The Virtual Read Aloud Event is a virtual State Event conducted prior to the NJ FCCLA Fall Leadership Connection. It is an ***individual*** event that encourages students to record themselves sharing a read aloud virtually. The focus of this event is to be animated, utilize props and grab the attention of viewers while sharing a story virtually.

NEW JERSEY CORE CURRICULUM STANDARDS

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.GCA.1	Model how to navigate cultural difference with sensitivity and respect.

9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.

9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives

9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in a team while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

4.2.1 Analyze child development theories and their implications for educational and childcare practices.
4.2.4 Analyze the abilities and needs of children and their effects on children's growth and development.
4.2.5 Analyze strategies that promote children's growth and development.
4.3.1 Analyze a variety of curriculum and instructional models.
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.

EVENT CATEGORIES

Junior: Participants in grades 6 – 8
Senior: Participants in a comprehensive program in grades 9 – 12
Occupational: Participants in an occupational program in grades 9 – 12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA member(s). Affiliation for each participant must be submitted by October 29, 2021.
2. A chapter may enter two (2) entries in each event category for this event.
3. An entry is defined as one (1) individual participant.
4. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. Each entry will have an assigned folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021,** and privacy settings must be viewable to anyone with the link.

2. Participants will submit a video of the participant reading a story with a focus lesson. This video must be uploaded to an original source such as YouTube.

3. The electronic folder much include the following:
    - Project Identification Page
        - Name of Participant(s)
        - School
        - Chapter Name
        - Event Name (Virtual Read Aloud)
        - Event Category
    - Link to the YouTube Video Presentation (Link can be on a word or Google Doc)
    - A **Story Flyer** not to exceed one (1) image/page
    - A **Follow-up Activities** not to exceed four (4) pages
    - A **Summary Page** of the activity not to exceed one (1) page

4. Participants must design a **story flyer** presenting their read aloud. This flyer will include the story that will be presented, the lessons exhibited in the story and 2-3 follow up activities that parents can use after watching the video.

5. Participants must attach and submit the **Follow-up Activities** provided, not to exceed four (4) pages. Create 3-4 follow activities that parents, or caregivers can use after the child watches the video. The activities should be accessible for a child to complete with minimal assistance and should be engaging and fun while highlighting the lesson the story taught.

6. Participants much submit a **Summary Page** that includes short summary of the video, the lessons the book teaches, and the answer to the question of what the viewers should understand after watching it.

7. Create a **video** read aloud. In the video you may use props and/ or background music. The video should be of you reading the story and interacting with viewer (i.e., Posing a question before reading or pausing for a thinking moment) The video **may be up** to 3-5 (three to five) minutes in length.

8. The video presentation must be uploaded to YouTube by **November 2, 2021**, with its privacy settings set to "Unlisted" When the video is published on YouTube, it must be titled, and the description box must include:
    - Participant(s) Name(s)
    - Chapter Name
    - School
    - Event Name (Virtual Read Aloud)
    - Event Category

9. The project must be planned and prepared by the participant only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

10. Participant(s) must be registered and attend the Virtual NJ FCCLA Fall Leadership Connection on **November 22, 2021,** to participate in this event.

Digital File

Participant(s) will submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021**, and privacy settings must be viewable to anyone with the link.

E-mail Subject Line	The subject line of the e-mail should include the chapter name and event (Virtual Read Aloud).
Folder Contents	The folder contents must include the Project Identification Page, the link to the YouTube Video Presentation, Story Flyer, Follow Up Activities and Summary Page.
Story Flyer	The flyer should be a one-page document that would entice people to watch your virtual read aloud. It should include the story that will be read, the lessons that can be taught through the story, and a summary of the activities that will be available. The flyer must be thorough, concise, creative and colorful. The flyer should not exceed one (1) image/page.
Follow Up Activities	Share the activities in no more than four (4) document pages. The information must be neat and legible. Create 3-4 follow activities that parents, or caregivers can use after the child watches the video. The activities should be accessible for a child to complete with minimal assistance and should be engaging and fun while highlighting the lesson the story taught.
Summary Page	This should be one page that explains why you chose the story, possible teachable points in the story and how the activities with highlight the lesson the story teaches.
Video	Create a three to five (3-5) minute video of your read aloud using props and animated story telling.
Link to YouTube Video	When the video is published on YouTube, it must be titled and the description box must include name of participant(s), chapter name, school, event name (Virtual Read Aloud) and event category.

Video

The video **may be 3-5 (three to five) minutes** in length and is recorded prior to the Fall Leadership Connection. The video should be of the participant reading the chosen story. The video should be a unique presentation that is lively and interesting and must use visuals/props. The video must be received by the New Jersey FCCLA State Office submitted in the electronic folder by **November 2, 2021.**

Introduction	Use creative methods to capture audience attention.
Organization/Delivery	Deliver oral read aloud in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of visuals and notes or note cards if used. Wear appropriate clothing for the nature of the presentation. Costumes and props may be incorporated.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.

Visuals/Props

The oral presentation **must** use visuals/props. Visual/props may include career map, posters, charts, graphs, etc.

Effectively Illustrate Content	Support, illustrate and/or complement content of presentation.
Creativity	Use creative methods to illustrate presentation.
Use of Visuals	Presentation aids must be visible to audience; neat, legible, and professional; and use correct grammar and spelling.

READ ALOUD RATING SHEET

Name: _____ **School:** _____

Check One Event Category: _____**Junior** _____**Senior** _____**Occupational**

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
DIGITAL FILE							
Flyer: Includes the story that will be read, the lessons that can be taught through the story, and a summary of the activities that will be available.	0-2	3-4	5-6	7-8	9-10		
Follow Up Activities: Clearly describes each activity and the materials needed. The activities are easy for caregivers or parents to implement.	0-2	3-4	5-6	7-8	9-10		
Follow Up Activities: The activities should be innovative and engaging.	0-2	3-4	5-6	7-8	9-10		
Summary Page: Concise and organized with no grammatical errors.	0-2	3-4	5-6	7-8	9-10		
Summary Page: Explains why the story was chosen.	0-1	2	3	4	5		
VIDEO							
Introduction of Story	0-1	2	3	4	5		
Creativity	0-2	3-4	5-6	7-8	9-10		
Interacting with the Audience	0-2	3-4	5-6	7-8	9-10		
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
VISUALS/PROPS							
Effectively & Creatively Illustrate Content	0-1	2	3	4	5		
Use of Visuals During the Presentation	0-1	2	3	4	5		

TOTAL SCORE: _____

Verification of Total Score (please initial):
Evaluator _____
Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100 Silver: 79-89 Bronze: 70-78