**Reading Readiness and Phonics Lesson Reflection Rubric**



This document should be used by teachers to reflect on the implementation of a Reading Readiness & Phonics (RR&P) lesson. This rubric is aligned to the Springboard Collaborative Early Literacy Curriculum lesson structure. The first rubric *(Reading Readiness & Phonics implementation rubric)* should be used with all Reading Readiness and Phonics lesson plans. The subsequent rubrics are level-specific: *Level PR implementation rubric* and *Levels A-D implementation rubric*.

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Component \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level \_\_\_\_\_\_ Unit \_\_\_\_\_\_

*Read through each instructional component and mark “Yes” or “No” if the component is present. Be sure to take note of any reflections, wonderings or next steps in the “Notes” section.*

| **Reading Readiness & Phonics Implementation Rubric** | | |
| --- | --- | --- |
| **Lesson Preparation** | **Yes/No** | **Notes** |
|
| The teacher understands how the Reading Readiness & Phonics lessons are informed by the Science of Reading; the teacher recognizes the importance of systematic and explicit phonics instruction as evidenced by following the Reading Readiness and Phonics script and lesson sequence. |  |  |
| The teacher has a deep understanding of *How Young Children Learn Best* and consistently incorporates these best practices (i.e. song, movement, meaningful play, routine, social interactions with peers, explicit opportunities to learn and use language, etc.) |  |  |
| The teacher is prepared to teach each lesson. The teacher reviews and internalizes the lesson plan, lesson objectives, lesson script and accompanying materials. |  |  |
| The teacher prepares, in advance, all materials (e.g. Elkonin boxes, letter mats, slide decks, etc.) necessary to teach the lesson. The teacher refers to the Unit Plan to determine which materials need to be printed, projected, copied, etc. |  |  |

| **Level PR Implementation Rubric** | | |
| --- | --- | --- |
| **Phonological Awareness** | **Yes/No** | **Notes** |
|
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher clearly articulates the sounds within the Phonological Awareness activities without the use of visuals (all **oral** language). The teacher incorporates the Phonological Awareness instructional practices, including Amazing Alliteration and Rhyme with Me. |  |  |
| **Learning Letters** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher demonstrates clear articulation of each letter sound; if necessary, the teacher uses the sound (articulatory) guidance found in the lesson plan to support students in replicating the letter sound. |  |  |
| **I Know Letter Names and Sounds!** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher models how to correctly identify the picture name and match the pictures that begin with the lesson’s targeted sound. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills with remodeling, guided practice, small group instruction, etc.). |  |  |
| **I Can Write My Letters** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher uses the preferred PreK-2 primary writing paper (solid and dash-lined paper). |  |  |
| The teacher uses the guidance in the lesson plan to model the correct letter formation (i.e. *solid line to solid line, solid line to dotted line*, etc.). |  |  |
| The teacher provides students with the space and opportunity to practice letter formation. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills with remodeling, guided practice, small group instruction, etc.). |  |  |

| **Levels A-D Implementation Rubric** | | |
| --- | --- | --- |
| **Phonological/Phonemic Awareness** | **Yes/No** | **Notes** |
|
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher clearly articulates the sounds within the Phonological/Phonemic Awareness activities without the use of visuals (all **oral** language). The teacher incorporates the Phonological Awareness instructional practices, including: Amazing Alliteration, Rhyme with Me Onset/Rime, Deletion/Substitution, Blending and Segmenting. |  |  |
| **I-Introduce the Sounds** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher correctly and effectively models the lesson’s phonics rule. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills with remodeling, guided practice, small group instruction, etc.). |  |  |
| **B-Blend the Sounds** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher correctly and effectively models how to use the phonics rule to blend sounds. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills using additional words in the Teacher Resource Book, guided practice, small group instruction, etc.). |  |  |
| **R-Read the Words** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher correctly and effectively models how to use the phonics rule to blend the sounds and then read the words. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills using additional words in the Teacher Resource Book, guided practice, small group instruction, etc.). |  |  |
| **D-Decode the Words** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| Students are working together to apply the phonics rule and correctly read words. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills using additional words in the Teacher Resource Book, guided practice, small group instruction, etc.). |  |  |
| **S-Spell the Words** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher models how to manipulate sounds to spell words; students are given an opportunity to demonstrate their proficiency of the phonics skill by correctly spelling words. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills using additional words in the Teacher Resource Book, guided practice, small group instruction, etc.). |  |  |
| **High Frequency Words** | **Yes/No** | **Notes** |
| The teacher leads students in singing the section’s introductory song. The song is used to help students understand the purpose of this part of the lesson. |  |  |
| The teacher leads students through a word analysis to read the high-frequency words; students use phonetic knowledge to read these words. |  |  |
| There is clear evidence of the teacher checking for understanding; the teacher responds to students’ needs and makes adjustments to the lesson as needed (i.e. reteaching skills using additional words in the Teacher Resource Book, guided practice, small group instruction, etc.). |  |  |