presented (before and after reading)
_____Structure of text/genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
_____Use of graphic organizers to capture the main idea and/or points important to the text
_____Brief summary about the book
_____Student made connections (text-to-self, text-to-text, and/or text-to-world)
_____Author's Purpose - why the author wrote the story (to entertain, inform, persuade, etc.)
_____Follow-up questions to the author after reading the non-fiction text

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

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

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 will advance to each level of competition.

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 State Level Reading Fair to be photographed and/or videotaped.**

☐ **Permission is not given for the above named individual(s) presenting at the State Level Reading Fair to be photographed and/or videotaped.**

☐ **Child requires special accommodations. Please attach Appendix J form to this form.**

_____   _____
Parent/Guardian Signature   **Date**

_____   _____
School Representative Signature   **Date**

_____   _____
District Representative Signature   **Date**

_____   _____
Regional Representative Signature   **Date**

Students Needing Accommodations Form

Revised August 2014

It is imperative that the school, district, regional, and state coordinato
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 <u>must</u> advance to each level of competition. Please attach to Reading
Fair Photograph/Video Permission Form.

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:

_____

_____

_____

_____

Reading Fair Winner Record Form

Please <u>TYPE</u> or <u>PRINT</u> information and be sure to obtain the correct spelling of all students' names and provide complete contact information for parents/guardians.   Completing this form accurately will ensure the timely notification of all parents and students of upcoming dates, locations, and times for competition. This form must be completed for each level of competition (school, district, and regional).

District: _____

Reading Fair Coordinator: _____ **E-mail:** _____

School: _____

Reading Fair Coordinator: _____ **E-mail:** _____

Division	Student Name	Parent/Guardian	Local Newspaper
A		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
B		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
C		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
D		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
E		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**

		Name:	Name:
F		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
G		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
H		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
I		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
J		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
K		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
L		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
M		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**
N		**Name:** **Address:** **E-mail:**	**Name:** **Address:** **E-mail:**

Glossary of Terms

Author: The originator of any written work.

Autobiography: Story of a person's life written by her/himself.

Biography: Story 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.

Conflict: Problems within a story.

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.

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.

Graphic Organizer: Visual representation that helps organize knowledge, concepts, or ideas.

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

Journal: Daily record of events.

Observation: Act of making and recording a measurement.

Plot: The order of events in a narrative or any other type of story.

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

Publication Date: The date the material was printed.

Proposal: Collection of plans or assumptions.

Report: Detailed account of an occurrence or situation.

Resolution/Solution: End result of solving a problem or question; explanation.

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

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: Subject or topic.

Tone/Mood: How the author feels when writing a story.

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