

Name: _____

All About Days of the Week

A week is made up of seven days. The days are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Each day has a name and comes in a special order.

We use the days of the week to help us know what comes next. For example, if today is Monday, then Tuesday will be the next day. This helps people plan for school, work, and fun things they want to do.

You can use numbers to help remember the order. Sunday is the first day, and Saturday is the last. When you know the order, you can talk about your week and tell others what you will do each day!



Student Name: _____

Date: _____

All About Days of the Week

A week is made up of seven days. The days are (11)

Sunday, Monday, Tuesday, Wednesday, Thursday, (16)

Friday, and Saturday. Each day has a name and (25)

comes in a special order. (30)

We use the days of the week to help us know what (42)

comes next. For example, if today is Monday, then (51)

Tuesday will be the next day. This helps people (60)

plan for school, work, and fun things they want to (70)

do. (71)

You can use numbers to help remember the order. (80)

Sunday is the first day, and Saturday is the last. (90)

When you know the order, you can talk about your (100)

week and tell others what you will do each day! (110)

Comprehension Questions:

Literal Question:

How many days are in a week?

Answer:

Seven.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people use the days of the week?

Answer:

To help plan and know what comes next.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'order' mean in this passage?

Answer:

The way the days come, one after another.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL F Grade Level: 1 Word Count: 110

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

| Marking Conventions | |
|---|--------------------------------------|
| Attempted Word = Substitution Error | ✓ = Accurate Word Reading |
| ^ = Insertion Error | Attempted Word S/C = Self Correction |
| — = Omission Error | R = Repetition |
| — = Omission Error | R = Repetition |
| T = Intervention Error (telling student the word) | |

| Prosody Rubric | 1 | 2 | 3 | 4 |
|------------------------------|-----------------------------------|-----------------------|----------------------------|---------------------------------|
| Expression and Volume | monotone or quiet | some expression | appropriate expression | varied, natural expression |
| Phrasing | word-by-word reading | some phrase groupings | generally smooth phrasing | natural, meaningful phrasing |
| Smoothness | frequent pauses, starts and stops | occasional breaks | mostly smooth reading | fluent and confident |
| Pace | too slow or too fast | uneven pace | generally appropriate pace | consistent, conversational pace |

| Grade Level Norms (WCPM) * | | | | | | | |
|----------------------------|----------|----------|----------|---------------|----------|-----------|-----------|
| Grade | Fall | Winter | Spring | Grade | Fall | Winter | Spring |
| First | 0 - 10 | 10 - 50 | 30 - 90 | Fourth | 70 - 120 | 80 - 130 | 90 - 140 |
| Second | 30 - 80 | 50 - 100 | 70 - 130 | Fifth | 80 - 130 | 90 - 140 | 100 - 150 |
| Third | 50 - 110 | 70 - 120 | 80 - 140 | Sixth | 90 - 140 | 100 - 150 | 110 - 160 |

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: All About Days of the Week

Passage Details

Grade Level: 1

Reading Level: F&P GRL F

Word Count: 110

High-Frequency Words

about, all, are, first, next

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"What do you like to do on your favorite day of the week?"
"Can you name the days of the week in order?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)