

Rubric for Emergent Guided Reading Lesson (Levels A-C)

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

Observation or Coaching (circle one)		✓	Observation or Coaching (circle one)	✓
Classroom Environment			Sight Word (1–2 minutes)	
Guided reading materials were organized; table was free of clutter.			Teacher followed all four procedures: <i>What's missing?, Mix & Fix, Table Writing, Writing on a whiteboard</i>	
Other students were working independently in literacy workstations.			New word was in book.	
Other students in room did not interrupt teacher.			New word was appropriate for text level.	
Sight-Word Review (1 minute)			Word Study (Day 1 only) (5 minutes)	
Students <u>wrote</u> three high-frequency words.			Circle activity used: <i>Picture sorts, Making words, Sound boxes</i>	
Teacher prompted students who had difficulty.			Students said words slowly as they worked with magnetic letters or wrote words in boxes. (Teacher did not say words slowly for students.)	
Teacher used chart to record progress.			Guided Writing (Day 2 only) (5–8 minutes)	
Book Introduction (not more than 5 minutes)			Students repeated sentence before writing in their journals.	
Day 1 only: Teacher gave short introduction.			Teacher prompted students to stretch sounds in words.	
Students looked through book to construct meaning.			Students reread their sentences to help them remember the next word.	
Teacher introduced new vocabulary.			TOTAL LESSON TIME: 20 minutes	
Reading With Teacher Prompting (8–10 minutes)				
Days 1 & 2: Students read book independently (not chorally).				
Day 2: Students may read other familiar books.				
Book at the appropriate level (slightly challenging).				
Teacher prompted students to use strategies.				
Teacher did one or two teaching points from lesson plan.				
Discussion prompt: Teacher asked one higher-level thinking question, if appropriate for the text.				