

## Rubric for Pre-A Small Group Lesson

*This rubric can be used for self-evaluation, observation, or coaching.*

Components	Evident (✓)
<b>Classroom Environment</b>	
Other students were working independently and did not interrupt the teacher.	
Lesson materials were organized; table was free of clutter.	
<b>Working With Letters and Names</b> <span style="float: right;"><b>Time: 3–4 min.</b></span>	
Students used a personal letter bag and/or an alphabet chart to do one of the letter activities.	
Teacher worked with individual students on identifying letter names.	
Students did one of the name activities, if appropriate. (This activity can be omitted if students can write their first name without a model.)	
<b>Working With Sounds</b> <span style="float: right;"><b>Time: 3–4 min.</b></span>	
Students did one of the following activities (*circle): Clapping Syllables, Hearing Rhymes, or Sorting Pictures.	
Teacher scaffolded individual students when appropriate.	
<b>Working With Books</b> <span style="float: right;"><b>Time: 4–5 min.</b></span>	
Teacher scaffolded oral language when necessary.	
Students read the book with the teacher.	
When necessary, the teacher helped individual students with one-to-one matching.	
After reading, the teacher addressed one or two teaching points from the lesson plan.	
<b>Interactive Writing</b> <span style="float: right;"><b>Time: 4–5 min.</b></span>	
Each student had an alphabet chart and a dry-erase marker.	
The teacher dictated a simple sentence (four to six words).	
Children rehearsed the sentence as the teacher drew a line for each word on a sentence strip.	
Students took turns writing a letter in the sentence. The teacher supported correct letter formation.	
While one student wrote a letter on the sentence strip, the others practiced writing the letter on their alphabet chart.	
Teacher cut the sentence apart and gave each student one or two words.	
Students used their word cards to remake the sentence.	
<b>TOTAL LESSON TIME: 15–20 minutes</b>	

Record comments on reverse side.

\* Find the oval tool in comments/markup tools.

## Rubric for Emergent Guided Reading Lesson (Levels A–C)

*This rubric can be used for self-evaluation, observation, or coaching.*

Components	Evident (✓)
<b>Classroom Environment</b>	
Lesson materials were organized; table was free of clutter.	
Other students were engaged in appropriate literacy activities.	
Teacher was not interrupted by other students in the room.	
<b>Sight Word Review</b> <span style="float: right;"><b>Time: 1 min.</b></span>	
Students <i>wrote</i> three familiar high-frequency words.	
Teacher prompted students who had difficulty.	
Teacher used chart to record progress.	
<b>Introduce a New Book (Day 1 only)</b> <span style="float: right;"><b>Time: 3–5 min.</b></span>	
Teacher gave short synopsis of the book.	
Students discussed some of the pictures.	
Teacher introduced new vocabulary by writing the word on a dry-erase board or asking students to find it in the book.	
<b>Read the Book With Prompting (Days 1 &amp; 2)</b> <span style="float: right;"><b>Time: 8–10 min.</b></span>	
(Days 1 & 2) Students read the book <i>independently</i> (not chorally). On Day 2 students may also read other familiar books.	
Book was at the appropriate level (slightly challenging).	
Teacher listened to individual students read and <b>took anecdotal notes</b> .	
Teacher prompted students to use strategies.	
Students discussed the story with teacher guidance.	
Teacher did one or two teaching points from lesson plan.	
<b>Teach a New Sight Word</b> <span style="float: right;"><b>Time: 1–2 min.</b></span>	
Lesson followed <i>all four</i> procedures: What's Missing?, Mix & Fix, Table Writing, Write It & Retrieve It.	
Same sight word was taught on Day 1 and Day 2.	
New word was appropriate for the text level.	

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Rubric for Emergent Guided Reading Lesson (Levels A–C), continued

Components	Evident (✓)
<b>Word Study Activity (Day 1)</b> <span style="float: right;"><b>Time: 3–5 min.</b></span> *Circle activity used: Picture Sorting, Making Words, Sound Boxes	
Teacher provided appropriate scaffolds as students did the activity.	
Teacher followed established procedures.	
<b>Guided Writing (Day 2)</b> <span style="float: right;"><b>Time: 5–8 min.</b></span>	
Students repeated sentence before writing it in their journals.	
Teacher prompted students to stretch sounds in unknown words.	
Teacher prompted students to correctly spell sight words that had been taught.	
Students reread their sentence to help them remember the next word.	
<b>TOTAL LESSON TIME: 20 minutes</b>	

Record comments below.

\* Find the oval tool in comments/markup tools.

## Rubric for Early Guided Reading Lesson Plan (Levels D–I)

*This rubric can be used for self-evaluation, observation, or coaching.*

Components	Evident (✓)
<b>Classroom Environment</b>	
Lesson materials were organized; table was free of clutter.	
Other students were engaged in appropriate literacy activities.	
Teacher was not interrupted by other students in the room.	
<b>Sight Word Review</b> <span style="float: right;"><b>Time: 1 min.</b></span>	
Students <i>wrote</i> three familiar high-frequency words.	
Teacher prompted students who had difficulty.	
Teacher used chart to record progress.	
<b>Introduce a New Book (Day 1 only)</b> <span style="float: right;"><b>Time: 3–5 min.</b></span>	
Teacher gave short synopsis of the book.	
Students previewed the book and may have discussed some of the pictures.	
Teacher introduced new vocabulary by writing the word on a dry-erase board or asking students to find it in the book.	
<b>Read the Book With Prompting (Days 1 &amp; 2)</b> <span style="float: right;"><b>Time: 8–10 min.</b></span>	
Students read the book independently (not chorally or “round robin”).	
Book was at the appropriate level (slightly challenging).	
Students read without pointing.	
Teacher listened to students read orally and <b>took anecdotal notes</b> .	
Teacher prompted <b>each</b> student for monitoring, decoding, fluency, or retell.	
Students discussed the story with teacher guidance.	
Teacher did one or two teaching points from the lesson plan.	
<b>Teach a New Sight Word</b> <span style="float: right;"><b>Time: 1–2 min.</b></span> (This component can be omitted after level F if students can write a large bank of sight words.)	
Lesson followed <i>all four</i> procedures: What’s Missing?, Mix & Fix, Table Writing, Write It & Retrieve It.	
Same sight word was taught on Day 1 and Day 2.	
New word was appropriate for the text level.	

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Rubric for Early Guided Reading Lesson Plan (Levels D–I), continued

<b>Components</b>		<b>Evident (✓)</b>
<b>Word Study Activity (Day 1)</b>		
<b>Time: 3–5 min.</b>		
*Circle activity used: Picture Sorting, Making Words, Sound Boxes, Analogy Charts		
Teacher followed established procedures.		
Teacher provided appropriate scaffolds when necessary. (Teacher did not say the words slowly for the children!)		
<b>Guided Writing (Day 2)</b>		
<b>Time: 8–10 min.</b>		
Record writing prompt: _____ Dictated or open-ended sentence, B-M-E, S-W-B-S, Other: _____		
Students wrote mostly independently, with teacher prompting at difficulty.		
Teacher prompted students to stretch sounds in unknown words.		
Teacher prompted students to correctly spell sight words that had been taught.		
Practice page was used for letter formation, sight words, and/or sound boxes.		
<b>TOTAL LESSON TIME: 20 minutes</b>		

Record comments below.

\* Find the oval tool in comments/markup tools.

## Rubric for Transitional Guided Reading Lesson (Levels J–P)

*This rubric can be used for self-evaluation, observation, or coaching.*

Components	Evident (✓)
<b>Classroom Environment</b>	
Lesson materials were organized; table was free of clutter.	
Other students were working independently in literacy activities.	
Teacher was not interrupted by other students in the room.	
<b>Introduce a New Book (Day 1 only) Time: 3–5 min.</b>	
Teacher gave short synopsis of the book.	
Students briefly previewed the illustrations and text features.	
Teacher introduced new vocabulary (no more than five words).	
<b>Read the Book With Prompting (Days 1 &amp; 2) Time: 10–15 min.</b>	
Students read softly and independently (not “round robin”).	
Book was at the appropriate level (slightly challenging).	
Teacher listened to individual students and <b>took anecdotal notes</b> .	
Teacher appropriately prompted <b>each</b> student for monitoring, decoding, fluency, or comprehension.	
<b>Discuss and Teach (Days 1 &amp; 2) Time: 3–5 min.</b>	
Teacher facilitated a discussion of the text.	
Teacher demonstrated a strategic action (monitoring, decoding, vocabulary, or fluency).	
<b>Word Study Activity (Day 2) Time: 3–5 min.</b>	
*Circle activity used: Sound Boxes, Analogy Charts, Making a Big Word.	
Teacher followed established procedures and provided appropriate scaffolds when necessary.	
<b>Guided Writing Time: 20 min.</b>	
Record writing prompt: _____	
Teacher conferred with each student and differentiated prompting based on student needs.	
Students used a personal word wall for spelling support.	
<b>TOTAL LESSON TIME: 20 minutes</b>	

Record comments on reverse side.

\* Find the oval tool in comments/markup tools.

## Rubric for Fluent Guided Reading Lesson (Levels N and Higher)

*This rubric can be used for self-evaluation, observation, or coaching.*

Components	Evident (✓)
<b>Classroom Environment</b>	
Lesson materials were organized; table was free of clutter.	
Other students were working independently in literacy activities.	
Teacher was not interrupted by other students in the room.	
<b>Introduce a New Text (Day 1 only)</b>	<b>Time: 3–5 min.</b>
Teacher gave short synopsis of the book.	
Students briefly previewed the illustrations and text features.	
Teacher introduced new vocabulary (no more than five words).	
Teacher explained the comprehension focus for the lesson.	
<b>Read and Respond With Prompting</b>	<b>Time: 10–12 min.</b>
Students read softly and independently (not “round robin”).	
Book was at the appropriate level (slightly challenging).	
Students wrote brief responses that matched the comprehension focus.	
Teacher conferred with individuals and prompted for vocabulary or comprehension.	
<b>Discuss and Teach</b>	<b>Time: 4–5 min.</b>
Teacher asked questions that generated a thoughtful discussion.	
Students used their notes and text evidence as they participated in the discussion.	
<b>Word Study</b>	<b>Time: 1–2 min.</b>
Teacher selected one or two words from the text to model a vocabulary strategy.	
Students added the new word(s) to their New Word Lists.	
<b>Guided Writing</b>	<b>Time: 20 min.</b>
Record writing prompt: _____	
The writing prompt correlated to the comprehension focus.	
Teacher conferred with each student and differentiated prompting based on student needs.	
Students used their notes and the text to write about the topic.	
Teacher <b>took anecdotal notes</b> on students.	
<b>TOTAL LESSON TIME: 20 minutes</b>	

Record comments on reverse side.