

A.C.C.E.S.S. Literacy Framework™

Official Participant Workbook

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Participant Name:

Workshop Date:

School / Organization:

Trainer Name:

How to Use This Workbook

This workbook is your professional learning companion. Complete each activity as directed by your trainer, use the note-taking spaces throughout, and keep this resource as a reference guide for implementing the A.C.C.E.S.S. Framework in your classroom. All writing spaces are intentional—your thinking matters.

MODULE 1 — Understanding the A.C.C.E.S.S. Framework

What Is the A.C.C.E.S.S. Literacy Framework?

The A.C.C.E.S.S. Literacy Framework™ is a research-informed instructional system designed to support rigorous literacy instruction for Special Education and English Language Learners. It provides clear, repeatable routines for language development, reading comprehension, and evidence-based writing—while reducing cognitive load and increasing student independence.

The Six Components

A

Activate Background Knowledge

Connect new learning to prior knowledge and experiences.

C

Clarify Language & Vocabulary

Pre-teach and reinforce academic language using visual and contextual supports.

C

Chunk Complex Text & Tasks

Break reading and writing into manageable, scaffolded steps.

E

Engage with Evidence

Guide students to locate, cite, and explain evidence using structured routines.

S

Support with Scaffolds

Use sentence frames, guided questions, and visual supports intentionally.

S

Synthesize & Show Understanding

Students demonstrate learning through structured writing and discussion.

Self-Assessment: Where Are You Now?

Before we begin, rate your current comfort level with each component. Circle a number from 1 (not yet using this) to 5 (using this consistently with strong results).

Component	1 - Beginning	2	3	4	5 - Mastery
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A — Activate Background Knowledge					
C — Clarify Language & Vocabulary					
C — Chunk Complex Text & Tasks					
E — Engage with Evidence					
S — Support with Scaffolds					
S — Synthesize & Show Understanding					

Notes from Module 1 — What questions do you have about the framework?

MODULE 2 — Activate Background Knowledge

A — Activate Background Knowledge

Why This Matters

Research confirms that comprehension depends on connecting new information to existing knowledge. For ELL and SPED students, this step is often skipped—creating unnecessary barriers to grade-level content access.

Key Activation Strategies

- KWL Charts (Know / Want to Know / Learned)
- Think-Pair-Share with image prompts or visual hooks
- Personal connection sentence starters
- Vocabulary preview in home language (L1 bridge)
- Picture walks and multimedia previews before reading

Classroom Tip

Allow students to share prior knowledge in their home language first, then bridge to English. This reduces anxiety and increases engagement for multilingual learners.

Activation Strategy Practice

Choose one of the strategies above. Write a specific activation activity for a lesson you teach:

My lesson topic:

My activation strategy and how I will implement it:

Partner Discussion

Share your activation activity with a partner. Discuss: How does this strategy help your specific students? What challenges might arise?

Partner feedback and ideas:

MODULE 3 — Clarify Language & Vocabulary

C — Clarify Language & Vocabulary

Why This Matters

Academic vocabulary is the single greatest predictor of reading comprehension. ELL and SPED students need explicit, repeated exposure to Tier 2 and Tier 3 vocabulary before, during, and after reading.

Vocabulary Instruction Strategies

- Frayer Model: definition, characteristics, examples, non-examples
- Visual word maps with images and context sentences
- Word walls organized by concept or theme
- Cognate instruction for Spanish-speaking learners
- Sentence frames using target academic vocabulary

The Three Tiers of Vocabulary

Tier	Description	Examples
Tier 1 — Basic	Everyday conversational words most students know	<i>run, eat, house, happy</i>
Tier 2 — Academic	High-frequency across content areas; greatest instructional priority for ELL	<i>analyze, compare, evidence, structure</i>
Tier 3 — Domain-Specific	Content area technical vocabulary	<i>mitosis, photosynthesis, denominator</i>

Select 5 Tier 2 words from a lesson you teach. Write them below with brief student-friendly definitions:

MODULE 4 — Chunk Complex Text & Tasks

C — Chunk Complex Text & Tasks

Why This Matters

Long, unbroken texts overwhelm working memory, especially for students with learning disabilities or limited language proficiency. Chunking preserves academic rigor while reducing cognitive overload.

Chunking Strategies

- Break text into labeled sections (Paragraph 1, Passage A, Section B)
- Stop-and-jot after each section with a guiding question
- Numbered annotation protocol: number each chunk as students read
- Sequential step breakdowns with checkboxes for complex tasks
- Graphic organizers to track main ideas from each chunk

Classroom Tip

Assign no more than 150–200 words per chunk for struggling readers. Increase length gradually as fluency builds. For tasks, no more than 2–3 steps visible at once.

Chunking Practice Activity

Take a complex text or task from your classroom. Practice chunking it using the template below:

Chunk #	Section / Steps Included	Guiding Question for Students
Chunk 1		
Chunk 2		
Chunk 3		
Chunk 4		

What is ONE complex text or task you can chunk this week?

MODULE 5 — Engage with Evidence: The RACE Strategy

E — Engage with Evidence

Why This Matters

Many struggling students understand what they read but cannot organize a written or oral response. The RACE strategy gives students a reliable, repeatable structure for citing and explaining evidence with confidence.

The RACE Writing Strategy

Step	What Students Do
R Restate	Rephrase the question in your own words to begin your answer.
A Answer	State your direct answer to the question being asked.
C Cite	Provide a specific quote or reference from the text as evidence.
E Explain	Explain HOW your evidence proves your answer. This is the most critical step.

RACES Extension

Add S — Summarize for multi-paragraph or extended responses. Students wrap up by connecting back to the question and restating their main argument.

RACE Practice — Try It Now!

Your trainer will provide a short text. Read it, then write a RACE response to the question provided.

Question:

R — Restate: *Rephrase the question in your own words.*

A — Answer: State your direct answer.

C — Cite: Write the exact quote or reference you will use.

E — Explain: How does this evidence prove your answer?

MODULE 6 – Support with Scaffolds

S – Support with Scaffolds

Why This Matters

Scaffolds temporarily support access to grade-level content without permanently lowering expectations. The goal is gradual release: I Do → We Do → You Do. Scaffolds are bridges, not crutches—they should be intentionally removed as students gain proficiency.

Types of Scaffolds

- Sentence frames and sentence starters for oral and written responses
- Guided notes with partially completed information
- Visual anchors, graphic organizers, and step-by-step organizers
- Worked examples before independent practice
- Differentiated question levels (literal → inferential → evaluative)

Gradual Release of Responsibility

The scaffolding hierarchy moves from full teacher support to full student independence:



Scaffold Planning Template

Choose one skill or concept your students find difficult. Plan three scaffold levels:

Skill / Concept:

Level 1 — Full Scaffold: What will you provide? (sentence frames, guided organizer, worked example)

Level 2 — Partial Scaffold: How will you reduce support? (partial frames, open-ended prompt with hints)

Level 3 — Independent: What does success look like without scaffolds?

MODULE 7 — Synthesize & Show Understanding

S — Synthesize & Show Understanding

Why This Matters

The final step closes the learning loop. Students demonstrate what they know through structured writing, discussion, or performance tasks—giving teachers visible evidence of comprehension and language development.

Synthesis Strategies

- Structured paragraph or essay using the RACE framework
- Exit tickets with a sentence frame response
- Socratic seminar or structured academic conversation
- Digital or visual presentations of learning
- Student-created anchor charts or 'teach-back' to peers

Classroom Tip

Build in a 'share out' moment even for low-stakes tasks. Oral synthesis significantly boosts academic language development for ELL students. Even one structured sentence spoken aloud is meaningful practice.

Exit Ticket Design Workshop

Design an exit ticket for a lesson you currently teach. It should require synthesis—not just a yes/no or recall answer.

Lesson topic and learning objective:

Exit ticket prompt (use a sentence frame if needed):

How will you use this data to inform the next lesson?

MODULE 8 — My 30-Day Implementation Plan

Planning for Real Classrooms

The A.C.C.E.S.S. Framework is not meant to be implemented all at once. Use this 30-day plan to build one component at a time with intention and clarity.

Week 1 — Awareness

- ☐ Revisit all 6 components using your workbook
- ☐ Audit one existing lesson for A.C.C.E.S.S. alignment
- ☐ Share the framework overview with a colleague

Week 2 — First Steps

- ☐ Add an activation + vocabulary clarification activity to one lesson
- ☐ Create or print a RACE writing anchor chart
- ☐ Try one AI-generated leveled text or vocabulary scaffold

Week 3 — Integration

- ☐ Implement chunking in one complex reading or writing unit
- ☐ Introduce the RACE writing structure to students with full modeling
- ☐ Begin fading one scaffold with data support

Week 4 — Reflection



Compare student work from before and after A.C.C.E.S.S. implementation



Identify your next growth area in the framework



Submit certification portfolio (if pursuing Level 1 Certification)

My most important implementation goal from this workshop:

My biggest potential challenge and how I will address it:

One colleague I will share this framework with this week:

MODULE 9 — Workshop Reflection & Certification Pathway

Final Reflection

Take 10 minutes to complete your final workshop reflection. This becomes part of your certification portfolio submission.

What is the most important thing you are taking away from this workshop?

Which A.C.C.E.S.S. component will have the greatest impact on your specific students? Why?

How will you explain the A.C.C.E.S.S. Framework to a colleague who did not attend?

What ongoing support would help you implement this framework with fidelity?

Certification Pathway

Certified educators demonstrate mastery of the A.C.C.E.S.S. Framework through portfolio submission. The three levels are:

LEVEL 1 A.C.C.E.S.S.- Aligned	LEVEL 2 A.C.C.E.S.S.- Scaffolded	LEVEL 3 A.C.C.E.S.S.- Complete System
Complete all modules + 1 annotated lesson plan submission	Complete Level 1 + scaffolded unit portfolio + peer coaching reflection	Complete Levels 1–2 + deliver pilot training + full trainer portfolio

Submit Your Portfolio

Visit BilingualSPED.com to access the A.C.C.E.S.S. Certification Portal. Upload your completed workbook, annotated lesson plan, and reflection summary to begin your certification review.

"Empowering Diverse Learners to Achieve Literacy Success"

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