



SOMETIMES IT ISN'T VOCABULARY

If a text is hard to understand, it isn't always new words.



THE IDEA

Texts can be challenging for reasons other than vocabulary.

Good readers notice what is making the text difficult and use the right strategy.



IN THE CLASSROOM

Show examples of texts that are challenging for different reasons (e.g. complex ideas, dense structure, point of view).

Model how to identify what is making the text hard and choose a helpful strategy.

1

CHECK WHAT IS HARD

Think about why the text is difficult.

- Is it the ideas or concepts?
- Is the text structure?
- Is it the purpose or point of view?
- Is it a mix of information (e.g. text and diagram)?

It might not be new words. What else could be making it hard?

2

CHOOSE A STRATEGY

Use a strategy that fits the challenge.

- Read the headings and structure.
- Look at diagrams, labels or examples.
- Identify the main idea.
- Connect to what you already know.
- Reread or read a smaller section.

Examples

- A science text might be hard because the ideas are complex.
- A historical source might be hard because of the point of view.

3

UNDERSTAND MORE

Use your strategy and check your understanding.

- Did the strategy help?
- Can you explain the main idea in your own words?
- What is still confusing?
- What could you try next?



EAL UPGRADE

Learn words for text features and structure (e.g. heading, section, main idea, point of view).



TRY IT TOMORROW

Choose a challenging text from your subject. Identify what is making it hard and try a strategy.



TEACHER LANGUAGE

"Why might this text be hard?"
"What is making it challenging?"
"What strategy could help?"
"What is the main idea?"