Overview of MAIS Reading Fair:

- Each school is responsible for selecting reading fair projects to be entered in the district competition. Each school must enter their reading fair 1st and 2nd place winners on the MAIS Members Only section for the district fair. On the left side of Members Only, there will be a Reading Fair entries link in red. Level 4 access required to view this form.
- District competition date, host site, and contact information can be found at msais.org under Activities - District Hosts (left) - Hosts by District.
- If you do not know your school's EA district, you can find that information at msais.org under Events at the top→ District Hosts on the left→ Schools by District tab.
- The MAIS Overall Reading Fair will be March 26, 2026 at the Hinds Muse Center in Pearl, MS. 1st and 2nd place district winners may advance to the Overall Competition.
- Local projects entering the District fair must pay a $10.00 entry fee. Group projects will pay $10 per project. This registration fee covers District and Overall Fairs. Schools need to register for this event on the MAIS Online Store. Registration fees are to be paid online through the MAIS Store.
- Only projects with 70 or more points will be considered for award placement in the District and Overall fair. Winners of Best Portrayal of Character awards do not advance.
- Rules and guidelines can be found below.

Overall Reading Fair

March 26, 2026

Clyde Muse Center

515 Country Parkway, Pearl, MS. 39208

Competition Schedule

8:00 – 8:45 a.m.   Registration/Project Set Up

9:00 a.m.   Judging begins

1:30 p.m.   Awards Presentation

READING FAIR RULES 2025-2026

(updated May 2025)

GENERAL:

The MAIS conducts a Reading Fair in each District and an Overall Reading Fair each year. The method of selection of contestants for the District will be left entirely to the discretion of each participating school. (A local fair is recommended for selection of contestants.) Competition in the Overall Reading Fair is limited to winners from the District Fairs.

Parents, teachers, and friends of the contestants will be allowed to attend and observe the District and Overall Reading Fair; however, they will be requested to be quiet and are asked to remain in an area away from the projects and judging. You will be given time to view after all projects have been judged.

All cellphones are to be silenced. If smaller children in attendance are a distraction, the parent will be asked to leave the Fair with them. During the awards ceremony, please remain until all awards have been given out.

The date of the District Fair and the date of the Overall Fair are shown on the MAIS Calendar of Events each year.

Students must be present to enter the Reading Fair.

No electricity. No live animals, liquids, or flammables.

ENTRY CATEGORIES:

Fiction

- Grades 1, 2, 3, 4, 5, 6
- Junior High (7-9)
- Senior High (10-12)
- Group (Limited to 3 participants. If a group consists of students in more than one grade level, the group will compete in the division of the highest-grade level. (Groups are limited to grades 4 and up.)

Non-Fiction

- Grades 1, 2, 3, 4, 5, 6
- Junior High (7-9)
- Senior High (10-12)
- Group (Limited to 3 participants. If a group consists of students in more than one grade level, the group will compete in the division of the highest-grade level. Groups are limited to grades 4 and up.)

CHARACTER PORTRAYAL:

Students must dress as a character/topic from the book and must have the book available for inspection, hard copy or electronic format. Awards will be given to students for Best Portrayal of Character. Student who best portrays his character/topic will be selected on the basis of representation of speech, voice portrayal, action/gesture, and costume.

- Speech- A 2-3 minute prepared talk presenting to the judges in "character mode," speaking in first person as if the student were that character/topic, dressing as the character/topic, etc. In a group project, everyone in the project should participate in the prepared talk and can portray different characters in the book.
- Voice Portrayal- Inflection in voice to portray character/topic when giving prepared talk.
- Gestures/actions- students should add gestures or actions that would portray a character/topic in the book.
- Costume- Students must dress as a character in the book. The prepared talk should be related to this character. Creativity of costume is encouraged.

STORYBOARDS

Projects must be displayed on a table furnished by the student, unless host specifies that they are provided. Table coverings may be used for project display. Project display space is limited to 36" deep (front to back); 48" wide (side to side); and 108" high from the floor, including board toppers.

Storyboards must be constructed on a tri-fold **project board** (such as is used for Science Fair), with a maximum measurement of 36" x 48".

Student's name, grade, and teacher's name are to be put on the back of the board.

The story or book chosen may be fiction or nonfiction. Books must be approved by the teacher and be grade-appropriate.

Storyboards should be colorful and interesting. Storyboard needs to show grade-appropriate evidence of student's work in creation & construction of the board. Storyboard should not be 100% computer-generated so that the student's work can be shown. Titles and topics on the board may be computer generated or displayed creatively. Other information should be written in the child's handwriting. Neatness, creativity, and brightness are encouraged. While students may need some assistance with their board, the student must do most of the work. It should look like the student completed the project. Judges will be looking for evidence of student work. Projects that consist of a majority of computer generation will receive a **flat** 15-point deduction.

Contestants in grades 4-6, Junior High and Senior High should create a visual aid that will fit in the middle of the display, such as a model, shadow box, illustration, or journal. Items used for the project are not to be things that are alive, valuable, or dangerous. Students' work and content should reflect the age and grade level of the student presenting the content.

Dotted line abstract guides can be used as a resource for 1st-3rd grade entries and can be left on the table with the storyboard. Abstracts are not required.

THE LOCAL LEVEL:

- Each school must have a Local fair before it can enter projects in a District fair. Should there be only one school within a district competing in the Reading Fair, the school will need to contact the MAIS office.
- Awards on the Local level are provided by the individual school. Only first and second place winners in each category can advance to the District level. There will be no ties.

- Local projects entering the District fair must pay a **$10.00** entry fee. Group projects will pay $10 per project. This fee covers District and Overall Fairs. This fee should be paid within two (2) days of the local fair to the MAIS office. Payment will be made through the Online Store on the MAIS website.
- Winners of the local fair and Group projects will need to be entered in the MAIS Reading Fair Portal. This can be found on the MAIS website under Members Only tab. You must log into the Members Only section to complete this form. This needs to be completed within two days of the local fair. https://newsite.msais.org/rf/rf/rfschoolentry.php
- Best Portrayal of Character Award per Category – 1_{st}, 2_{nd}, 3_{rd} place winners will be selected at each level and will receive ribbons. (Winners of this award at local level do not advance to the district level, nor do district level winners of this award advance to overall level.)

THE DISTRICT LEVEL:

- Students entering the District Fair must comply with all rules. Only projects with 70 or more points will be considered for award placement in the District fair.
- Ribbons will be awarded to first, second, and third place winners at the District fair, which will be mailed to the District chairman from the MAIS office.
- Only first and second place winners in each category from the District fair may enter the Overall fair. There will be no ties.
- Best Portrayal of Character Award per Category – 1_{st}, 2_{nd}, 3_{rd} place winners will be selected at each level and will receive ribbons. (Winners of this award at district level do not advance to the overall level.)
- Winners of the District fair will need to be updated in the MAIS Reading Fair Portal. This can be found on the MAIS website under Members Only tab. This needs to be completed within two days of the District fair. District chairs will be sent a link regarding participants at the district level.

THE OVERALL LEVEL:

- Students entering the Overall fair must comply with all rules. Only projects with 70 or more points will be considered for award placement in the Overall fair.
- Best Portrayal of Character Award per Category – 1_{st}, 2_{nd}, 3_{rd} place winners will be selected at each level and will receive ribbons.
- Awards for winners at the Overall Fair:
  - First Place - Medallion and ribbon
  - Second Place – Ribbon
  - Third Place – Ribbon

JUDGING

Students must construct a storyboard. Storyboard needs to show grade-appropriate evidence of student's work in creation & construction of the board. Storyboard should not be 100% computer-generated so that the student's work can be shown. <mark>In judging each project, be sure to look for evidence of student work. Projects that consist of a majority of computer generation will receive a 15-point deduction.</mark>

<mark>Judges should ask students for a 2-3 minute presentation of their book so students can demonstrate understanding and concept of the book as well as portray their character/topic.</mark>

All students are to remain with their projects until they have been interviewed and dismissed by the judges. All projects are to remain on the floor for viewing until approval has been given for removal.

GLOSSARY

Genre – What type of book is it? Fiction or Nonfiction

- **Fiction** - Any story created by the imagination and, therefore, not based strictly on history or facts (Fiction: realistic, historical, science, fantasy, mystery, adventure)
- **Nonfiction** - Literature comprising works of narrative prose dealing with or offering opinions or conjectures upon facts and reality, including biography, history, and the essay

Theme – What is the central idea or lesson to be learned from the book?

Plot Map – Graphically illustrate the main events of the story on either a timeline, plot diagram, or graphic organizer. (Beginning, middle, and end.)

- **Timeline**- A display of a list of events in chronological order.
- **Plot diagram**- An organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. The mapping of plot structure allows reading and writers to visualize the key features of stories.
- **Graphic Organizer-** A visual display that demonstrates relationships between facts, concepts or ideas. Also known as a knowledge map, concept map, or story map.

Setting – Where and when did the story take place? Time and place

Main Characters – Who are the characters most important to the plot? Describe in detail the protagonist and antagonist. List whether these characters are static or dynamic and why.

- **Protagonist** – leading or central character of the story
- **Antagonist** – opponent, competitor, or rival of the protagonist
- **Static** – One that does not develop or grow
- **Dynamic** – One that goes through changes due to the conflict

Conflict and Solution – What was the problem in the story and how was it solved?

Author's Purpose – Why did the author write the story? For example: to entertain, inform, persuade, or a combination of reasons

Point of View – From what or whose perspective is the story told?

- "*First Person Limited*" – is used when the main character is telling the story. This is the kind that uses the "I" narrator. As a reader, you can only experience the story through this person's eyes. You will not know anything about the people or evens that this character hasn't personally experience.
- "*First Person Omniscient*" – uses the "I" narration but now the narrator knows everything. The narrator isn't limited by what he experiences, sort of like the narrator is God. The narrator can know things that others don't, can make comments about what is happening, and can see inside the minds of other characters.
- "*Second Person*" - is generally used in instructional writing. The narrative is told from the perspective of "you."
- "*Third Person Limited*" – means that the point of view is limited to only one character, which means that the narrator only knows what that character knows. With third person limited the author can choose to view the action from right inside the character's head, or from further away, where the narrator has more access to information outside the protagonist's viewpoint.
- "*Third Person Omniscient*" – uses the "he/she/it" narration, but now the narrator knows everything. The narrator isn't limited by what one character knows, sort of like the narrator is God. The narrator can know things that others don't, can make comments about what's happening, and can see inside the minds of other characters.

Conflict – a literary element that involves a struggle between two opposing forces usually a protagonist and an antagonist for example: Man vs. Man, Man vs. Nature, Man vs. Society, or Man vs. Self

Key Facts – Any fact that is important to the book's topic or storyline.

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.

Student Prediction- What did you think was going to happen in the story before you finished the book and read the ending?

Follow Up Questions- What questions do you want to ask the author of the story after finishing the text?

Possible Judges' Questions for Local, District, & Overall:

Characterization:

- What character do you most identify with? Why?
- Were there any characters that reminded you of someone in real life? Explain.
- Are there any important supporting characters?

Setting:

- Describe a scene that was important in the development of the book.
- Was the setting appropriate for this story? What time period or place, if any, do you think would have been better suited?

Conflict and Plot:

- Is the conflict that the main character faced believable?
- How does the character solve his problem? Do other obstacles get in the way of solving the main conflict? What are they?
- What is the climax of the book?
- Was the ending appropriate for the story? Why/ why not?
- Did the author leave any unanswered questions?

Evaluation Questions:

- What lessons could a person learn by reading this book?
- What do you think the author could have done differently?
- What did you like best about the book?
- If you could rewrite this story, what would you change?

- Did you find anything in the author's life that you believe influenced this story?
- What Scriptural truths can you gain from this book?
- Would you recommend this book to other readers?

Project:

- What character are you dressed as from your book?
- Why should I read this book?
- What parts of the board did you do by yourself? What parts did your parents help you with?
- For non-fiction, tell me about your predictions, your connections, and questions to the author.
- If applicable, tell me about your visual aid.

MAIS READING FAIR JUDGES WORKSHEET – NON-FICTION

Exhibit # _____   **Grade: 1 2 3 4 5 6   Jr High   Sr High   Group**

	Points Available	Point Total	Comments
Elements to be included on board:			
Title and Author	2		
Author's Purpose	2		
3 Key Facts	3		
Student prediction based on events and facts presented	4		
Student made connections – text to self, text to text, and text to world (all 3 connections should be displayed	5		
Follow up questions to the author after reading text	4		
Plot Summary – Brief summary of what the story is about and what takes place- can include a Plot Map/Time Line/Graphic Organizer	10		
Categories:			
Creativity – has originality of subject/idea; demonstrates imagination in manner of presentation; has clever, inventive, and effective use of materials to express ideas. Student work is evident.	15		
Clarity of Writing – captures attention and easily understood; writing is neat; grammar and mechanics used correctly, complete thoughts	15		
Project is a majority computer generated	-15		
Interest Evoked: represents real study and effort; encourages viewers to read this book	15		
Book Availability – Hard copy or electronic	5		
Presentation of Character & Knowledge of Book-demonstrates understanding and concept of book and character portrayed	15		
Visual Aid – relevance to the book (4th-12th only)	5		
Total Points	**100**(4th-12th **95** (1st – 3rd)		

Best Portrayal of Character Award – *selected on the basis of representation of*

speech _____/20   costume _____/10   voice _____/5   gesture _____/5   **Total Points: _____/40**

Exhibit # _____   Grade: 1 2 3 4 5 6   Jr High   Sr High   Group

	Points Available	Point Total	Comments
Elements to be included on board:			
Title and Author	2		
Publisher & Publication Date	2		
Conflict/Resolution	2		
Point of View	2		
Theme	2		
Genre	2		
Author's Purpose	2		
Setting	2		
Main Characters	4		
Plot Summary – Brief summary of what the story is about and what takes place- can include a Plot Map/Time Line/Graphic Organizer	10		
Categories:			
Creativity – has originality of subject/idea; demonstrates imagination in manner of presentation; has clever, inventive, and effective use of materials to express ideas. Student work is evident.	15		
Clarity of Writing – captures attention and easily understood; writing is neat; grammar and mechanics used correctly, complete thoughts	15		
Project is a majority computer generated	-15		
Interest Evoked: represents real study and effort; encourages viewers to read this book	15		
Book Availability – Hard copy or electronic	5		
Presentation of Character & Knowledge of Book-demonstrates understanding and concept of book and character portrayed	15		
Visual Aid – relevance to the book *(4th-12th only)*	5		
Total Points	**100**(4th-12th **95** (1st – 3rd)		

Best Portrayal of Character Award – *selected on the basis of representation of*

speech _____/20   costume _____/10   voice _____/5   gesture _____/5   **Total Points: _____/40**

1st– 3rd Grade Reading Fair Abstract Resource Guide- Non- Fiction

*Not required

Grade: _____

Book Title & Author

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Author's Purpose

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3 Key Facts

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Prediction

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Summary of Book – Write 3-5 Sentences about your book

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Text to Self, Text to Text, and Text to World Connection

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Describe the character you are dressed up as.

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Follow up questions to the author of the book.

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1st– 3rd Grade Reading Fair Abstract Resource Guide- Fiction

*Not required

Grade: _____

Book Title & Author

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Author's Purpose

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What are the conflict and the resolution of your book?

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Theme

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Genre

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Main Characters

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Setting

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Summary of Book – Write 3-5 sentences about your book.

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From what or whose perspective is the story told?

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Describe the character you are dressed up as.

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Any other information you want the judges to know about your project?

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