



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Reading Fair Step-by-Step Guide for Parents and Students

2016-2017

This guide is designed to support parents and students as they complete a reading fair project. The guide was originally developed by Ruth Thompson, the librarian at Della Davidson Elementary School in Oxford, MS.

Step-by-Step Guide
LITERARY FICTION AND NON-FICTION NARRATIVES CATAGORIES

Step 1: Choose your Category and Division

Please note that Group and Family projects are in the same category.

Category: Individual Fiction (Divisions A-G) I will do my Reading Fair project by myself.

___ Division A (Kindergarten)

___ Division D (Grade 3)

___ Division B (Grade 1)

___ Division E (Grades 4-5)

___ Division C (Grade 2)

___ Division F (Grades 6-8)

___ Division G (Grades 9-12)

Category: Group/Family (Division K-N) I will do a Reading Fair project with family or friend(s). **PROJECT CATAGORIES (LITERARY FICTION AND NON-FICTION NARRATIVES ONLY)**

___ Division K (Grades PreK-2)

___ Division L (Grades 3-5)

___ Division M (Grades 6-8)

___ Division N (Grades 9-12)

My Group/Family members: _____, _____, and _____

Step 2: Bibliographic Information

Use the title 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.

Illustrator: The person who contributed the pictures.

Publisher: The Company that printed and distributed the book.

Copyright Date: The year the book was published. Look for the © symbol in front of the date.

Step 3: Setting

There are **2 parts** to a book's setting.

You must include both!

1. TIME

When did the story happen? Be specific!

2. PLACE

Where did the story take place? If the story takes place in more than one location, choose only the most important place.

Step 4: Author's Purpose

Why did the author write the story?

- To **entertain** (All fiction is written to entertain.)
- To **inform** (Historical fiction informs.)
- To **persuade** (Does the book inspire me to do or become something?)
- A combination of the above

The author wrote the book to _____.

Step 5: Tone/Mood

How does the author want you to feel when you read the story? (e.g., Sad, happy, scared, curious)

The author wants the reader to feel _____.

Step 6: Main Characters

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

Name: _____

Short description: _____

Name: _____

Short description: _____

Name: _____

Short description: _____

Step 7: Conflict

What is the **main** problem in the story? Choose only one problem.

Step 8: Solution/Resolution

How is the problem solved?

Step 10: Design Your Tri-fold Board

Congratulations! The hard part is over; now, the fun begins! Use a standard tri-fold project board that unfolds to be approximately 36" H x 48" W. The sides fold in to make the board stand by itself. After you fold the sides in, the final project cannot exceed approximately 36" W x 14" D x 36" H of table space.

Carefully type or write the story elements in **Steps 2 - 9**. Be creative. For example, if your person is a football player, you might choose a font like "**Impact**".

PROPS

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.

Step-by-Step Guide
INFORMATIONAL NON-FICTION TEXTS CATEGORIES

Step 1: Choose your Division

Category: Individual Non-fiction

_____ Division H (Grade 3-5)

_____ Division I (Grades 6-8)

_____ Division J (Grades 9-12)

Step 2: Bibliographic Information

Use the title 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.

Illustrator: The person who contributed the pictures.

Publisher: The Company that printed and distributed the book.

Copyright Date: The year the book was published. Look for the © symbol in front of the date.

Step 3: My Predictions

1. Based on what I already know about the topic of my book, I predict that I will learn the following:

2. After reading my book, I predict that the following will happen next or as a result of this event:

Step 4: Information for Summary and Graphic Organizer

Fill in the blanks with facts from your book. You may not have information for every blank. **You do not have to fill in the blanks if the information is not in your book.**

Topic: _____

Important details:

Important events:

Jobs or careers related to topic:

Inventions/Contributions:

Problems:

The world changed because:

Other information I want to include in my summary or graphic organizer:

Step 5: Graphic Organizer

(See Appendix D of the Reading Fair Guidelines for Graphic Organizer Examples and Samples)

A graphic organizer is a visual display or picture of information. You **MUST** include a graphic organizer summarizing the events in your person's life. Use the information gathered from **Step 4**. Have fun and be creative! Some internet sites that have printable graphic organizers are listed below. If you need more ideas to create your graphic organizer, ask your teacher.

Read Write Think http://readwritethink.org/materials/bio_cube

edHelper http://www.edhelper.com/teachers/graphic_organizers

The Houghton Mifflin Education Place <http://www.eduplace.com/graphicorganizer>

Education Oasis http://www.educationoasis.com/curriculum/graphic_organizers

Step 7: Student-made Connections

Choose one or more of the following ways you feel connected to the person in your biography.

Text - Self

I can identify with this topic, because it reminds me of when I

Text - Text

My biography reminds me of the book

_____ by _____
(Title of the book) (Author)

because _____

Step 8: Author's Purpose

Why did the author write the book?

- To **entertain** (All fiction is written to entertain.)
- To **inform** (Historical fiction informs.)
- To **persuade** (Does the book inspire me to do or become something?)
- A combination of the above

The author wrote the book to _____

Step 9: Genre

What is the genre of your selected text? Use a complete sentence.

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: Decides on a point-of-view and has reasons to support the view.
6. Relate: Retells the information or events for an audience.

Step 10: Follow-up Questions

After reading this book, I would like to ask _____
(Author of my biography)

the following questions about _____
(Topic of my book)

1. _____?

2. _____?

Step 11: Design Your Tri-fold Board

Congratulations! The hard part is over; now, the fun begins! Use a standard tri-fold project board that unfolds to be approximately 36" H x 48" W. The sides fold in to make the board stand by itself. After you fold the sides in, the final project cannot exceed approximately 36" W x 14" D x 36" H of table space. Carefully type or write the story elements in **Steps 2 - 9**.

Be creative. For example, if your person is a football player, you might choose a font like **"Impact"**.

PROPS

Props add interest and **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 living, valuable, or dangerous. You do not have to display the book.

Reading Fair Project Checklist for Non-Fiction

Project has the following:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Student prediction based on events and facts presented (before and after reading)
- _____ Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
- _____ Use of graphic organizers to capture the main idea and/or points important to the text
- _____ Brief summary about the book
- _____ Student made connections (text-to-self, text-to-text, and/or text-to-world)
- _____ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- _____ Follow-up questions to the author after reading the non-fiction text

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 directions from 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 captures the concept/point the author made in the book.

Interest Evoked:

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

Note: There are primarily three types of connections students can make while reading: text-self, text-text, and text-world. When making a text-self connection, students are often reminded of some event that occurred during their life or make a connection between an event they have participated in that is similar to that in the story. In text-text, students are reminded of another piece of written material that is similar to the story they are reading. In text-world, students relate the events in the book to a current event.

I acknowledge this project is complete and ready to compete against other students in the Mississippi Reading Fair.

Signature of Student

Date

READING FAIR JUDGE'S FICTION RUBRIC

(Use this rubric for Divisions A-G and K-N)

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

All of the following must be present on the board:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Main Characters - only those important to the story line
- _____ Setting - place and time of story
- _____ Plot Summary - brief summary (not a retelling) of what the story is about and what takes place
- _____ Conflict - the problem in the story
- _____ Solution or Resolution - how the problem is resolved
- _____ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- _____ Tone or Mood - describes how the author wants the reader to feel while reading the story

Deduct 10 points if ANY of the above story elements are not present on the board. _____

Deduct 10 points if student involvement is not evident in the display. _____:

CATEGORY	SCORING	POINT TOTAL								
Clarity of Writing ---Captures attention ---Easily understood	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5</td> <td style="text-align: center;">1 2 3 4 5</td> </tr> </table>	Lowest	Highest	1 2 3 4 5	1 2 3 4 5	10 Points/ _____				
Lowest	Highest									
1 2 3 4 5	1 2 3 4 5									
Creativity ---Has originality of subject or idea ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	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/ _____		
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									
Quality of Project ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	Lowest	Highest	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	20 Points/ _____				
Lowest	Highest									
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10									
Thoroughness of Written Information ---Proper emphasis is placed on important items ---Completely portrayed the concept of the book	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	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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Interest Evoked ---Represents real study and effort ---Exhibit is appropriate to age level ---Encourages viewer to read this book ---Project is visually appealing	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5</td> <td style="text-align: center;">1 2 3 4 5</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5</td> <td style="text-align: center;">1 2 3 4 5</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5</td> <td style="text-align: center;">1 2 3 4 5</td> </tr> </table>	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/ _____
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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									
Questions Judges should ask at a minimum:										
1. Which character was your favorite? Why?		Total Points _____								
2. How did you (or you and the rest of your group or family) decide upon the design of the project?		Points _____								
3. What was the best part of the story? What part of the book, if any, did you not like?		Deducted _____								
		Grand Total _____								

READING FAIR JUDGE'S NON-FICTION RUBRIC

(Use this rubric for Divisions H-J)

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

All of the following must be present on the board:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Student prediction based on events and facts presented (before and after reading)
- _____ Structure of text/genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
- _____ Use of graphic organizers to capture the main idea and/or points important to the text
- _____ Brief summary about the book
- _____ Student made connections (text-to-self, text-to-text, and/or text-to-world)
- _____ Author's Purpose - why the author wrote the story (to entertain, inform, persuade, etc.)
- _____ Follow-up questions to the author after reading the non-fiction text

Deduct 10 points if ANY of the above elements are not present on the board. _____

Deduct 10 points if student involvement is not evident in the display. _____

CATEGORY	SCORING	POINT TOTAL						
Clarity of Writing ---Captures attention ---Easily understood	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	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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Creativity ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	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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Lowest	Highest							
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10							
Thoroughness of Written Information ---Proper emphasis is placed on important items ---Completely portrays the concept of the book ---Uses appropriate graphic organizer to illustrate the main idea of the author	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Lowest</td> <td style="text-align: center;">Highest</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> <td style="text-align: center;">1 2 3 4 5 6 7 8 9 10</td> </tr> </table>	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/ _____
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Lowest	Highest							
1 2 3 4 5	1 2 3 4 5							
Questions Judges should ask at a minimum:		Total Points _____						
1. Is the subject/topic something you are interested in or want to know more about? Explain.		Points _____						
2. How did you (or you and the rest of your group or family) decide upon the design of the project?		Deducted _____						
3. What was the best part of the story? What part of the book, if any, did you not like?		Grand Total _____						

Reading Fair Photograph/Video Permission Form

Note: This form will advance to each level of competition.

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 _____	Family Division _____
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Note: Check all that apply

- Permission is given for the above named individual(s) presenting at the State Level Reading Fair to be photographed and/or videotaped.
- Permission is not given for the above named individual(s) presenting at the State Level Reading Fair to be photographed and/or videotaped.
- Child requires special accommodations. Please attach Appendix J form to this form.

Parent/Guardian Signature

Date

School Representative Signature

Date

District Representative Signature

Date

Regional Representative Signature

Date