

A.C.C.E.S.S. Literacy Framework™

Lesson Plan Template | 55-Minute Block

For Diverse Learners — General Education · Special Education · ELL/Bilingual

A
Activate

C
Clarify

C
Chunk

E
Engage

S
Support

S
Synthesize

SECTION 1 — LESSON INFORMATION

Teacher Name:	Date:	Period / Class:

Grade Level & Subject:	Unit / Chapter:

Lesson Topic:	
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Duration:	
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SECTION 2 — STUDENT PROFILES

Total Students:	IEP Students (SPED):	ELL / Bilingual:

IEP / 504 Students & Disability Areas:	
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ELL Proficiency Levels Present:	
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Other Student Needs (G&T, 504, Behavior):	
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SECTION 3 — OBJECTIVES

Content Objective: (What students will KNOW)	
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Stem: By the end of this lesson, students will be able to (SWBAT)... + Bloom's verb + content

Language Objective: (What students will SAY / WRITE)	
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Stem: Students will [read/write/speak/listen] about ____ using the sentence frame: ____

Social-Emotional Objective (SEL):	
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Optional: Students will practice [self-regulation / collaboration / growth mindset] by...

Standards (CCSS / State):	
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IEP Goal Connections (check all that apply):	
☐ Reading fluency / decoding	☐ Executive function / organization
☐ Reading comprehension	☐ Behavior / self-regulation
☐ Written expression / mechanics	☐ Social skills / SEL
☐ Math reasoning / computation	☐ Other:
☐ Oral language / communication	_____

SECTION 4 — MATERIALS, RESOURCES & SUPPORTS

Materials & Resources:	Technology Used:

UDL Representation Supports (check all that apply):	
☐ Anchor charts / visual displays	☐ Highlighted / color-coded text
☐ Graphic organizers	☐ Read-aloud / text-to-speech
☐ Video / multimedia	☐ Simplified text version
☐ Manipulatives / realia	☐ Sentence frames / sentence starters
☐ Bilingual texts or translated materials	☐ Word walls / vocabulary cards

SPED & ELL Scaffolds (check all that apply):	
☐ Extended time	☐ Co-teaching / push-in support
☐ Reduced workload / chunked tasks	☐ Pull-out / small group instruction
☐ Preferential seating	☐ AAC device / communication board
☐ Frequent comprehension checks	☐ Translation / bilingual aide support
☐ Step-by-step visual directions	☐ Assistive technology
☐ Adapted text / modified materials	☐ Fidget / sensory tool available

Key Vocabulary (Tier 2 & Tier 3):	
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Tier 2 = academic words used across subjects (e.g., analyze, compare, evidence) |
Tier 3 = subject-specific (e.g., photosynthesis, denominator)

SECTION 5 — 55-MINUTE LESSON SEQUENCE

A — Activate
5 min

C — Clarify
5 min

C — Chunk
10 min

E — Engage
20 min

S — Support
ongoing

S — Synthesize
10 min

A ACTIVATE BACKGROUND KNOWLEDGE | Approx. 5 minutes | Before Reading / Before the Lesson

A — Activate Background Knowledge

🕒 5 min

Hook students in. What do they already know? Surface misconceptions before they block comprehension.

Use: KWL chart, Think-Pair-Share, quick poll, image/video prompt, anticipation guide, brain dump.

SPED: Use visual prompt or concrete object. ELL: Preview in L1 if possible. ALL: Low-stakes entry.

Write your specific activation activity below:

SPED Differentiation:	ELL Support:	Extension (G&T):

C CLARIFY LANGUAGE & VOCABULARY | Approx. 5 minutes | Pre-teach Before Instruction

C — Clarify Language & Vocabulary

🕒 5 min

Pre-teach 3–5 key vocabulary words BEFORE students encounter them in text or tasks.

Use: word walls, frayer models, bilingual glossaries, visual vocabulary cards, concept maps.

SPED: Provide word cards with pictures. ELL: Include cognates, L1 translation, visual definitions. List vocabulary words, student-friendly definitions, and your teaching approach below:

SPED Differentiation:	ELL Support:	Sentence Frames:

C

CHUNK COMPLEX TEXT & TASKS | Approx. 10 minutes | Direct Instruction + Modeling

C — Chunk Complex Text & Tasks

 10 min

Break the lesson's core content into smaller, meaningful segments. Teach one chunk at a time.

Model each chunk: *I Do* → *We Do* → *You Do*. Don't release students until they've seen it done.

SPED: Provide numbered step cards, task analysis strips, or visual sequence charts.

ELL: Use graphic organizers, diagrams, sentence-by-sentence read-alouds with visual support.

Describe your chunked instruction / modeling plan below:

SPED Differentiation:	ELL Support:	I Do / We Do / You Do:

E

ENGAGE WITH EVIDENCE | Approx. 20 minutes | Guided + Independent Practice

E — Engage with Evidence

🕒 20 min

Students actively work WITH the text or content — not just receive it. They find, cite, discuss evidence.

Use: text annotation, evidence-based discussions, RACE writing, close reading, partner work.

SPED: Provide evidence sentence frames, highlighted texts, guided note-taking templates.

ELL: Use bilingual texts, discussion roles, structured academic conversation (QSSSA, numbered heads).

Describe your student engagement activity and evidence-based task below:

Grouping Structure:	SPED / ELL Check-In Strategy:
☐ Whole Class ☐ Pairs / Partners ☐ Small Groups (3–4) ☐ Independent ☐ Flexible Grouping	☐ Thumbs up / down / sideways ☐ Whiteboard response ☐ Fist-to-five ☐ Exit ticket mid-task ☐ One-on-one check-in ☐ Small group pull-aside

S

SUPPORT WITH SCAFFOLDS | Ongoing | Embedded Throughout the Lesson

S — Support with Scaffolds

Ongoing

Scaffolds are NOT modifications — they are TEMPORARY supports that enable students to meet rigor.

Plan which scaffolds are available, who needs them, and how they are provided (not handed out blindly).

SPED: Reference IEP goals and legally required accommodations. Document what was provided.

ELL: Use WIDA Can-Do descriptors to match scaffold to proficiency level.

Describe your planned scaffolds, who they are for, and how they are deployed below:

IEP / 504 Accommodations Applied This Lesson: *(List specific student initials + accommodation)*

S SYNTHESIZE & SHOW UNDERSTANDING | Approx. 10 minutes | Closing + Assessment

S — Synthesize & Show Understanding

🕒 10 min

Students produce something that shows learning: write, explain, demonstrate, share, or create.
Close the lesson explicitly. Return to the content and language objectives — did we meet them?
SPED: Allow oral responses, sentence frames, or visual representations as alternatives to writing.
ELL: Provide synthesis sentence starters. Allow home language as bridge to academic production.
Describe your closing activity, synthesis task, or exit ticket below:

Exit Ticket / Formative Assessment:	Objective Check-In:

Exit ticket options: 3-2-1 (3 things learned, 2 questions, 1 connection) | One-sentence summary | RACE response | Sketch + label | Thumbs self-rating

SECTION 6 — ASSESSMENT & DATA COLLECTION

Formative Assessment Methods Used:	
☐ Observation / anecdotal notes	☐ Partner reading / retell check
☐ Whiteboard / individual response	☐ Work sample collected
☐ Exit ticket (written)	☐ Digital tool response (Nearpod, Kahoot, etc.)
☐ Oral response / discussion	☐ Teacher-created quiz / quick check

Students Who Met Objectives:	
Students Who Needed More Support:	
Students Who Exceeded / Need Extension:	

SECTION 7 — TEACHER REFLECTION & NEXT STEPS

What worked well today?	
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What would I change next time?	
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SPED / ELL Notes: What needs follow-up?	
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Next Steps / Re-teaching Plan:	
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