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| **Cognitive Capabilities and Reading Skills** | **Discussion/Comments** |
| **To what degree . . .**   * do the **readers** **possess** the **attention span and reading skills** necessary to read and comprehend the text? * do **readers** **possess** the **critical/analytical thinking skills** necessary to understand the relationships between and among the various parts of the text? * can the **text** be **sufficiently scaffolded** to **overcome any deficits** in cognitive capabilities and reading skills? |  |
| **Motivation and Engagement with Task and Text** |  |
| **To what degree . . .**   * will the **readers** **be interested and engaged in the content** **and the presentation of ideas** of the text? * can **sufficient motivation be developed to increase the reader’s enthusiasm and engagement** with the task and text? |  |
| **Prior Knowledge and Experience** |  |
| **To what degree . . .**   * do the **readers possess adequate prior knowledge of and/or experience with** the **topic**, the **vocabulary**, and the **language** of the text? * can **connections** be made **between the content of the text and other learning experiences?** * can **deficits in prior knowledge of and/or experience** with the **topic,** the **vocabulary,** and/or the **language** be overcome with **minimal instructional time?** |  |
| **Associated Tasks** |  |
| **To what degree . . .**   * will the **characteristics of any tasks and/or questions** (complexity, length, relevance, etc,) associated with thetext **interfere with the reading experience**? * do all the **tasks and/or questions** require the reader to **stay grounded in the text**? |  |