

# 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.