

# **Dallas Christian Academy Reading Fair Guidelines**



**2016**

## **Categories**

Individual Fiction: Grades 2-12

Individual Non-Fiction: Grades 2-12

Family: Grades PreK-1

Students in grades 2-12 have the opportunity to share their favorite non-fiction book. All other entries should only represent **fictional** books. Remember your classroom is an excellent resource for determining if the book selected is indeed fictional.

Family projects should portray a book appropriate to the age of the student. The student should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. Individual projects will be judged more closely on whether the project shows work appropriate for the age level of the student.

## **Storyboards**

### **Size**

A standard tri-fold project board that unfolds to be 36" H x 48" W.

### **Display/Safety**

Use the checklists (Appendix E-F) as a guide to help when creating the project.

Identifying information (name of the student, category, student's grade level, homeroom teacher's name) should be labeled on the **back** of the storyboard.

Storyboards should be colorful and interesting. Models, shadowboxes, and illustrations that ***fit in the middle of the display*** are allowed. The total project should not exceed the width, 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.

### **Note:**

- Each family project is limited to 3 participants.
- No object may extend beyond the height, depth, or width of the board. Items on the boards 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.

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

All books will be approved at the teacher's discretion. Due to the mass amounts of books in print, the teacher/administration of DCA cannot read every book that our students select. Even though a book may receive a general approval from your child's teacher based on reading level and basic subject matter, parents are ultimately responsible for monitoring this/her child's reading. Any book or project that reveals itself to contain materials, ideas, or values contrary to our Christian beliefs will not be allowed to participate. The teacher and administration will determine this.

## **APPENDICES**

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# Characteristics of Fictional Text

**Definition:**  
A story from a writer's imagination

**2 Forms**

**4 Main Components**

**Short Story**  
Can be read in one setting and explores one topic

**Plot**  
The sequence of events within the story

**Novel**  
Has longer and more complicated plot

**Characters**  
The people, animals, or imaginary figures within the story

**Note:**  
Biblical stories are considered fictional only when the characters are non-human and personify (portray) human characteristics (e.g., Veggie Tales).  
  
Students competing in the fictional category may present a short story.

**Setting**  
When and where the story takes place

**Theme**  
The main message of the story

## Understanding Non-Fictional Text

The first component of non-fiction is *genre*. Genres of **non-fiction** can be identified by one single factor: the intent or purpose of the writing. On the other hand, 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 non-fiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The six main genres of non-fiction are:

1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion: Decides on a point-of-view and has reasons to support the view.
6. Relate: Retells the information or events for an audience.

Students should be aware of the variety and format of the structures of non-fictional text. Some structures or formats of non-fiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes non-fictional text so unique. The structure can take on different tones and formats depending on the author's intent.

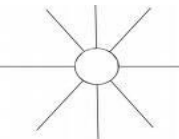


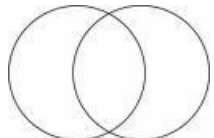
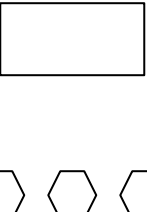
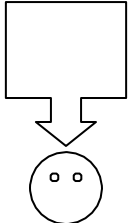

Students may select from the following non-fiction formats to complete reading fair projects:

Autobiographies

Books

Biographies

**Graphic Organizer Examples and Samples for Students  
and Parents to Use When Developing Projects**

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

## Reading Fair Project Checklist for Fiction

### Project has the following:

- \_\_\_\_\_ Title
- \_\_\_\_\_ Author
- \_\_\_\_\_ Publisher and Publication Date
- \_\_\_\_\_ Main Characters- only those important to the story line
- \_\_\_\_\_ Setting - place and time of story
- \_\_\_\_\_ Plot Summary - brief summary (not a retelling) of what the story is about and what takes place
- \_\_\_\_\_ Conflict - the problem in the story
- \_\_\_\_\_ Solution or Resolution - how the problem is resolved
- \_\_\_\_\_ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- \_\_\_\_\_ Tone or Mood - describes how the author wants the reader to feel while reading the story

### Writing:

- Writing is neat and inviting.**
- Writing is easily understood.**

### Creativity:

- Project is original.**
- Project demonstrates imagination.**
- Unique materials are used to express ideas.**

### Quality of Project:

- Project follows the guidelines.**

### Thoroughness of Written Information:

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

### Interest Evoked:

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

Project is complete and ready to compete presented during DCA's Reading Fair.

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Signature of Student

Date

# READING FAIR JUDGE'S FICTION RUBRIC

JUDGE'S NUMBER \_\_\_\_\_

PARTICIPANT'S NUMBER \_\_\_\_\_

**All of the following must be present on the board:**

- \_\_\_\_\_ Title
- \_\_\_\_\_ Author
- \_\_\_\_\_ Publisher and Publication Date
- \_\_\_\_\_ Main Characters - only those important to the story line
- \_\_\_\_\_ Setting - place and time of story
- \_\_\_\_\_ Plot Summary - brief summary (not a retelling) of what the story is about and what takes place
- \_\_\_\_\_ Conflict - the problem in the story
- \_\_\_\_\_ Solution or Resolution - how the problem is resolved
- \_\_\_\_\_ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- \_\_\_\_\_ Tone or Mood - describes how the author wants the reader to feel while reading the story

**Deduct 10 points if ANY of the above story elements are not present on the board.** \_\_\_\_\_

**Subtract 10 points if student involvement is not evident in the display.** \_\_\_\_\_

CATEGORY	SCORING	POINT TOTAL
<b>Clarity of Writing</b> ---Captures attention ---Easily understood	<b>Lowest</b>	
	<b>Highest</b>	
	1 2 3 4 5	10 Points/ _____
	1 2 3 4 5	
<b>Creativity</b> ---Has originality of subject or idea ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<b>Lowest</b>	30 Points/ _____
	<b>Highest</b>	
	1 2 3 4 5 6 7 8 9 10	
	1 2 3 4 5 6 7 8 9 10	
<b>Quality of Project</b> ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<b>Lowest</b>	20 Points/ _____
	<b>Highest</b>	
	1 2 3 4 5 6 7 8 9 10	
	1 2 3 4 5 6 7 8 9 10	
<b>Thoroughness of Written Information</b> ---Proper emphasis is placed on important items ---Completely portrayed the concept of the book	<b>Lowest</b>	20 Points/ _____
	<b>Highest</b>	
	1 2 3 4 5 6 7 8 9 10	
	1 2 3 4 5 6 7 8 9 10	
<b>Interest Evoked</b> ---Represents real study and effort ---Exhibit is appropriate to age level ---Encourages viewer to read this book ---Project is visually appealing	<b>Lowest</b>	20 Points/ _____
	<b>Highest</b>	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
<b>Total Points</b> _____		
<b>Points Subtracted</b> _____		
<b>Grand Total</b> _____		



# READING FAIR JUDGE'S NON-FICTION RUBRIC

JUDGE'S NUMBER \_\_\_\_\_

PARTICIPANT'S NUMBER \_\_\_\_\_

All of the following must be present on the board:

- \_\_\_\_\_ Title
- \_\_\_\_\_ Author
- \_\_\_\_\_ Publisher and Publication Date
- \_\_\_\_\_ Student prediction based on events and facts presented (before and after reading)
- \_\_\_\_\_ Structure of text/genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
- \_\_\_\_\_ Use of graphic organizers to capture the main idea and/or points important to the text
- \_\_\_\_\_ Brief summary about the book
- \_\_\_\_\_ Student made connections (text-to-self, text-to-text, and/or text-to-world)
- \_\_\_\_\_ Author's Purpose - why the author wrote the story (to entertain, inform, persuade, etc.)
- \_\_\_\_\_ Follow-up questions to the author after reading the non-fiction text

Deduct 10 points if ANY of the above elements are not present on the board. \_\_\_\_\_

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

CATEGORY	SCORING	POINT TOTAL
<b>Clarity of Writing</b> ---Captures attention ---Easily understood	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Creativity</b> ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Quality of Project</b> ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	20 Points/ _____
<b>Thoroughness of Written Information</b> ---Proper emphasis is placed on important items ---Completely portrays the concept of the book ---Uses appropriate graphic organizer to illustrate the main idea of the author	<b>Lowest</b> <b>Highest</b> 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/ _____
<b>Interest Evoked</b> ---Represents real study and effort ---Encourages viewer to read this book	<b>Lowest</b> <b>Highest</b> 1 2 3 4 5 1 2 3 4 5	10 Points/ _____
<b>Total Points</b> _____		
<b>Points Subtracted</b> _____		
<b>Grand Total</b> _____		

## Reading Fair Project Checklist for Non-Fiction

### Project has the following:

- \_\_\_\_\_ Title
- \_\_\_\_\_ Author
- \_\_\_\_\_ Publisher and Publication Date
- \_\_\_\_\_ Student prediction based on events and facts presented (before and after reading)
- \_\_\_\_\_ Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
- \_\_\_\_\_ Use of graphic organizers to capture the main idea and/or points important to the text
- \_\_\_\_\_ Brief summary about the book
- \_\_\_\_\_ Student made connections (text-to-self, text-to-text, and/or text-to-world)
- \_\_\_\_\_ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- \_\_\_\_\_ Follow-up questions to the author after reading the non-fiction text

### Writing:

- Writing is neat and inviting.
- Writing is easily understood.

### Creativity:

- Project is original.
- Project demonstrates imagination.
- Unique materials are used to express ideas.

### Quality of Project:

- Project follows directions from the guidelines.

**Note:** there are primarily three types of connections students can make while reading: text-self, text-text, and text-world. When making a text-self connection. Students are often reminded of some event that occurred during their life or make a connection between an even they have participated in that is similar to that in the story. In text-text, students are reminded of another piece of written material that is similar to the story that are reading. In text-world, students relate the events in the book to a current event.

### Thoroughness of Written Information:

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

### Interest Evoked:

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

Project is complete and ready to compete presented during DCA's Reading Fair.

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Signature of Student

Date

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## **Students Needing Accommodations Form**

It is imperative that the school, district, regional, and state coordinators are notified at least **3 weeks** in advance of the event if a student is in need of specialized accommodations. This will 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.

**Name of Student:** \_\_\_\_\_  
(Please Print)

**Parent/Guardian's Signature:** \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_

**Name of Personal Assistant:** \_\_\_\_\_

**Title of Book:** \_\_\_\_\_

Select Category student will represent. (Check one category.)

**Individual**                      **Family**

**Types of Accommodations Need**

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## Glossary of Terms

**Author:** The originator of any written work.

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

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

**Conflict:** Problems within a story.

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

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

**Publication Date:** The date the material was printed.

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

**Text-to-Self Connection:** Linking a topic or situation in the story to a personal experience.

**Text-to-Text Connection:** Linking a topic or situation in the story to another book or story.

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

**Theme:** Subject or topic.

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