



The InTA CLIL Text Accessibility Planner for teachers

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 CLIL / EAL learners

✓ When students appear compliant but do not demonstrate understanding

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

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.

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:** Conceptual difficulty and language difficulty are not the same.

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
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>


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

.....

.....

.....

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

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

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.

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.

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.

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?