

Suggested Considerations for Reader and Task

Cognitive Capabilities

- Do readers at this grade level possess the necessary **attention** to read and comprehend the text?
- Will the readers at this grade level be able to **remember and make connections** among the various details presented in the text?
- Do readers at this grade level possess the necessary **critical/analytical thinking skills** to understand the relationships between the various parts of the text?
- Will the text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Do readers at this grade level possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in the text?
- Do readers at this grade level possess the necessary **visualization skills** to imagine what is occurring or what is being described in the text?
- Do readers at this grade level possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Do readers at this grade level possess the necessary **comprehension strategies** to manage this text?
- Will the text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the readers at this grade level **understand the purpose**—which might shift over the course of the reading experience—for reading the text (i.e., skimming, studying to retain content, close reading, etc.)?
- Will the readers at this grade level be **interested in the content** of the text?
- Might the readers at this grade level **develop an interest in this content** because of this text?
- Do readers at this grade level believe that they will be able to read and understand the text?
- Will the readers at this grade level be **interested and engaged with the style of writing and the presentation of ideas** within the text?
- Will the text **maintain the reader’s motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

- Do readers at this grade level possess **adequate prior knowledge and/or experience regarding the topic** of the text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the readers at this grade level will encounter in the text and other learning that may occur in this or another class?
- Do readers at this grade level possess **adequate prior knowledge and/or experience regarding the vocabulary** used within the text to manage the material that is presented?
- Do readers at this grade level possess **adequate knowledge of and/or experience with the genre** of the text to manage the material that is presented?
- Do readers at this grade level possess **adequate knowledge of and/or experience with the language** (i.e. syntax, diction, rhetoric) of the text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading the text?
- Do readers at this grade level possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the **complexity of any tasks** associated with the text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?

