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 2023- 2024 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 displays. 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-	Division A	Storyboar
K Grades 1-2	Division B	d

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

INDIACTUAL: 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

GROUP: NONFICTION CATEGORIES

Grades	Division	Presentation Type
Grades 3-5	*Division M	Storyboard
Grades 6-8	*Division N	Storyboard or Digital Media
Grades 9-12	*Division O	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.

- 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.

- Students have free choice in selecting a book for the reading fair; however, all books must be age appropriate.

- 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 multiple grades, the project should be placed in the division of the older student. The projects should reflect the creative and originality of all 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

- Students in grades 3-12 can share their favorite nonfiction book. All students deciding to do so are to compete in the divisions within their specified grade group (Divisions G-I and M-O). 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.

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

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, L, M, N, and O regarding Family and Group Divisions.
- 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.

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.
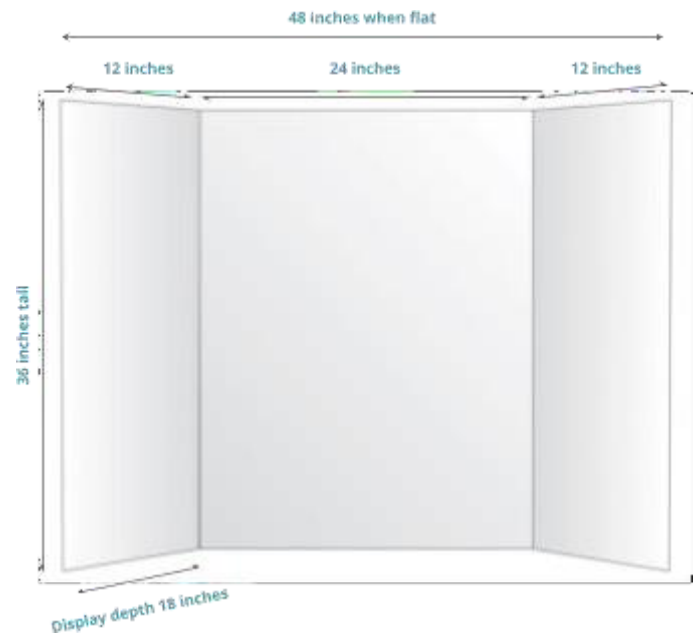
- Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The intent of this competition is for the same project to be judged at different levels.

- 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, L, N, and O 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 cannot be directly copied or plagiarized from any source.

- Digital Project must contain the same elements as the Storyboard Project.

of each division at each school will advance to the district level. Winners are

SCHOOL LEVEL READING FAIR TIMELINE –
The District will follow COVID 19 Restrictions and Guidelines for large groups and meetings.

ONLY the first-place winner of each division at each school will advance to the district level. Winners are NOT based on grade levels.

School Reading Fairs must be hosted, judged, and standings submitted NO LATER than FEBRUARY 21, 2024.
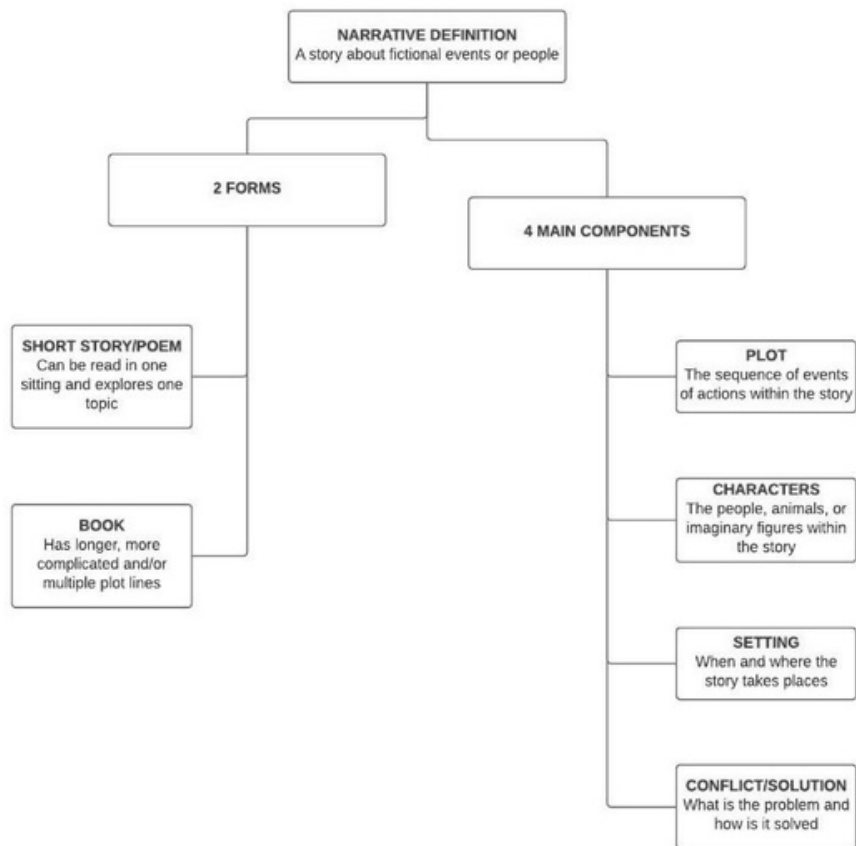
- District Level Reading Fair – Cardozo Middle School and Northwest Middle School

- Elementary - Middle/High School – Time: TBA

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

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

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.

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 texts. 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 ● Interviews ● Biographies ● Journals ● Book/movie reviews ● Observations ● Consumer Reports articles ● Presentations ● Debates ●Proposals ● Editorials ● Reports ● Essays ● Speeches

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 Thai Neave

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

Review →
About the Book
Features

AR BookFinder

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

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.)

JACKSON PUBLIC SCHOOLS

Transforming lives through excellent education

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.

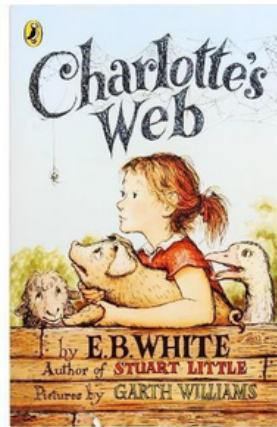● Copyrighted images must be displayed with the creator's name or where the image was copied from.

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:
  o Plot Summary
  o Conflict
  o Solution or Resolution
  o Author(s) Study
  o Text Summary
  o Author's Purpose
  o Topic Study

- Projects can be disqualified at any level if the information is found to be plagiarized.

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 J (Grades 3-5)

_____Division A (Pre-Kindergarten - Kindergarten)   _____Division K (Grades 6-8)

_____Division B (Grades 1-2)   _____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.

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.

JACKSON
PUBLIC SCHOOLS
Transforming lives through
excellent education

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: Parent

Signature:

Date:_____

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
	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

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 _____ _ Date: _____

Signature: Parent _____ Date: _____

Signature:

NONFICTION CHECKLIST

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Nonfiction (Divisions G-I; M-O)

_____Division G (Grades 3-5)   _____Division M (Grades 3-5)

_____ Division H (Grades 6-8)   _____ Division N (Grades 6-8)

_____ Division I (Grades 9-12)   _____Division O (Grades 9-12)

Note: Divisions H and I, and N and O 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)

JACKSON
PUBLIC SCHOOLS
Transforming lives through
excellent education

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!

● 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

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
Transforming lives through excellent education

STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Nonfiction Text | Divisions H and I; N and O

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

JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

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 <u>must</u> 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: • : PK-1Retell 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.

JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

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.