

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 – 12th 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 1st, 2nd, and 3rd place winners for the categories listed below. **All 1st 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 1st, 2nd, and 3rd 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).

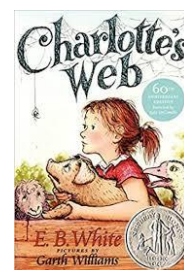
✓	Required Elements	Description
	Title	Name of the book
	Author	Person(s) who wrote the book
	Publisher & Publications Date	Who published the book and what year
	Main Characters	The main people, animals or imaginary figures within the story. This should include no more than 3-5 characters and a brief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

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 any are missing, no points will be rewarded.					
Required Elements (Pre-K – 12)			Additional Required Elements for Grades 6-12 ONLY:		
____ Title			____ Connections (Grades 6-12 Only)		
____ Author			____ Author Study (Grades 6-12 Only)		
____ Publisher & Publications Date					
____ Main Characters					
____ Setting					
____ Plot Summary					
____ Conflict					
____ Solution					
STORYBOARD ELEMENTS					
All Elements listed above are present (10 Points) No points are awarded if any elements are missing.			10 Possible Points		
			Points (0 or 10)		
WRITING			Lowest		Highest
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		
THOUROUGHNESS OF WRITTEN INFORMATION					
			Lowest		Highest
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		
CREATIVITY					
			Lowest		Highest
Project is original			1	2	3
Project demonstrates imagination			1	2	3
Unique materials are used to express ideas			1	2	3
			POINTS		
INTEREST EVOKED					
			Lowest		Highest
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		
QUALITY OF PROJECT					
			Lowest		Highest
Project follows the display guidelines			1	2	3
Project is neat and attractive			1	2	3
Project is durable			1	2	3
			POINTS		
			TOTAL POINTS		

FICTION

READING FAIR

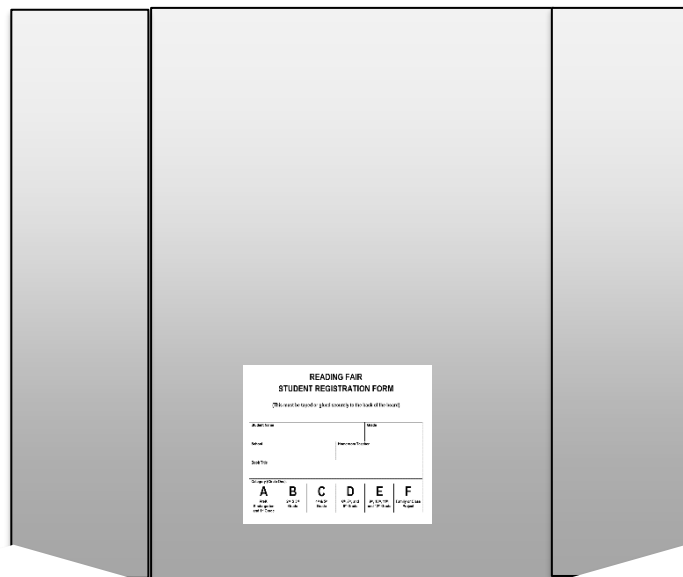
STUDENT REGISTRATION FORM

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

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

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

___ Discussion

___ Report

___ Explanatory

___ Opinion/Argument

___ Instructional

For my son, Max

—L.P.

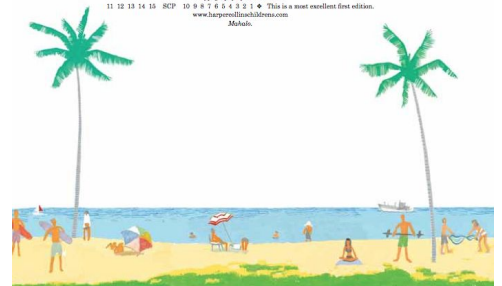
To Katy and Mae

—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.harpercollinschildren.com
MAAde.



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
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 4-12: Summarize the text in a written response	Graphic Organizers 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)	Topic Study Recommend another text that has similar or opposing/alternate information on the same topic 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 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

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:

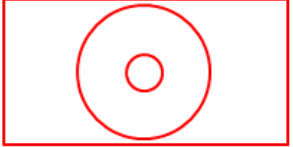
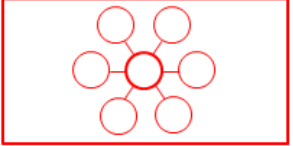
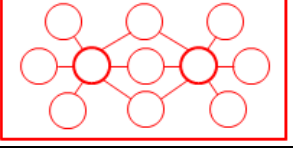
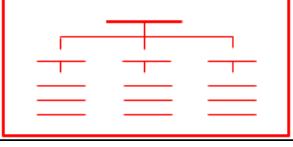
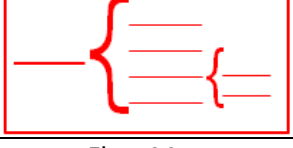
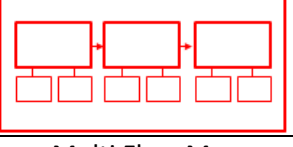
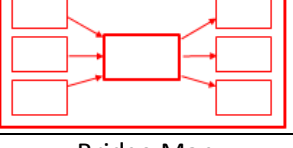

1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view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

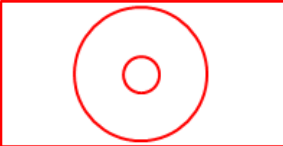
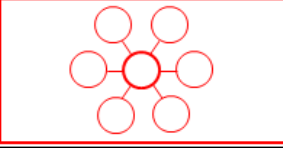
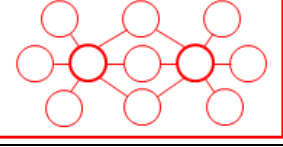
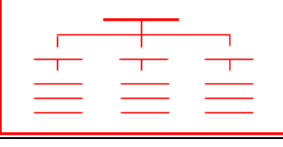
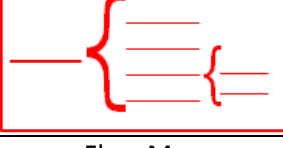
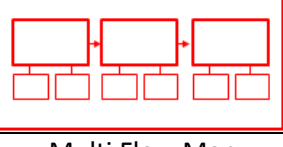
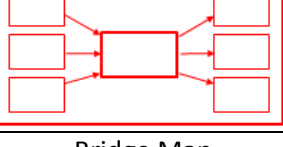

Students may select from the following nonfiction formats to complete literary competition projects:

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

KEY THINKING WORDS

THINKING MAP	THINKING PROCESS	KEY WORDS
<p style="text-align: center;">Circle Map</p> 	<p>Defining in Context</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>Describing</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>Comparing and Contrasting</p>	<p>Compare/contrast, discuss similarities/differences, distinguish between, differentiate</p>
<p style="text-align: center;">Tree Map</p> 	<p>Classifying</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>Part-Whole Relationship</p>	<p>Parts of, take apart, show structure, physical components, anatomy,</p>
<p style="text-align: center;">Flow Map</p> 	<p>Sequencing</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>Cause and Effect</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>Seeing Analogies</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
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 4-12: Summarize the text in a written response	Graphic Organizers 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)	Topic Study Recommend another text that has similar or opposing/alternate information on the same topic 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 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
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/ _____
		Total Points _____ Points Deducted _____ Grand Total _____

