



GLOSS, DON'T SIMPLIFY EVERYTHING

Explain key words, but keep the text at the right level.



THE IDEA

Simplifying texts too much can remove important disciplinary vocabulary, sentence structure and ideas.

A short glossary or targeted explanations help students access the original text without losing meaning.



IN THE CLASSROOM

Use the original text whenever possible.

Pre-teach or gloss key vocabulary.

Provide brief, clear explanations in context.

Encourage students to use the glossary to help them read independently.



1 IDENTIFY

Choose a few key words from the text that may be difficult and explain them.

Text extract (original)

The **ecosystem** is affected when the **habitat** is destroyed, which can lead to a decline in **biodiversity**.



2 GLOSS

Provide simple, accurate explanations that link to the subject. Use visuals or examples where helpful.

Key words

ecosystem

a community of living things and their environment



habitat

the natural home of a living thing



biodiversity

the variety of living things in an area



3 READ AND USE

Students read the original text, using the glossary to support understanding. They can then answer questions, discuss the ideas or complete a task using the key words.

Try this task

- 1 Read the text.
- 2 Use the glossary to help you understand the key words.
- 3 Explain how the loss of habitat can affect biodiversity.
- 4 Write your own sentence using one of the key words.



EAL UPGRADE

Use translation or visual support to explore key vocabulary and check meaning in context.



TRY IT TOMORROW

Choose one subject text and create a short glossary of 3–5 key words. Use it with students as they read the original text.



TEACHER LANGUAGE

"This word means ..."
 "Look at the glossary."
 "Use the key words to help you answer the question."
 "Can you explain this in your own words?"