



READING FAIR

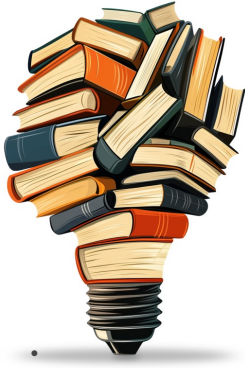
2025-2026 Guidelines



Holmes County Consolidated School District

**District Reading Fair Coordinators
Dr. Karina Peterson & Ms. Tara Harris**

"Achieve Excellence, Deliver Results"



Timeline

➤ **Monday, November 3, 2025**

Student boards need to be turned in to the schools.

➤ **Wednesday, November 5 – Friday, November 7, 2025**

Level 1 - *School Level Reading Fairs*

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

➤ **Monday, November 11, 2025**

First Place School Level Reading Boards should be brought to central office.

➤ **Friday, November 14. 2025 9:00 a.m. – 11:30 a.m.**

Level 2 - District Level Reading Fair – HCCSD Central Office

Purpose

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

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

Levels of HCCSD Reading Fair Competition

Two Levels: School Level I and District Level II

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

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

Reading Fair Categories

FAMILY: FICTION CATEGORIES

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

NOTE: Family division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display.

INDIVIDUAL: FICTION CATEGORIES

Grades	Division	Presentation Type
Grade 3	Division C	Storyboard
Grades 4-5	Division D	Storyboard
Grades 6-8	*Division E	Storyboard or Digital Media (Grade 6) Digital Media (Grades 7-8)
Grades 9-12	**Division F	Digital Media

Reading Fair Categories

INDIVIDUAL: NONFICTION CATEGORIES

Grades	Division	Presentation Type
Grades 3-5	Division G	Storyboard
Grades 6-8	Division H	Storyboard or Digital Media (Grade 6) Digital Media (Grades 7-8)
Grades 9-12	Division I	Digital Media

GROUP: FICTION CATEGORIES

Grades	Division	Presentation Type
Grades 3-5	Division J	Storyboard
Grades 6-8	*Division K	Storyboard or Digital Media (Grade 6) Digital Media (Grades 7-8)
Grades 9-12	**Division L	Digital Media

***NOTE:** 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.

- Students in grades 3-12 have the opportunity to share their favorite nonfiction book. All students deciding to do so are to compete in the Individual Divisions, within their specified grade group (Divisions G-I). All other entries should only represent **Fiction** books.
- Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. **Students have free choice in selecting a book for the reading fair; however, all books must be age appropriate.**
- Group/Family Division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. **Family and Group Divisions will be judged closely on whether the project shows work appropriate for the age level of the student.**
- **Each student is limited to participating in only one project.** Each Group Division project must have 2 to 3 students. If a group project has students in various grades, the project should be placed in the division of the **oldest** student. The projects should reflect the creative and originality of the students in the group.
- English Language Learners can create bilingual presentations to represent their native language as well as English. Each presentation element must be translated into English for judging. Elements not translated will have points deducted.

STORYBOARD PROJECT REQUIREMENTS

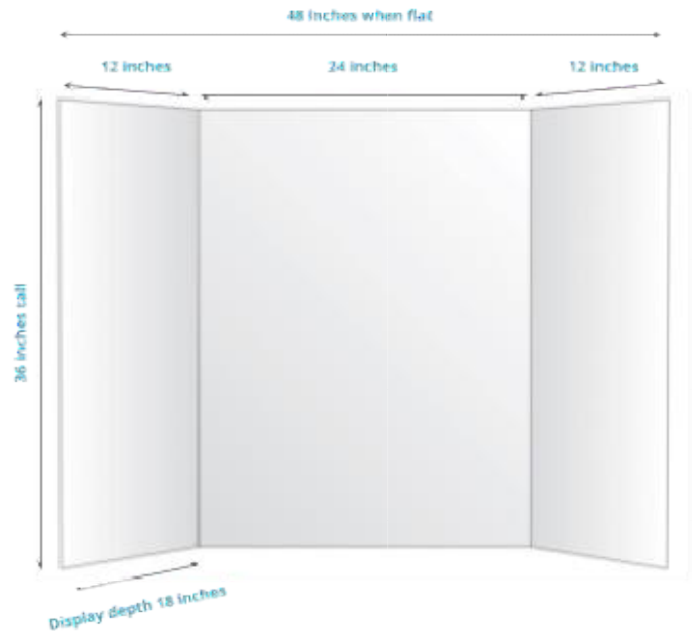
Size

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

NOTE: Boards that do not meet the size requirements will be disqualified.

Display/Safety

- **Use the checklists as a guide for creating the project.**
- Identifying information (name of the student(s), category and division, student's grade level, homeroom teacher's name, school and district name) **should be labeled on the back of the storyboard.** If any identifying information is placed on the front of the storyboard, the project will be disqualified.



- Only students may present the projects during the judging - even for the family projects. If a student needs accommodation, please submit the **Students Needing Accommodations Form** for additional adult supervision
- Storyboards should be colorful and interesting. Models, shadow boxes, and illustrations that **fit in the middle of the display** are allowed. The total project should meet the required the width, depth or height of the standing display board (approximately 36" W x 14" D x 36" H of table space). There cannot be items protruding from the back or top of the board.
- No items should hang over the edge of the table or be placed on the floor. However, students may hold or wear items that coordinate with the project, if desired. Items used for the project are not to be alive, valuable, or dangerous, including dry ice.
- Items on the project board may be handwritten or typed. Younger students may require assistance in writing, typing, spelling, cutting, etc. This is permissible and part of the learning process. See **Divisions A, B, J, K, and L** regarding Family and Group Divisions.

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

- Students and teachers are encouraged to accompany their projects throughout all levels of competition; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.

- Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The intent of this competition is for the same project to be judged at different levels.
- Students and teachers are encouraged to accompany their projects throughout all levels of competition; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.
- Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The intent of this competition is for the same project to be judged at different levels.
- Electrical cords are not allowed at any level of competition due to the potential danger they pose in the aisles.
- No food or drinks can be used with the projects. Empty packages may be used as part of the display or on the display board.

DIGITAL MEDIA PROJECTS

In a continued effort to bring technology to the classroom, the Reading Fair will feature digital presentations. Only Divisions **E, F, H, I, K, and L** can present Digital Media Projects.

- Students can create digital presentations using PowerPoint, Google Slide, or presentation format of their choice.
- Students must provide own iPad or laptop computer. Device should be charged and cannot be plugged in during judging.
- **Maximum** time limit: 3 minutes.
- Any materials that are deemed copyrighted - book covers or Internet images must give credit to the creator or source.
- Project is to be written in the student's own words and information has not be directly copied or plagiarized from any source.
- Digital Project must contain the same elements as the Storyboard Project.

CAUTION: COPYRIGHT AND PLAGIARISM RULES

- Copyright laws govern the use of copyrighted materials such as book covers and images from the Internet.
- 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 names or where the image was copied from.
- Copying text exactly how it appears in a book or from a website is called plagiarism.
- Students should use their own words when writing summary, conflict, solution, etc.
- Projects can be disqualified at any level if the information is found to be plagiarized.

Reading Fair Judge's Rubric-Fiction

Judge's Number: _____

Participant's Number: _____

Ten points will be added if all of the following are on the board. If any are missing, no points will be rewarded.							
Required Elements (Pre-K – 12)			Additional Required Elements for Grades 6-12 ONLY:				
☐ Title ☐ Author ☐ Publisher & Publications Date ☐ Main Characters ☐ Setting ☐ Plot Summary ☐ Conflict ☐ Solution			☐ Connections (Grades 6-12 Only) ☐ Author Study (Grades 6-12 Only)				
STORYBOARD ELEMENTS							
All Elements listed above are present (10 Points) No points are awarded if any elements are missing.			10 Possible Points				
			Points (0 or 10)				
WRITING			Lowest Highest				
Writing is neat and inviting			1	2	3	4	5
Writing is easily understood			1	2	3	4	5
Writing is in student's own words			1	2	3	4	5
			POINTS				
THOROUGHNESS OF WRITTEN INFORMATION			Lowest Highest				
Project captures the most important information			1	2	3	4	5
Project captures the author's point made in the book			1	2	3	4	5
Project abides by copyright and plagiarism rules			1	2	3	4	5
			POINTS				
CREATIVITY			Lowest Highest				
Project is original			1	2	3	4	5
Project demonstrates imagination			1	2	3	4	5
Unique materials are used to express ideas			1	2	3	4	5
			POINTS				
INTEREST EVOKED			Lowest Highest				
Project demonstrates student's interest			1	2	3	4	5
Student encourages others to read the book			1	2	3	4	5
Project attracts others and sparks interest in the book			1	2	3	4	5
			POINTS				
QUALITY OF PROJECT			Lowest Highest				
Project follows the display guidelines			1	2	3	4	5
Project is neat and attractive			1	2	3	4	5
Project is durable			1	2	3	4	5
			POINTS				
			TOTAL POINTS				

FICTION

READING FAIR

STUDENT REGISTRATION FORM

(This must be taped or glued securely to the back of the board)

Student Name		Grade		
School		Homeroom Teacher		
Book Title				
Category (Circle One):				
A PreK, Kindergarten and 1 st Grade	B 2 nd & 3 rd Grade	C 4 th & 5 th Grade	D 6 th – 12 th Grade	E Family or Class Project

*Place the completed registration form on the **back** of the project board in the middle section near the bottom.*

See sample:



NONFICTION GUIDE

STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Informational Nonfiction Texts (Divisions G-I)

____ Division G (Grades 3-5)

____ Division H (Grades 6-8)

____ Division I (Grades 9-12)

STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information.

Title: Name of the Book. Make sure the title is underlined or use italics if typing.

Author: The person who wrote the words or text in a book.

Publisher: The company that printed and distributed the book.

Publication Date: The year the book was published.



STEP 3: TYPE OF INFORMATIONAL TEXT

____ Discussion

____ Report

____ Explanatory

____ Opinion/Argument

____ Instructional

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Informational Nonfiction Text | Divisions G-I

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
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 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

WRITING

- Writing is neat and inviting
- Writing is easily understood

CREATIVITY

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

QUALITY OF PROJECT

- Project follows the guidelines
- Project is durable and will last through several rounds of competition without physical support

THOROUGHNESS OF WRITTEN INFORMATION

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

INTEREST EVOKED

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

Student Signature

Date

Parent Signature

Date

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

STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Informational Nonfiction Text

Student Name		
Book Title		
Grade	Division	Bilingual (circle one) Yes No
School		
School District		
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 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 Signature

Date

Parent Signature

Date

READING FAIR JUDGE'S Informational Non-fiction Text RUBRIC
(Use this rubric for Divisions H-J)

JUDGE'S NUMBER _____

PARTICIPANT'S NUMBER _____

All of the following must be present on the board:

- _____ 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 (RI.2-3.2).
- 4-12: Summarize the text in a written response (RI.4-12.2)(Include the main/central idea in this summary.)
 - _____ Use of graphic organizers to 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)(CCR.R.6).
 - _____ Topic Study: Recommend another text that has similar or opposing/alternate information on the same topic (Grades 9-12)(CCR.R.9).

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

Deduct 10 points if student involvement is not evident in the display. _____

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

CATEGORY	SCORING	POINT TOTAL								
Clarity of Writing ---Captures attention ---Easily understood	<table><tr><td>Lowest</td><td>Highest</td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr></table>	Lowest	Highest	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		20 Points/ ____		
Lowest	Highest									
1 2 3 4 5 6 7 8 9 10										
1 2 3 4 5 6 7 8 9 10										
Creativity ---Demonstrates imagination in manner of production/presentation ---Has clever, inventive, and effective use of materials to express ideas	<table><tr><td>Lowest</td><td>Highest</td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr></table>	Lowest	Highest	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		20 Points/ ____		
Lowest	Highest									
1 2 3 4 5 6 7 8 9 10										
1 2 3 4 5 6 7 8 9 10										
Quality of Project ---Follows directions ---Demonstrates skill, craftsmanship, and durability	<table><tr><td>Lowest</td><td>Highest</td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr></table>	Lowest	Highest	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		20 Points/ ____		
Lowest	Highest									
1 2 3 4 5 6 7 8 9 10										
1 2 3 4 5 6 7 8 9 10										
Thoroughness of Written Information ---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	<table><tr><td>Lowest</td><td>Highest</td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr><tr><td>1 2 3 4 5 6 7 8 9 10</td><td></td></tr></table>	Lowest	Highest	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		30 Points/ ____
Lowest	Highest									
1 2 3 4 5 6 7 8 9 10										
1 2 3 4 5 6 7 8 9 10										
1 2 3 4 5 6 7 8 9 10										
Interest Evoked ---Represents real study and effort ---Encourages viewer to read this book	<table><tr><td>Lowest</td><td>Highest</td></tr><tr><td>1 2 3 4 5</td><td></td></tr><tr><td>1 2 3 4 5</td><td></td></tr></table>	Lowest	Highest	1 2 3 4 5		1 2 3 4 5		10 Points/ ____		
Lowest	Highest									
1 2 3 4 5										
1 2 3 4 5										
		Total Points ____ Points Deducted ____ Grand Total ____								