



2018 | MISSISSIPPI DEPARTMENT OF EDUCATION

READING FAIR



PRE-KINDERGARTEN - TWELFTH GRADE

COORDINATOR GUIDELINES



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MISSISSIPPI READING FAIR

The purpose of the *Mississippi Reading Fair Guidelines* is to provide Reading Fair coordinators, students, and parents with directions for conducting and participating in a reading fair. These guidelines and resources must be used when submitting information for all levels of competition.

This document includes:

- alignment to the College-and Career-Ready Standards,
- guidelines for creating award-winning Reading Fair projects,
- judging rubrics to use at all levels of competition,
- and connection to MS CCRS in English Language Arts, World Languages, Early Childhood, and Visual Arts.

PURPOSE AND MS CCRS CONNECTIONS

The purpose of the competition is to provide students in grades PreK-12 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 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 four levels of competition: Level 1 - School, Level 2 - District, Level 3 - Regional, and Level 4 - State. Only first place winners in each division proceed to the next round of competition. Over 1,400 students compete regionally each year. This is significant because these students represent the several thousands of students who compete at both the school and district levels. The Mississippi Department of Education strives to motivate all students to read as they soar towards excellence.

These guidelines have been established to create a uniform procedure and provide resources for school, district, and regional level Reading Fairs.

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

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. **BOOKS DO NOT HAVE TO BE ON READING LEVEL. STUDENTS HAVE FREE CHOICE IN SELECTING A BOOK FOR THE READING FAIR.**

- 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

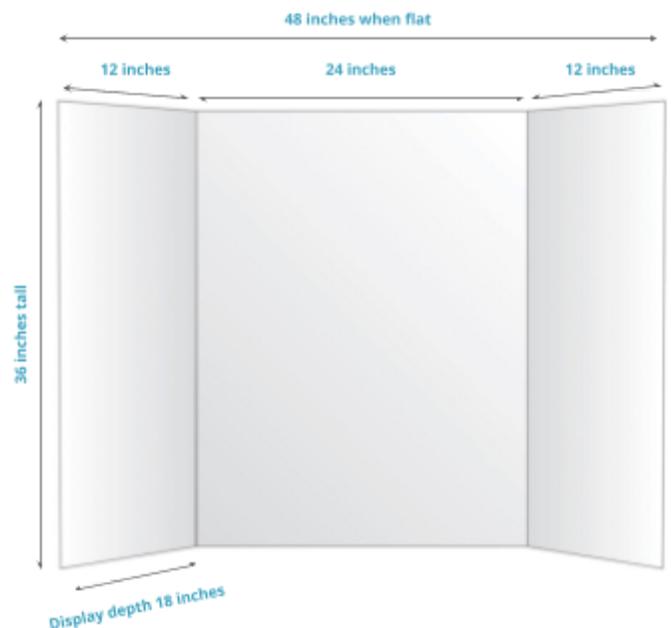
Size

- 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 presentation format of their choice.
- Students must provide own ipad or laptop computer. 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 be directly copied or plagiarized from any source.
- Digital Project must contain the same elements as the Storyboard Project.

PROJECT NAME PLATE EXAMPLE



Mississippi Department of Education
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____ Grade _____

Book Title _____ Division _____ Bilingual Y or N

School _____ District _____

HR Teacher _____



Mississippi Department of Education
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____ Grade _____

Book Title _____ Division _____ Bilingual Y or N

School _____ District _____

HR Teacher _____



Mississippi Department of Education
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____ Grade _____

Book Title _____ Division _____ Bilingual Y or N

School _____ District _____

HR Teacher _____

READING FAIR LEVELS

- The Reading Fair will be divided into 4 levels: **Level 1 - School; Level 2 - District; Level 3 - Regional;** and **Level 4 - State.**
- **ONLY** the **first place winner** of each division at will advance to the next level. Winners are **NOT** based on grade levels.
- District Reading Fairs may be held as early as **October 31**, District Reading Fairs must be completed and all information submitted to the Regional site no later than **December 1**.
- For information regarding dates of School and District Reading Fairs, please contact the local Reading Fair Coordinator.

READING FAIR TIMELINE

School Reading Fair: September 1st through November 2nd

NOTE: If a School District only has one school or grade participating in any of the categories or divisions and is not able to compete with another school in their district then the school level winners will advance to one of the Regional Reading Fair locations.

District Reading Fair: November 5th through November 30th

NOTE: Districts submitting first place winners to the Regional competition must have a student signed photograph/video permission form on file prior to registering for the Regional competition.

Regional Reading Fair: January 8th through January 31st

NOTE: Regional competition must be completed and all information submitted to Elizabeth Simmons at Mississippi Department of Education no later than February 8th. The first place regional winner in each category will advance to the State Reading Fair.

State Reading Fair: MS School for the Deaf **Tuesday, February 26, 2019**

REGIONAL READING FAIR LOCATIONS

Region 1: Lafayette High School, Oxford, MS **January 26, 2019**

Region 2: Delta State University, Kent Wyatt Gymnasium, Cleveland, MS **January 25, 2019**

Region 3: MSU Kahlmus Auditorium, Meridian, MS **January 25, 2019**

Region 4: MS School for the Deaf, Jackson, MS **February 1, 2019**

Region 5: Lake Terrace Convention Center, Hattiesburg, MS **February 1, 2019**

HOW TO REGISTER DISTRICT WINNERS TO REGIONAL LEVEL

Each District participating in the Regional Reading Fair **MUST** assign a District level Reading Fair Coordinator. The designated District Reading Fair Coordinator will register **ONLY** the first place winners in each division to the Regional Reading Fair.

The District Reading Fair Coordinator will have access to the Reading Fair Portal from their MS RESA Account.

For information regarding how to register or to set up an account to register, the designated district level Reading Fair Coordinator will need to contact the **North MS Education Consortium at 662-915-7763 or 662-915-7763.**

NOTE: It is the responsibility of the classroom teacher and school Reading Fair Coordinator to obtain the correct spelling of all students' names and provide complete contact information for parents/guardians. Completing the student's information accurately will ensure the timely notification of all parents and students of upcoming date, location, and time for the regional competition.

Before registering the first place winners for the Regional Reading Fairs, the District Reading Fair coordinator should have the following correct information for each student found to be the first place winner at the District Reading Fairs. To locate assigned region refer to school/district region assignments section.

- Name of School District and Name of School
- Region
- District Reading Fair Coordinator's Email and Phone Number
- School Reading Fair Coordinator's Email and Phone Number
- Name of Student(s)
- Division Category
- Title and Author of Book
- Student's Parent/Guardian Address, Email and Phone Number
- Does the student have a permission form to photograph/press release at the school?
- Does the students have special needs?

READING FAIR WINNERS FORM

Use this as an example of how to turn in winners for each level of competition.

Date of Reading Fair:	
Location of Regional Reading Fair:	
Regional Reading Fair Coordinator:	
Email:	Phone:

Division	Student Name	Project Name	Reading Fair Coordinator
Division A			
Division B			
Division C			
Division D			
Division ESB			
Division EDM			
Division FSB			
Division FDM			

Division G			
Division HSB			
Division HDM			
Division ISB			
Division IDM			
Division J			
Division KSB			
Division KDM			
Division LSB			
Division LDM			

REGIONAL READING FAIR INFORMATION AND ASSIGNMENTS

NOTE: To assist the regional facilitators in managing the number of participants at each site, please participate in your assigned region listed below.

REGION 1



North MS Education Consortium

850 Insight Park Avenue, Suite 253C
Post Office Box 1848, University, MS 38677-1848
Susan Scott, sscott@olemiss.edu, 662-915-7763
Briana Stewart, bstew@olemiss.edu 662-915-7763

School District Assignments for Region 1

Aberdeen, Alcorn, Amory, Baldwin, Benton County, Booneville, Calhoun County, Chickasaw County, Coffeeville, Corinth, Desoto County, Holly Springs, Houston, Itawamba County, Lafayette County, Lee County, Marshall County, Monroe County, Montgomery County, Nettleton, New Albany, North Panola, North Tippah, Okolona, Oxford, Pontotoc City, Pontotoc County, Prentiss County, Senatobia, South Panola, South Tippah, Tate County, Tishomingo County, Tupelo, Union County, Water Valley, Webster County, and Winona.

REGION 2



Delta Area Association for Improvement of Schools

Delta State University, 323 Ewing Hall DSU
Box 3333 Cleveland, MS 38733
Dr. Eddie Anderson, eanderson@deltastate.edu
Keisha Phillips, kphillips@deltastate.edu, 662-846-4354

School District Assignments for Region 2

Benoit, Carroll County, Clarksdale, Cleveland, Coahoma Agricultural, Coahoma County, Drew, East Tallahatchie, Greenville, Greenwood, Grenada, Hollandale, Humphreys County, Indianola, Leflore County, Leland, North Bolivar, Quitman County, Shaw, South Delta, St. Elizabeth Catholic School, Sunflower County, Tunica County, West Bolivar, West Tallahatchie, and Western Line.

REGION 3



East MS Center for Education Development, Inc.

Mississippi State University
1000 Highway 19 North, Meridian, MS 39307-5799
Cythia Pouncey, cythia.pouncey@emced.org, 601-484-0302

School District Assignments for Region 3

Attala County, Catholic Diocese of Jackson, Choctaw County, Choctaw Tribal Schools, Columbus, Enterprise, Forest, Kemper County, Kosciusko, Lauderdale County, Leake County, Louisville, Lowndes County, Meridian, Neshoba County, Newton County, Newton City, Noxubee County, Pearl, Philadelphia, Quitman Municipal, Rankin County, Scott County, Smith County, Starkville/Oktibbeha County, Union City, and West Point, MS School for Math and Science.



REGION 4

Southwest MS Education Consortium

Jackson State University, 3825 Ridgewood Road
Post Office Box 23, Jackson, MS 39211

Carolyn Mack, cmack@jsums.edu,

Kelli Olive, kelli.a.olive@jsums.edu

601-979-8894 or 601-979-8888

School District Assignments for Region 4

Canton, Clinton, Durant, Hazlehurst City, Hinds County, Holmes County, Jackson Public, Jefferson County, Jefferson Davis County, Lincoln County, Madison County, Natchez-Adams County, MS School for the Blind, MS School for the Deaf, South Pike, Vicksburg-Warren, Wilkinson County, Winona Separate, Yazoo City, and Yazoo County.



REGION 5

Southern Regional Educational Service Agency

409 North 37th Avenue, Hattiesburg, MS 39404

Post Office Box 18859

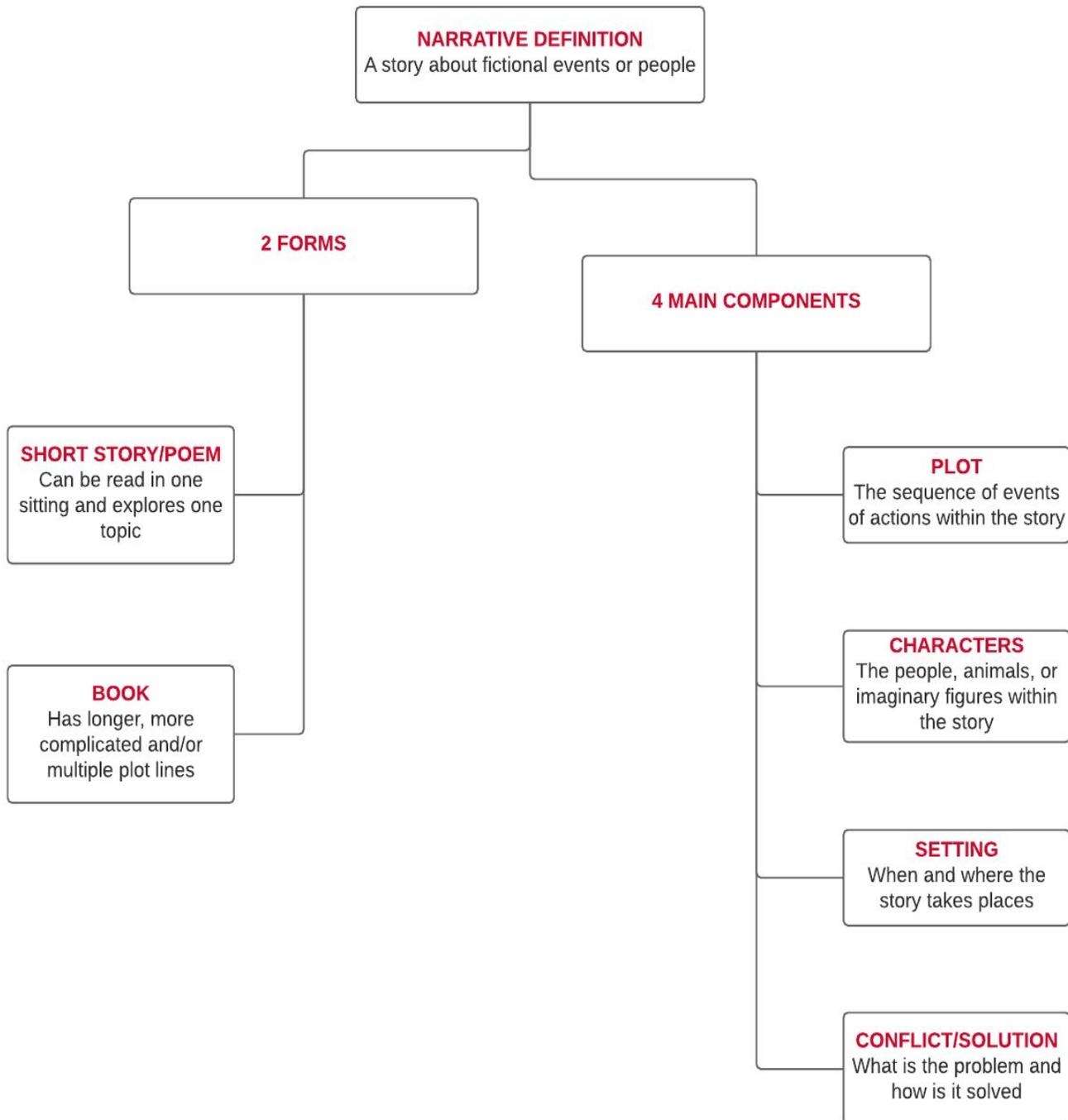
Billie Flick, billie.flick@s-resa.org

601-266-6777

School District Assignments for Region 5

Amite County, Bay-Waveland, Biloxi, Brookhaven, Catholic Diocese of Biloxi, Claiborne County, Columbia, Copiah County, Covington County, East Jasper, Forrest County, Forrest County Agricultural, Franklin County, George County, Greene County, Gulfport, Hancock County, Harrison County, Hattiesburg, Jackson County, Jones County, Lamar County, Laurel, Lawrence County, Long Beach, Lumberton, Marion County, McComb, Moss Point, Natchez-Adams, North Pike, Ocean Springs, Pascagoula, Pass Christian, Pearl River County, Perry County, Petal, Picayune, Poplarville, Richton, Simpson County, Stone County, Stone County Homeschool, Walthall County, Wayne County, and West Jasper.

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:

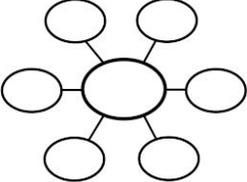
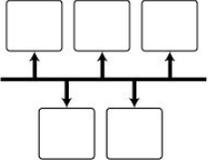
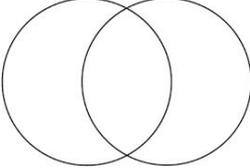
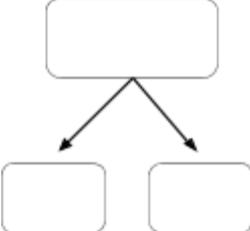
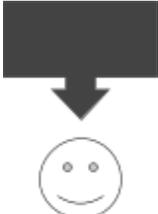
1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view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

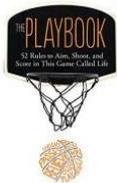
GRAPHIC ORGANIZER EXAMPLES

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.

MAGNOLIA RESOURCES



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



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

Review →
About the Book
Features



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



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.

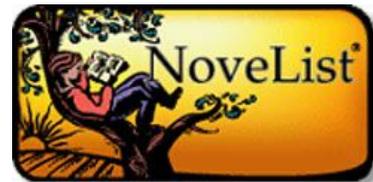


Abraham Lincoln Walks at Midnight

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.



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.



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

Min/Max Grade level: 9 - 12

Popularity: ★★☆☆

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.

<input type="checkbox"/> Adventure	<input type="checkbox"/> Animals
<input type="checkbox"/> Art	<input type="checkbox"/> Biography
<input type="checkbox"/> Business & Law	<input type="checkbox"/> Fairy Tales, Myths, & Folktales
<input type="checkbox"/> Family, Childhood, & Education	<input type="checkbox"/> 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 sort by Lexile Measure (L)

	Violet Fairy Book, The ISBN13: 9780844007573 Find This Book	1090L Add to Reading List
	Tikki Tikki Tembo by: Mosel, Arlene Pages: 48 ISBN13: 9780312397480 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.

EXAMPLE:

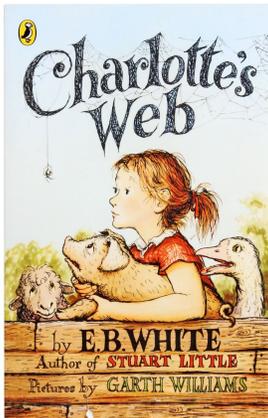


Image Credit:

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 plagiarised.

HOW TO HOST READING FAIR

PREPARATION

Set a date and place for the Reading Fair. You will need to find a location that can accommodate the display boards of your students and remain open long enough for judging.

- Calculate how much table space you will need. Each display board will be 36" wide. Four boards, back-to-back, can fit on a six-foot table.
- Determine which locations will accommodate the appropriate number of tables.
- Set the date that works with the school calendar.
- Make a map of where the tables will go in the room and how they will be numbered.
- Identify the number of volunteers that will be needed to help with registration, set up, award ceremony, and clean up.
- Gather clipboards, pencils, name tags, and rules for judging.
- Print check-in station signs, registration sheets, and table tags.

JUDGES

Allow 30 minutes for judging orientation and score discussion. Be cautious not to exceed judging for more than 2 to 3 hours. There should be at least 3 judges per category to help with tiebreakers. Judges can judge multiple categories to help keep down the number of judges needed.

SETUP

Set up the registration area near the entrance, and stock it with registration lists and supplies. Create alphabetical signs to help students/parents/teachers check in quickly.

- Check in each student.
- Give each student his or her division number and a map.
- Direct student to the general area where they should set up.

Use table signs or tags to help guide students to the right destination. The table tags will have the Division letter and project number listed. There should be aisle signs to help guide students and judges as well. Bathroom and concession signs should be posted as well. Organize digital media presentations together and storyboard presentations together in the mixed divisions.

CHAPERONES

Volunteers or chaperones should direct students to their location and help where needed. Chaperones should monitor the room routinely to prevent damage to projects. There should be a volunteer for every three tables.

AWARD CEREMONY

If you are giving out participation certificates, have these completed before the fair. If only winners are given certificates and/or ribbons, have the information completed minus the student name. Have a volunteer to help with the completion of the awards prior to the ceremony.

- Total the score on each sheet
- File each score sheet by award category
- Once judging is done, sort score sheets in each award category from high to low
- Create a official list of winners
- Complete certificates and present awards

STUDENT ETIQUETTE

Students may bring pillows to sit on while waiting to be judged. Coordinators need to explain to students that when a judge approaches the display, the student needs to stand up and talk with the judge. Students need to stay with their presentation unless using the restroom or visiting the concession stand. Students do not need to leave the Reading Fair judging area. Any student found to be bullying other contestants will be disqualified and asked to leave.



Southwest Mississippi Education Consortium
Mississippi Schools for the Deaf and the Blind
Physical Education Complex
8:00 - a.m. - 2:00 p.m. | March 3, 2017

Regional Reading Fair Agenda

8:00 - 9:30 a.m.

Registration

- Parents/Chaperones/Guests assist students with project set-up in the Physical Education Complex
- Concession open in the Physical Education Complex

9:30 - 11:30 a.m.

Judging

- Students should report back to their projects for judging to begin
- All parents/chaperones/guests should immediately transition to Roberts Gymnasium
- **NOTE:** As judging is completed for each table, students will be escorted to the Roberts Gymnasium to join parents/chaperones/guests.

12:50 p.m.

- All students/parents/chaperones/guests should report to the Auditorium for the Awards Ceremony

1:00 - 1:30 p.m.

Awards Ceremony

1:30 - 2:00 p.m.

Removal of Projects

Regional Reading Fair Map



JUDGING PROCEDURES

EACH PROJECT WILL BE JUDGED BY THREE JUDGES

- Obtain the score sheets.
- Judges clipboard will have a set (one sheet per project) for each division that will be judged.
- Before judging begins, please make sure that the Judge's Number is written in the correct space on the rubric.
- Before judging begins, please make sure the participant's number is already written on each sheet for a particular division. For example, Division A will have participant sheets A-1, A-2, A-3, and A-4 in one set.
- Before judging begins, match the participant's number in the upper right hand corner on the rubric with the participant's number on the table in front of the student's board.
- Please limit judging to one judge per student/project at a time.
- Judges do not have to tally points. Individuals have been assigned to do this.
- As a judge completes one set of sheets (one division) for assigned projects, please turn in at the registration table. Once Reading Fair staff has verified that all fields are complete, return to judging the next division, ensuring that you follow the same procedures for judging and returning sheets for that division. As each set is complete, the Reading Fair staff will take the score sheets for tabulation.

NOTE: If a judge is reassigned to new divisions, please make certain the change is indicated on the judge's assignment sheet. This may happen in the event the judge knows the student(s), resides in the same local area as the student(s), or where there is a possibility of conflicts of interest.

TIEBREAKER JUDGES

Usually, judges are breaking ties between two students in a particular division. In the case of a tie, use the rubric marked "Tiebreaker".

- In the upper right corner of the Tiebreaker Rubric, indicate the participant number of the students whose boards that are being judged. Judges can locate this information on the card positioned in front of the student's project and/or on their name tags. This is a letter and number. (For example, A-1).
- Judges do not have to tally points. Individuals have been assigned to do this.
- Once you have judged the boards, return to the registration table or judging room and hand the sets to an individual working at the registration table or in the judge's room.

THINGS TO KEEP IN MIND WHILE JUDGING

Interaction with the participants competing in the Reading Fair is strongly encouraged. In an effort to maintain consistency with each participant, only ask the three questions found in the gray shaded box on the judging rubric.

Literary:

1. Which character was your favorite? Why?
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Informational:

1. Is the subject/topic something you are interested in or want to know more about? Explain.
2. How did you (or you and the rest of your group or family) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Judge's Literary Fiction Storyboard Rubric

Use this rubric for Divisions A-F and J-L

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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 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

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CATEGORY	SCORING	POINT TOTAL																																		
Writing ★ Writing is neat and inviting ★ Writing is easily understood	<table style="width: 100%; text-align: center;"> <tr> <th colspan="2">Lowest</th> <th colspan="2">Highest</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	Lowest		Highest		1	2	3	4	5	1	2	3	4	5	10 Points/ _____																				
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Questions Judges should ask at a minimum:

1. Which character was your favorite? Why?
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

Judge's Informational Nonfiction Text Storyboard Rubric

Use this rubric for Divisions G-I

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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

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Deduct 1 point for each element that is not translated in a bilingual presentation. _____

CATEGORY	SCORING					POINT TOTAL
	Lowest		Highest			
Writing						
★ Writing is neat and inviting	1	2	3	4	5	10 Points/ _____
★ Writing is easily understood	1	2	3	4	5	
Creativity						
★ Project is original	1	2	3	4	5	30 Points/ _____
★ Project demonstrates imagination	1	2	3	4	5	
★ Unique materials are used to express ideas	1	2	3	4	5	
Quality of Project						
★ Project follows the guidelines	1	2	3	4	5	20 Points/ _____
★ Project is durable and will last through several rounds of competition without physical support	1	2	3	4	5	
Thoroughness of Written Information						
★ Project captures the most important information	1	2	3	4	5	30 Points/ _____
★ Project capture the concept/point the author made in the book	1	2	3	4	5	
★ Uses appropriate graphic organizer to illustrate the main idea of the author	1	2	3	4	5	
Interest Evoked						
★ Project demonstrates student's ability	1	2	3	4	5	20 Points/ _____
★ Exhibit is appropriate to age level	1	2	3	4	5	
★ Student encourages others to read the book	1	2	3	4	5	
★ Student attracts others and makes them interested in the work	1	2	3	4	5	

Questions Judges should ask at a minimum:

1. Is the subject/topic something you are interest in or want to know more about? Explain.
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

Judge's Literary Fiction Digital Media Rubric

Use this rubric for Divisions Divisions E and F | K and L

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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 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

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CATEGORY	SCORING	POINT TOTAL
Text ★ Text is readable and neat ★ Text is easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique technology is used 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 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Quality of Project ★ Project follows the guidelines (3 min. limit) ★ Project demonstrates digital media skill	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 ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
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Questions Judges should ask at a minimum:

1. Which character was your favorite? Why?
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

Judge's Informational Nonfiction Text Digital Media Rubric

Use this rubric for Divisions H and I

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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

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CATEGORY	SCORING	POINT TOTAL
Text ★ Text is readable and neat ★ Text is easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique technology is used 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 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Quality of Project ★ Project follows the guidelines (3 min. limit) ★ Project demonstrates digital media skill	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 ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
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Questions Judges should ask at a minimum:

1. Is the subject/topic something you are interest in or want to know more about? Explain.
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

TIEBREAKER Literary Fiction Storyboard Rubric

Use this rubric for Divisions A-F and J-L

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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 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

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CATEGORY	SCORING					POINT TOTAL
	Lowest		Highest			
Writing ★ Writing is neat and inviting ★ Writing is easily understood	1	2	3	4	5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique materials are used to express ideas	1	2	3	4	5	30 Points/ _____
Quality of Project ★ Project follows the guidelines ★ Project is durable and will last through several rounds of competition without physical support	1	2	3	4	5	20 Points/ _____
Thoroughness of Written Information ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	1	2	3	4	5	20 Points/ _____
Interest Evoked ★ Project demonstrates student's ability ★ Exhibit is appropriate to age level ★ Student encourages others to read the book ★ Student attracts others and makes them interested in the work	1	2	3	4	5	20 Points/ _____

Questions Judges should ask at a minimum:

4. Which character was your favorite? Why?
5. How did you (or you and the rest of your group) decide upon the design of the project?
6. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

TIEBREAKER Informational Nonfiction Text Storyboard Rubric

Use this rubric for Divisions G-I

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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
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★ Unique materials are used to express ideas	1	2	3	4	5	
Quality of Project						
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★ Project is durable and will last through several rounds of competition without physical support	1	2	3	4	5	
Thoroughness of Written Information						
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★ Project capture the concept/point the author made in the book	1	2	3	4	5	
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Interest Evoked						
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Questions Judges should ask at a minimum:

4. Is the subject/topic something you are interest in or want to know more about? Explain.
5. How did you (or you and the rest of your group) decide upon the design of the project?
6. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

TIEBREAKER Literary Fiction Digital Media Rubric

Use this rubric for Divisions E and F | K and L

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

CHECK IF BILINGUAL _____

	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 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

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CATEGORY	SCORING	POINT TOTAL
Text ★ Text is readable and neat ★ Text is easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique technology is used 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 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Quality of Project ★ Project follows the guidelines (3 min. limit) ★ Project demonstrates digital media skill	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 ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Interest Evoked ★ Project demonstrates student's ability ★ Exhibit is appropriate to age level ★ Student encourages others to read the book ★ Student attracts others and makes them interested in the work	Lowest Highest 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	20 Points/ _____

Questions Judges should ask at a minimum:

4. Which character was your favorite? Why?
5. How did you (or you and the rest of your group) decide upon the design of the project?
6. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____

TIEBREAKER Informational Nonfiction Text Digital Media Rubric

Use this rubric for Divisions H and I

JUDGE'S NUMBER _____	PARTICIPANT'S NUMBER _____	CHECK IF BILINGUAL _____
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

Copyrighted Materials Credit Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source.	Plagiarism (disqualify board) Project is written in the student's own words and information has not been directly copied or plagiarized from any source - websites or books.
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Deduct 10 points if ANY of the above story elements are not present in the presentation. _____

Deduct 10 points if student involvement is not evident in the presentation. _____ (includes Copyright and Plagiarism)

Deduct 1 point for each element that is not translated in a bilingual presentation. _____

CATEGORY	SCORING	POINT TOTAL
Text ★ Text is readable and neat ★ Text is easily understood	Lowest 1 2 3 4 5 Highest 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique technology is used to express ideas	Lowest 1 2 3 4 5 6 7 8 9 10 Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Quality of Project ★ Project follows the guidelines (3 min. limit) ★ Project demonstrates digital media skill	Lowest 1 2 3 4 5 6 7 8 9 10 Highest 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Thoroughness of Written Information ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest 1 2 3 4 5 6 7 8 9 10 Highest 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Interest Evoked ★ Project demonstrates student's ability ★ Exhibit is appropriate to age level ★ Student encourages others to read the book ★ Student attracts others and makes them interested in the work	Lowest 1 2 3 4 5 Highest 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	20 Points/ _____

Questions Judges should ask at a minimum:

4. Is the subject/topic something you are interest in or want to know more about? Explain.
5. How did you (or you and the rest of your group) decide upon the design of the project?
6. What was the best part of the story? What part of the book, if any, did you not like?

Total Points _____

Points Deducted _____

Grand Total _____



Reading Fair Photograph/Video Permission Form

NOTE: This form should be on file at the student's school.
Only advance to each level of competition if permission is denied.

Student's Name: _____
(Please Print)

Parent/Guardian's Name: _____
(Please Print)

School: _____

District: _____

Title of Book: _____

Select Category student will represent. (Check one category.)

- Individual Division Group Division

NOTE: Check all that apply

- Permission is given for the above named individual(s) presenting at the School, District, Regional and State Level Reading Fair Competitions to be photographed and/or videotaped.
- Permission is not given for the above named individual(s) presenting at the School, District, Regional and State Level Reading Fair Competitions to be photographed and/or videotaped.
- Child requires special accommodations. Please send Student Accommodations Form to the School, District, Regional, and State level coordinators.

Parent/Guardian Signature

Date

School Representative Signature

Date

NOTE: This form is to be kept on file at the school/district level.



Student Needing Accommodations Form

It is imperative that the school, district, regional, and state coordinators are notified at least **3 weeks** in advance of the event if a student is in need of specialized accommodations. This will provide adequate time for the host site to ensure that the required accommodations are available and accessible to the participant.

NOTE: This form must advance to each level of competition.

Student's Name: _____
(Please Print)

Name of Personal Assistant: _____
(Please Print) **NOTE:** If needed, this person will accompany the student to each level of competition.

School: _____

District: _____

Title of Book: _____

Select Category student will represent. **(Check one category)**

- Individual Division Group Division

Types of Accommodations Needed:

Parent/Guardian Signature

Date

Administrator Signature

Date

CCR STANDARDS

LITERARY FICTION ELEMENTS

Task	Standard
<p>Publication Information: List Title, Author, Publisher, and Publication Date</p>	<p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.</p>
<p>Plot Summary:</p> <ul style="list-style-type: none"> ● 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 	<p>RL.K-1.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.2-3.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.4-12.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p>Main Characters: List important characters to the story line</p>	<p>RL.4-12.2: Describe the depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>
<p>Setting: List place and time of story</p>	<p>RL.4-12.2: Describe the depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>
<p>Conflict: Explain the problem in the story</p>	<p>RI.4-12.5: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
<p>Solution or Resolution: Explain how the problem is resolved</p>	<p>RI.4-12.5: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
<p>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</p>	<p>RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.</p>
<p>Copyright/ Fair Use: Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>
<p>Plagiarism: Project is written in the student's own words and information has not been directly copied or plagiarized from any source - websites or books.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>

INFORMATIONAL NONFICTION ELEMENTS

Task	Standard
<p>Publication Information: List Title, Author, Publisher, and Publication Date</p>	<p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: With prompting and support, name the author and the illustrator of a story and define the role of each in telling the story.</p>
<p>Type of Informational Text: Discussion, Report, Explanatory, Opinion/Argument, Instructional</p>	<p>RI.9.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.</p>
<p>Text Summary:</p> <ul style="list-style-type: none"> ● 3: Recount the main idea and key details the text in a written response ● 4-12: Summarize the text in a written response 	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.4-12.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p>Graphic Organizers: Capture the main/central idea and/or main points important to the text</p>	<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p>Student Connections: Text-to-self; text-to-text; and/or text-to-world</p>	<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p>Author's Purpose: Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)</p>	<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<p>Topic Study: Recommend another text that has similar or opposing/alternate information on the same topic Grades 9-12</p>	<p>W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Copyright/ Fair Use: Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>
<p>Plagiarism: Project is written in the student's own words and information has not been directly copied or plagiarized from any source - websites or books.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p>

DESIGN AND PRESENTATION ELEMENTS

Task	Standard
<p>Clarity of Writing:</p> <ul style="list-style-type: none"> • Captures attention • Easily understood 	<p>W.1-12.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organizations, and analysis of content.</p> <p>W.1-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.1-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Creativity:</p> <ul style="list-style-type: none"> • Has originality of subject or idea • Demonstrates imagination in manner of production/presentation • Has clever, inventive, and effective use of materials to express ideas • Has clever, inventive, and effective use of technology to express ideas 	<p>VA: Cr2.1.PK: Use a variety of art-making tools</p> <p>VA: Cr2.1.2: Experiment with various materials and tools to explore personal interests in a work of art or design.</p> <p>VA: Cr2.1.3: Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>VA: Cr2.1.6: Demonstrate openness in trying new designs, materials, methods, or approaches in making works of art and design.</p>
<p>Quality of Project:</p> <ul style="list-style-type: none"> • Follows directions • Demonstrates skill, craftsmanship, and durability • Demonstrates digital media skill 	<p>MA: Cr2.1.6: Organize, propose, and evaluate artistic, ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.</p> <p>MA: Pr6.1.6: Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artwork. Analyze results of and improvements for presenting media artworks.</p>
<p>Thoroughness of Written Information:</p> <ul style="list-style-type: none"> • Proper emphasis is placed on important items • Completely portrayed the concept of the book • Uses appropriate graphic organizer to illustrate the main idea of the author 	<p>W.1-12.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organizations, and analysis of content.</p> <p>W.1-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.1-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Judges' Interview (Speaking and Listening)</p>	<p>SL.1-12.4: Present information, findings, and supporting evidence that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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.



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