

## IL\_ELACom: Creating Rigorous Literacy Tasks, (May, 2019)

Excerpt from **Close Look at Close Reading: Teaching Students to Analyze Complex Texts**

by Diane Lapp, Barbara Moss, Maria Grant and Kelly Johnson

### **Reading and Cognitive Skills:**

- Do my students have the literal and critical comprehension skills to understand this text? If not, how will I scaffold the information?
- Will my students have the ability to infer the deeper meaning of the text rather than just achieve literal understanding? If not, what experiences will ready them for this?
- 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:**

- Will my students grasp the purpose for reading the text?
- Do my students have the prior knowledge and 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:**

- Will my students be motivated to read this text based on its content and 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?*

### **Task Concerns:**

- What is the level difficulty of the task associated with this text?
- How much experience do my students have with this type of task?
- Have I created a moderately difficult task if the text is very challenging and/or created a more challenging task for an easier text?