

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

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

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

Record comments on reverse side.

* Find the oval tool in comments/markup tools.