



Rankin County School District

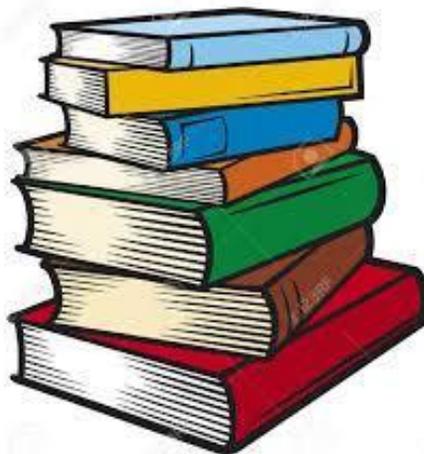
TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Reading Fair 2021-2022

Student Guidelines

Pre-Kindergarten - Twelfth Grade



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. This document includes:

- alignment to the College-and Career-Ready Standards,
- guidelines for creating award-winning literary competition projects,
- and explanation of categories.

The purpose of the competition is to provide students in grades pre-kindergarten through twelve the opportunity to share their favorite fictional, nonfiction narrative, or informational book through a storyboard or digital media display. With the implementation of the Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts, World Languages, Visual Arts, and Early Childhood, an 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 create presentations that demonstrate imagination and effective use of various materials to express ideas. 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. As a result of participating in this process, students will experience a deeper enjoyment from reading and develop a lifelong love of reading.

**There will be two levels of competition this year: School Level and District Level.
District Level winners will be recognized at their local schools.**

Reading Fair Categories

FAMILY: Literary Fiction Categories (Grades PreK-2)

Grades	Division	Presentation Type
Grades PreK-K	Division 0F	Storyboard + Flipgrid Video Explanation
Grades 1	Division 1F	Storyboard + Flipgrid Video Explanation
Grade 2	Division 2F	Storyboard + Flipgrid Video Explanation

NOTE: Division 0F-2F projects should portray a book appropriate to the age of the student. The student should be very knowledgeable about the book's story elements and should have an active part in the construction of the display or the creation of the digital presentation. Division 0F-2F participants should create a storyboard and record a Flipgrid video recording explaining project components. Although adults can aid students and give verbal questions and cues, the goal of the Flipgrid Video Explanation is for the student to share the required components of the book age appropriately proving the student's comprehension.

INDIVIDUAL: Literary Fiction Categories (Grades 3-5)

Grades	Division	Presentation Type
Grade 3	Division 3F	Storyboard + Flipgrid Video Explanation
Grade 4	Division 4F	Storyboard + Flipgrid Video Explanation
Grade 5	Division 5F	Storyboard + Flipgrid Video Explanation

NOTE: Division 3F-5F participants should create a storyboard and record a Flipgrid video recording explaining project components.

INDIVIDUAL: Literary Fiction Categories (Grades 6-12)

Grades	Division	Presentation Type
Grade 6	Division 6F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 7	Division 7F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 8	Division 8F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 9	Division 9F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 10	Division 10F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 11	Division 11F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 12	Division 12F	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare

NOTE: Division 6F-12F have a choice to create a storyboard and record a flipgrid video recording explaining project components OR to create a digital presentation (Google Slides or Microsoft Powerpoint) and screenshare while recording themselves reading the presentation using Flipgrid.

INDIVIDUAL: Informational Nonfiction Text Categories (Grades 3-5)

Grades	Division	Presentation Type
Grade 3	Division 3NF	Storyboard + Flipgrid Video Explanation
Grade 4	Division 4NF	Storyboard + Flipgrid Video Explanation
Grade 5	Division 5NF	Storyboard + Flipgrid Video Explanation

NOTE: Division 3NF-5NF participants should create a storyboard and record a Flipgrid video recording explaining project components.

INDIVIDUAL: Informational Nonfiction Text Categories (Grades 6-12)

Grades	Division	Presentation Type
Grade 6	Division 6NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 7	Division 7NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 8	Division 8NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 9	Division 9NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 10	Division 10NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 11	Division 11NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare
Grade 12	Division 12NF	Storyboard + Flipgrid Video Explanation OR Digital Presentation + Flipgrid Screenshare

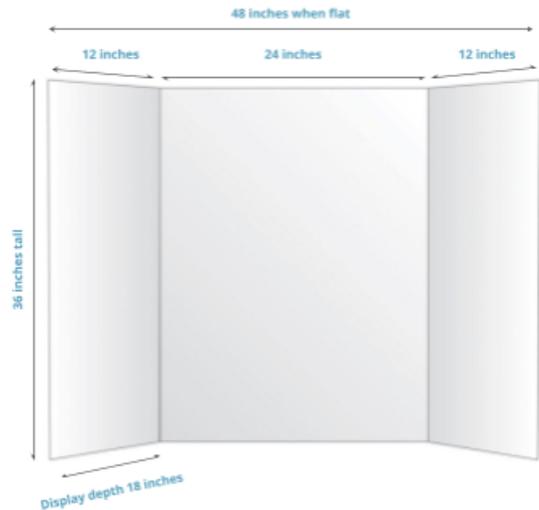
NOTE: Division 6NF-12NF have a choice to create a storyboard and record a Flipgrid video recording explaining project components OR to create a digital presentation (Google Slides or Microsoft Powerpoint) and screenshare while recording themselves reading the presentation using Flipgrid.

Reading Fair Categories

- Check your school's Reading Fair Google Classroom for a guide on distinguishing fiction versus nonfiction texts, Fiction and Nonfiction checklists to ensure you include all required components, and other useful Reading Fair aids.
- Students in grades 3-12 have the opportunity to share their favorite nonfiction book. All students deciding to do so are to compete in the Individual Divisions, within their specified grade group (Divisions 3NF-12NF). All other entries should represent **Fiction** books only.
- The school's librarian is an excellent resource for determining if the book selected is indeed fictional. Books do not have to be on reading level. Students have free choice in selecting a book for the Reading Fair.
- Projects in PreK-2 Family Division should portray a book appropriate to the age of the student. The student should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. **Family Division projects will be judged closely on whether the project shows work appropriate for the age level of the student.**
- English Language Learners can create bilingual presentations to represent their native language as well as English. Each presentation element must be translated into English for judging. Elements not translated into English will have points deducted.

PRESENTATION OPTION: STORYBOARD PROJECTS + FLIPGRID

- **Maximum** time limit is 5 minutes.
- A standard tri-fold project board should unfold to be approximately 36" H x 48" W.
- Use the checklists as a guide for creating the project.
- Identifying information (name of the student, category and division, student's grade level, homeroom teacher's name) will be entered via Flipgrid; therefore, it will not need to be on the board.
- Only students may present the projects during the video, even for the family projects. Parents may prompt students as needed for Divisions 0F-1F. If a student needs accommodations, please submit the **Students Needing Accommodations Form** for additional adult supervision.



- Storyboards should be colorful and interesting. Models, shadow boxes, and illustrations that **fit in the middle of the display** are allowed. 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.
- 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. See **Divisions 0F, 1F, and 2F** regarding Family Division.
- Storyboard content should match the age, grade level, and ability of the student presenting the project. Students do not have to bring or display the book during the competition.
- Electrical cords are not allowed due to the potential danger they pose.
- No food or drinks can be used with the projects. Empty packages may be used as part of the display or on the display board.

PRESENTATION OPTION: DIGITAL MEDIA PROJECTS + FLIPGRID SCREEN SHARE

- **Maximum** time limit is 5 minutes.
- Students in grades 6-12 may create digital presentations using PowerPoint, Google Slides, or another digital presentation format of their choice.
- Students must use their own iPad or laptop computer.
- Any materials that are deemed copyrighted, such as book covers or Internet images, must give credit to the creator or source.
- Project is to be written in the student's own words and information cannot be directly copied or plagiarized from any source.
- Digital Projects must contain the same elements as the Storyboard Project.
- After creating the digital media presentation, the student will screen share from Flipgrid and read the presentation aloud. This will help our students have a voice and allow judges to see and hear the passion behind each creator's work.

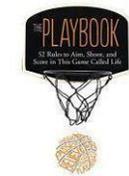
Reading Fair Timeline

- January 11, 2022: Librarians begin discussing and providing information to students about the Reading Fair.
- February 1, 2022, through March 9, 2022: School-Level Reading Fairs will be held. School-Level Winners are based on the grade levels and Reading Fair categories, as well as the following overall grouped categories:
 - Family Literary Fiction PK-2
 - Individual Literary Fiction 3-5
 - Individual Literary Fiction 6-8
 - Individual Literary Fiction 9-12
 - Individual Informational NonFiction 3-5
 - Individual Informational NonFiction 6-8
 - Individual Informational NonFiction 9-12
- March 11, 2022: The Flipgrid entry for the School Champions for each of the overall grouped categories for each school will be submitted to the district for the District-Level Reading Fair.
- Beginning March 23, 2022: The District-Level Reading Fair will be judged using the Flipgrid entry for each project submitted on or before March 11, 2022. Storyboards OR Digital Media printouts should be maintained at the school site, in case they are needed to support District-Level judging and for display.
- On or before April 4, 2022: The District will visit local schools to recognize the District-Level Reading Fair winners in the overall categories:
 - Family Literary Fiction PK-2
 - Individual Literary Fiction 3-5
 - Individual Literary Fiction 6-8
 - Individual Literary Fiction 9-12
 - Individual Informational NonFiction 3-5
 - Individual Informational NonFiction 6-8
 - Individual Informational NonFiction 9-12

MAGNOLIA RESOURCES



KIDSREADS includes thoughtful book reviews, compelling features, in-depth author profiles and interviews, and excerpts of new releases.



KWAME ALEXANDER

Review →
About the Book
Features

Review

The Playbook: 52 Rules to Aim, Shoot, and Score in This Game Called Life

Written by Kwame Alexander with photos by Thai Neave

Newbery Award-winner Kwame Alexander, known for such hits as *THE CROSSOVER* and *BOOKED*, has once again achieved the perfect balance of poetry and prose in *THE PLAYBOOK*. In this short, yet powerful book, Alexander takes a close look at helpful rules for basketball, as well as short snippets of biographical and autobiographical stories, and takes their



FULL TEXT POETRY a list of websites that provide the full text of thousands of poems, as well as poet biographies, audio of poets reading their work, and essays about poetry.

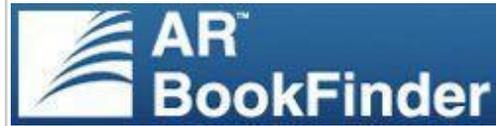


Abraham Lincoln Walks at Midnight

In Springfield, Illinois

IT is portentous, and a thing of state
That here at midnight, in our little town
A mourning figure walks, and will not rest,
Near the old court-house, pacing up and down.

Or by his homestead, or by shadowed yards
He lingers where his children used to play,
Or through the market, on the well-worn stones
He stalks until the dawn-stars burn away.



AR BOOK FINDER allows students, teachers, parents, and librarians to search in English or Spanish to find book level or a Lexile™ measure, interest level, title, award-winners, state lists, & CCRS Exemplars.

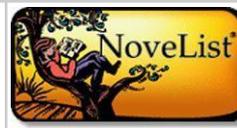


Jefferson's Sons: A Founding Father's Secret Children
Bradley Kimberly Brubaker
AR Quiz No. 145768 EN

This fictionalized story takes a look at the last twenty years of Thomas Jefferson's life at Monticello through the eyes of three of his slaves, two of whom were his sons by his slave Sally Hemings.

AR Quiz Availability:
Reading Practice

ATOS Book Level:	3.9
Interest Level:	Middle Grades Plus (MG+ 6 and up)
AR Points:	11.0
Rating:	★★★★
Word Count:	81452
Fiction/Nonfiction	Fiction



NOVELIST offers book-finding tools for librarians and students which includes readers' advisory products and content that strengthen the connection between books, readers, and libraries.



Popularity:★★★★☆

One blood ruby (Feb 2017)

Author: Marr, Melissa

Teen Fiction

Series: Seven black diamonds, 2

Description:
In this gripping follow-up to Melissa Marr's lush *Seven Black Diamonds*, L between them.

Book Appeal Terms: Definition of Appeal Terms

Genre: Fantasy fiction; High fantasy

Character: Large cast of characters

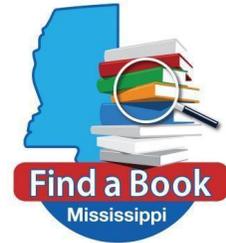
Storyline: Intricately plotted

Tone: Romantic; Suspenseful

Mini/Max Grade level: 9 - 12

FIND A BOOK

“Find a Book, Mississippi” is an easy way to select books based on a child’s Lexile measure and interests. The free search tool can help build custom lists for readers at all ability levels, and then locate the books at the local public library.



Step 1:

Visit www.Lexile.com/fab/ms

Enter the student’s Lexile measure

(If Lexile measure is not known, then search for books based on comfort with grade-level reading)

Step 1: Enter Your Lexile

Tell us your Lexile measure, and find books you’d like to read!

[Buscando libros en español?](#) [Looking for Primary Sources?](#)



My Lexile measure is

Lexile
 L

Lexile Range
 L L

Submit

I don't know my Lexile measure

Or

My Current Grade is:

I find the books I read for school difficult.
 I find the books I read for school just right.
 I find the books I read for school easy.

Step 2:

Have the student pick interest categories

Step 2: Categories

Select your interests, and find books you’d like to read!

[Buscando libros en español?](#) [Looking for Primary Sources?](#)



Please select one or more interests below. You will be able to refine your selection(s) later on.

Adventure	Animals
Art	Biography
Business & Law	Fairy Tales, Myths, & Folktales
Family, Childhood, & Education	Fantasy

Step 3:

View and refine the search results

(While browsing books, click the “Find in a Library” button next to the book titles to check its availability at local public library.)

Step 4:

Add books to the student’s reading list

(Print or email the student’s custom book list.)

8 results results per page 20 sort by Lexile Measure (L) Go

Violet Fairy Book, The
ISBN13: 9780844857573 [Find This Book](#) **1090L** [Add to Reading List](#)

Tikki Tikki Tembo
by: Mosel, Arlene
Pages: 48 ISBN13: 9780312307480 [Find This Book](#) **AD1090L** [Add to Reading List](#)

COPYRIGHT AND PLAGIARISM

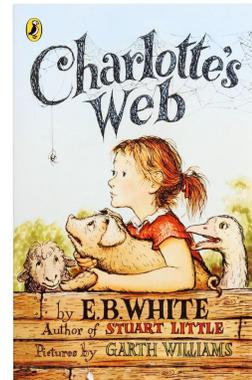
COPYRIGHT AND FAIR USE

- Copyright laws govern the use of copyrighted materials such as book covers and images from the internet.
- Teachers and students may use copyright materials for educational projects and learning activities, but specific Fair Use guidelines must be followed.
- Photographs or images may be used in its entirety when creating a presentation for educational purposes.
- Copyrighted images must be displayed with the creator's name or where the image was copied from for each specific image used whether on a storyboard or through a digital media presentation. For students creating a digital media presentation, each slide should have sources where images were found.

EXAMPLE:

Image Credit:

kurtisscaletta.files.wordpress.com/2014/12/web.jpg



PLAGIARISM

- Copying text exactly how it appears in a book or from a website is called plagiarism.
- Students should use their own words to complete the following portions of the Fiction presentation:
 - Plot Summary
 - Conflict
 - Solution or Resolution
 - Author(s) Study
 - Text Summary
 - Author's Purpose
 - Topic Study
- Projects can be disqualified if the information is found to be plagiarized.

FICTION GUIDE (STORYBOARD OR DIGITAL PRESENTATION)

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Family Fiction (Divisions 0F, 1F, 2F)

- Division 0F (Pre-Kindergarten - Kindergarten)
- Division 1F (Grade 1)
- Division 2F (Grade 2)

Category: Individual Fiction (Divisions 3F-12F)

- Division 3F (Grade 3)
- Division 4F (Grade 4)
- Division 5F (Grade 5)
- Division 6F (Grade 6)
- Division 7F (Grade 7)
- Division 8F (Grade 8)
- Division 9F (Grade 9)
- Division 10F (Grade 10)
- Division 11F (Grade 11)
- Division 12F (Grade 12)

Note: Division 6F-12F can choose between Storyboard or Digital Media Presentation.

STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information.

- **Title:** Name of the Book. Make sure the title is underlined or use italics if typing.
- **Author:** The person who wrote the words or text in a book.
- **Publisher:** The company that printed and distributed the book.
- **Publication Date:** The year the book was published.

For my son, Max
—L.P.

To Katy and Mae
—T.D.

Book: Fox with Dots and Dots
Text copyright © 2011 by Lisa Phelan. Illustration copyright © 2011 by Tina Shuman.
Title, all rights are hereby reserved. Manufactured in China.
No part of this book may be reproduced by any means, electronic or mechanical, without written permission, except that which may be allowed in writing for personal or internal or specific promotional use, provided the source is acknowledged.
To get more news about us, send a mail to: HarperCollins Children's Books, an imprint division of HarperCollins Publishers, 35 East 37th Street, New York, NY 10018, which is a city where you really cannot get lost.
Library of Congress Cataloging in Publication Data is available.
ISBN: 978-0-06-17400-0 (hardback)
Typography by Dana Peltz
11 12 13 14 15 HCF 10 9 8 7 6 5 4 3 2 1 * This is a mass market first edition.
www.harpercollins.com
Muhle



STEP 3: PLOT SUMMARY

Do not retell the story! Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books. Be sure to include each of the main characters.

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

STEP 4: MAIN CHARACTERS

Do not list more than three characters. Write a brief description of each character. Use adjectives to describe the characters. Do not tell the story in this step. Characters listed below must be mentioned in the summary.

- Character 1 Name
 - Short Description:
- Character 2 Name:
 - Short Description:
- Character 3 Name
 - Short Description:

STEP 5: SETTING

There are 2 parts to a book's setting. You must include both!

- **Time:** When did the story happen? Be specific.
- **Place:** Where did the story take place? If the story takes place in more than one location, choose only the more important place.

STEP 6: CONFLICT

- What is the main conflict? Choose only one problem.

STEP 7: SOLUTION/RESOLUTION

- How is the problem solved?

STEP 8: AUTHOR'S STUDY - GRADES 9-12 ONLY

- Compare the plot lines, characters, and/or theme of the story by different authors or the same author.

STEP 9: DESIGN YOUR PRESENTATION

Congratulations! The hard part is over; now, the fun begins!

- Use a standard 36" x 48" tri-fold storyboard. The sides fold in to make the board stand by itself.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football player, you might choose a font like **IMPACT**. Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
- Props add interest but must fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be alive, valuable, or dangerous.
- You do not have to display the book, have props, or dress up.
- If creating a bilingual presentation, remember to translate all required elements into English for judging.
- Be cautious with flashing transitions in your digital presentation. Don't overload your presentation with animations.
- Keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Fiction | Divisions OF-12F

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
HR Teacher		

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

Title	Author	Publisher and Publication Date
Plot Summary PK-1: Retell through writing/drawing/dictating the story 2-3: Recount the story in a written response 4-12: Summarize the story in a written response	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 Grades 9-12 Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author.

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 capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature

Date

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Fiction | Divisions 6F-12F

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
HR Teacher		

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

Title	Author	Publisher and Publication Date
Plot Summary Summarize the story in a written response	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 Grades 9-12 Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author.

TEXT

- Text is neat and readable
- Text is easily understood

CREATIVITY

- Project is original
- Project demonstrates imagination
- Unique technology is used to express ideas

QUALITY OF PROJECT

- Project follows the guidelines
- Project demonstrates digital media skill

THOROUGHNESS OF WRITTEN

INFORMATION

- Project captures the most important information
- Project capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature

Date

NONFICTION GUIDE (STORYBOARD OR DIGITAL PRESENTATION)

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Nonfiction Texts (Divisions 3NF-12NF)

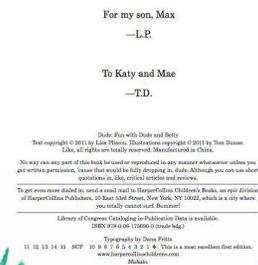
- Division 3NF (Grade 3)
- Division 4NF (Grade 4)
- Division 5NF (Grade 5)
- Division 6NF (Grade 6)
- Division 7NF (Grade 7)
- Division 8NF (Grade 8)
- Division 9NF (Grade 9)
- Division 10NF (Grade 10)
- Division 11NF (Grade 11)
- Division 12NF (Grade 12)

Note: Divisions 6NF-12NF can choose between Storyboard or Digital Media Presentation.

STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information.

- **Title:** Name of the Book. Make sure the title is underlined or use italics if typing.
- **Author:** The person who wrote the words or text in a book.
- **Publisher:** The company that printed and distributed the book.
- **Publication Date:** The year the book was published.



STEP 3: TYPE OF INFORMATIONAL TEXT (Grades 6-12 only)

- Discussion
- Report
- Explanatory
- Opinion/Argument
- Instructional



STEP 4: SUMMARY

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

- 3: Recount the main idea and key details the text in a written response (RI.3.2)
- 4-12: Summarize the text in a written response - include the main/central idea in this summary (RI.4-12.2)

STEP 5: STUDENT-MADE CONNECTIONS

Choose one or more of the following ways you feel connected to the text.

- Text - Self: I can identify with this topic, because...
- Text - Text: The text reminds me of the book Title of the Book by Book Author because...
- Text - World: The text reminds me of the recent event _____ because...

STEP 6: AUTHOR'S PURPOSE

Why did the author write the book?

- To entertain
- To inform
- To persuade
- A combination of the above

STEP 7: TOPIC STUDY - GRADES 9-12 ONLY

Recommend another text that has similar or opposing/alternate information on the same topic.
(CCR.R.9)

STEP 8: DESIGN YOUR PRESENTATION

Congratulations! The hard part is over; now, the fun begins!

- Use a standard 3 tri-fold storyboard. The sides fold in to make the board stand by itself.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football player, you might choose a font like **IMPACT**. Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
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- You do not have to display the book, have props, or dress up.
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- Be cautious with flashing transitions in your digital presentation. Don't overload your presentation with animations.
- Keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Nonfiction Text | Divisions 3NF-12NF

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
HR Teacher		

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

Title	Author	Publisher and Publication Date
Type of Informational Text (Grades 6-12 only) Discussion, Report, Explanatory, Opinion/Argument, Instructional	Text Summary 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	
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)	Topic Study Grades 9-12 Recommend another text that has similar or opposing/alternate information on the same topic

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 capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature

Date

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Nonfiction Text | Divisions 6NF-12NF

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
HR Teacher		

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

Title	Author	Publisher and Publication Date
Type of Informational Text Discussion, Report, Explanatory, Opinion/Argument, Instructional	Text Summary Summarize the text in a written response	
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)	Topic Study Grades 9-12 Recommend another text that has similar or opposing/alternate information on the same topic

TEXT

- Text is neat and readable
- Text is easily understood

CREATIVITY

- Project is original
- Project demonstrates imagination
- Unique technology is used to express ideas

QUALITY OF PROJECT

- Project follows the guidelines
- Project demonstrates digital media skill

THOROUGHNESS OF WRITTEN INFORMATION

- Project captures the most important information
- Project capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature

Date

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.

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.

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.