

Mississippi Department of Education Office of Curriculum and Instruction

Reading Fair Guidelines

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Tom Burnham, Ed. D., State Superintendent of Education

Lynn J. House, Ph. D., Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations

Trecina Green, Associate Superintendent
Office of Instructional Enhancement and Internal Operations

Limeul Eubanks, Education Specialist Senior, Office of Curriculum and Instruction

Lakechia Grant, Education Specialist Senior, Office of Curriculum and Instruction

Mississippi Department of Education
Office of Instructional Enhancement and Internal Operations
Office of Curriculum and Instruction
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771
Phone: 601-359-2586
Fax: 601-359-2040
<http://www.mde.k12.ms.us>

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Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Suite 203
Jackson, Mississippi 39205-0771
601-359-3511

Reading Fair Guidelines

The purpose of the *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 forms must be used when submitting information for the regional and state level competitions.

This document includes:

- A brief history of the reading fair,
- The guidelines for creating award-winning reading fair projects,
- Judging rubrics and permission forms to use at all levels of competition, and
- Checklists for completing a story board.

History and Goal

The Mississippi Reading Fair originated at the Mississippi Department of Education in 1998. The purpose of the competition was to provide students in grades K-12 the opportunity to share their favorite fictional book through a storyboard display. The goal of the reading fair is to enhance and encourage reading at all grade levels and to allow students to collaborate with their peers.

Ultimately, 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: school, district, regional, and state. First place winners in each division proceed to the next round of competition. Over 1,200 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.



MISSISSIPPI READING FAIR GUIDELINES

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

These guidelines have been revised to establish a uniform procedure and provide forms for school, district, and regional level reading fairs.

Note: All forms must be used when submitting first place winners to the next level of competition.

Storyboards

Size

- Storyboards should be constructed on a standard tri-fold project board that unfolds to be 36" H x 48" W. This board is the same type that is traditionally used for science fairs.

Note: Boards should be full-sized and not 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-level competition.**

Display

- 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).
- 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, the project will be disqualified.
- 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.
- Students and teachers are encouraged to accompany their projects throughout all levels of competitions; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.

Note: Only students may represent the projects during the judging, even for the group and family projects. If a student needs accommodations, please submit Appendix J Form: Students Needing Accommodations Form.

Safety

- Electrical cords are not allowed at any level of competition due to the danger they create in the aisles.
- 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.

Categories

Please pay close attention to **all** categories listed in Appendix A: Mississippi Reading Fair Categories.

- 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 H-I). All other entries should only represent **fictional** books.

Note: Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. Please see appendices B & C for clarifying information on both text types.

- 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 and group categories will be judged more closely on whether the project shows work appropriate for the age level of the student.

Note: If a group or family project has students in various grades, the project should be placed in the division of the oldest student.

Competitions

- 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**, but may be held as early as **October 31**. 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**. The first place regional winner in each category will advance to the State Reading Fair, which will be scheduled on the **Third Tuesday in April**, each year, at the Department of Education in Jackson.
- Each school district may be represented by only **one** project from each division at the Regional Reading Fair.

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MISSISSIPPI READING FAIR CATEGORIES

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Individual Fiction Categories

Grades	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

Note: See Appendix B for more information on fictional text.

Individual Non-fiction Categories

Grades	Division
Grades 4-8	Division H
Grades 9-12	Division I

Note: See Appendix C and D for more information on non-fictional text.

Group Project Categories (Fiction Only)

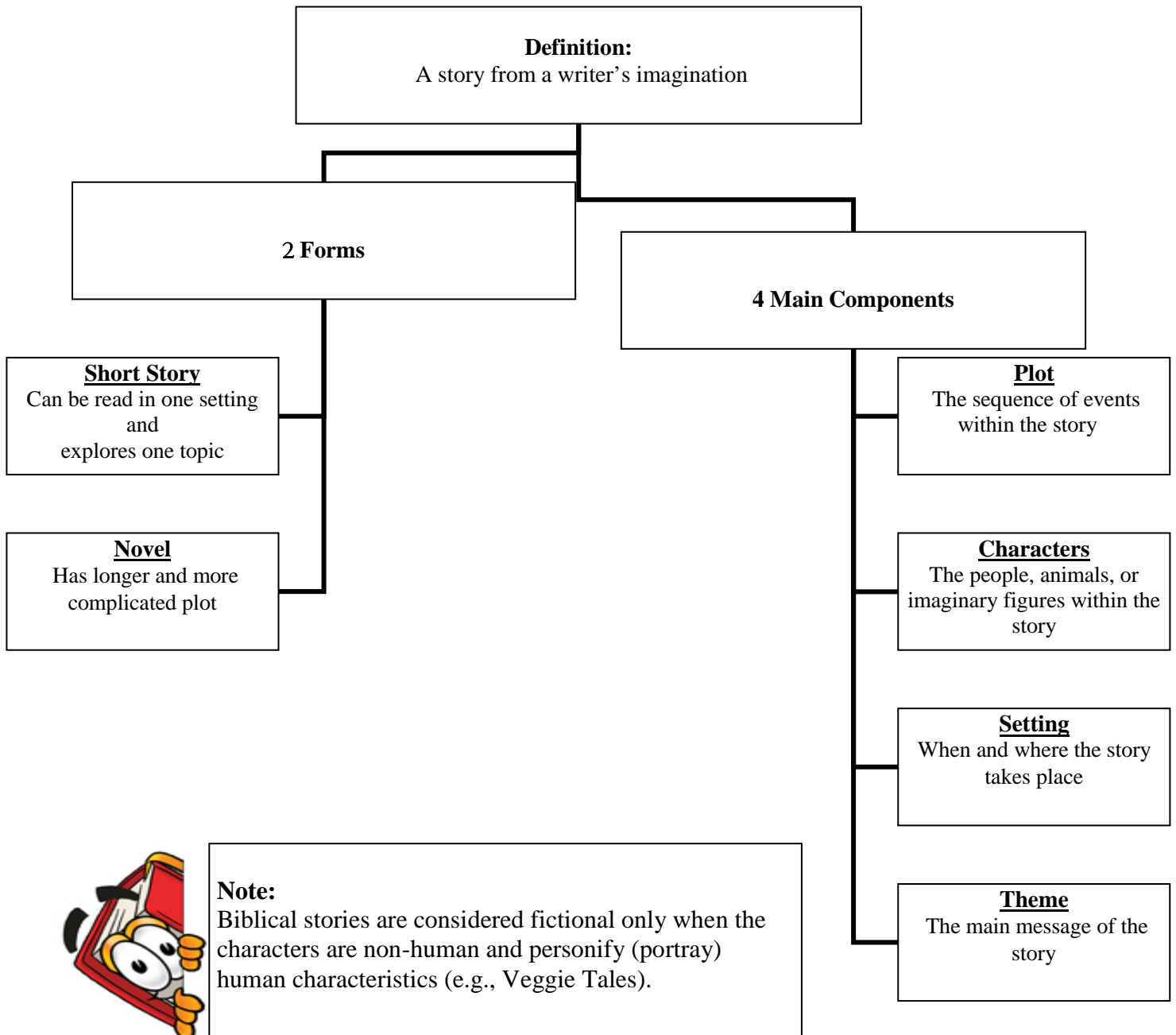
Grades	Division
Grades K-3	Division J
Grades 4-8	Division K
Grades 9-12	Division L

Family Project Categories (Fiction Only)

Grades	Division
Grades K-3	Division M
Grades 4-8	Division N

Mississippi Department of Education

Characteristics of Fictional Text



Mississippi Department of Education
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 genres 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 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.

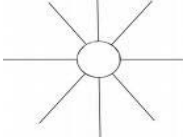

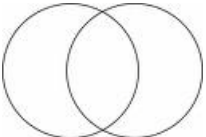
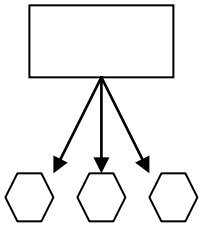
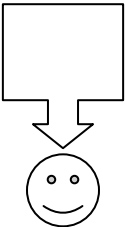

Students should be aware of the variety and format of the structures of non-fictional text. Some structures or formats of non-fiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered 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.

Students may select from the following Non-fiction formats to complete Reading Fair projects:

- Autobiographies
- Biographies
- Book/Movie Reviews
- Consumer Reports
- Debates
- Editorials
- Essays
- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches

APPENDIX D

Mississippi Department of Education
Graphic Organizer Tips and Samples for Students and Parents

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.

Reading Fair Project Checklist for Fiction

Project has the following:

- _____ 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

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:

- Followed directions from the guidelines.**
- Project is durable and will last through several rounds of competition without physical support.**

Thoroughness of Written Information:

- Captured the most important information.**
- Captured the concept/point the author was trying to make 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.**

Project is complete and ready to compete against other students in the Mississippi Reading Fair.

Signature of Student

Date

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:

- Followed directions from the guidelines.
- Project is durable and will last through several rounds of competition without physical support.

Thoroughness of Written Information:

- Captured the most important information.
- Captured the concept/point the author was trying to make 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.

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 J-N)

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

Subtract 10 points if all of the following are not 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. _____

Subtract 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-collapse: collapse;"> <tr> <td style="width: 15%;">Lowest</td> <td style="width: 15%;"></td> <td style="width: 15%;">Highest</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td> </tr> </table>	Lowest		Highest				1	2	3	4	5		1	2	3	4	5		10 Points / _____																		
Lowest		Highest																																				
1	2	3	4	5																																		
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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-collapse: collapse;"> <tr> <td style="width: 15%;">Lowest</td> <td style="width: 15%;"></td> <td style="width: 15%;">Highest</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>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	30 Points/ _____
Lowest		Highest																																				
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1	2	3	4	5	6	7	8	9	10																													
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Quality of Project ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Lowest</td> <td style="width: 15%;"></td> <td style="width: 15%;">Highest</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>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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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-collapse: collapse;"> <tr> <td style="width: 15%;">Lowest</td> <td style="width: 15%;"></td> <td style="width: 15%;">Highest</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>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																													
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-collapse: collapse;"> <tr> <td style="width: 15%;">Lowest</td> <td style="width: 15%;"></td> <td style="width: 15%;">Highest</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></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		20 Points/ _____						
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Scorers Only: Please initial on the appropriate line. All sheets must have three initials.		Total Points _____																																				
1. _____		Total points _____																																				
2. _____		Points subtracted _____																																				
3. _____		Grand Total _____																																				

READING FAIR JUDGE'S NON-FICTION RUBRIC

(Use this rubric for Divisions H-I)

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

Subtract 10 points if all of the following are not 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. _____

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

CATEGORY	SCORING	POINT TOTAL
Clarity of Writing ---Captures attention ---Easily understood	Lowest Highest	20 Points/ _____
	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	
Creativity ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	Lowest Highest	20 Points/ _____
	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	Lowest Highest	20 Points/ _____
	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	Lowest Highest	30 Points/ _____
	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	
Interest Evoked ---Represents real study and effort ---Encourages viewer to read this book	Lowest Highest	10 Points/ _____
	1 2 3 4 5 1 2 3 4 5	
Scorers Only: Please initial on the appropriate line. All sheets must have three initials.		Total Points _____
1. _____ 2. _____ 3. _____		Total points _____ Points subtracted _____ Grand Total _____

Mississippi Department of Education
Reading Fair Photograph/Video Permission Slip

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 **Group** **Family**
Division _____ **Division** _____ **Division** _____

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's
Signature

Date

School Representative
Signature

Date

District Representative
Signature

Date

Regional Representative
Signature

Date

Mississippi Department of Education
Students 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 enable 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. Please attach to Reading Fair Photograph/Video Permission Slip.

Name of Student: _____
 (Please Print)

Parent/Guardian's Signature: _____

Name of Personal Assistant: _____
 (**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	Group	Family
Division ____	Division ____	Division ____

Types of Accommodations Needed:

_____ Wheelchair accessibility

_____ Interpreter for the hearing impaired

_____ Presence of a personal service animal

_____ Personal assistant

_____ Other

Reading Fair Winner Record Form

Please TYPE or PRINT information and be sure to obtain the correct spelling of all students' names and provide complete contact information for parents/guardians. Completing this form accurately will ensure the timely notification of all parents and students of upcoming dates, locations, and times for competition. This form must be completed for each level of competition (school, district, and regional).

Division	Student Name	Parent/Guardian	District Name and Address	School Name and Address	Local Newspaper
A		Name: Address: E-mail:			
B		Name: Address: E-mail:			
C		Name: Address: E-mail:			
D		Name: Address: E-mail:			
E		Name: Address: E-mail:			
F		Name: Address: E-mail:			

Division	Student Name	Parent/Guardian	District Name and Address	School Name and Address	Local Newspaper
G		Name: Address: E-mail:			
H		Name: Address: E-mail:			
I		Name: Address: E-mail:			
J		Name: Address: E-mail:			
K		Name: Address: E-mail:			
L		Name: Address: E-mail:			
M		Name: Address: E-mail:			

Glossary of Terms

Author: One who writes a book.

Autobiographies: Story of a person's life written by her/himself.

Biographies: Story of a person's life written by another person.

Book/Movie Reviews: A form of literary criticism in which a book is analyzed based on content, style, and merit. It is often carried out in periodicals, as school work, or on the Internet.

Conflict: Problems within the story.

Consumer Reports: Publishes reviews and comparisons of consumer products and services based on reporting and results from testing.

Debates: Form of literary conflict demonstrating both sides of an argument.

Editorials: Article presenting the opinion of the editors or publishers.

Essays: A short piece of writing which is often written from an author's personal point-of-view.

Graphic Organizer: Visual representations that help organize knowledge, concepts, or ideas.

Interviews: Meeting at which information is gathered by asking questions of a person about an event, experience, or idea.

Journals: Daily record of events.

Observations: Act of making and recording a measurement.

Plot: The order of events in a narrative or any other type of story.

Publisher: Person or company that produces and distributes printed material.

Publication Date: The date the material was printed.

Proposals: Collection of plans or assumptions.

Reports: Detailed account of an occurrence or situation.

Resolution/Solution: End result of solving a problem or question; explanation.

Speeches: Written account of formal spoken communication to an audience.

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: Subject or topic.

Tone/Mood: How the author feels when writing a story.

Mississippi Department of Education
Reading Fair Frequently Asked Questions

Q. May students see the judging rubric?

A. Yes. Students may view the judging rubric. This will assist them in making formal decisions about their projects and plan accordingly. It also will allow them the opportunity to see how they will be scored.

Q. What is meant by “Durability of the Project”?

A. Judges will check for a well put together project. Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The purpose of this competition is for the same project to be judged at different levels.

Q. Who sets the date for the school and district reading fairs?

A. School and district Reading Fair Coordinators schedule and coordinate reading fairs at the local level.

Q. May students present short stories, for example, one of the Edgar Allan Poe’s?

A. Yes. Students competing in the fictional category may present a short story. All short stories presented must be fictional if they are planning to compete in this category.

Q. May students use food as a display or model?

A. Students may use non-perishable items to decorate their boards or for special effects. Offering food to judges or other participants during/after the contest is discouraged.

Q. Can more than one student work on a non-fiction project?

A. No. The non-fiction divisions (H-I) are only open to individual students in grades 4-12.

Q. If there is a tie at the district level between two projects, can two projects be sent to the regional competition?

A. No. Each site can only submit one first-place winner from each division to the next level of competition.

Q. Is there a limitation on the number of children who work on the project?

A. No. Entire classes of students may work on the storyboard; however, **no more than 3 students** are allowed to present the project at either level of competition.

Q. When entering a reading fair project in the family division, can a 5th grader, 1st grader, and Kindergarten student in the same family work together on a project?

A. Yes. This project must be entered in the division of the oldest student (Division N in this case). The book selected must be age appropriate for all students, meaning on the 5th grade reading level or one that has been read to all students. **Note:** The family division projects should portray a book appropriate to the age of the student. The student 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.)

Q. Are students in grades 9-12 allowed to use a short story for a non-fiction story board?

A. Yes. Students may use a short story for the non-fiction story board. Please make certain they can identify the genre of non-fiction that it covers. (For more information, see page 9 of the guidelines.)

Q. Can a group of students interested in making a non-fiction reading fair board enter the Group Project Category?

A. No. Non-fiction projects are only open to individual students. Group projects are restricted to only fictional stories.

Q. What captions should be placed on non-fiction storyboards?

A. Using the rubric as a guide, they are as follows:

- Title
- Author
- Publication Date and Publisher
- Student prediction
- Genre of Non-fiction
- Connections
- Author's purpose
- Follow-up questions

Q. What is meant by student made connections?

A. 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.

Q. What is meant by graphic organizers?

A. Non-fictional material is easily understood by using graphic organizers. These visual guides break down facts and/or help classify them. When presenting non-fictional material, students are required to use 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.

Q. Are examples of past state winner's projects available?

A. Yes. Visit <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/reading.html>.