

## 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

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, 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> <span style="float: right;"><b>Time: 8–10 min.</b></span>	
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.