## 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?