

Name: \_\_\_\_\_ School Reading Fair Date: \_\_\_\_\_

# Gulfport School District



## READING FAIR GUIDELINES

**2024-2025**

## GSD Reading Fair Guidelines 2024-2025

### PURPOSE

The purpose of the Reading Fair is to promote the love of reading. The reading fair provides students in grades Pre-K – 12<sup>th</sup> grade the opportunity to creatively share their favorite fictional book with others. As a result of participating in this process, students will experience a deeper enjoyment for reading and make lasting memories.

Each school site will host a Reading Fair and identify 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners for the categories listed below. **All 1<sup>st</sup> place winners in each category will proceed to the District Level Reading Fair, which is the final level of participation.** Judges will use the rubric included in this packet to determine a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place District Winner for each category.

### Reading Fair Categories for Fiction

Grades	Individual Categories	OR	Family or Class Categories	Presentation Type
Grades Pre K, K and 1	A		E	Storyboard
Grades 2 - 3	B		E	Storyboard
Grades 4 – 5	C		E	Storyboard
Grades 6 – 8	D			Storyboard
Grades 9 – 12	D			Storyboard

**NOTE:** Winning projects from the secondary grade band will be judged in one category at the district fair (Category D). Group projects other than class or family will not be allowed. All family and class projects will be judged in one category (Category E). We are not taking groups of “friends” as entries this year.

**EXAMPLES:** For additional examples Google “Reading Fair Examples.” Remember, the guidelines may be different on each example. Be sure to follow the guidelines in this packet.



**STORYBOARD ELEMENTS:**

Each of the elements listed, must be present on your board except the additional items specifically for grades 6-12).

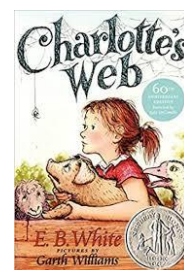
✓	Required Elements	Description
	<b>Title</b>	Name of the book
	<b>Author</b>	Person(s) who wrote the book
	<b>Publisher &amp; Publications Date</b>	Who published the book and what year
	<b>Main Characters</b>	The main people, animals or imaginary figures within the story. This should include no more than 3-5 characters and a brief description about each.
	<b>Setting</b>	When <u>and</u> where the story takes place.
	<b>Plot Summary</b>	The sequence of events of actions within the story. 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
	<b>Conflict</b>	The problem of the story
	<b>Solution</b>	How the problem is resolved
	<b>Topic Study</b> (Grades 6-12 Only)	Recommend another text with a similar or opposing/alternate plot and/or theme.
	<b>Connections</b> (Grades 6-12 Only)	Student Made Connections – Describe a personal connection to self, to text, or to world.
	<b>Author Study</b> (Grades 6-12 Only)	Compare the plot lines, characters, and/or theme of the story to that of another story by a different author or the same author.

## READING FAIR PROJECT BOARD GUIDELINES

- ✓ A standard tri-fold project board 36" high x 48" wide should be used in to create the display.
- ✓ Complete a registration form and place it on the back. DO NOT put your name on the front 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
- ✓ Storyboard content should match the age, grade level, and ability of the students presenting the project.
- ✓ All of the required elements should be included and labeled.
- ✓ Written work may be typed or handwritten.
- ✓ Storyboards should be colorful and interesting. Be creative!
- ✓ Models, shadow boxes, and illustrations that fit in the middle of the display are allowed.
- ✓ There cannot be items protruding from the back of the board. It must fit within the board.
- ✓ No items should hang over the edge of the table or be placed on the floor.
- ✓ Electrical cords are not allowed at any level of competition due to the potential danger they pose in the aisles.
- ✓ No food or drinks can be used with the projects.
- ✓ Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be alive, valuable, or dangerous.
- ✓ If creating a bilingual presentation, remember to translate all required elements into English for judging.
- ✓ Students may display the book and props, but neither are required.

## CAUTION: COPYRIGHT AND PLAGIARISM RULES

- Copyright laws govern the use of copyrighted materials such as book covers and images from the Internet.
- 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.
- Copying text exactly how it appears in a book or from a website is called plagiarism.
- Students should use their own words when writing summary, conflict, solution, etc.
- Projects can be disqualified at any level if the information is found to be plagiarized.



EXAMPLE:  
 Image Credit:  
[kurtisscaletta.files.wordpress.com/2014/12/web.jpg](http://kurtisscaletta.files.wordpress.com/2014/12/web.jpg)

# Reading Fair Judge's Rubric-Fiction

Judge's Number: \_\_\_\_\_

Participant's Number: \_\_\_\_\_

Ten points will be added if all of the following are on the board. If <b>any</b> are missing, no points will be rewarded.					
<b>Required Elements (Pre-K – 12)</b>			<b>Additional Required Elements for Grades 6-12 ONLY:</b>		
____ Title ____ Author ____ Publisher & Publications Date ____ Main Characters ____ Setting ____ Plot Summary ____ Conflict ____ Solution			____ Connections (Grades 6-12 Only) ____ Author Study (Grades 6-12 Only)		
<b>STORYBOARD ELEMENTS</b>					
All Elements listed above are present (10 Points) No points are awarded if <b>any</b> elements are missing.			10 Possible Points		
			Points (0 or 10)		
<b>WRITING</b>			<b>Lowest</b>		<b>Highest</b>
Writing is neat and inviting			1	2	3
Writing is easily understood			1	2	3
Writing is in student's own words			1	2	3
			POINTS		
<b>THOUROUGHNESS OF WRITTEN INFORMATION</b>			<b>Lowest</b>		<b>Highest</b>
Project captures the most important information			1	2	3
Project captures the author's point made in the book			1	2	3
Project abides by copyright and plagiarism rules			1	2	3
			POINTS		
<b>CREATIVITY</b>			<b>Lowest</b>		<b>Highest</b>
Project is original			1	2	3
Project demonstrates imagination			1	2	3
Unique materials are used to express ideas			1	2	3
			POINTS		
<b>INTEREST EVOKED</b>			<b>Lowest</b>		<b>Highest</b>
Project demonstrates student's interest			1	2	3
Student encourages others to read the book			1	2	3
Project attracts others and sparks interest in the book			1	2	3
			POINTS		
<b>QUALITY OF PROJECT</b>			<b>Lowest</b>		<b>Highest</b>
Project follows the display guidelines			1	2	3
Project is neat and attractive			1	2	3
Project is durable			1	2	3
			POINTS		
			<b>TOTAL POINTS</b>		

# FICTION

## READING FAIR


### STUDENT REGISTRATION FORM

(This must be taped or glued securely to the back of the board)

Student Name		Grade		
School	Homeroom Teacher			
Book Title				
Category (Circle One):				
<b>A</b> PreK, Kindergarten and 1 <sup>st</sup> Grade	<b>B</b> 2 <sup>nd</sup> & 3 <sup>rd</sup> Grade	<b>C</b> 4 <sup>th</sup> & 5 <sup>th</sup> Grade	<b>D</b> 6 <sup>th</sup> – 12 <sup>th</sup> Grade	<b>E</b> Family or Class Project

*Place the completed registration form on the **back** of the project board in the middle section near the bottom.*

*See sample:*



# NONFICTION GUIDE

## STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Informational Nonfiction Texts (Divisions G-I)

\_\_\_ Division G (Grades 3-5)

\_\_\_ Division H (Grades 6-8)

\_\_\_ Division I (Grades 9-12)

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## 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.

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## STEP 3: TYPE OF INFORMATIONAL TEXT

\_\_\_ Discussion

\_\_\_ Report

\_\_\_ Explanatory

\_\_\_ Opinion/Argument

\_\_\_ Instructional

For my son, Max

—L.P.

To Katy and Mae

—T.D.

Dude: Fun with Dude and Betty  
Text copyright © 2011 by Lisa Fiacco. Illustrations copyright © 2011 by Tim Dumez.  
Like, all rights are totally reserved. Manufactured in China.  
No way can any part of this book be used or reproduced in any manner whatsoever unless you  
get written permission. Please that would be fully dropping in, dude. Although you can use short  
quotations in, like, critical articles and reviews.  
To get even more duded in, send a small mail to HarperCollins Children's Books, an eye division  
of HarperCollins Publishers, 10 East 53rd Street, New York, NY 10022, which is a city where  
you totally cannot surf. Bummer!

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Typography by Dana Fritts  
11 12 13 14 15 RCP 10 0 8 7 6 5 4 3 2 1 ♦ This is a most excellent first edition.  
www.harpercollinschildrens.com  
MAnsh.



# STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Informational Nonfiction Text | Divisions G-I

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
<b>Type of Informational Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

### 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

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Student Signature

Date

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Parent Signature

Date



# INFORMATIONAL NONFICTION

The first component of informational nonfiction is *genre*. Genres of **nonfiction** 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 nonfiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The five main genres of nonfiction are:

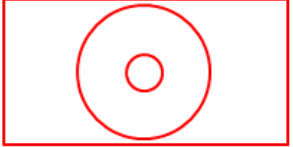
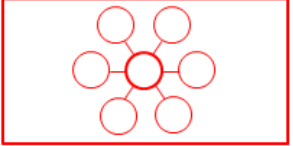
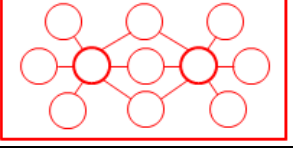
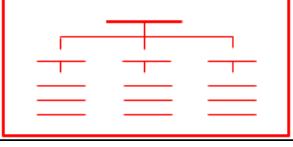
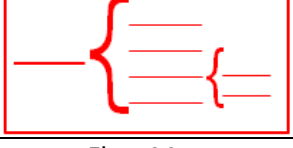
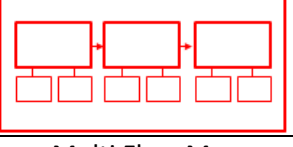
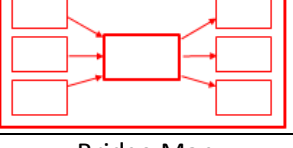

1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view and has reasons to support the view.

Students should be aware of the variety and format of the structures of nonfictional text. Some structures or formats of nonfiction 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 nonfictional text so unique. The structure can take on different tones and formats depending on the author's intent.

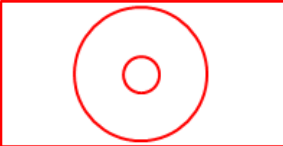
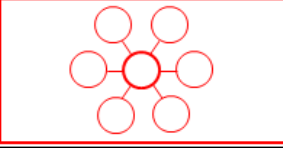
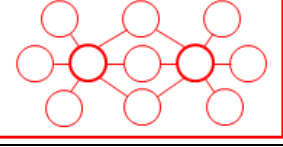
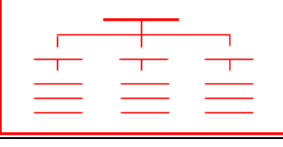
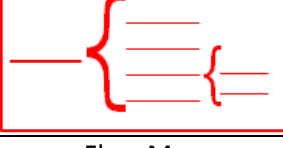
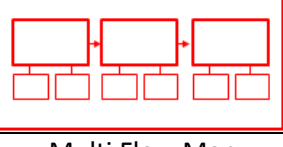
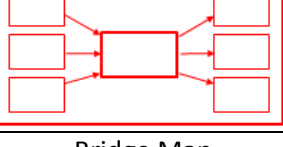

Students may select from the following nonfiction formats to complete literary competition projects:

- Autobiographies
- Biographies
- Book/movie reviews
- *Consumer Reports* articles
- Debates
- Editorials
- Essays
- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches

# THINKING MAPS OVERVIEW

Questions	Thinking Process	Thinking Map
Tell me everything that you know about this. How are you defining it? What is your context? What is your frame of reference?	<b>Defining in Context</b>	<b>Circle Map</b> 
How would you describe this object/idea/person? Which adjectives would you use?	<b>Describing</b>	<b>Bubble Map</b> 
What are the similarities and differences?	<b>Comparing and Contrasting</b>	<b>Double Bubble Map</b> 
How might you group the main ideas, supporting ideas and details?	<b>Classifying</b>	<b>Tree Map</b> 
What are the parts that make up the whole object? Can the parts be broken down into sub-parts?	<b>Part-Whole Relationship</b>	<b>Brace Map</b> 
What is the sequence of events? What are the sub-stages?	<b>Sequencing</b>	<b>Flow Map</b> 
What are the causes and effects?	<b>Cause and Effect</b>	<b>Multi Flow Map</b> 
What is the analogy being used for?	<b>Seeing Analogies</b>	<b>Bridge Map</b> 

## KEY THINKING WORDS

THINKING MAP	THINKING PROCESS	KEY WORDS
<p style="text-align: center;">Circle Map</p> 	<p><b>Defining in Context</b></p>	<p>Context, context clues, list, define, tell everything that you know, brainstorm, tell about, explore the meaning, discuss</p>
<p style="text-align: center;">Bubble Map</p> 	<p><b>Describing</b></p>	<p>Describe, use vivid language, observe using 5 senses, describe feelings, attributes, characteristics, properties, adjectives, qualities</p>
<p style="text-align: center;">Double Bubble Map</p> 	<p><b>Comparing and Contrasting</b></p>	<p>Compare/contrast, discuss similarities/differences, distinguish between, differentiate</p>
<p style="text-align: center;">Tree Map</p> 	<p><b>Classifying</b></p>	<p>Classify, sort, group, categorise, give sufficient and related details, types of, kinds of, list and elaborate, taxonomy</p>
<p style="text-align: center;">Brace Map</p> 	<p><b>Part-Whole Relationship</b></p>	<p>Parts of, take apart, show structure, physical components, anatomy,</p>
<p style="text-align: center;">Flow Map</p> 	<p><b>Sequencing</b></p>	<p>Sequence, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems</p>
<p style="text-align: center;">Multi Flow Map</p> 	<p><b>Cause and Effect</b></p>	<p>Causes and effects, discuss consequences, what would happen if, predict, change, identify motives, why, results, outcomes, benefits</p>
<p style="text-align: center;">Bridge Map</p> 	<p><b>Seeing Analogies</b></p>	<p>Identify the common relationship, guess the rule, interpret symbols, simile, metaphor, allegory, ratio</p>

# STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

## Informational Nonfiction Text

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
<b>Type of Informational Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

#### 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

---

Parent Signature

Date

**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:

- 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
<b>Clarity of Writing</b> ---Captures attention ---Easily understood	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Creativity</b> ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Quality of Project</b> ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Thoroughness of Written Information</b> ---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	<b>Lowest</b> <b>Highest</b> 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/ _____
<b>Interest Evoked</b> ---Represents real study and effort ---Encourages viewer to read this book	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
		<b>Total Points</b> _____ Points Deducted _____  <b>Grand Total</b> _____

