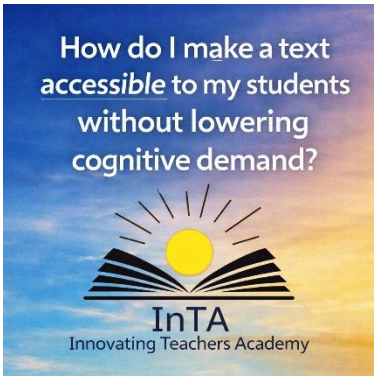
The InTA Signature Planning Tool

How to make text accessible to my students

Designing access to meaning before expecting language



If students cannot access the text, they cannot think with it.

This tool helps you **prepare a text** so CLIL learners can:

☐ Understand key ideas ☐ engage cognitively ☐ participate meaningfully

- without simplifying the content

WHEN TO USE THIS TOOL: (Quick Start)

✓ When texts are cognitively rich but linguistically dense

✓ When working with students who have language or learning difficulties

✓ When students appear compliant but do not demonstrate understanding

💡 You do NOT need to complete every section every time. Use what fits your lesson

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1. PURPOSE OF THE TEXT – What thinking is expected?

🎯 **Why are my students reading this text?**

What should students *understand or be able to explain* after reading (not copy)?

WHAT AM I EXPECTING FROM MY STUDENTS:

☐ That they identify ☐ That they explain ☐ That they explain

☐ That they infer ☐ That they justify ☐ That they apply

✅ **Access gain:** Students know *what to look for* before they start decoding language.

💡 **InTA reminder:** We read for meaning, not for vocabulary lists.

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2. IDENTIFY CONCEPTUAL CHALLENGES – What ideas might be new or challenging for my students block?

Key concepts in the text:

☐ ..... ☐ .....

☐ ..... ☐ .....

✅ **Access gain:** You now know where to **slow down conceptually**, not linguistically.

💡 **InTA reminder:** *C*onceptual difficulty and language difficulty are not the same.

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3. IDENTIFY DIFFICULT LANGUAGE – What language really matters?

What language could block understanding?

Words or expressions that my students MUST understand	**Words or expressions that my students only need to RECOGNIZE**
☐	☐
☐	☐
☐	☐
☐	☐

c) Sentences that I will need to simplify because they are long, dense, or abstract while retaining key academic terms.

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✅ **Access gain:** You **prioritise** instead of pre-teaching everything.

💡 **InTA reminder:** Not all language deserves equal attention.

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4. FORMATING THE TEXT – Reduce language load without reducing meaning

These supports are added before reading begins.

A) WITH VISUAL SUPPORTS (pick what helps)

☐ Add images ☐ Add timelines ☐ Add diagrams ☐ Add symbols

B) WITH STRUCTURAL SUPPORT

☐ I add a list of key words on top of the text and explain them before I start reading the text.

☐ I include heading

☐ I highlight key information (place, events, dates, etc...)

☐ I bold some information like connectors, verb tenses, sentence structures, etc...

☐ I chunk the text into smaller easier-to-handle paragraphs and number them.

☐ Instead of putting all the comprehension questions at the end of the text, I put them at the end of each section.

☐ I arrange the questions in the same order as the information contained in the paragraph.

☐ I insert synonyms, antonyms, related words, main ideas, verb tenses, or definitions in the margin.

✅ **Access gain:** Meaning is carried by **structure + visuals**, not language alone.

💡 **InTA reminder:** Visual and structural clarity is an inclusion strategy.

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5. GUIDED READING SUPPORT – How will my student stay oriented while reading?

Choose 2-3 strategies that fit your class:

☐ **Set a clear reading goal** – Ex. Read to understand text, read to find information, read to find reasons, etc...

☐ **Tell my student what they can ignore in the text** – Ex. You don't need to understand every word, skip place names for now, ignore dates, etc...

☐ **Use guided highlights** – Ex. Highlight the words you know, highlight the words you can understand from the context, highlight comparatives, etc... But don't highlight the whole sentence.

☐ **Instead of writing sentences, have my student use symbols in the margin** – Ex. For important ideas, for cause and effect, for confusing passages, etc...

☐ **Read in short, predictable cycles** – Ex. Read one short section, then stop, then do a low-language action (point, choose, match...), etc...

☐ **Read the text aloud, pausing at appropriate points and explaining difficult words**.

☐ **Have my students read in pairs** (the whole class at the same time). It is noisy, but it gives shy students the opportunity to practice and gain confidence.

✅ **Access gain:** Students know **where to invest effort**.

💡 **InTA reminder:** Readers need direction, not more explanation.

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6. CHECKING FOR UNDERSTANDING – Low language, high thinking

How can my students show understanding without full production?

☐ Matching ☐ sequencing ☐ choosing ☐ highlighting

☐ Drawing diagrams ☐ connecting ideas ☐ drawing symbols

✅ **Access gain:** Students demonstrate **conceptual understanding** without complex language.

💡 **InTA reminder:** Understanding comes before expression.

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7. HELPING MY STUDENTS RESPOND TO COMPREHENSION QUESTIONS

A) MAKE THE QUESTION ITSELF ACCESSIBLE *(Before my students even think about the answer)*

☐ Rephrase orally ☐ Identify question type ☐ Highlight key action verbs

B) REDUCE THE SEARCH LOAD IN THE TEXT

☐ Guide students to the relevant paragraph instead of giving the answer– Ex. The answer is in paragraph 4

C) SUPPORT THE THINKING BEHIND THE ANSWER

☐ Scaffold reasoning ☐ Allow oral rehearsal to a partner before writing

D) REDUCE THE LANGUAGE PRODUCTION LOAD SO STUDENTS CAN SHOW THEIR UNDERSTANDING

Provide:

☐ sentence starters – Ex. Ex. *The text explains that…, This happens because…*

☐ Sentence frames – Ex: An equinox is when ..... are almost equal.

☐ Guided sentences – Ex: The summer solstice is when the day is the ..... ☐ longest ☐ shortest of the year.

E) SUPPORT TEXT–QUESTION ALIGNMENT HELPING STUDENTS CONNECT ANSWERS TO EVIDENCE

☐ I highlight evidence together ☐ I use colour-coding to reduce cognitive load

✅ Access gain: Participation before accuracy.

💡 InTA reminder: Participation should be possible before accuracy.

FINAL REFLECTION

After using this text:
What did my students understand that they could not access before?