Madison County Schools Reading Fair Guidelines

2019-2020

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For questions regarding the Mississippi Reading Fair Guidelines, please email kkremser@madison-schools.com

MADISON COUNTY SCHOOLS READING FAIR

The purpose of the *Madison County Reading Fair Guidelines* is to provide Reading Fair coordinators, students, and parents with directions for conducting and participating in a reading fair. These guidelines and resources must be used when submitting information for all levels of competition.

This document includes:
- alignment to the College-and Career-Ready Standards,
- guidelines for creating award-winning Reading Fair projects,
- judging rubrics to use at all levels of competition,
- and connection to MS CCRS in English Language Arts, World Languages, Early Childhood, and Visual Arts.

PURPOSE AND MS CCRS CONNECTIONS

The purpose of the competition is to provide students in grades PreK-12 the opportunity to share their favorite fictional, nonfiction narrative, or informational book through a storyboard or digital media display. With the implementation of the Mississippi College-and Career-Readiness Standards (MS CCRS) for English Language Arts, World Languages, Visual Arts, and Early Childhood, an emphasis has been placed on student mastery of the skills and concepts necessary to read complex texts at each grade level, write texts using evidence, and create presentations that demonstrate imagination and effective use of various materials to express ideas. MS CCRS also places value on reading both literary and informational texts. In support of the MS CCRS, the goal of the Mississippi Reading Fair is to enhance and encourage reading at all grade levels and to allow students to collaborate with their peers. As a result of participating in this process, students will experience a deeper enjoyment from reading and develop a lifelong love of reading.

There are two levels of competition: Level 1 - School, Level 2 - District. Only first place winners in each division proceed to the next round of competition.

These guidelines have been established to create a uniform procedure and provide resources for school and district level reading fairs.

READING FAIR CATEGORIES

FAMILY
Literary Fiction Categories

Grades	Division	Presentation Type
Grades PreK-K	Division A	Storyboard
Grade 1	Division B	Storyboard
Grade 2	Division C	

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
Literary Fiction Categories

Grades	Division	Presentation Type
Grade 3	Division D	Storyboard
Grades 4	Division E	Storyboard
Grade 5	Division F	Storyboard
Grades 6-8	Division G/SB	Storyboard
Grades 6-8	Division G/DM	Digital Media
Grades 9-12	Division H/SB	Storyboard
Grades 9-12	Division H/DM	Digital Media

NOTE: Division G and H can choose between Storyboard or Digital Media Presentation.

INDIVIDUAL
Informational Nonfiction Texts Categories

Grades	Division	Presentation Type
Grades K-2	Division I	Storyboard
Grades 3-5	Division J	Storyboard
Grades 6-8	Division K/ BS	Storyboard
Grades 6-8	Division K/DM	Digital Media
Grades 9-12	Division L/SB	Storyboard
Grades 9-12	Division L/DM	Digital Media

NOTE: Division K and L can choose between Storyboard or Digital Media Presentation.

GROUP
Literary Fiction Categories

Grades	Division	Presentation Type
Grades 3-5	Division M	Storyboard
Grades 6-8	Division N/SB	Storyboard
Grades 6-8	Division N/DM	Digital Media
Grades 9-12	Division O/SB	Storyboard
Grades 9-12	Division O/DM	Digital Media

NOTE: Three students maximum per 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 N and O can have an entry for both Storyboard Digital Media Presentation.

READING FAIR CATEGORIES & STORYBOARD INFORMATION

- Students in grades K-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 I-L). All other entries should only represent **Literary Fiction** books.

  NOTE: Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. **BOOKS DO NOT HAVE TO BE ON READING LEVEL. STUDENTS HAVE FREE CHOICE IN SELECTING A BOOK FOR THE READING FAIR.**

- 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.**

  NOTE: 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.
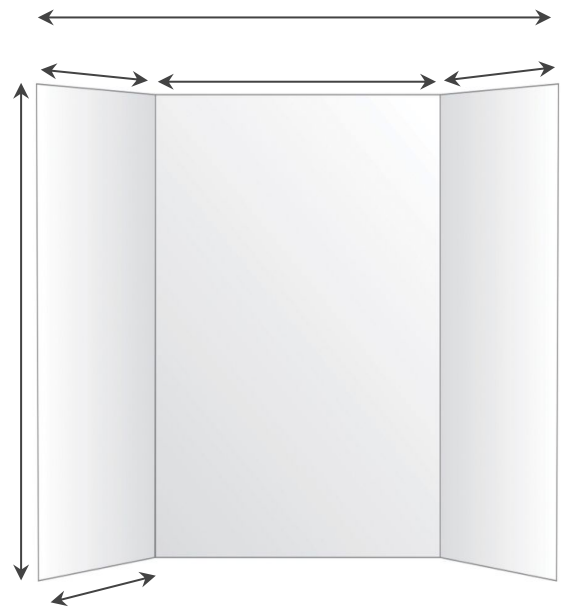
STORYBOARD PROJECTS

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 inform your school librarian.

- 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, & C** regarding the Family 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 two 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 G, H, I, K, L, N and O** can present Digital Media Projects.

- Students can create digital presentations using PowerPoint, Google Slide, or any presentation format of their choice.

- Students must provide own iPad, Chromebook, or laptop computer. Device should be charged and cannot be plugged in during judging.

- **Maximum time limit:** 3 minutes for a digital presentation

- 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.

Madison County Schools
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____   Grade _____

Book Title _____   Division _____   Bilingual Y or N

School _____   District _____

HR Teacher _____

Madison County Schools
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____   Grade _____

Book Title _____   Division _____   Bilingual Y or N

School _____   District _____

HR Teacher _____

Madison County Schools
PreK-12 Reading Fair
Student Project Name Plate

Student Name _____   Grade _____

Book Title _____   Division _____   Bilingual Y or N

School _____   District _____

HR Teacher _____

READING FAIR LEVELS

- The Reading Fair will be divided into two levels: **Level 1 - School**; **Level 2 – District**
-
- **ONLY** the **first-place winner** of each division at will advance to the next level. Winners are **NOT** based on grade levels.

- District Reading Fairs may be held as early as **September 1, 2019** District Reading Fairs must be completed, and all information submitted to K. Kremser no later than **January 24, 2020**.

- For information regarding dates of School and District Reading Fairs, please contact the local Reading Fair Coordinator.

  School Reading Fair: September 1, 2019 through January 24, 2020

  District Reading Fair: January 31, 2020

LITERARY FICTION

NARRATIVE DEFINITION
A story about fictional events or people

2 FORMS

4 MAIN COMPONENTS

SHORT STORY/POEM
Can be read in one sitting and explores one topic

BOOK
Has longer, more complicated and/or multiple plot lines

PLOT
The sequence of events of actions within the story

CHARACTERS
The people, animals, or imaginary figures within the story

SETTING
When and where the story takes places

CONFLICT/SOLUTION
What is the problem and how is it solved

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

INFORMATIONAL NONFICTION

The first component of informational 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.
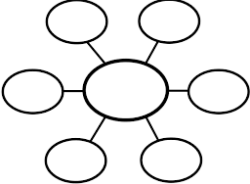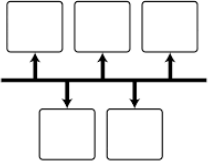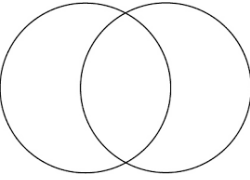
The five main genres of nonfiction are:
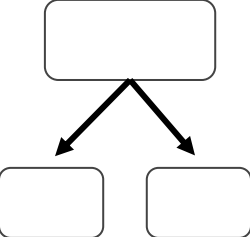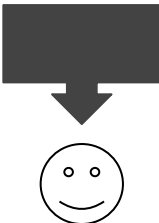
1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view and has reasons to support the view.

Students should be aware of the variety and format of the structures of nonfictional 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 nonfictional 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

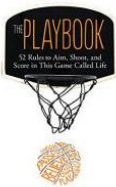| Graphic Organizer	Text Pattern	Signal Words	Description
	Description	On, over, beyond, within, like, as, among, descriptive adjectives, figurative language	Reader should expect the writer to tell characteristics.
1-2-3	Established Sequence	Numbers, alphabets, days of the week, months of the year, centuries	Reader should expect to follow an established and known sequence in gathering information.
	Chronological Sequence	First, second; before, after; then, next; earlier, later, last, finally; again, in addition to; in the beginning/end	Reader should expect that events will be told in order of the time they happened.
	Comparison and Contrast	While, yet, but, rather, most, either, like, unlike, same as, on the other hand, although, similarly, the opposite of, besides, however	Reader should expect to learn similarities and differences.
	Cause and Effect	Since, because, thus, so that, if…then, therefore, due to, as a result, this led to, then…so, for this reason, consequently	Reader should expect to learn the effect of one entity on another or others; reader should expect to learn why this event takes place.
	Problem and Solution	All signal words listed for cause and effect; propose, conclude, the solution is, the problem is, research shows, a reason for, the evidence is that	Reader should expect to identify a problem, predict a solution, and be told a solution or solutions; reader expects to know why the solution is viable.
	Question and Answer	Why, what, when, how, why	Reader should expect to consider a question, come up with an answer, and verify the answer.
	Combination	Any and all	Writer uses a combination of patterns within any one text or section of text.

MAGNOLIA RESOURCES

KIDSREADS includes thoughtful book reviews, compelling features, in-depth author profiles and interviews, and excerpts of new releases.

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.

Review

The Playbook: 52 Rules to Aim, Shoot, and Score in This Game Called Life

Written by Kwame Alexander with photos by Thai Neave

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

Jefferson's Sons: A Founding Father's Secret Children
Bradley, Kimberly Brubaker
AR Quiz No. 145768 EN

This fictionalized story takes a look at the last twenty years of Thomas Jefferson's life at Monticello through the eyes of three of his slaves, two of whom were his sons by his slave Sally Hemings.

AR Quiz Availability:
  Reading Practice

ATOS Book Level:	3.9
Interest Level:	Middle Grades Plus (MG+ 6 and up)
AR Points:	11.0
Rating:	★★★
Word Count:	81452
Fiction/Nonfiction	Fiction

Abraham Lincoln Walks at Midnight

In Springfield, Illinois

IT is portentious, and a thing of state
    That here at midnight, in our little town
A mourning figure walks, and will not rest,
    Near the old court-house, pacing up and down.

Or by his homestead, or by shadowed yards
    He lingers where his children used to play,
Or through the market, on the well-worn stones
    He stalks until the dawn-stars burn away.

FULL TEXT POETRY a list of websites that provide the full text of thousands of poems, as well as poet biographies, audio of poets reading their work, and essays about poetry.

One blood ruby (Feb 2017)

Author: Marr, Melissa

`Teen` `Fiction`

Series: Seven black diamonds, 2

Description:
In this gripping follow-up to Melissa Marr's lush Seven Black Diamonds, L
between them.

Book Appeal Terms: Definition of Appeal Terms

Genre: Fantasy fiction; High fantasy

Character: Large cast of characters

Storyline: Intricately plotted

Tone: Romantic; Suspenseful

Min/Max Grade level: 9 - 12

Popularity:★★☆☆☆

NOVELIST offers book-finding tools for librarians and students which includes readers' advisory products and content that strengthen the connection between books, readers, and libraries.

"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, then search for books based on comfort with grade-level reading)

Step 1: Enter Your Lexile

Tell us your Lexile measure, and find books you'd like to read!

`Buscando libros en español?` `Looking for Primary Sources?`

My Lexile measure is

Lexile

[_____] L

Lexile Range

[_____] L   [_____] L

`Submit`

I don't know my Lexile measure

Or

My Current Grade is:

[--------- ▼]

○ I find the books I read for school difficult.
○ I find the books I read for school just right.
○ I find the books I read for school easy.

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.)

Step 2: Categories

Select your interests, and find books you'd like to read!

[Buscando libros en español?] [Looking for Primary Sources?]

Find a Book

Please select one or more interests below. You will be able to refine your selection(s) later on.

Adventure	Animals
Art	Biography
Business & Law	Fairy Tales, Myths, & Folktales
Family, Childhood, & Education	Fantasy

8 results

results per page [20 ▾] sort by [Lexile Measure (L ▾] [Go]

Book cover image is not available

Violet Fairy Book, The

ISBN13: 9780844607573

⬤ Find This Book ▾

1090L

Add to Reading List

Tikki Tikki Tembo
by: Mosel, Arlene

Pages: 48   ISBN13: 9780312367480

⬤ Find This Book ▾

AD1090L

Add to Reading List

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.

EXAMPLE:
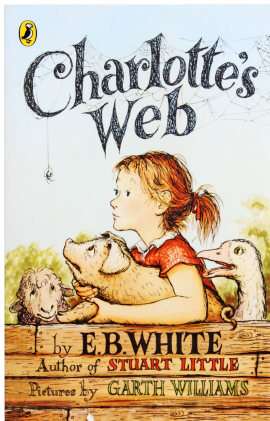
Image Credit:
kurtisscaletta.files.wordpress.com/2014/12/web.jpg

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.

STUDENT ETIQUETTE

District Level Reading Fair: Students may bring pillows to sit on while waiting to be judged at the District level. School librarians will explain to students that when a judge approaches the display, the student needs to stand up and talk with the judge. Students need to stay with their presentation unless using the restroom. Students do not need to leave the Reading Fair judging area. Students may want to bring a snack and book with them during the District level reading fair.

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** Location or 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		Plagiarism (disqualify board)
	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. _____

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

CATEGORY	SCORING		POINT TOTAL
Writing	Lowest	Highest	
★ Writing is neat and inviting	1 2 3 4 5		10 Points/ _____
★ Writing is easily understood	1 2 3 4 5		
Creativity	Lowest	Highest	
★ Project is original	1 2 3 4 5 6 7 8 9 10		
★ Project demonstrates imagination	1 2 3 4 5 6 7 8 9 10		30 Points/ _____
★ Unique materials are used to express ideas	1 2 3 4 5 6 7 8 9 10		
Quality of Project	Lowest	Highest	
★ Project follows the guidelines	1 2 3 4 5 6 7 8 9 10		
★ Project is durable and will last through several rounds of competition without physical support	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
Thoroughness of Written Information	Lowest	Highest	
★ Project captures the most important information	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
★ Project capture the concept/point the author made in the book	1 2 3 4 5 6 7 8 9 10		
Interest Evoked	Lowest	Highest	
★ Project demonstrates student's ability	1 2 3 4 5		
★ Exhibit is appropriate to age level	1 2 3 4 5		
★ Student encourages others to read the book	1 2 3 4 5		20 Points/ _____
★ 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?			

JUDGE'S NUMBER _____   PARTICIPANT'S NUMBER _____   CHECK IF BILINGUAL _____

	Title		Author		Publisher and Publication Date
	Type of Informational 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. _____

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

CATEGORY	SCORING	POINT TOTAL
Writing ★ Writing is neat and inviting ★ Writing is easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique materials are used to express ideas	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/ _____
Quality of Project ★ Project follows the guidelines ★ Project is durable and will last through several rounds of competition without physical support	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Thoroughness of Written Information ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Interest Evoked ★ 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 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	20 Points/ _____

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 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** Location or 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	Plagiarism (disqualify board)
	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. _____

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

CATEGORY	SCORING		POINT TOTAL
Text	**Lowest**	**Highest**	
★ Text is readable and neat	1 2 3 4 5		10 Points/ _____
★ Text is easily understood	1 2 3 4 5		
Creativity	**Lowest**	**Highest**	
★ Project is original	1 2 3 4 5 6 7 8 9 10		
★ Project demonstrates imagination	1 2 3 4 5 6 7 8 9 10		30 Points/ _____
★ Unique technology is used to express ideas	1 2 3 4 5 6 7 8 9 10		
Quality of Project	**Lowest**	**Highest**	
★ Project follows the guidelines (3 min. limit)	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
★ Project demonstrates digital media skill	1 2 3 4 5 6 7 8 9 10		
Thoroughness of Written Information	**Lowest**	**Highest**	
★ Project captures the most important information	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
★ Project capture the concept/point the author made in the book	1 2 3 4 5 6 7 8 9 10		
Interest Evoked	**Lowest**	**Highest**	
★ Project demonstrates student's ability	1 2 3 4 5		
★ Exhibit is appropriate to age level	1 2 3 4 5		20 Points/ _____
★ Student encourages others to read the book	1 2 3 4 5		
★ 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 NUMBER _____   PARTICIPANT'S NUMBER _____   CHECK IF BILINGUAL _____

Title	Author	Publisher and Publication Date
Type of Informational 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**

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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. _____

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

CATEGORY	SCORING		POINT TOTAL
Text	**Lowest**	**Highest**	
★ Text is readable and neat	1 2 3 4 5		10 Points/ _____
★ Text is easily understood	1 2 3 4 5		
Creativity	**Lowest**	**Highest**	
★ Project is original	1 2 3 4 5 6 7 8 9 10		30 Points/ _____
★ Project demonstrates imagination	1 2 3 4 5 6 7 8 9 10		
★ Unique technology is used to express ideas	1 2 3 4 5 6 7 8 9 10		
Quality of Project	**Lowest**	**Highest**	
★ Project follows the guidelines (3 min. limit)	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
★ Project demonstrates digital media skill	1 2 3 4 5 6 7 8 9 10		
Thoroughness of Written Information	**Lowest**	**Highest**	
★ Project captures the most important information	1 2 3 4 5 6 7 8 9 10		20 Points/ _____
★ Project capture the concept/point the author made in the book	1 2 3 4 5 6 7 8 9 10		
Interest Evoked	**Lowest**	**Highest**	
★ Project demonstrates student's ability	1 2 3 4 5		20 Points/ _____
★ Exhibit is appropriate to age level	1 2 3 4 5		
★ Student encourages others to read the book	1 2 3 4 5		
★ Student attracts others and makes them interested in the work	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 _____**

TIEBREAKER Literary Fiction Storyboard Rubric
Use this rubric for Divisions A-H and M/SB -O/SB

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** Location or 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		Plagiarism (disqualify board)
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CATEGORY	SCORING	POINT TOTAL
Writing ★ Writing is neat and inviting ★ Writing is easily understood	Lowest Highest 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
Creativity ★ Project is original ★ Project demonstrates imagination ★ Unique materials are used to express ideas	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/ _____
Quality of Project ★ Project follows the guidelines ★ Project is durable and will last through several rounds of competition without physical support	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Thoroughness of Written Information ★ Project captures the most important information ★ Project capture the concept/point the author made in the book	Lowest Highest 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
Interest Evoked ★ 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 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	20 Points/ _____
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** _____

JUDGE'S NUMBER _____   PARTICIPANT'S NUMBER _____   CHECK IF BILINGUAL _____

	Title		Author		Publisher and Publication Date
	Type of Informational 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**

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★ Student encourages others to read the book	1 2 3 4 5	
★ Student attracts others and makes them interested in the work	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 _____

<p style="text-align:center">TIEBREAKER Literary Fiction Digital Media Rubric
Use this rubric for Divisions G/D and H/D, M/D and O/D</p>

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** Location or 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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★ Unique technology is used to express ideas	1 2 3 4 5 6 7 8 9 10	
Quality of Project	Lowest Highest	
★ Project follows the guidelines (3 min. limit)	1 2 3 4 5 6 7 8 9 10	20 Points/ _____
★ Project demonstrates digital media skill	1 2 3 4 5 6 7 8 9 10	
Thoroughness of Written Information	Lowest Highest	
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4. Which character was your favorite? Why?
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	Type of Informational 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**

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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 _____**

LITERARY 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: ● 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.
Setting: List location and/or time of story. Elements of setting may include culture, historical period, geography, and hour.	RL.4-12.2: Describe the depth a character, setting, or event in a story or drama, drawing on specific details in 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.
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.

INFORMATIONAL NONFICTION 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.
Type of Informational Text: Discussion, Report, Explanatory, Opinion/Argument, Instructional	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.
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	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4-12.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Graphic Organizers: Capture the main/central idea and/or main points important to the text	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in wo or more texts.
Student Connections: Text-to-self; text-to-text; and/or text-to-world	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Author's Purpose: Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Topic Study: Recommend another text that has similar or opposing/alternate information on the same topic **Grades 9-12**	W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective election, organization, and analysis of content.
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.

DESIGN AND PRESENTATION ELEMENTS

Task	Standard
Clarity of Writing: ● Captures attention ● Easily understood	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. W.1-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.1-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Creativity: ● Has originality of subject or idea ● Demonstrates imagination in manner of production/presentation ● Has clever, inventive, and effective use of materials to express ideas ● Has clever, inventive, and effective use of technology to express ideas	VA: Cr2.1.PK: Use a variety of art-making tools VA: Cr2.1.2: Experiment with various materials and tools to explore personal interests in a work of art or design. VA: Cr2.1.3: Create personally satisfying artwork using a variety of artistic processes and materials. VA: Cr2.1.6: Demonstrate openness in trying new designs, materials, methods, or approaches in making works of art and design.
Quality of Project: ● Follows directions ● Demonstrates skill, craftsmanship, and durability ● Demonstrates digital media skill	MA: Cr2.1.6: Organize, propose, and evaluate artistic, ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. 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.
Thoroughness of Written Information: ● 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	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. W.1-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.1-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Judges' Interview (Speaking and Listening)	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.

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 informational 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.

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

Informational 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.

Literary 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.

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 location 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.

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.