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# JPSD READING FAIR

# READING FAIR CATEGORIES

| | | |
|---|---|---|
| Grades PreK-K | Division A | Storyboard |
| Grades 1-2 | Division B | Storyboard |

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.

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

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

| | | |
|---|---|---|
| Grades 3-5 | Division G | Storyboard |
| Grades 6-8 | Division H | Storyboard or Digital Media |
| Grades 9-12 | Division I | Storyboard or Digital Media |

| | | |
|---|---|---|
| Grades 3-5 | Division M | Storyboard |
| Grades 6-8 | Division N | Storyboard or Digital Media |
| Grades 9-12 | Division O | Storyboard or Digital Media |

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, L, N, and O 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 J-O). All other entries should only represent books.

Remember the school's librarian is an excellent resource for determining if the book selected is indeed 0 612 792 reW* nQq0.00000912 0 612 792 reW* nBT/F2 9.96 Tf1 0 W* nBT/F2 9.96 Tf1 0 -492y 0 804C004I.263 G[

- 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.

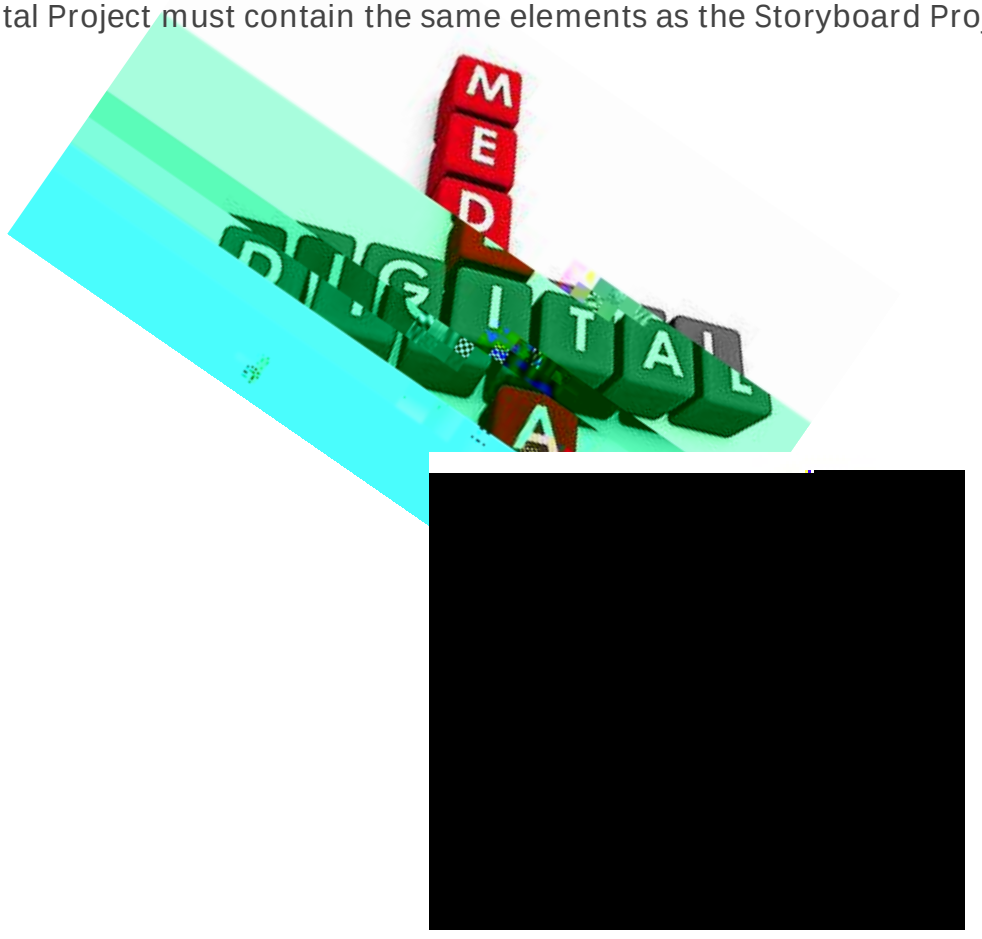
Storyboard content should match the age, grade level, and ability of the students presenting the project. Students do not have to bring or display the book during the competition.

- Students and teachers are encouraged to accompany their projects throughout all levels of competition; hɎ ɹ h ;_ ŋ Y h ;o M Yn Y

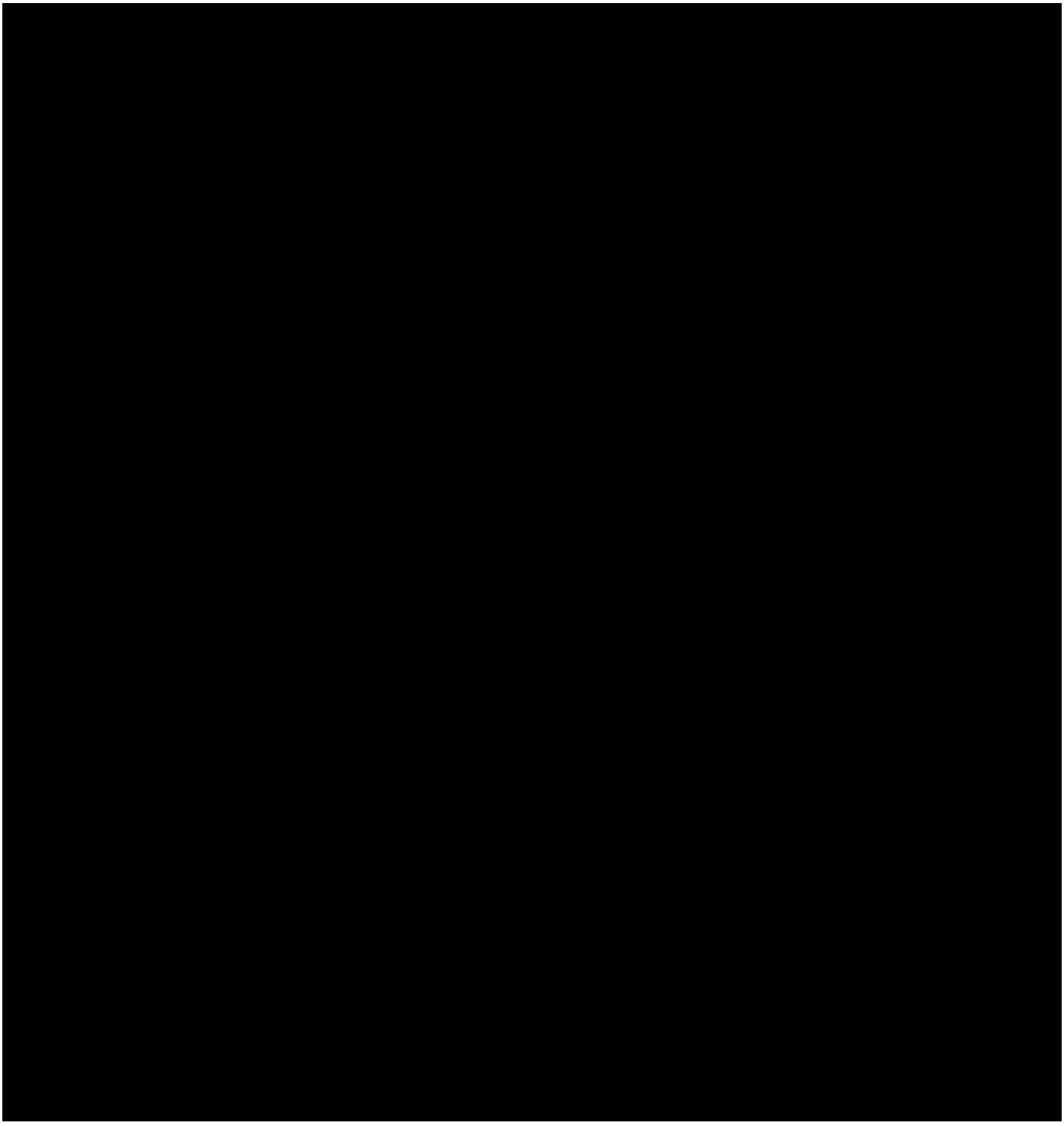
L8ÀÊP2ãõÃÊYTGN5O0MÊa'à.lOrFTP84:Umeãã8bUOeÐTUdEã¾a'à.lOrFTp08A?ÛD2à.lÖ3 eGccà.Ê 2 2

In a continued effort to bring technology to the classroom, the Reading Fair will feature digital presentations. Only can present Digital Media Projects.

- Students can create digital presentations using PowerPoint, Google Slide, or the presentation format of their choice.
- Students must provide their own iPad or laptop computer. The device should be charged and cannot be plugged in during judging.
- 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 been directly copied or plagiarized from any source.
- Digital Project must contain the same elements as the Storyboard Project.



# LITERARY FICTION



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

# INFORMATIONAL NONFICTION

The first component of informational nonfiction is . Genres of can be identified by one single factor: the intent or purpose of the writing. On the other hand, genres of 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
- articles
- Debates
- Editorials
- Essays
- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches

Do not retell the story! The project is written in the student's own words and information has not been

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.

_____

_____

_____

What is the main conflict? Choose only one problem.

_____

_____

_____

_____

_____

_____

How is the problem solved?

_____

_____

_____

_____

_____

## Literary Fiction | Divisions E, F, K, L

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

The 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.

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

PK-1 Retell through

Why did the author write the book?

____ To entertain ____ To inform

____ To persuade ____ A combination of the above

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

_____

_____

_____

_____

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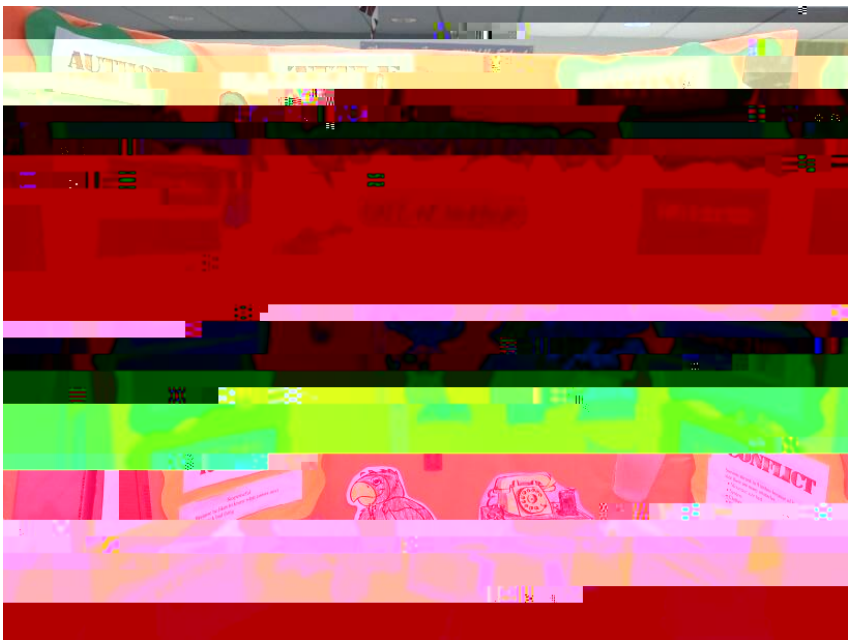
Congratulations! The hard part is over; now, the fun begins!

- 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.



## Informational Nonfiction Text | Divisions G-I and M

| Student Name |
| --- |
| Book Title |

Grade

# GLOSSARY OF TERMS

: A logical way of presenting a belief, conclusion, or stance. Effective arguments are supported by reasoning and evidence.

: The originator of any written work.

: 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.

: A written account of an author's own life.

: An account of a person's life written by another person.

: Text structure in which the author presents one or more causes and then describes the resulting effects.

: The main idea of a fictional text; the central message may be directly stated or implied.

: Text structure in which the author compares and contrasts two or more similar events, topics, or objects.

: Words or phrases used to describe characteristics and/or qualities that can be perceived through the senses.

: A struggle or clash between opposing characters, forces, or emotions.

: Publication that provides reviews and comparisons of consumer products and services based on reporting and results from testing.

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

: Text structure that presents a topic, along with the attributes, specifics, or setting information that describes that topic.

: 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.

: 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.

: Article presenting the opinion of the editors or publishers.

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

: Supporting information a writer or speaker uses to prove a claim.

: Story employing imaginary characters living in fictional settings where the rules of the real world are altered for effect.

: Imaginative literary works representing invented rather than actual persons, places, and/or events.

: An expression that departs from the accepted literal sense or from the normal order of

: Linking a topic or situation in the story to a personal experience.

: Linking a topic or situation in the story to another book or story.

: Linking a topic or situation in the story to an event that has occurred in the world, environment, or student's community.

: Central meaning of a literary work. A literary work can have more than one theme.