



AI-Enhanced Anchor Charts

For Reading, Writing & Math

Organized Through the A.C.C.E.S.S. Literacy Framework™

SPECIAL EDUCATION • ELL/ESL • GRADES 3–12

A classroom-tested, research-based collection of anchor charts with AI prompts, instructional guidance, and student-facing graphic organizers.

Skills Covered in This Bundle:

- Main Idea & Supporting Details (FIND Strategy)
- Metacognitive Reading — Think A.I.R.! (Ask, Infer, Reflect)
- Text Evidence — RACE Writing Strategy (Restate, Answer, Cite, Explain)
- Making Inferences — Think P.I.G.! (Predict, Infer, Gather)
- Reading Comprehension Skills Overview
- Sequence of Events — FLOW Strategy (First, List, Order, Write)
- Summarizing — The 5 W's & H
- STAR Math Problem-Solving Strategy (Search, Translate, Answer, Review)
- STAR Reading Comprehension Strategy
- D.A.R.E. Choice Board (Do, Answer, Recommend, Explain)

Created by: Maria Angala, NBCT

A.C.C.E.S.S. Literacy Framework™ | © 2026 | bilingualsped.com

Citation: Angala, M. (2026). A.C.C.E.S.S. Literacy Framework™.

How to Use This Resource

This bundle gives you 10 classroom-tested anchor charts plus a complete guide for each one — what it is, how to teach it, and the AI prompt that generated it. Every chart is organized through the A.C.C.E.S.S. Literacy Framework™ so you always know exactly where each one fits in your instructional sequence.

What Is an Anchor Chart?

An anchor chart is a visual tool that "anchors" student learning. It stays posted in the classroom so students can refer to it during lessons, independent work, and small-group instruction. If the chart isn't being used, it's just wall décor. If it IS being used, it's a silent co-teacher.

6 Steps to Using an Anchor Chart Effectively

1. Teach it first. Walk students through each part and model how to use it.
2. Think out loud. Show how the chart helps you solve a problem or complete a task.
3. Post it where students can see it. Eye level, near the learning area.
4. Refer to it often. Say: "Check the anchor chart." or "Which step comes next?"
5. Use it for support, not answers. The chart guides thinking — it doesn't do the work.
6. Let students use it independently. Before asking for help, check the chart. That's how independence grows.

Why Anchor Charts Work

They provide structure, reduce confusion, support memory, and keep learning consistent — especially for visual learners, multilingual students, and students with learning needs.

The A.C.C.E.S.S. Literacy Framework™

Every chart in this bundle is aligned to a specific step in the A.C.C.E.S.S. framework — an original instructional model designed to bridge research-based literacy with real classroom practice, especially for English Language Learners and students with IEPs.

A	Activate Background Knowledge	Connect new content to what students already know. Every lesson starts here.
C	Clarify Language & Vocabulary	Pre-teach key terms and academic language before they become barriers.
C	Chunk Complex Text & Tasks	Break overwhelming content into manageable, meaningful steps.
E	Engage with Evidence	Students return to the text, cite it, build arguments from it.
S	Support with Scaffolds	Temporary structures that enable rigor — not a watered-down version of the task.
S	Synthesize & Show Understanding	Students produce — write, explain, demonstrate what the learning meant.

Grounded in the Science of Reading (decoding, language comprehension, background knowledge) and Universal Design for Learning (engagement, representation, expression).

How to Use the AI Prompts

Each anchor chart in this bundle was generated using a specific AI prompt. You can use these prompts to:

- Regenerate a chart in a different style or language
- Create additional charts for other strategies or skills
- Adapt any chart for a specific grade level, reading level, or subject area
- Translate a chart into your students' home language for bilingual support

Best Practice: Prompt Engineering Tips

Be specific about format: Tell the AI the exact layout — acronym chart, graphic organizer, step-by-step flowchart.

Ask for icons: Add "Include comprehensible icons that represent each word" for visual learners and ELL students.

Request mnemonics: "Include an easy mnemonic for task analysis" produces memorable acronyms students can self-cue.

Specify your audience: "For 4th grade ELL students" or "for students with learning disabilities" adjusts reading level and complexity.

Ask for dual versions: "Create a color version and a black-and-white version" gives you print-ready options.

Sample Prompt Format (Copy & Adapt)

"Create an anchor chart for [SKILL NAME] that I can use repeatedly in my classroom. Include comprehensible icons that represent each step. Use an easy acronym mnemonic students can remember. Make it appropriate for [GRADE LEVEL] students including English Language Learners and students with learning disabilities. Include a student-facing graphic organizer on the same chart so they can apply the strategy while reading."

Click FOLLOW so you never miss FREE scaffolds, sentence frames, and reading supports for your students who struggle the most.

ANCHOR CHART 1: Metacognitive Reading — Think A.I.R.!

A — Activate Background Knowledge: This chart activates metacognitive awareness — the habit of thinking about your own thinking while reading.

What This Chart Does

The A.I.R. metacognitive framework teaches students to monitor their own reading comprehension in real time. Instead of just decoding words, students are asking themselves questions, making inferences from text clues, and reflecting on what they actually learned. This is one of the highest-leverage habits in the Science of Reading.

A.I.R. Strategy Breakdown

A	Ask	What questions do I have? Good readers are curious. They notice what confuses them.
I	Infer	What can I figure out? Good readers use clues from the text and their background knowledge.
R	Reflect	What did I learn? Good readers think about their reading after — not just during.

How to Teach It

7. Introduce the chart during a read-aloud. Stop at each section and model your think-aloud.
8. Say: "I'm going to Ask myself a question right here..." — then write your question in the cloud.
9. Move to Infer: "I can't find the answer directly. What clues can I use?"
10. Close with Reflect: "Now that I've finished this section — what did I actually learn?"
11. Have students try it in pairs with a short text before doing it independently.

UDL Connection

Engagement	Representation
Students ask their own genuine questions — personal curiosity drives motivation.	Visual cloud organizer + icons makes the abstract cognitive process concrete and visible.

AI Prompt Used to Generate This Chart

"Create an anchor chart for Metacognitive graphic organizer so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."

ANCHOR CHART 2: RACE Writing Strategy

E — Engage with Evidence: RACE teaches students to construct evidence-based written responses — the core of academic literacy.

What This Chart Does

RACE is the most commonly taught constructed response framework in grades 3–12 — and for good reason. It gives students an explicit structure for answering text-based questions in writing. The chart breaks each step into a visual prompt with icons so students can self-monitor as they write.

R.A.C.E. Strategy Breakdown

R	Restate	Restate the question in your own words. Turn the question into a statement to open your response.
A	Answer	Answer the question directly and completely. State your claim or main point clearly.
C	Cite Evidence	Find and quote evidence from the text. Use quotation marks. Say where it came from.
E	Explain	Explain how your evidence connects to your answer. Use clues to figure out what the text is saying.

How to Teach It

12. Start with a simple question about a shared text the whole class has read.
13. Model writing a RACE response on chart paper or the board — one step at a time.
14. Think aloud at each step: "Now I'm going to Restate the question..."
15. Color-code each section (R = blue, A = green, C = orange, E = red) to match the chart.
16. Use sentence starters for each step — especially for ELL students and struggling writers.

Sentence Starters by Step

R — Restate Starters
• The question asks...
• This question is about...
• Based on the text, the topic of the question is...
A — Answer Starters
• The answer is...
• According to the text...
• The author explains that...

C — Cite Evidence Starters

- For example, the text states "..."
- In paragraph ____, the author writes "..."
- Evidence from the text: "..."

E — Explain Starters

- This shows that...
- This means...
- This is important because...

AI Prompt Used to Generate This Chart

"Create an anchor chart for RACE Writing Strategy. Include comprehensible icons that represent each word in the acronym that will make it easy to remember."

All content reflects my professional experience and is shared for educational purposes only. This work is created independently, does not represent any school district, and complies with professional ethics and policies. © Copyright 2026. All rights reserved. FUNSHINE grants you a limited license to copy pages; this product is specifically designed for student or teacher use by the original purchaser or licensee. Copying, or modifying it, or any portion of it (even a personal/classroom website), except with express written consent from FUNSHINE, is strictly forbidden. Any unauthorized use is a violation of the Digital Millennium Copyright Act (DMCA).

ANCHOR CHART 3: Making Inferences — Think P.I.G.!

C — Clarify Language & Vocabulary: Inferencing requires students to understand and apply key vocabulary: predict, infer, conclude, prior knowledge.

What This Chart Does

Inferencing is one of the most cognitively complex reading skills — and one of the most frequently tested. The P.I.G. mnemonic gives students a memorable, step-by-step process for making inferences: combine text clues with prior knowledge to reach a conclusion. The Venn-diagram visual in the original chart reinforces that inference sits at the intersection of the two.

P.I.G. Strategy Breakdown

P	Predict	What is happening? Build a prediction. What do you think will happen based on what you've read?
I	Infer	Why did it happen? Use clues from the text. What evidence supports your prediction?
G	Gather	Use what you know from prior knowledge and experience. What I can conclude: [student writing space]

The Inference Equation

Text Clues + Prior Knowledge = INFERENCE

How to Teach It

17. Start with a wordless scenario: show a picture and ask "What do you think happened?"
18. Explicitly name the two sources: "I used a clue from the picture" + "I used what I already know."
19. Move to text: read a passage, stop, and model the P.I.G. steps aloud.
20. Give students the student organizer: Text Clues + Prior Knowledge → What I can conclude.
21. Practice with short news articles, picture books, or informational text excerpts.

AI Prompt Used to Generate This Chart

"Create an anchor chart for Inferencing graphic organizer so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."

 ANCHOR CHART 4: Main Idea & Supporting Details (F.I.N.D.)

C — Chunk Complex Text & Tasks: Breaking a text into "main idea + details" is the foundational chunking skill for informational reading.

What This Chart Does

The FIND mnemonic gives students a memorable step-by-step process for identifying main idea and supporting details in any informational or literary text. The cloud-and-fish visual on the original chart is intentionally mnemonic — the main idea is the big cloud, the details are the smaller elements swimming underneath.

F.I.N.D. Strategy Breakdown

F	Find the topic!	Read the title, subheadings, and first sentence. What is this text mostly about?
I	Identify the main idea	What is the author's MOST IMPORTANT point about the topic? Not just a fact — a claim.
N	Name the best detail	Which detail BEST supports the main idea? The strongest, most direct evidence.
D	Determine other details	Find 2–3 additional supporting details that connect to the main idea.

Common Student Misconceptions

What Students Often Confuse — and How to Address It
• Topic vs. Main Idea: The topic is what the text is ABOUT. The main idea is what the author SAYS about it.
• Details as Main Idea: If it only mentions one thing one time, it's probably a detail — not the main idea.
• Title = Main Idea: Sometimes the title hints at the main idea, but not always. You must read the text.
• Every sentence is equally important: Good readers rank information. Not all details are created equal.

AI Prompt Used to Generate This Chart

"Create an anchor chart for Main Idea and Supporting Details graphic organizer so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."

 ANCHOR CHART 5: Sequence of Events — F.L.O.W.

C — Chunk Complex Text & Tasks: Sequencing is a foundational chunking skill — understanding that events must be ordered to make sense.

What This Chart Does

The FLOW mnemonic helps students understand and retell events in order — a critical skill for both narrative comprehension and informational text analysis. The visual flowchart (First → Next → Then → Last) maps directly onto the written FLOW steps and provides a scaffold students can use for both reading and writing.

F.L.O.W. Strategy Breakdown

F	First	What happened at the beginning? What started the sequence of events?
L	List	What happened next? List events in the order they occurred.
O	Order	What happened after that? Keep ordering — use transition words as clues.
W	Write	What happened in the end? Write the final event or outcome.

Transition Words Anchor — Post Alongside This Chart

Sequence Signal Words	Time Signal Words
First, second, third, next, then, after, before, finally, at last, in the end, later, meanwhile, following, subsequently	In the morning, that afternoon, the next day, a week later, in 1965, after the war, during the storm, before sunrise

AI Prompt Used to Generate This Chart

"Create an anchor chart for Sequence of Events graphic organizer so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."



ANCHOR CHART 6: Summarizing — The 5 W's & H

S — Synthesize & Show Understanding: Summarizing is the ultimate synthesis task — students must extract the essential and discard the rest.

What This Chart Does

The 5 W's & H framework gives students a reliable structure for writing summaries of any text. Each question targets a specific piece of essential information — so when students answer all six, they have the skeleton of a complete summary. This is especially powerful for students who struggle with knowing what's important to include vs. what to leave out.

The 5 W's & H

Who	Who was it about?	Identify the main character, person, group, or subject of the text.
What	What happened?	The main event, problem, or central idea — what the text is really about.
When	When did it happen?	The time period, setting in time, or sequence — when did this take place?
Where	Where did it happen?	The setting or location — where does this text take place?
Why	Why did it happen?	The cause, reason, or motivation — why did this event or situation occur?
How	How did it happen?	The process, method, or sequence of events — how did things unfold?

From 5 W's to a Summary Sentence

After completing the 5 W's chart, have students combine all six answers into 3–5 sentences. This IS the summary. No retelling, no extra details — just the essential skeleton they already built.

AI Prompt Used to Generate This Chart

"Create an anchor chart for Summarizing graphic organizer so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."

★ **ANCHOR CHART 7: STAR Math Problem-Solving Strategy**

S — Support with Scaffolds: STAR provides the explicit scaffold students need to approach multi-step word problems systematically.

What This Chart Does

Math word problems fail students not because they can't do the math — but because they don't have a systematic process for unpacking the language of the problem. STAR teaches students to Search the problem for what they know, Translate it into a math equation, Answer it, and Review their work. This is especially powerful for ELL students and students with learning disabilities.

S.T.A.R. Math Strategy Breakdown

S	Search the Problem	Read carefully. What numbers and facts do you know? Underline or highlight them.
T	Translate to Math	Turn words into numbers. Draw it, write an equation, show it visually.
A	Answer It	Solve the equation. Do the math step by step. Show all your work.
R	Review	Reread the problem and your answer. Does it make sense? Does it answer what was asked?

Math-to-Language Translation Chart

Key Math Signal Words Students Must Know
• ADD: total, sum, in all, combined, altogether, more than, increased by
• SUBTRACT: difference, less than, fewer, decreased by, remain, how many more
• MULTIPLY: times, product, factor, groups of, each, per, doubled/tripled
• DIVIDE: quotient, split, divided equally, per, share, ratio, half
• EQUALS: is, was, were, will be, gives, yields, results in

AI Prompt Used to Generate This Chart

"Create an image for an anchor chart for STAR Math Strategy. Include task analysis and metacognitive strategy: Search the problem; Translate to Math; Answer it; Review."

★ **ANCHOR CHART 8: STAR Reading Comprehension Strategy**

E — Engage with Evidence: STAR Reading teaches students to engage actively with text before, during, and after reading.

What This Chart Does

This is STAR applied to reading comprehension — a four-step strategy for approaching any text-based question. It's especially powerful for standardized test preparation and for students who rush through reading tasks without monitoring their comprehension.

S.T.A.R. Reading Strategy Breakdown

S	Start by reading the question	Read the question first — before the text. Know what you're looking for.
T	Think and read the text	Read actively. Think about how the text connects to the question you just read.
A	Answer the question	Write your answer. Use evidence from the text. Be specific.
R	Reread the question	Go back and reread the question. Does your answer actually answer it?

Test-Taking Application

How to Use STAR on a Reading Assessment
S — Read the question FIRST. Don't skip this step. It changes how you read the passage.
T — Read the passage with a pencil. Circle key words. Underline evidence. Mark confusing sections.
A — Go back to the text before writing your answer. Never answer from memory alone.
R — After writing, read the question one more time. Make sure your answer actually addresses it.
For multiple choice: eliminate wrong answers FIRST, then use STAR for the remaining options.

AI Prompt Used to Generate This Chart

"Create an anchor chart for STAR Reading Strategy. Include comprehensible icons that represent each word in the acronym that will make it easy to remember."

ANCHOR CHART 9: D.A.R.E. Choice Board

S — Synthesize & Show Understanding: Choice boards give students agency in how they demonstrate mastery — a core UDL principle.

What This Chart Does

The D.A.R.E. Choice Board gives students four distinct ways to respond to a visual prompt — each targeting a different kind of thinking and writing. "D.A.R.E." students to choose their challenge, which increases buy-in and reduces avoidance. This board works with any photo, illustration, or text excerpt as the prompt.

D.A.R.E. Choice Board Options

D	Do	Create a story using the photo as your setting. Use a story elements graphic organizer when pre-writing.
A	Answer	Write three titles for the scene and justify why you chose each title. Use a graphic organizer to pre-write.
R	Recommend	Create an advertisement with a logo promoting this place or scene. Write a persuasive statement.
E	Explain	Imagine you are on your way to see this place. Write a diary account of your thoughts and activities.

How to Use the Choice Board

22. Display the board alongside a "mystery photo" or anchor image.
23. Give students time to look at the photo and think before choosing.
24. Students choose ONE option — but all options require writing.
25. Provide the matching graphic organizer for the option they select.
26. Share out: students explain why they chose their option as part of the debrief.

AI Prompt Used to Generate This Chart

"Create an anchor chart for this Choice Board so I can use it repeatedly. Include comprehensible icons that represent each word in the acronym that will make it easy to remember: 1st square, Create a story using the majestic photo as your setting...; 2nd square, Write three titles for the scene...; 3rd square, Create an advertisement...; 4th square, Imagine that you are excitedly on your way..."

ANCHOR CHART 10: Reading Comprehension Skills Overview

A — Activate Background Knowledge: This overview chart primes students for what good readers DO — activating their metacognitive reading schema.

What This Chart Does

This chart provides a bird's-eye view of three core reading comprehension skills: Summarizing & Main Idea, Inferencing & Drawing Conclusions, and Sequencing. Post it at the start of a reading unit as an advance organizer, or use it as a year-long reference that connects all the individual strategy charts in this bundle.

Summarizing & Main Idea

- Find key points and restate them briefly.
- Ask: What is this text MOSTLY about? What is the author's most important point?
- Connection to FIND Strategy and 5 W's & H charts in this bundle.

Inferencing & Drawing Conclusions

- Use clues in the text to figure out what the author means — but doesn't say directly.
- Combine text clues + your prior knowledge = inference.
- Connection to Think P.I.G.! chart in this bundle.

Sequencing

- Understand the order of events. Why does order matter? Because changing it changes the meaning.
- Use transition words as clues: first, then, next, finally.
- Connection to FLOW Strategy chart in this bundle.

AI Prompt Used to Generate This Chart

"Create an anchor chart for Reading Comprehension Skills so I can use it repeatedly. Include comprehensible icons and easy mnemonic for task analysis that will make it easy to remember."

Quick Reference: All 10 Anchor Charts at a Glance

#	Chart Name	A.C.C.E.S.S. Step	Core Skill / Subject
1	Think A.I.R. — Metacognitive Reading	A — Activate	Reading comprehension / Metacognition
2	RACE Writing Strategy	E — Engage with Evidence	Writing / Text evidence
3	Think P.I.G. — Inferencing	C — Clarify Vocabulary	Reading comprehension / Inference
4	Main Idea & Supporting Details (FIND)	C — Chunk Text & Tasks	Informational reading
5	Sequence of Events (FLOW)	C — Chunk Text & Tasks	Narrative & informational reading
6	Summarizing — 5 W's & H	S — Synthesize & Show	Reading / Writing
7	STAR Math Strategy	S — Support with Scaffolds	Math / Word problems
8	STAR Reading Strategy	E — Engage with Evidence	Reading comprehension / Test prep
9	D.A.R.E. Choice Board	S — Synthesize & Show	Writing / Higher-order thinking
10	Reading Comprehension Skills Overview	A — Activate	Reading overview / Unit launch



Thank You & Attribution

Thank you for downloading this resource. Your support helps create practical, classroom-tested materials that save time and support all learners — especially multilingual learners and students with disabilities.

If this resource helped your students, please follow my store and leave a rating on TpT. It truly helps other educators find resources that work in real classrooms.

Created by: Maria Angala, NBCT National Board Certified Teacher Creator, A.C.C.E.S.S. Literacy Framework™ bilingualsped.com	More Resources: TpT Store: teacherspayteachers.com/store/maria-angala-nbct Blog: bilingualsped.com/blog/ A.C.C.E.S.S. Framework: bilingualsped.com/a-c-c-e-s-s/ Email: maria@bilingualsped.com
---	--

Angala, M. (2026). A.C.C.E.S.S. Literacy Framework™.

© 2026 Maria Angala, NBCT. All rights reserved.