

## Book Selection Criteria

Diversity area	Checklist
Disability	<ul style="list-style-type: none"> <li><input type="checkbox"/> The story and illustrations respectfully depict people with disabilities while not promoting stereotypes (e.g., someone who is always pitied or is always a hero).</li> <li><input type="checkbox"/> The story depicts characters with disabilities in various roles, balancing leadership roles and supporting roles of characters with and without disabilities.</li> <li><input type="checkbox"/> Characters with disabilities are portrayed realistically, having similar experiences as people without disabilities.</li> <li><input type="checkbox"/> The story uses current terminology and person-first language (e.g., "a child with Down syndrome" versus "a Down syndrome child"), avoiding offensive terms such as "slow" or "suffering from" when speaking about an individual with a disability or the disability itself.</li> <li><input type="checkbox"/> The story was written relatively recently or can be adapted when read aloud to reflect more current language or knowledge (e.g., "an autistic child" can be adapted to "a child with autism").</li> <li><input type="checkbox"/> The story was written and illustrated by individuals with knowledge of people with disabilities.</li> </ul>
Race/ethnicity	<ul style="list-style-type: none"> <li><input type="checkbox"/> The story and illustrations respectfully depict people as complex human beings rather than promoting stereotypes.</li> <li><input type="checkbox"/> Characters represent people from a variety of cultural/ethnic groups, age ranges, sizes, and abilities.</li> <li><input type="checkbox"/> The story has a balance of different people (e.g., people of color and females) in leadership or nontraditional roles.</li> <li><input type="checkbox"/> The images and information provided offer genuine insights into the lives of the characters in the story without negative value judgments about different or dominant racial or ethnic groups.</li> <li><input type="checkbox"/> The content of the story relates to children's experiences and promotes positive social and self-identities.</li> <li><input type="checkbox"/> The story was written and illustrated by individuals from a range of racial/ethnic groups and personal experiences.</li> <li><input type="checkbox"/> The story uses respectful terminology and refrains from use of historically offensive terminology such as "savage" or "primitive."</li> <li><input type="checkbox"/> The story reflects the current reality of a multicultural society.</li> <li><input type="checkbox"/> The classroom book collection depicts diversity among people within a specific racial/ethnic group.</li> </ul>

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Language	<input type="checkbox"/> The story and illustrations respectfully depict people of linguistically diverse groups as complex human beings rather than promoting stereotypes.
	<input type="checkbox"/> The abilities and strengths of people from linguistically diverse backgrounds, not their languages, are emphasized.
	<input type="checkbox"/> The story and illustrations provide authentic representations of people who use diverse communication forms.
	<input type="checkbox"/> The reading level and the vocabulary are appropriate for the target audience.
	<input type="checkbox"/> If the book is translated, the translation is accurate and includes clear, simple explanations of technical terms.
	<input type="checkbox"/> The story was written and illustrated by individuals with knowledge of people who use the language(s) portrayed in the story.

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Family structure	<input type="checkbox"/> The story and illustrations respectfully depict people as complex human beings rather than promoting stereotypes.
	<input type="checkbox"/> The story depicts various family structures (e.g., single parents, extended family, adopted and foster children, stepparents, same-sex parents, family members who are incarcerated).
	<input type="checkbox"/> A variety of common life experiences are depicted.
	<input type="checkbox"/> The story depicts families without negative value judgments about diverse family structures.
	<input type="checkbox"/> The characters are described by their behaviors, beliefs, and values rather than through negative descriptors or a deficit-oriented lens (e.g., "He was adopted and has a forever family, just like you" versus "He has no family").
	<input type="checkbox"/> The book depicts a variety of traditions, clothing, foods, eating habits, and activities.
	<input type="checkbox"/> The story was written and illustrated by individuals with knowledge of various family structures.

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