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Cracking the Case on Age-Appropriate Literature

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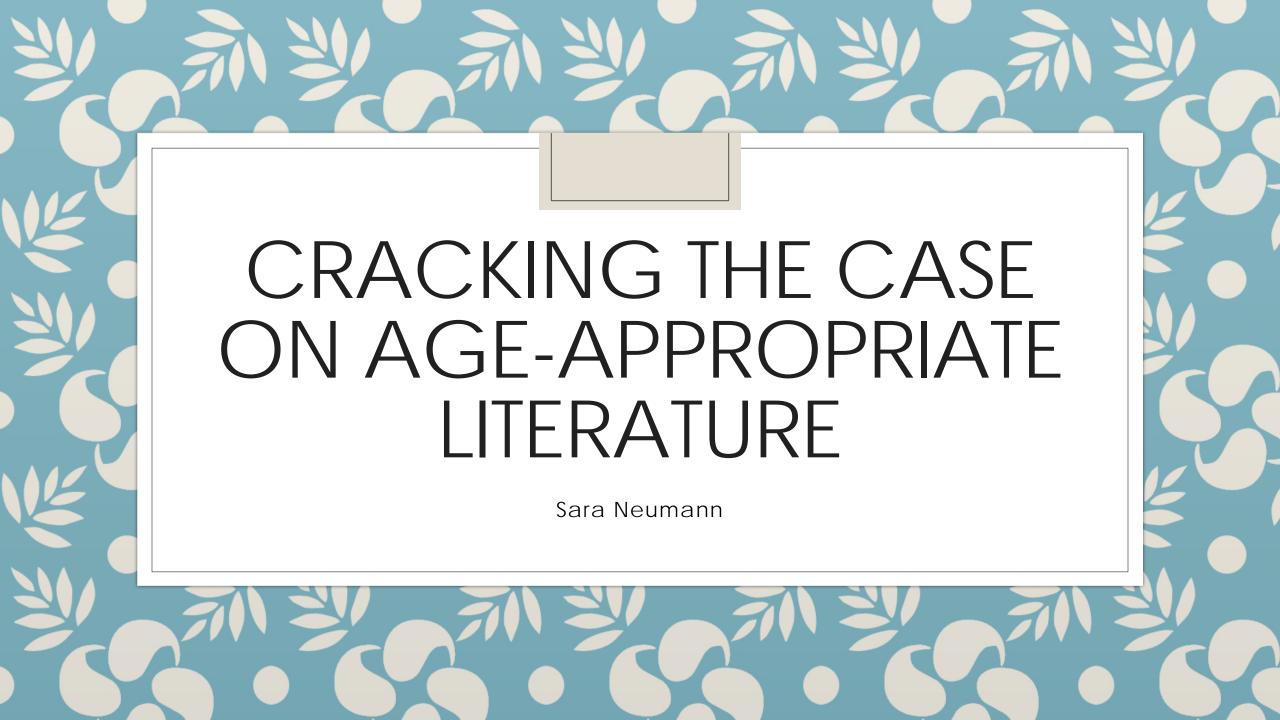
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Purpose

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

