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Cracking the Case on Age-Appropriate Literature

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CRACKING THE CASE ON AGE-APPROPRIATE LITERATURE

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Purpose

◦ Create a guide for educators as they select books for elementary students learning to read.

Disclaimer

Recommendations are general, so they may not apply to every child in every classroom. Take into consideration a child's individual reading needs first and foremost.

Process

- Identify Criteria
  - Leveled Texts vs. Decodable Texts
  - Vocabulary
  - Illustration
  - Format
  - Characters
  - Plot
- Research
- Evaluate Criteria per Grade Level

Kindergarten

- Leveled Texts vs. Decodable Texts
- Vocabulary – to expand listening vocabulary
- Illustration – central role
- Format – picture books
- Characters – few and simple
- Plot – active, straight-forward

1ˢᵗ Grade

◦ Decodable Texts

◦ Vocabulary – simple, easy to understand

◦ Illustration – facilitate understanding

◦ Format – decodable readers

◦ Characters – relatable, aspirational

◦ Plot – fast, creative, exciting

2ⁿᵈ Grade

- Leveled Texts vs. Decodable Texts – based on proficiency
- Vocabulary – decodable
- Illustration – enhance story
- Format – early readers
- Characters – more numerous, simple
- Plot – focused on problem and resolution

3rd Grade

- Leveled Texts
- Vocabulary – wider variety
- Illustration – less frequent
- Format – chapter books
- Characters – more complex
- Plot – fast paced, more complex

4th Grade

- Leveled Texts
- Vocabulary – wide variety, complex
- Illustration – nearly non-existent
- Format – chapter books
- Characters – realistic and relatable
- Plot – slower, more developed

5th Grade

- Leveled Texts
- Vocabulary – large range, aligned with level
- Illustration – non-existent
- Format – chapter books
- Characters – positive moral examples
- Plot – characters are central, layered plot

6th Grade

- Leveled Texts
- Vocabulary – varied and advanced
- Illustration – non-existent
- Format – chapter/young adult
- Characters – based on interest
- Plot – complex and mature

THANK YOU!