

# 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)

**Note:** Division H and I can choose between Storyboard or Digital Media Presentation.

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## 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.

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For my son, Max

—L.P.

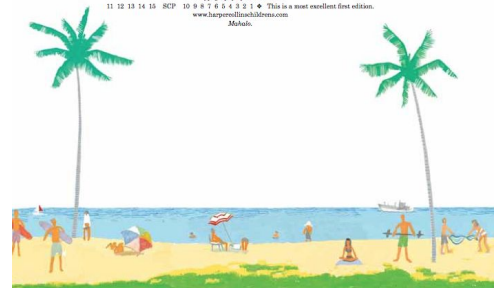
To Katy and Mae

—T.D.

Dude: Fun with Dude and Betty  
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Typography by Dana Fritts  
11 12 13 14 15 RCP 10 0 8 7 6 5 4 3 2 1 ♦ This is a most excellent first edition.  
www.harpercollinschildrens.com  
Muhuh.



## STEP 3: TYPE OF INFORMATIONAL 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)

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## 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.

- ReadWriteThink Cube Creator  
[www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html](http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html)
  - edHelper Graphic Organizers  
[edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)
  - Houghton Mifflin Harcourt Education Place  
[www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)
  - Education Oasis Graphic Organizers  
[www.educationoasis.com/printables/graphic-organizers/](http://www.educationoasis.com/printables/graphic-organizers/)
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## 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...

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Text - Text: The text reminds me of the book...

Title of the Book \_\_\_\_\_

Author of the Book \_\_\_\_\_

because....

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## 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. (CCR.R.9)

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## 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 players, 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

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
<b>Type of Informational Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

### 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

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Student Signature

Date

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Parent Signature

Date

# STUDENT READING FAIR DIGITAL MEDIA PROJECT CHECKLIST

Informational Nonfiction Text | Divisions H and 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
<b>Type of Informational Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

### 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 Signature

Date

Parent Signature

Date