

2010 – 2011 Hinds County School District Reading Fair Information Packet



District-Wide Reading Fair Date: Wednesday, January 26, 2011 (register building level winners by January 14, 2011)

Where: Carver Middle School, Raymond, MS

Time:	8:30 – 9:15	Judges' Orientation/Students and Staff Arrive
	9:15 – 10:45	Judging Begins/Interviews with Students
	10:45 – 11:15	Students/Staff Lunch at Carver Cafeteria
	11:30 – 12:00	Parents, Students and Others View Reading Fair Projects
	12:00 – 12:45	Awards Ceremony
	1:00	Load Buses/Students Return to Home School

Purpose: The purpose of the Reading Fair is to provide K-12 students with the opportunity to share a favorite book through a storyboard project that includes the ten elements of a story/text as identified in the Mississippi Language Arts Curriculum Framework.

Overall Intent: It is the intent of the District to follow the guidelines and parameters as set forth by the Mississippi Department of Education (MDE) each year regarding the state level competition. If a conflict exists between these district and MDE guidelines, the MDE guidelines will prevail. These guidelines are posted online at:
<http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/index.html>

Online Information: This information packet as well as the MDE guidelines listed above can be accessed online at: www.hinds.k12.ms.us/readingfair

Awards and Advancement:

1. First place winners will advance through each level of competition (school→district→region→state). In order for a student to be judged as a school-level winner, he or she must be willing to compete at all levels should the project advance. The regional fair will be at Delta State during the second week in February (exact date not yet

determined) and the state fair will be held at the Mississippi Department of Education at 359 North West Street in downtown Jackson on May 20, 2011.

2. First, second, and third place awards will be available for each division in each category at the District-wide Fair. However, the panel of judges has the discretionary right of assigning the awards—for example; the judges may decide that there is no viable first place project in a division and therefore not give that award. Judges may also choose to recognize an exceptional project that does not place with a “Honorable Mention” award.

Competition Categories: Students may compete in four different categories.

Individual Entries: 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?

Division A	Kindergarten
Division B	First Grade
Division C	Second Grade
Division D	Third Grade
Division E	Fourth and Fifth Grades
Division F	Sixth through Eighth Grade
Division G	Ninth through Twelfth Grade

Group Entries are composed of two or more students; a class may submit a project. The book and the storyboard should be age appropriate.

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

Family Entries are added to provide an opportunity for parents and other family members to be involved. If more than one sibling works on the project, the storyboard must be placed in the division for the oldest child’s grade level. 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. (If a group or family project has students in various grades, the project should be placed in the division of the oldest student.) For group and family projects, up to two students may attend the Fair representing the Family or group. Generally, the oldest student in the family or a student chosen as the class representative will attend as at least one of the two possible representatives.

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

Individual Non-fiction Entries: This year's competition allows students in grades 4-12 the opportunity to share their favorite non-fiction book. 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 fictional books only. Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. (Please see insert for clarifying information on both text types.)

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

**Special Education* projects will be placed in the category that is appropriate for the reading level of the IEP(s) of the students involved.

**Reading Fair Coordinators* at the local school level will be responsible for ensuring that:

1. ALL entries are placed in the appropriate categories. Judges at the regional and state levels will deduct points if they feel that the project work has not been done independently by the student based on age and grade level. Therefore, the district judges reserve the right to move any projects out of an individual category and into a family category if they feel that the work is not age-appropriate.
2. No information cards should be placed on the back of the storyboards. Instead, building level coordinators will complete a separate roster with all of your school representatives' information recorded.
3. Winning projects are of high quality (no spelling errors, major grammatical errors, or incomplete story elements, etc.).
4. No students, school staff, parents or other individuals are allowed in the Reading Board display area while judges are viewing projects and interviewing students.
5. School staff will supervise their students who are not in interviews with the judges and during lunch. Classroom 612 will be available for students to view videos, read, color, work puzzles, etc. when students are not with their story boards and the judges.
6. Under no circumstances should a storyboard prepared by another student or sibling and used for prior participation or competition be 'recycled' and used again during this year's fair.
7. Up to three entries in each multi-grade division and two in single grade divisions from each participating school are properly registered for the District Fair no later than **January 14, 2011**.

District Reading Fair Logistics / Duties / Responsibilities:

1. **Student Dismissal After District Fair:** After the Awards Ceremony, students will be bused back to home schools for dismissal. It is permissible for parents who are present at the Awards Ceremony to take children home in private cars; however, parents will have to sign a dismissal sheet with their child's teacher if they choose to take their child/children home after the program.
2. **Storyboard Transport to District Fair:** The Storyboards for all School Division and grade-level winners must be transported by the school to Carver Middle School. Storyboards can be brought on the bus or delivered to the gym at Carver Middle School between 2:30-3:30 p.m. on Tuesday, January 19th. Students will have approximately 30 minutes to set up their boards prior to judging on Wednesday.
3. **Student Photographs:** The District will take pictures of all award winners and provide digital copies to the school and one hard copy to the school to give to parents / guardians.
4. **Parent Information:** Each school will be responsible for informing parents of students with projects in the District Fair of the arrangements for student transportation and the time for the Awards Ceremony.
5. **Regional Fair:** This year the District will only transport those students with no other means available to them to the Region 2 Reading Fair at Delta State University in Cleveland. The Regional Fair date has not been finalized, but it will likely be in the mid-February time frame. Parents or Guardians may choose to transport students to the Regional Reading Fair on their own. The District Reading Fair Coordinator will only transport the storyboards to the Regional Competition for students who ride the bus.
6. **Storyboard Guidelines:**
 - a. Storyboards will 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. The total project should not exceed the width or depth of the standing display board (approximately 36" W x 14" D of table space). Boards should be full-sized 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 make it to the State Reading Fair.*
 - b. Storyboards should be colorful and interesting. Models, shadowboxes, and illustrations that fit in the middle of the display are allowed (for clarification regarding this, contact the district coordinator). 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*. Electrical cords will not be allowed due to safety concerns.

- c. There should be NO identifying information (name of student(s), category division, student's grade level in school, homeroom teacher's name, school or district name) on the front or back of the storyboard. If this identifying information is on the display, the project is disqualified. Local school level reading fair competitions should provide the student information on the school's district-provided participant roster.
 - d. Items on the boards may be handwritten or computer printed. 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 grades K-3 or 4-8.
 - e. Computer generated images and clip art are allowable.
7. **Parental Involvement.** It is important to remember that parent involvement in a child's education can be a valuable part of student development. While completing a project together can be an enjoyable task for students and their parents or other adults, please remember, projects entered in the individual category should overall be completed by the student, and those competing in the family category should be completed by one or more students with the assistance of one or more adults. (If there are two or more students involved in one family project, it should be placed in the division of the oldest child.)

8. **Requirements:**

- a. Books may be either non-fiction or fiction (historical fiction is included). See the attached chart "Characteristics of Fictional Text" which should help students and parents compete in the appropriate division.
- b. Students and school reading fair coordinators are encouraged to accompany projects throughout the competitions; however, it is not required. Attendance at the district, regional and state Reading Fairs is encouraged because judges may wish to question students about their projects. Only students may represent the projects during the judging, even for the group and family projects. For group and family projects, one student, generally, the oldest student in the family or a student chosen as the class representative will attend.
- c. Character Costumes. At previous Regional and State competitions, more students are choosing to dress in a costume reflecting the book's time period, theme or primary character. While this component is strictly voluntarily, students may enhance their project's competitiveness by participating in this manner.
- d. In order to include more students at the district level, each school may send up to three entries in each multi-grade division and two in single grade divisions.

- e. All school fairs must be completed and with student information rosters sent to the Student Services Office no later than January 14, 2011.
 - f. Winning projects should have creative, clever and effective use of materials to express ideas which includes original artwork, computer-generated art, pictures from magazines, clip art, etc. Remember, use creative, descriptive and visually appealing materials that capture the attention and imagination of the viewer in presenting the story.
9. **Judge's Rubric (scoring guide)**. Below are the ten elements of the rubric/scoring sheet, used by the judges at all levels of competition. Note that there are different scoring sheets and rubrics for fiction and non-fiction texts.

An automatic 10 point deduction will be applied to a student's score if **any** of the elements are not present on the storyboard.

Ten (10) points will also be subtracted if student involvement is not evident in the display.

10. **Understanding Non Fiction 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.

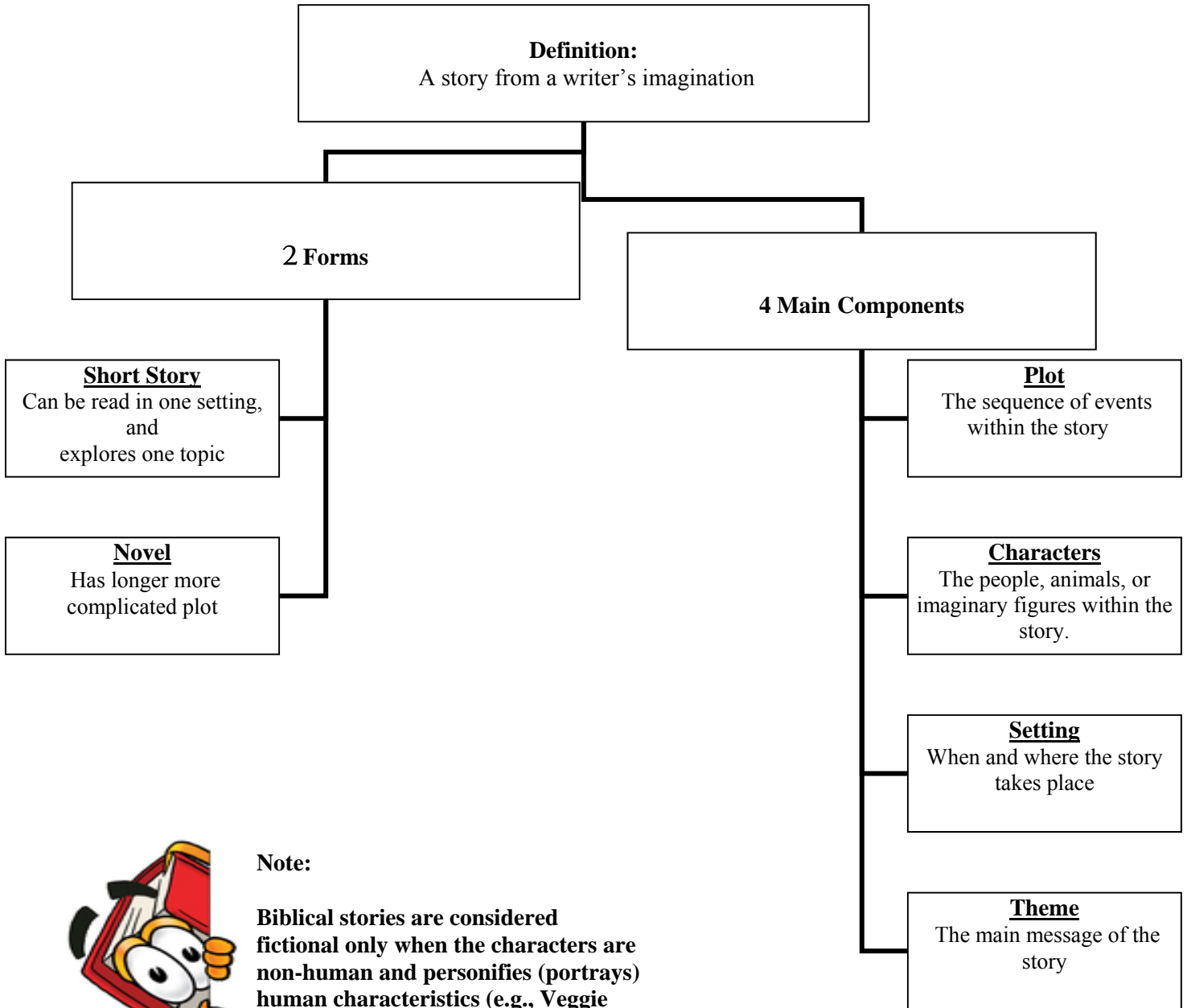
The six main genre of non-fiction are:

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 the table below 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.

Structures/Formats of Non-Fictional Text (*Can be used for Reading Fair Projects)			
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

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)



READING FAIR 2011 JUDGE’S RUBRIC (Fiction)

PARTICIPANT’S # _____

JUDGE’S # _____

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. Plot Summary - brief 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)

SCORING RUBRIC for FICITION

CATEGORY	SCORING	POINTS TOTAL
Clarity of Writing	Lowest Highest	
Captures attention	1 2 3 4 5	10 Points/ _____
Easily understood	1 2 3 4 5	
Creativity	Lowest Highest	
Originality of subject or idea	1 2 3 4 5 6 7 8 9 10	30 Points/ _____
Imagination in manner of production/ presentation	1 2 3 4 5 6 7 8 9 10	
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	
Followed directions	1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Skill and craftsmanship	1 2 3 4 5 6 7 8 9 10	
Thoroughness of Written Information	Lowest Highest	
Proper emphasis to important items	1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Completely portray the concept of the book	1 2 3 4 5 6 7 8 9 10	
Interest Evoked	Lowest Highest	
Represents real study and effort	1 2 3 4 5	20 Points/ _____
Exhibit is appropriate to age level	1 2 3 4 5	
Encourages viewer to read this book	1 2 3 4 5	
Visually appealing	1 2 3 4 5	
		Total Points _____
		Points Subtracted (from page 1) _____
		Grand Total _____

READING FAIR 2010 JUDGE'S RUBRIC (Non-Fiction)

PARTICIPANT'S # _____

JUDGE'S # _____

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. Summary-brief summary (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)

SCORING RUBRIC for NON-FICTION

CATEGORY	SCORING	POINT TOTAL
<p align="center">Clarity of Writing</p> <p>Captures attention</p> <p>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>Imagination in manner of production/presentation</p> <p>Clever, inventive and effective use of materials to express ideas</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>Followed directions</p> <p>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>Proper emphasis to important items</p> <p>Completely portrays book's concept</p> <p>Use of 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>Judge # _____</p>		<p>Total Points _____</p> <p>Points subtracted (from page 1) _____</p> <p>Grand Total _____</p>