



**JACKSON
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Reading Fair Guidelines 2019

COORDINATOR'S MANUAL

Adapted from the 2018 Reading Fair Guidelines published by the Mississippi Department of Education

Office of Teaching and Learning

624 South President Street

Jackson, MS 39202

Dr. Kymyona Burk, Executive Director

Purpose of the JPSD Reading Fair

The Mississippi State Department of Education has discontinued the Regional Reading Fair; however, the Jackson Public School District will conduct an in-district reading fair for the 2019-2020 school year.

The purpose of the Jackson Public Schools Reading Fair is to provide students an opportunity to highlight their favorite book through the use of a storyboard or various media source display. The project enables students to connect to the core of the following Mississippi College - and Career-Readiness Standards at each grade level:

- MCCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- MCCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- MCCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- MCCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

Levels of JPSD Reading Fair Competition

Two Levels: School Level I and District Level II

Level I – The first place winner from each category is invited to participate in the district level competition.

Level II – The first-place winners from the district level will be recognized by the executive team and receive media coverage.

Reading Fair Categories

FAMILY: 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: 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.

Reading Fair Categories

INDIVIDUAL: NONFICTION 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: 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.

- 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 **Fiction** books.
- Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. **Students have free choice in selecting a book for the reading fair; however, all books must be age appropriate.**
- 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.**
- **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 PROJECT REQUIREMENTS

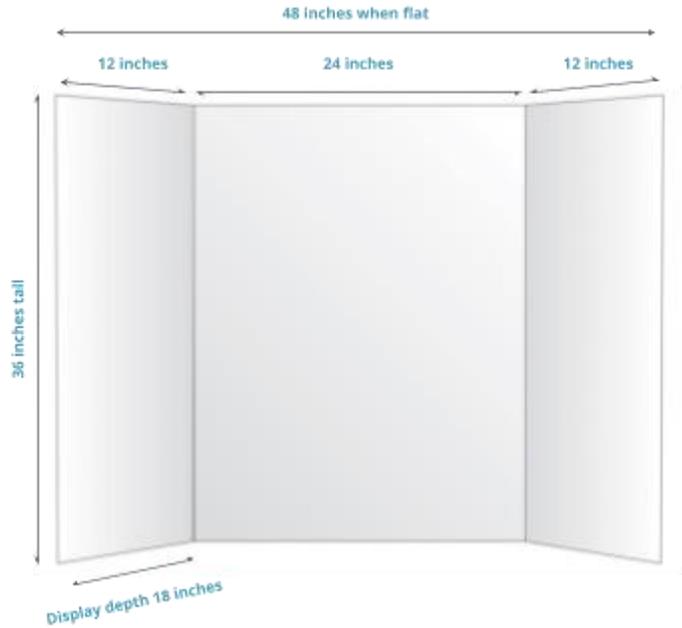
Size

- 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.

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 accommodation, 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.

SCHOOL LEVEL READING FAIR TIMELINE

- **ONLY** the first-place winner of each division at will advance to the district level. Winners are **NOT** based on grade levels.
- **School Reading Fairs may begin on Tuesday, October 1, 2019 and are to be completed by Thursday, October 31, 2019.**
- **District Level Reading Fair – Cardozo Middle School – Time: TBA**
Elementary - November 14, 2019
Middle/High School – November 15, 2019

PROJECT NAME PLATE EXAMPLE

PreK-12 Reading Fair
Student Project Name Plate

Student Name _____ Grade _____

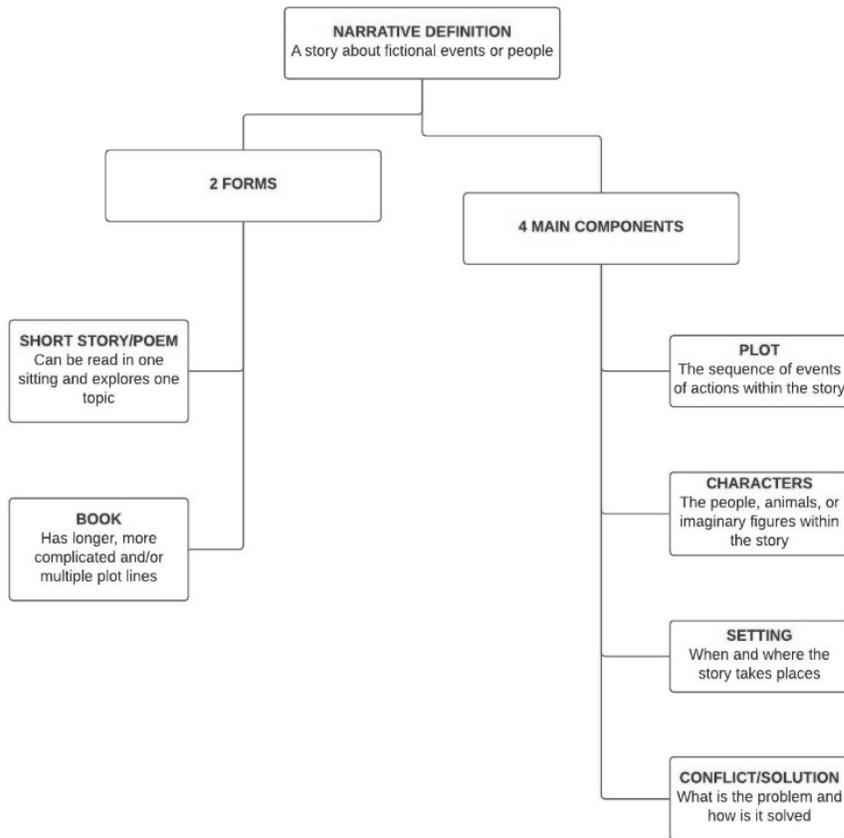
Book Title _____ Division _____ Bilingual Y or N

School _____

HR Teacher _____

Characteristics of Fiction and Nonfiction

FICTION



NOTE: Religious narratives (including retellings or alternate versions) fall into this category.

NONFICTION

The first component of 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.

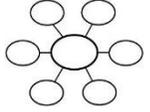
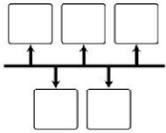
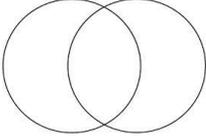
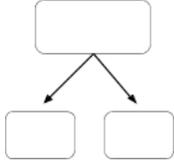
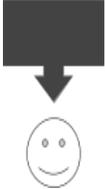
Students should be aware of the variety and format of the structures of nonfiction text. Some structures or formats of nonfiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes nonfiction 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



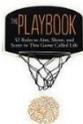
GRAPHIC ORGANIZER EXAMPLES

| 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. |
| <p style="font-size: 2em; font-weight: bold; text-align: center;">1-2-3</p> | 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 Thal Neave

KWAME ALEXANDER
Review →
About the Book
Features

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



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.

“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, when search for books based on comfort with grade-level reading)

Step 2:

Have the student pick interest categories

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.)



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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.

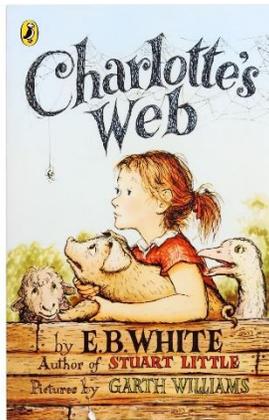


Image Credit:

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 plagiarized.

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.



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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.

Fiction:

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?

Non-Fiction:

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?



FICTION CHECKLIST

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Individual Fiction (Divisions C-F)

_____ Division C (Grade 3)

_____ Division E (Grades 6-8)

_____ Division D (Grades 4-5) _____ Division F (Grades 9-12)

Note: Division E and F can choose between Storyboard or Digital Media Presentation.

Category: Family/Group Fiction (Divisions A, B, J, K, L)

_____ Division A (Pre-Kindergarten - Kindergarten)

_____ Division J (Grades 3-5)

_____ Division B (Grades 1-2)

_____ Division K (Grades 6-8)

_____ Division L (Grades 9-12)

My group members: _____

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 or Digital Media Presentation.

STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information

Title of the book – Underline, if writing - italicize, if typing

Author – the person who wrote the book

Publisher – the company that printed and distributed the book

Publication – The date the book was published

STEP 3: PLOT SUMMARY

Do not retell the story! Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books. Be sure to include each of the main characters.

- PK-1: Retell (through writing/ drawing/ dictating the story) (RL.K-1.2)
- 2-3: Recount the story in a written response - this includes the message or lesson of the story (RL.2-3.2)
- 4-12: Summarize the story in a written response - this includes the message or theme of the story (RL.4-12.2)

STEP 4: MAIN CHARACTERS

Do not list more than three characters. Write a brief 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. Include the name of the main characters and a short character description.



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FICTION CHECKLIST

STEP 5: SETTING - There are 2 parts to a book's setting. You must include both!

Time - When did the story happen? Be specific.

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

STEP 6: CONFLICT - What is the main conflict? Choose only one problem.

STEP 7: SOLUTION/RESOLUTION - How is the problem solved?

STEP 8: AUTHOR'S STUDY - GRADES 9-12 ONLY

Compare the plot lines, characters, and/or theme of the story by different author or the same author.

STEP 9: DESIGN YOUR PRESENTATION

Congratulations! The hard part is over; now, the fun begins!

- Use a standard tri-fold storyboard that unfolds to be 36" high x 48" wide. The sides fold in to make the board stand by itself.
- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
- Don't overload your presentation with animations.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football player, you might choose a font like "IMPACT."
- Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
- 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, have props, or dress up.
- If creating a bilingual presentation, remember to translate all required elements into English for judging.



STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

| | | |
|--------------|----------|-------------------------------|
| Student Name | | |
| Book Title | | |
| Grade | Division | Bilingual (circle one) Yes No |
| School | | |
| HR Teacher | | |

Divisions A-F and J-L

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

| | 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 |

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 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 capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Fiction | Divisions E, F, K, L

| | | |
|--------------|----------|-------------------------------|
| Student Name | | |
| Book Title | | |
| Grade | Division | Bilingual (circle one) Yes No |
| School | | |
| HR Teacher | | |

All the following must be present on the project

NOTE: Project is written in the student’s own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

| Title | Author | Publisher and Publication Date |
|---|---|--|
| <p>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</p> | <p>Main Characters Only those important to the story line</p> | <p>Setting Place and time of story</p> |
| <p>Conflict The problem in the story</p> | <p>Solution or Resolution How the problem is resolved</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> |

TEXT

- Text is readable and neat
- Text is easily understood

CREATIVITY

- Project is original
- Project demonstrates imagination
- Unique technology is used to express ideas

QUALITY OF PROJECT

- Project follows the guidelines
- Project demonstrates digital media skill

THOROUGHNESS OF WRITTEN INFORMATION

- Project captures the most important information
- Project capture the concept/point the author made in the book

INTEREST EVOKED

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

NONFICTION CHECKLIST

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Nonfiction (Divisions G-I)

_____ Division G (Grades 3-5)

_____ Division H (Grades 6-8)

_____ Division I (Grades 9-12)

Note: Division H and I can choose between Storyboard or Digital Media Presentation

My group members: _____

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 or Digital Media Presentation.

STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information

Title of the book – Underline, if writing - italicize, if typing

Author – the person who wrote the book

Publisher – the company that printed and distributed the book

Publication – The date the book was published

STEP 3: TYPE OF NON-FICTION TEXT

_____ Discussion

_____ Report

_____ Explanatory

_____ Opinion/Argument

_____ Instructional

STEP 4: SUMMARY

Summarize what happened in the text. Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

- 3: Recount the main idea and key details the text in a written response (RI.3.2)
- 4-12: Summarize the text in a written response - include the main/central idea in this summary (RI.4-12.2)



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STEP 5: GRAPHIC ORGANIZERS

A graphic organizer is a visual display or picture of information. You must include a graphic organizer summarizing the events in the text. Have fun and be creative! Some internet sites that have printable graphic organizers are listed below.

- Read-Write-Think Cube Creator www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html
- edHelper Graphic Organizers edhelper.com/teachers/graphic_organizers.htm
- Houghton Mifflin Harcourt Education Place www.eduplace.com/graphicorganizer/
- Education Oasis Graphic Organizers www.educationoasis.com/printables/graphic-organizers/

STEP 6: STUDENT-MADE CONNECTIONS

Choose one or more of the following ways you feel connected to the text.

Text - Self: I can identify with this topic, because...

Text - Text: The text reminds me of the book...

Title of the Book

Author of the Book

STEP 7: AUTHOR'S PURPOSE

Why did the author write the book?

_____ To entertain

_____ To inform

_____ To persuade

_____ A combination of the above

STEP 8: TOPIC STUDY - GRADES 9-12 ONLY

Recommend another text that has similar or opposing/alternate information on the same topic. (MCCR.R.9)

STEP 9: DESIGN YOUR PRESENTATION

Congratulations! The hard part is over; now, the fun begins!

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- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
- Don't overload your presentation with animations.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football players, you might choose a font like "IMPACT."
- Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
- 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, have props, or dress up.
- If creating a bilingual presentation, remember to translate all required elements into English for judging.

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Nonfiction Text | Divisions G-I

| | | |
|--------------|----------|-------------------------------|
| Student Name | | |
| Book Title | | |
| Grade | Division | Bilingual (circle one) Yes No |
| School | | |
| HR Teacher | | |

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

| Title | Author | Publisher and Publication Date |
|---|--|---|
| Type of Non-Fiction 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 |

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 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 capture the concept/point the author made in the book

INTEREST EVOKED

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



**JACKSON
PUBLIC SCHOOLS**

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excellent education

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Nonfiction Text | Divisions H and I

| | | |
|--------------|----------|-------------------------------|
| Student Name | | |
| Book Title | | |
| Grade | Division | Bilingual (circle one) Yes No |
| School | | |
| HR Teacher | | |

All the following must be present on the project

NOTE: Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

| Title | Author | Publisher and Publication Date |
|--|--|---|
| Type of Nonfiction 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 |

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 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 capture the concept/point the author made in the book

INTEREST EVOKED

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



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excellent education

Judge's 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 |

| | |
|--|--|
| 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. |
|--|--|

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 |
|---|----------------------|----------------------|------------------|
| | Lowest | Highest | |
| Writing | 1 2 3 4 5 | 1 2 3 4 5 | 10 Points/ _____ |
| <ul style="list-style-type: none"> • Writing is neat and inviting • Writing is easily understood | | | |
| Creativity | 1 2 3 4 5 6 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 30 Points/ _____ |
| <ul style="list-style-type: none"> • Project is original • Project demonstrates imagination • Unique materials are used to express ideas | 1 2 3 4 5 6 7 8 9 10 | | |
| | 1 2 3 4 5 6 7 8 9 10 | | |
| Quality of Project | 1 2 3 4 5 6 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 20 Points/ _____ |
| <ul style="list-style-type: none"> • Project follows the guidelines • Project is durable and will last through several rounds of competition without physical support | 1 2 3 4 5 6 7 8 9 10 | | |
| Thoroughness of Written Information | 1 2 3 4 5 6 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 20 Points/ _____ |
| <ul style="list-style-type: none"> • Project captures the most important information • Project capture the concept/point the author made in the book | 1 2 3 4 5 6 7 8 9 10 | | |
| Interest Evoked | 1 2 3 4 5 | 1 2 3 4 5 | 20 Points/ _____ |
| <ul style="list-style-type: none"> • Project demonstrates student's ability • Exhibit is appropriate to age level | 1 2 3 4 5 | | |
| <ul style="list-style-type: none"> • Student encourages others to read the book | 1 2 3 4 5 | | |
| <ul style="list-style-type: none"> • Student attracts others and makes them interested in the work | 1 2 3 4 5 | | |

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 Nonfiction 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 Nonfiction 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. |
|--|--|

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|---------|---------|---------|---|---------|---|----|---|---|---|---|---|---|---|------------------|---|---|---|----|---|---|---|---|---|------------------|---|---|---|----|------------------|---|---|---|---|---|---|---|---|----|------------------|
| Writing <ul style="list-style-type: none"> • Writing is neat and inviting • Writing is easily understood | <table style="margin: auto;"> <tr> <th colspan="2">Lowest</th> <th colspan="3">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/ _____ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lowest | | Highest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creativity <ul style="list-style-type: none"> • Project is original • Project demonstrates imagination • Unique materials are used to express ideas | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 <ul style="list-style-type: none"> • Project follows the guidelines • Project is durable and will last through several rounds of competition without physical support | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thoroughness of Written Information <ul style="list-style-type: none"> • Project captures the most important information • Project capture the concept/point the author made in the book | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 <ul style="list-style-type: none"> • 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 | <table style="margin: auto;"> <tr> <th colspan="3">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> <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 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 20 Points/ _____ | | | | | | | | | | | | | | | |
| Lowest | | | Highest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. 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 Digital Media Rubric

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

JUDGE'S NUMBER _____
CHECK IF BILINGUAL _____

PARTICIPANT'S NUMBER _____

| | | | | | |
|--|--|--|--|--|---|
| | 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 |

| | |
|--|--|
| 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. |
|--|--|

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 <ul style="list-style-type: none"> Text is readable and neat Text is 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;">4 5</td> </tr> <tr> <td style="text-align: center;">1 2 3 4 5</td> <td style="text-align: center;">4 5</td> </tr> </table> | Lowest | Highest | 1 2 3 4 5 | 4 5 | 1 2 3 4 5 | 4 5 | 10 Points/ _____ | | | | |
| Lowest | Highest | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |
| Creativity <ul style="list-style-type: none"> Project is original Project demonstrates imagination Unique technology is used 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;">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;">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;">7 8 9 10</td> </tr> </table> | Lowest | Highest | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 30 Points/ _____ | | |
| Lowest | Highest | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
| Quality of Project <ul style="list-style-type: none"> Project follows the guidelines (3 min. limit) Project demonstrates digital media skill | <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;">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;">7 8 9 10</td> </tr> </table> | Lowest | Highest | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 20 Points/ _____ | | | | |
| Lowest | Highest | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
| Thoroughness of Written Information <ul style="list-style-type: none"> Project captures the most important information Project capture the concept/point the author made in 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;">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;">7 8 9 10</td> </tr> </table> | Lowest | Highest | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | 20 Points/ _____ | | | | |
| Lowest | Highest | | | | | | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 | 7 8 9 10 | | | | | | | | | | | |
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| Lowest | Highest | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |
| 1 2 3 4 5 | 4 5 | | | | | | | | | | | |

Questions Judges should ask at a minimum:

- Which character was your favorite? Why?
- How did you (or you and the rest of your group) decide upon the design of the project?
- 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 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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|--|--|

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

| CATEGORY | SCORING | | | | | POINT TOTAL |
|--|---------|---|---------|---|---|------------------|
| Writing <ul style="list-style-type: none"> • Writing is neat and inviting • Writing is easily understood | Lowest | | Highest | | | 10 Points/ _____ |
| | | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | 5 | |
| Creativity <ul style="list-style-type: none"> • Project is original • Project demonstrates imagination • Unique materials are used to express ideas | Lowest | | Highest | | | 30 Points/ _____ |
| | | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | 5 | |
| | 1 | 2 | 3 | 4 | 5 | |
| Quality of Project <ul style="list-style-type: none"> • Project follows the guidelines • Project is durable and will last through several rounds of competition without physical support | Lowest | | Highest | | | 20 Points/ _____ |
| | | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | 5 | |
| | 1 | 2 | 3 | 4 | 5 | |
| Thoroughness of Written Information <ul style="list-style-type: none"> • Project captures the most important information • Project capture the concept/point the author made in the book | Lowest | | Highest | | | 20 Points/ _____ |
| | | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | 5 | |
| | 1 | 2 | 3 | 4 | 5 | |
| Interest Evoked <ul style="list-style-type: none"> • 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 | | | 20 Points/ _____ |
| | | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | 5 | |
| | 1 | 2 | 3 | 4 | 5 | |

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 Nonfiction 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 Nonfiction 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. |
|--|--|

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|---------|---|---------|---|---------|---|----|---|---|---|---|---|---|---|---|---|---|---|----|------------------|---|---|---|---|---|---|---|---|----|------------------|---|---|---|---|---|------------------|---|---|----|------------------|
| Writing <ul style="list-style-type: none"> • Writing is neat and inviting • Writing is easily understood | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> <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/ _____ | | | | | | | | | | | | | | | | | | | | |
| Lowest | | | | | Highest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creativity <ul style="list-style-type: none"> • Project is original • Project demonstrates imagination • Unique materials are used to express ideas | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 <ul style="list-style-type: none"> • Project follows the guidelines • Project is durable and will last through several rounds of competition without physical support | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thoroughness of Written Information <ul style="list-style-type: none"> • Project captures the most important information • Project capture the concept/point the author made in the book | <table style="margin: auto;"> <tr> <th colspan="5">Lowest</th> <th colspan="5">Highest</th> </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 <ul style="list-style-type: none"> • 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 | <table style="margin: auto;"> <tr> <th colspan="3">Lowest</th> <th colspan="3">Highest</th> </tr> <tr> <td>1</td><td>2</td><td>3</td> <td>4</td><td>5</td> <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> <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> <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 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 20 Points/ _____ | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 Digital Media Rubric

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

JUDGE'S NUMBER _____
CHECK IF BILINGUAL _____

PARTICIPANT'S NUMBER _____

| | | | |
|--|--|--|---|
| | 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 |

| | |
|--|--|
| 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. |
|--|--|

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 <ul style="list-style-type: none"> Text is readable and neat Text is easily understood | <table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Lowest</td> <td colspan="3">Highest</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creativity <ul style="list-style-type: none"> Project is original Project demonstrates imagination Unique technology is used to express ideas | <table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Lowest</td> <td colspan="3">Highest</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 <ul style="list-style-type: none"> Project follows the guidelines (3 min. limit) Project demonstrates digital media skill | <table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Lowest</td> <td colspan="3">Highest</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thoroughness of Written Information <ul style="list-style-type: none"> Project captures the most important information Project capture the concept/point the author made in the book | <table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Lowest</td> <td colspan="3">Highest</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 <ul style="list-style-type: none"> 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 | <table style="width: 100%; text-align: center;"> <tr> <td colspan="3">Lowest</td> <td colspan="3">Highest</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/ _____ | | | | | | |
| Lowest | | | Highest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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:**
- Which character was your favorite? Why?
 - How did you (or you and the rest of your group) decide upon the design of the project?
 - 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



**JACKSON
PUBLIC SCHOOLS**

Transforming lives through
excellent education

CCR STANDARDS

FICTION ELEMENTS

| Task | Standard |
|--|--|
| Publication Information: List Title, Author, Publisher, and Publication Date | RI.K.5: Identify the front cover, back cover, and title page of a book. 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. |
| Plot Summary: <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 | RL.K-1.2: With prompting and support, retell familiar stories, including key details. RL.2-3.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.4-12.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Main Characters: List important characters to the story line | RL.4-12.2: Describe the depth a character, setting, or event in a story or drama, drawing on specific details in the text. |
| Setting: List place and time of story | RL.4-12.2: Describe the depth a character, setting, or event in a story or drama, drawing on specific details in the text. |
| Conflict: Explain the problem in the story | 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. |
| Solution or Resolution: Explain how the problem is resolved | 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. |
| 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 | 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. |
| Copyright/ Fair Use: Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source. | 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. |
| 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. | 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. |



CCR STANDARDS

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 Nonfiction 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> |



CCR STANDARDS

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 Nonfiction 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.

GLOSSARY OF TERMS

Graphic: Pictorial representation of data or ideas using columns, matrices, or other formats.

Non-Fiction 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.

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.

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.

GLOSSARY OF TERMS

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.

