

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 (✓)
Classroom Environment	
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.	
Book Introduction (Day 1) (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).	
Reading the Book With Teacher Prompting (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.	
Teaching Points (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	
Word Study—Optional, if students are good decoders. (3–5 min.)	
Sound boxes, analogy chart, make a big word. Used correct procedures.	
GUIDED WRITING (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.	
Total Lesson: 20 minutes	