

Teacher Directed Reading Lesson Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Lesson Focus is Written as a Question (Lesson Essential Question)	<ul style="list-style-type: none"> • The teacher plans the Lesson Essential Question from the text book, a program or personal preference instead of using the Reading Comprehension Strategies. • The focus is written as an objective instead of as a question. • When there is a question, the teacher doesn't state it at the beginning of the lesson or during the lesson and students do not answer the question at end of lesson. 	<ul style="list-style-type: none"> • The teacher plans most Lesson Essential Questions from standards and the Reading Comprehension Strategies. • The teacher states the lesson focus as a question. • The question includes a Reading Comprehension Strategy and the teacher usually uses this question to guide instruction throughout the lesson. • The teacher usually has students answer the question at end of lesson. 	<p>The teacher plans the Lesson Essential Question from standards and Reading Comprehension Strategies.</p> <p>The teacher states the lesson focus as a question, and displays it.</p> <p>The question focuses on a Reading Comprehension Strategies, and the teacher uses this question throughout the lesson as a focus for instruction.</p> <p>The teacher has students answer the Lesson Essential Question at the end of the lesson as individuals and Collaborative Pairs using exemplary Summarizing Strategies. The teacher uses this information to assess learning and make adjustments as needed.</p>
Activating Strategy Everyone learns better when they know where they are going and have linked this information to prior knowledge or experiences.	<ul style="list-style-type: none"> • There is no activating strategy; the teacher moves immediately into the lesson. • The teacher activates prior knowledge of the text content instead of the Reading Comprehension Strategy being taught. 	<ul style="list-style-type: none"> • The teacher plans an Activating Strategy based on the Reading Comprehension Strategy being taught. • The teacher activates prior knowledge using the same strategies in almost every lesson. • The teacher usually spends an appropriate amount of instructional time on the Activating Strategy. 	<ul style="list-style-type: none"> • The teacher plans an Activating Strategy directly connected to the Reading Comprehension Strategy focus of the lesson. • The strategy activates prior knowledge through discussion/questioning <u>and</u> uses graphic organizers that align to the Reading Comprehension Strategy and other Activating Strategies to involve students. • The amount of time spent on the activating strategy is appropriate to the experience students already have with the strategy.

Vocabulary Development <p>Vocabulary is key to all learning, and it is critical to almost every at-risk student. With the focus of the lesson being the Reading Comprehension Strategies, it is suggested to use the comprehension signal words as vocabulary.</p>	<ul style="list-style-type: none"> • The teacher randomly chooses story/content vocabulary instead of Reading Comprehension signal words to verbally introduce. • The teacher does not use research-based vocabulary strategies with students. 	<ul style="list-style-type: none"> • The teacher plans which vocabulary to teach from standards and comprehension signal words at the beginning of the lesson. • The teacher uses research-based vocabulary strategies. • Vocabulary is sometimes reinforced in context during the lesson. • The teacher usually engages students in word study with research-based vocabulary strategies. • The teacher reinforces use of the vocabulary at least once during the lesson. 	<ul style="list-style-type: none"> • The teacher plans which vocabulary to teach at the beginning of the lesson, with the Reading Comprehension signal words as primary vocabulary. • The teacher engages students in word study and utilizes research-based vocabulary strategies. . • The teacher reinforces use of vocabulary throughout the lesson.
Lesson Instruction <p>Research has proven that the very best lessons are those in which teachers use research-based cognitive strategies that produce high degrees of learning for ALL students. In Teacher Directed Reading Lessons, the teacher plans for, teaches and applies Reading Comprehension Strategies throughout the lesson.</p>	<ul style="list-style-type: none"> • The teacher does not include cognitive, high yield strategies in lesson plan. • The teacher teaches the story/content instead of the Reading Comprehension Strategy. 	<ul style="list-style-type: none"> • The teacher utilizes Learning-Focused cognitive teaching strategies (i.e., distributed practice and distributed summarizing with Assessment Prompts, Strategies for Questioning, Collaborative Pairs, etc). most of the time. • Graphic organizers that are directly linked to Reading Comprehension Strategies are often used to read, write, and study. 	<ul style="list-style-type: none"> • The teacher plans what to teach and how based on standards-driven learning goals. The Lesson Essential Question and Assessment Prompts focus on the Reading Comprehension Strategy being taught. • The teacher utilizes Learning-Focused cognitive teaching strategies (i.e., distributed practice and distributed summarizing with Assessment Prompts, Strategies for Questioning, Collaborative Pairs, etc). • Students use Reading Comprehension graphic organizers to read, write and study.