**Purpose:** The Instructional Coaching Tool for Literacy articulates a vision and set of priorities for effective literacy instruction in BPS, in both monolingual and bilingual settings. While the priorities below are not inclusive of every element of a lesson, they are a distillation of the most important instructional practices that will best prepare students to be successful readers and writers. The tool is progressive; each of the priorities below is foundational to the ones succeeding it. Educators should focus on developing proficiency in more foundational priorities before advancing to subsequent ones. Please note that this tool is not intended for use during RTI, neither is it intended to be evaluative. Rather, it should be used to support and develop teacher practice.

**CULTURE OF LEARNING: Are all students involved in the work of the lesson from start to finish?**
- Students consistently follow behavioral expectations.
- Students efficiently execute transitions/procedures.
- Students are involved in academic work from start to finish (e.g., completing instructional tasks, volunteering responses, questioning).

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**DISTRICT MATERIALS: Are District materials and curriculum being used effectively and with skilled fidelity?**
- Module and lesson numbers are clearly posted in the classroom each day.
- Teachers plan and use the District curriculum and materials as intended.

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**ALL STUDENTS READ: Are all students reading anchor texts independently on a regular basis?**
- Students regularly engage in independent reading of grade-appropriate anchor texts.¹
- Teachers chunk readings and assign accountable tasks (e.g., annotations, prompts, summaries) as students read silently.
- Outside of foundational skills lessons, students spend the majority of class time reading, writing about, and discussing grade- and subject-appropriate texts.

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**ALL STUDENTS WRITE: Are all students writing to demonstrate deep understanding of the anchor text on a regular basis?**
- Students have frequent opportunities to write independently in response to what they read, allowing them to demonstrate their independent understanding of the text.²
- Students consistently respond to text-based questions, using evidence from the text to demonstrate their understanding.
- Students respond to higher-order thinking questions (HOT!) that target the depth of grade-level standards.

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**DIFFERENTIATION: Do all students have the support they need to access grade-level content?**
- The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.
- The teacher scaffolds instruction and tasks for various students allowing students to access grade-level content and demonstrate independent understanding without reducing the rigor of the standards.
- The teacher pre-teaches, re-teaches, or reinforces important skills and concepts through teacher-led small group instruction.
- The teacher differentiates activities for use in groups or learning areas to provide targeted practice of previously taught skills/concepts.

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**NOTES**

¹ In science classes, exceptions include well-designed experiments. In Social Studies, texts may be comprised of a variety of grade-appropriate materials, including political cartoons, speeches, source documents, textbooks, etc.

² Student writing opportunities include both longer, process writing (e.g. brainstorming, outlining, drafting, revising, editing) pieces and/or shorter on-demand writing (e.g. In the page you just read from Romeo and Juliet, use evidence to draw and support one conclusion about Romeo’s character traits). Exceptions to writing in response to texts include lessons targeting foundational skills of reading and writing and narrative writing.