

MISSISSIPPI READING FAIR 2011 GUIDELINES

Sponsored by the Mississippi Department of Education
Office of Curriculum and Instruction



- Storyboards should be constructed on a tri-fold project board, the same type that are traditionally used for science fairs, measuring at least 30" H x 40" W and not exceeding 36" H x 48" W. This year's boards are to be full-sized and boards are not to exceed the approved height, width, and depth guidelines. Boards that do not meet the size requirements will be disqualified, *even if they proceed to the State Reading Fair*. Electrical cords will not be allowed due to the danger they create in the aisles.
- Storyboards should be colorful and interesting. Models, shadowboxes, and illustrations that *fit in the middle of the display* are allowed. The total project should not exceed the width or depth of the standing display board (approximately 36" W x 14" D of table space). 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.
- 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 this identifying information is on the front, the project is disqualified.
- Students in grades 4-12 have the opportunity to share their favorite non-fiction book. All students deciding to do so are to compete in the Individual Category, within their specified grade group (Divisions M-N) All other entries should represent only **fictional** books. Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. (Please see pages 4-6 for clarifying information on both text types.)
- We encourage students and teachers to accompany their projects throughout the competitions; however, it is not required. Attendance at the local, regional or State Reading Fair is encouraged because judges may wish to question students about projects. Only students may represent the projects during the judging, even for the group and family projects.

- Kindergarten and first grade students may select a book for their project that they have read or listened to. Questions may be simplified for young students. For example: What is the title of the book? Who are the main characters? Who wrote the book? Where and when did the story happen? What is the book about? What happens in the book? Was there a problem in the story? How was the problem solved? Why do you think the author wrote the book? How did the book make you feel?
- Items on the boards may be handwritten or typed. Kindergarten students and other young students may require assistance in writing, typing, spelling, cutting, etc. This is permissible and part of the learning process; however, if a student of any age has extensive assistance, please enter the project in the family category for grades K-3 or 4-8.
- The family division projects should portray a book appropriate to the age of the child(ren). The child should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. The individual and group categories will be judged more closely on whether the project shows work appropriate for the age level of the student. (If a group or family project has students in various grades, the project should be placed in the division of the oldest student.)
- The first place winner of each category division at the local level will advance to the district level. District Reading Fairs should be completed by January 31, 2011, but may be held as early as October 8, 2010. District Reading Fair winners in each division will advance to one of the Regional Reading Fairs at a location to be determined by the Mississippi Department of Education. Regional Fairs will be scheduled during February-March, 2011. The first place regional winner in each category will advance to the State Reading Fair, which will be scheduled for May 20, 2011, at the Department of Education in Jackson.

**Mississippi Department of Education
Office of Curriculum and Instruction
2011 Reading Fair Categories**

This year's students will be judged in the following divisions:

Individual Categories

Grade	Division
Kindergarten	Division A
Grade 1	Division B
Grade 2	Division C
Grade 3	Division D
Grades 4-5	Division E
Grades 6-8	Division F
Grades 9-12	Division G

Group Project Categories

Grade	Division
Grades K-3	Division H
Grades 4-8	Division I
Grades 9-12	Division J

Family Project Categories

Grade	Division
Grades K-3	Division K
Grades 4-8	Division L

Non-Fiction Individual Categories

Grade	Division
Grades 4-8	Division M
Grades 9-12	Division N

Each school district may be represented by only **one** project from each division at the Regional Reading Fair.

**Mississippi Department of Education
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Understanding Non-Fictional Text**

The first component of non-fiction is *genre*. Genres of **non-fiction** can be identified by one single factor: the intent, or purpose, of the writing. On the other hand, genre of **fiction** blends together. For instance, a fantasy story can have characteristics of an adventure story, but not all adventure stories are fantasies. Genres of non-fiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The six main genre of non-fiction 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 or 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.

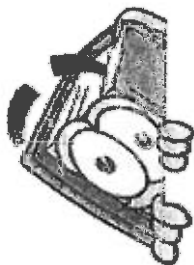
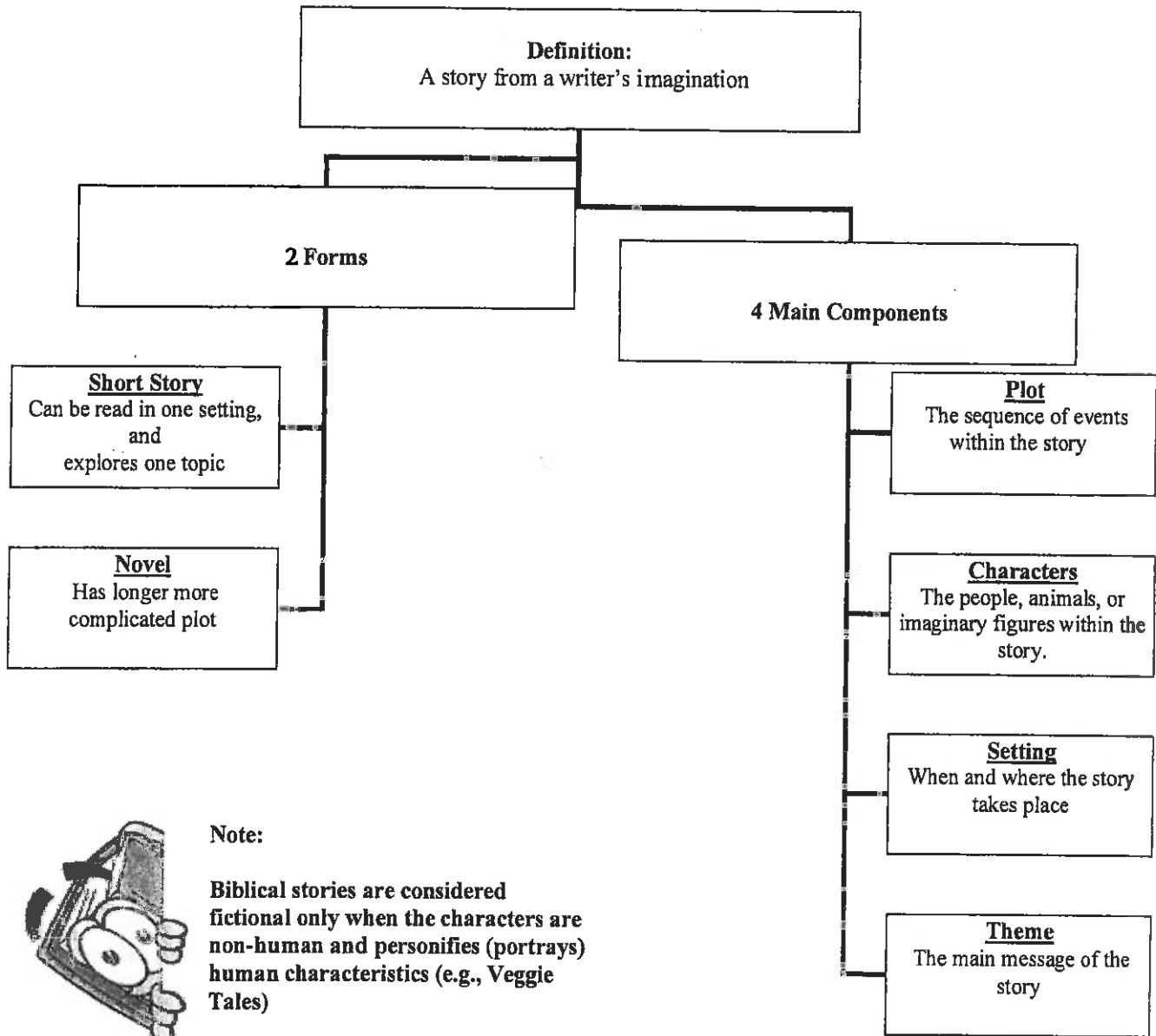
Students should be aware of the variety and format of the structures of non-fictional text. Some structures or formats of non-fiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, opinion, discussion, or relating. On the contrary, a recipe is considered instructional. This is one thing that makes non-fictional text so unique. The structure can take on different tones and formats depending on the author's intent. See Figure 1-1 for an appended list of genre and formats of non-fictional text. Only the formats labeled with an *asterisk* (*) can be used for Reading Fair projects.

Figure 1-1

Structures/Formats of Non-Fictional Text			
Almanacs	Editorials*	Magazine Articles	Presentations*
Autobiographies*	Essays*	Manuals	Proposals*
Biographies *	Evaluations	Newspaper Articles	Recipes
Book/Movie Reviews*	Guides	Notices	Reports*
Brochures	Interviews*	Obituaries	Request Forms
Consumer Reports*	Journals*	Observations*	Rules
Debates*	Letters	Polls/Surveys	Speeches*
Demonstrations	Logs	Postcards	Travelogues

*Can be used for Reading Fair Projects

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Characteristics of Fictional Text



Note:
Biblical stories are considered
fictional only when the characters are
non-human and personifies (portrays)
human characteristics (e.g., Veggie
Tales)

**Mississippi Department of Education
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READING FAIR 2011 JUDGE'S RUBRIC (Fiction)

PARTICIPANT # _____ JUDGE # _____

Instructions: Place "+" next to each story element that is present.
Place "-" next to each story element that is not present.

Story Elements	+ or -
1. Title	
2. Author	
3. Publisher and Publication Date	
4. Setting - place and time of story	
5. Main Characters - only those important to the story line	
6. Brief Plot summary - not a retelling of what the story is about and what takes place	
7. Conflict - the problem in the story	
8. Solution or Resolution - how the problem is resolved	
9. Author's Purpose - why the author wrote the story (to entertain, inform, persuade, or a combination)	
10. Tone or Mood - the tone affects the feelings of the reader or how the author wants the reader to feel when reading the story	
Total Points Deducted	

An automatic 10 points will be deducted if any of the story elements are not present on the storyboard.

For Divisions A-J: Subtract 10 points if student involvement is not evident in the display.

(Scoring Rubric continued on next page)

CATEGORY	SCORING	POINT TOTAL
Clarity of Writing	Lowest Highest	
Captures attention	1 2 3 4 5	
Is easily understood	1 2 3 4 5	10 Points / _____
Creativity	Lowest Highest	
Has originality of subject or idea	1 2 3 4 5 6 7 8 9 10	
Has imagination in manner of production/presentation	1 2 3 4 5 6 7 8 9 10	30 Points / _____
Has clever, inventive and effective use of materials to express ideas	1 2 3 4 5 6 7 8 9 10	
Quality of Project	Lowest Highest	
Follows directions	1 2 3 4 5 6 7 8 9 10	
Demonstrates skill, craftsmanship, and durability	1 2 3 4 5 6 7 8 9 10	20 Points / _____
Thoroughness of Written Information	Lowest Highest	
Places proper emphasis on important items	1 2 3 4 5 6 7 8 9 10	
Has completely portrayed the concept of the book	1 2 3 4 5 6 7 8 9 10	20 Points / _____
Interest Evoked	Lowest Highest	
Represents real study and effort	1 2 3 4 5	
Exhibits appropriate age level	1 2 3 4 5	
Encourages viewer to read book	1 2 3 4 5	20 Points / _____
Is visually appealing	1 2 3 4 5	
Judge # _____		Total Points _____ Points subtracted (from page 1) _____ Grand Total _____

**Mississippi Department of Education
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READING FAIR 2011 JUDGE'S RUBRIC (Non-Fiction)

PARTICIPANT # _____ JUDGE # _____

Instructions: Place "+" next to each non-fiction element that is present.
Place "-" next to each non-fiction element that is not present.

Non-fiction	+ or -
1. Title	
2. Author	
3. Publisher and Publication Date	
4. Student Prediction based on events and facts presented (before and after reading)	
5. Structure of Text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)	
6. Use of Graphic Organizers (including, but not limited to: compare/contrast, cause/effect, problem solving) to capture the main idea and/or main points that are important to the text	
7. Brief Summary about the book (50 words or less, not word-for-word retelling) about the book	
8. Student-made Connections (text-to-self, text-to-text, and/or text-to-world)	
9. Author's Purpose - why the author wrote the story (entertain, inform, persuade, or a combination)	
10. Follow-up questions to the author after reading the non-fiction text	
Total Points Deducted	

An automatic 10 points will be deducted if any of the above elements are not present on the project board.

(Scoring Rubric continued on next page)

CATEGORY	SCORING	POINT TOTAL
<p align="center">Clarity of Writing</p> <p>Captures attention</p> <p>Is easily understood</p>	<p align="center">Lowest Highest</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p align="center">20 Points / _____</p>
<p align="center">Creativity</p> <p>Shows imagination in manner of production/presentation</p> <p>Effectively uses materials to express ideas cleverly and inventively</p>	<p align="center">Lowest Highest</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p align="center">20 Points / _____</p>
<p align="center">Quality of Project</p> <p>Follows directions</p> <p>Has durability/skill and craftsmanship</p>	<p align="center">Lowest Highest</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p align="center">20 Points / _____</p>
<p align="center">Thoroughness of Written Information</p> <p>Emphasizes important items properly</p> <p>Completely portrays the concept of the book</p> <p>Uses appropriate graphic organizer to illustrate main idea of the author</p>	<p align="center">Lowest Highest</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p align="center">30 Points / _____</p>
<p align="center">Interest Evoked</p> <p>Represents real study and effort</p> <p>Encourages viewer to read this book</p>	<p align="center">Lowest Highest</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p align="center">10 Points / _____</p>
<p align="center">Judge # _____</p>		<p>Total Points _____</p> <p>Points subtracted (from page 1) _____</p> <p>Grand Total _____</p>