Reading Fair Student Guide
*2026

Adapted from the 2018-2019 Reading Fair Guidelines published by the Mississippi Department of Education

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**Revised*

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JPSD READING FAIR

The Mississippi State Department of Education has discontinued the Regional Reading Fair; however, the Jackson Public School District will conduct an in-district reading fair for the 2021- 2022 school year.

The purpose of the Jackson Public Schools Reading Fair is to provide students an opportunity to highlight their favorite book using a storyboard or various media source display. The Jackson *Public Schools Reading Fair Guidelines provides* Reading Fair coordinators, students, and parents with directions for conducting and participating in a reading fair. These guidelines and resources must be used when submitting information for all competitions.

This document includes:

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

PURPOSE AND MS CCRS CONNECTIONS

The project enablesstudents to connect to the core of the following Mississippi College - and Career-Readiness Standards ateach grade level:

- MCCR.R.1: Read closely to determine what the text says explicitly and to make logical inferencesfrom it; cite specific textual evidence when writing or speaking to support conclusions drawn fromthe text.
- MCCR.R.2: Determine central ideas or themes of a text and analyze their development; summarizethe key supporting details and ideas.
- MCCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and largerportions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- MCCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

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 and to allow students to collaborate with their peers. As a result of participating in this process, students will experience a deeper enjoyment from reading and develop a lifelong love of reading.

There are two levels of competition: Level 1 - School, Level 2 – District. Only first place winners in each division proceed to the next round of competition.

READING FAIR CATEGORIES

FAMILY

Literary Fiction Categories

Grades	Division	Presentation Type
Grades PreK-K	Division A	Storyboard
Grades 1-2	Division B	Storyboard

NOTE: 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

Literary Fiction Categories

Grades	Division	Presentation Type
Grade 3	Division C	Storyboard
Grades 4-5	Division D	Storyboard
Grades 6-8	Division E	Storyboard or Digital Media
Grades 9-12	Division F	Storyboard or Digital Media

NOTE: Division E and F can choose between Storyboard or Digital Media Presentation.

INDIVIDUAL

Informational Nonfiction Texts Categories

Grades	Division	Presentation Type
Grades 3-5	Division G	Storyboard
Grades 6-8	Division H	Storyboard or Digital Media
Grades 9-12	Division I	Storyboard or Digital Media

NOTE: Division H and I can choose between Storyboard or Digital Media Presentation.

GROUP

Literary Fiction Categories

Grades	Division	Presentation Type
Grades 3-5	Division J	Storyboard
Grades 6-8	Division K	Storyboard or Digital Media
Grades 9-12	Division L	Storyboard or Digital Media

GROUP

Literary Nonfiction Categories

Grades	Division	Presentation Type
Grades 3-5	Division M	Storyboard
Grades 6-8	Division N	Storyboard or Digital Media
Grades 9-12	Division O	Storyboard or Digital Media

NOTE: Only 2 to 3 students in a group. If a group project has students in various grades, the project should be placed in the division of the oldest student. This does not include class projects. Division K and L can choose between Storyboard Digital Media Presentation.

READING FAIR CATEGORIES

- 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 G-I). All other entries should only represent **Literary Fiction** books.

  NOTE: Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. **Students have free choice in selecting a book for the reading fair; however, all books must be age appropriate and can not be a Required Summer Reading title.**

- Group/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. **Family and Group Divisions 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 Division project must have 2 to 3 students. If a group project has students in various grades, the project should be placed in the

division of the oldest student. The projects should reflect the creative and originality of the students in the group.

- 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 will have points deducted

.

STORYBOARD PROJECTS

Size

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

  NOTE: Boards that do not meet the size requirements will be disqualified, **even if they proceed to the state-level competition.**

Display/Safety

- Use the checklists as a guide for creating the project.

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

- Only students may present the projects during the judging - even for the family projects. 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. The total project should meet the required the width, depth or height of the standing display board (approximately 36” W x 14” D x 36” H of table space). There cannot be items protruding from the back or top of the board.

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

- 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 A, B, J, K, and L** regarding Family and Group Divisions.

  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.

- 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.

- 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.

DIGITAL MEDIA PROJECTS

In a continued effort to bring technology to the classroom, the Reading Fair will feature digital presentations. Only **Divisions E, F, H, I, K, and L** can present Digital Media Projects.

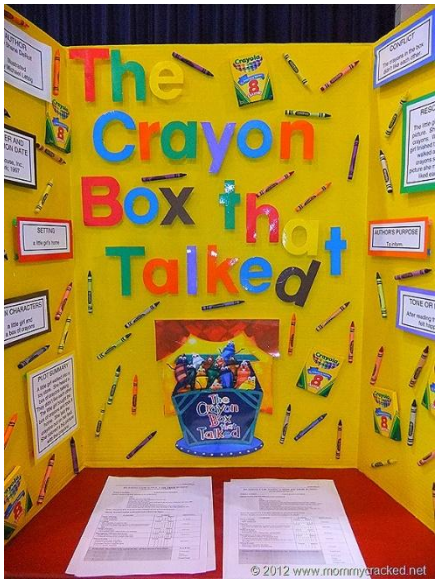
- Students can create digital presentations using PowerPoint, Google Slide, or the presentation format of their choice.
- Students must provide their own iPad or laptop computer. The device should be charged and cannot be plugged in during judging.
- **Maximum** time limit: 3 minutes.
- Any materials that are deemed copyrighted - 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 has not been directly copied or plagiarized from any source.
- Digital Project must contain the same elements as the Storyboard Project.

READING FAIR DISTRICT TIMELINE

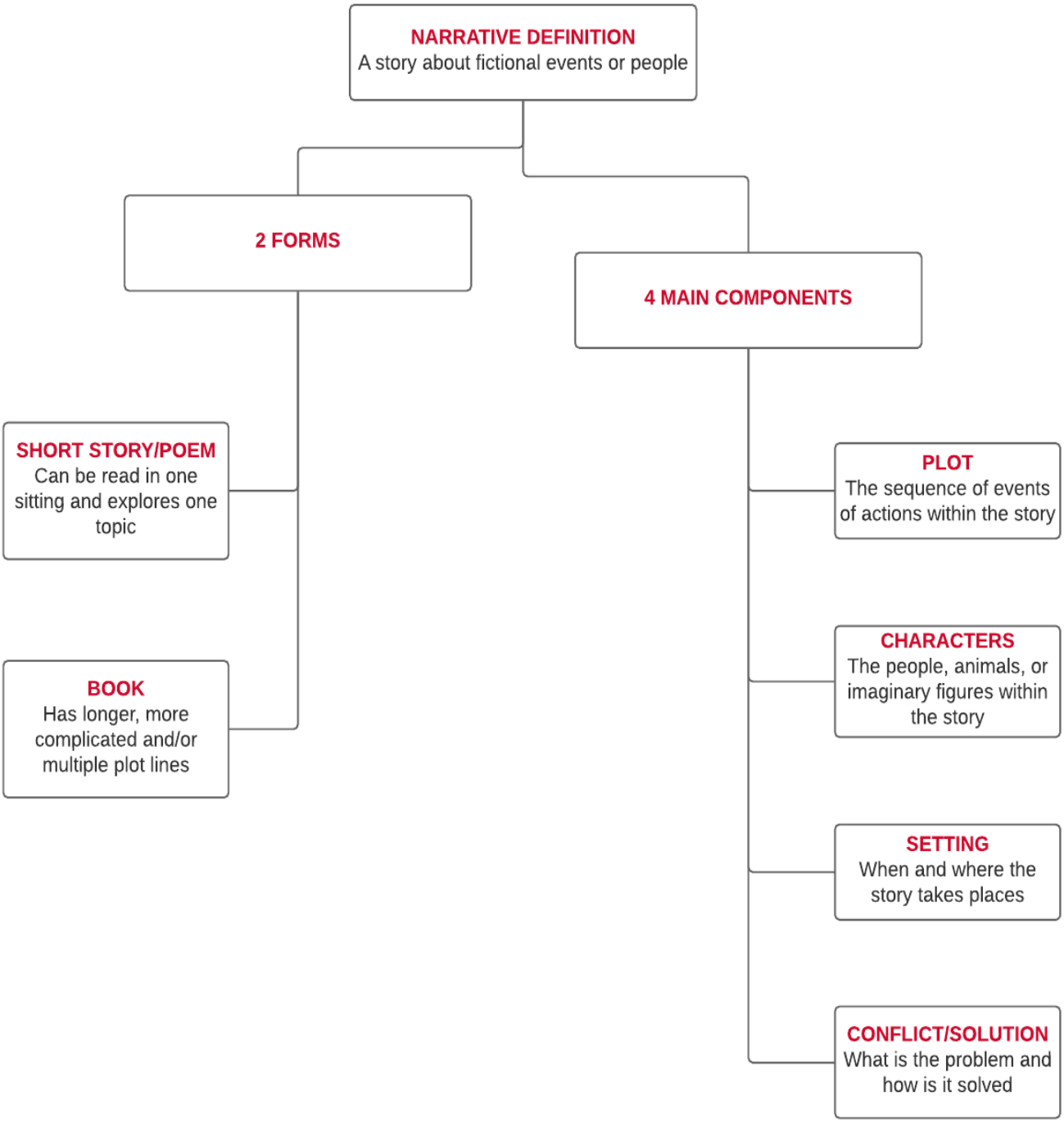
ONLY the first-place winner of each division at each school will advance to the district level. Winners are NOT based on grade levels.

Level 1 - School Reading Fair: Contact schools for date
Level 2 - District Reading Fair: November 20, 2026
Location: Blackburn Middle School
Time - TBA

- For information regarding dates of School and District Reading Fairs, please contact Jeanette Whisenton, JPSD Reading Fair Coordinator at 601-960-8320 or jwhisenton@jackson.k12.ms.us.



LITERARY FICTION



NOTE: Religious narratives (including retellings or alternate versions) fall into this category.

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:

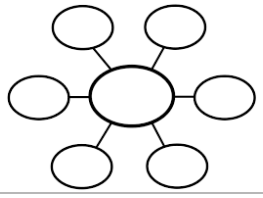
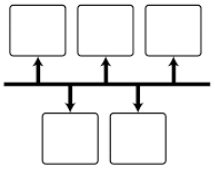
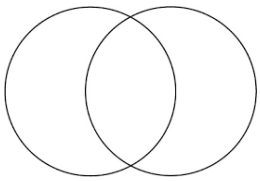
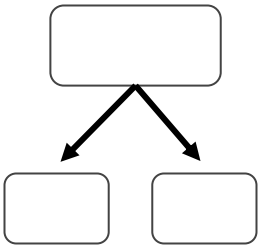
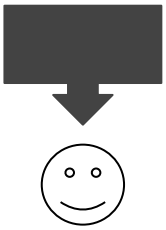
1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view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

GRAPHIC ORGANIZER EXAMPLES

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.

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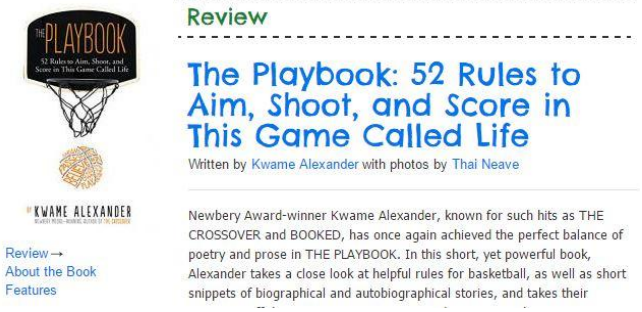
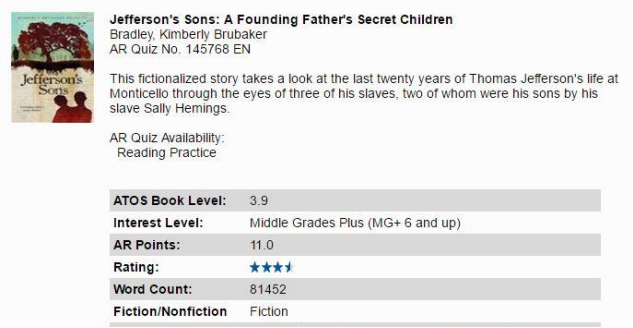
MAGNOLIA RESOURCES

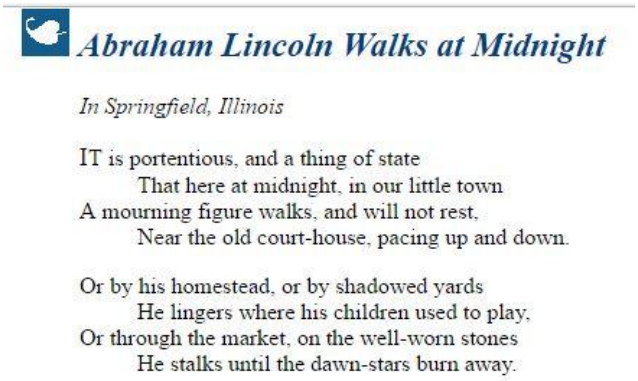
KIDSREADS includes thoughtful book reviews, compelling features, in-depth author profiles and interviews, and excerpts of new releases.



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.



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.



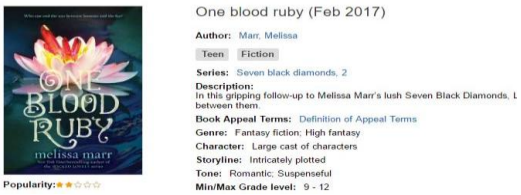
Abraham Lincoln Walks at Midnight

In Springfield, Illinois

IT is portentious, 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.

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.



FIND A BOOK

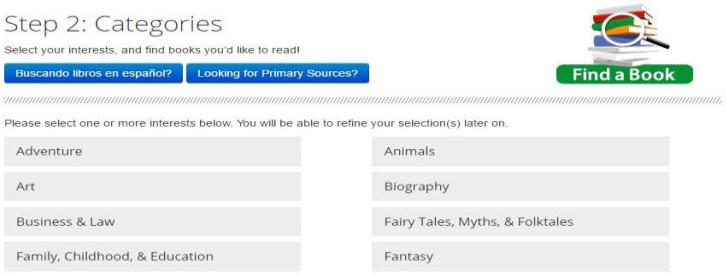
"Find a Book, Mississippi" is an easy way to select books based on a child's Lexile measure and interests. The free search tool can help build custom lists for readers at all ability levels, and then locate the books at the local public library.

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 2:
Have the student pick interest categories

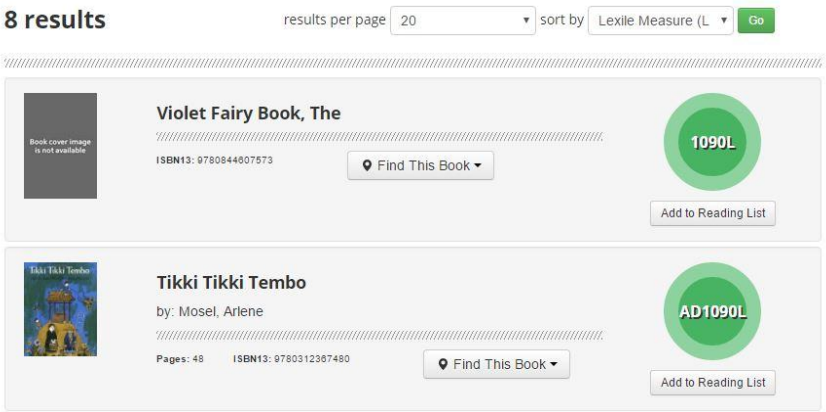


Step 3:
View and refine the search results

(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.)



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 copyrighted materials for educational projects and learning activities, but specific Fair Use guidelines must be followed.
- Photographs or images may be used in their 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.

EXAMPLE:

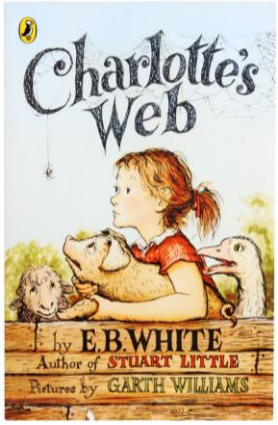


Image Credit:
kurtisscaletta.files.wordpress.com/2014/12/web.jpg

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 Literary Competition presentation:
    - Plot Summary
    - Conflict
    - Solution or Resolution
    - Author(s) Study
    - Text Summary
    - Author's Purpose
    - Topic Study
- Projects can be disqualified at any level if the information is found to be plagiarized.

FICTION GUIDE

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Individual Fiction (Divisions C-F)

_____ Division C (Grade 3)

_____ Division D (Grades 4-5)

_____ Division E (Grades 6-8)

_____ Division F (Grades 9-12)

Note: Divisions E and F can choose between Storyboard or Digital Media Presentation.

Category: Family/Group Fiction (Divisions A, B, J, K, L)

_____ Division A (Pre-Kindergarten - Kindergarten)

_____ Division B (Grades 1-2)

_____ Division J (Grades 3-5)

_____ Division K (Grades 6-8)

_____ Division L (Grades 9-12)

My group members: _____, _____,

and _____.

Note: Only 2 to 3 students in a group. If a group project has students in various grades, the project should be placed in the division of the oldest student. This does not include class projects. Division K and L 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.

Dude: Fun with Dude and Betty

Text copyright © 2011 by Lisa Phleem. Illustrations copyright © 2011 by Tom Dunne.
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, 'cause that would be fully dropping in, dude. Although you *can* use short quotations in, like, critical articles and reviews.

To get even more dialed in, send a snail mail to HarperCollins Children's Books, an epic division of HarperCollins Publishers, 10 East 53rd Street, New York, NY 10022, which is a city where you totally cannot surf. Bummer!

Library of Congress Cataloging-in-Publication Data is available.
ISBN 978-0-06-175690-0 (trade bdg.)

Typography by Dana Fritts

11 12 13 14 15 SCP 10 9 8 7 6 5 4 3 2 1 ✦ This is a most excellent first edition.

www.harpercollinschildrens.com

Mahalo.

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STEP 3: PLOT SUMMARY

Do not retell the story! The 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 - this includes the message or lesson of the story (RL.2-3.2)
- 4-12: Summarize the story in a written response - this 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. The characters listed below must be mentioned in the summary.

Name: _____

Short Description: _____

_____

_____

_____

Name: _____

Short Description: _____

_____

_____

_____

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 author or the same author.

_____

_____

_____

_____

_____

_____

_____

_____

STEP 9: DESIGN YOUR PRESENTATION

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

- Use a standard tri-fold storyboard that unfolds to be 36" high x 48" wide. The sides fold in to make the board stand by itself.
- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should 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.
- Don't overload your presentation with animations.
- 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.

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Literary Fiction | Divisions A-F and J-L

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 storyline		**Setting** Place and time of the story
Conflict The problem in the story		**Solution or Resolution** How the problem is resolved		**Author(s) Study** Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author. **Grades 9-12**

WRITING

- Writing is neat and inviting
- Writing is easily understood

CREATIVITY

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

QUALITY OF PROJECT

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

THOROUGHNESS OF WRITTEN INFORMATION

- Project captures the most important information
- Project 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**_____

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Literary Fiction | Divisions E, F, K, L

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: The 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 storyline		**Setting** Place and time of the story
	Conflict The problem in the story		**Solution or Resolution** How the problem is resolved		**Author(s) Study** Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author. **Grades 9-12**

TEXT

- Text is readable and neat
- 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**_____

Parent Signature _____ **Date**_____

NONFICTION GUIDE

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Informational Nonfiction Texts (Divisions G-I)

_____ Division G (Grades 3-5) _____ Division M (Grades 3-5)

_____ Division H* (Grades 6-8) _____ Division N* (Grades 6-8)

_____ Division I* (Grades 9-12) _____ Division O* (Grades 9-12)

***Note:** These divisions can choose between Storyboard or Digital Media Presentations

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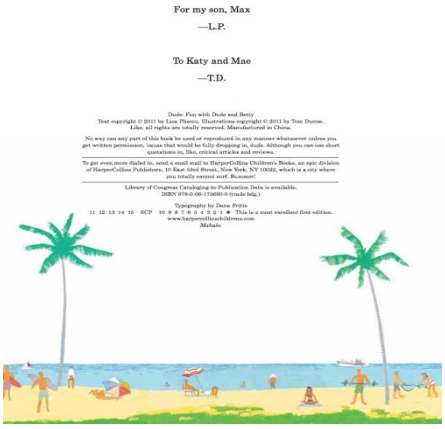
STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information.



For my son, Max

—L.P.

To Katy and Mae

—T.D.

Dude: Fun with Dude and Betty

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ISBN 978-0-06-176600-0 (trade bdg.)

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www.harpercollinschildrens.com
Mahalo.

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

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: GRAPHIC ORGANIZERS

A graphic organizer is a visual display or picture of information. You must include a graphic organizer summarizing the events in the text. Have fun and be creative! Some internet sites that have printable graphic organizers are listed below.

- ReadWriteThink Cube Creator
  www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html

- edHelper Graphic Organizers
  edhelper.com/teachers/graphic_organizers.htm

- Houghton Mifflin Harcourt Education Place
  www.eduplace.com/graphicorganizer/

STEP 6: 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 _____

Author of the Book _____

because....

_____

_____

_____

STEP 7: AUTHOR'S PURPOSE

Why did the author write the book?

_____ To entertain _____ To inform

_____ To persuade _____ A combination of the above

STEP 8: TOPIC STUDY - GRADES 9-12 ONLY

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

_____

_____

_____

_____

STEP 9: DESIGN YOUR PRESENTATION

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

- Use a standard tri-fold storyboard that unfolds to be 36" high x 48" wide. The sides fold in to make the board stand by itself.
- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should 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.
- Don't overload your presentation with animations.
- 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.

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Informational Nonfiction Text | Divisions G-I; M-O

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**_____

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Informational Nonfiction Text | Divisions H & I; N &O

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**

TEXT

- Text is readable and neat
- 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

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INTEREST EVOKED

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- Student encourages others to read the book
- Student attracts others and makes them interested in the work

Student Signature_____**Date**_____

Parent 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.