

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

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

Observation or Coaching (circle one) Record comments on reverse side.	Evident (✓)
<b>Classroom Environment</b>	
Guided reading materials were organized; table was free of clutter.	
Other students were working independently (reading, writing, or literacy stations).	
Teacher was not interrupted by other students in the room.	
<b>Book Introduction (Day 1)</b> (not more than 5 min.)	
Teacher gave short introduction (gist statement).	
Students quickly previewed the text.	
Teacher introduced new vocabulary (no more than five words).	
<b>Reading the Book With Teacher Prompting</b> (10–15 min.)	
Students read softly and independently (not chorally).	
Book was at the appropriate level (slightly challenging).	
Teacher listened to individual students and <u>took anecdotal notes</u> .	
Teacher appropriately prompted each student for monitoring, decoding, fluency, or comprehension.	
<b>Teaching Points</b> (circle two items taught) (2–3 min.)	
Decoding (reread, endings, analogies, chunk big words)	
Fluency (phrasing, bold words, dialogue)	
Vocabulary strategies (reread & check pictures, use known parts)	
Comprehension (B-M-E, five-finger retell, S-W-B-S, character's feelings)	
Discussion Prompt: Higher-level thinking question	
<b>Word Study—Optional, if students are good decoders.</b> (3–5 min.)	
Sound boxes, analogy chart, make a big word. Used correct procedures.	
<b>GUIDED WRITING</b> (10–20 min.)	
After students reread for fluency, they wrote a response at the guided reading table. (usually Day 3 of the book)	
Students used a personal word wall for spelling support.	
Students wrote mostly independently with teacher prompting at difficulty.	
<b>Total Lesson: 20 minutes</b>	