

## Student's Reading Fair Project Checklist

### Informational Non-fiction Text (Divisions H-J)

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:
- ~~PK-2: Identify the main topic and retell the key details (through writing/drawing/dictating) of the text (RI.K-1.2).~~
- 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).~~

**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.

**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.
- 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 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.

**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 events 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 they are reading. In text-world, students relate the events in the book to a current event.

I acknowledge this project is complete and ready to compete against other students in the Mississippi Reading Fair.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date