

Figure 2.5: Reader and Task Checklist

Reading and Cognitive Skills			
	Yes	No	Comments
Do my students have the literal- and critical-comprehension skills to understand this text? If not, how will I scaffold the information?			
Will this text promote the development of critical-thinking skills in my students?			
What are my next instructional steps to support my students having a context for successfully reading the selected text?			
Prior Knowledge and Experience			
	Yes	No	Comments
Will my students grasp the purpose for reading the text?			
Do my students have the prior knowledge required for navigating this text?			
Do my students have the academic vocabulary required for navigating this text?			
Are my students familiar with this particular genre and its characteristics?			
Do my students have the maturity level required to address the text content?			
What are my next instructional steps to support my students having a context for successfully reading the selected text?			
Motivation and Engagement			
	Yes	No	Comments
Will my students be motivated to read this text based on its content?			
Will my students be motivated to read this text based on its writing style?			
Do my students have the reading stamina to stick with this text with my support?			
What are my next instructional steps to support my students having a context for successfully reading the selected text?			
Specific Task Concerns			
	Yes	No	Comments
Do my students have experience with this type of task?			
Is the task appropriate for my students? (For example, have I created a moderately difficult task if the text is very challenging, created a more challenging task for an easier text, or both?)			
What are my next instructional steps to support my students having a context for successfully reading the selected text?			

Source: Adapted from Lapp, Moss, Grant, & Johnson, 2015. Used with permission.