

Name: _____

Your First Day at School

The first day at school is a big step for every child. Many children feel excited, while some may also feel a little nervous or want to stay home. Meeting a new teacher and seeing classmates can be both fun and different from what you know.

At school, you learn the rules of the classroom and find out where things are kept. You might need to line up, raise your hand to ask a question, or listen when the teacher talks. All of these routines help everyone work and play together.

It is normal to have questions or wonder what will happen next. After a few days, school starts to feel like a good place to learn, make friends, and try new things.



Student Name: _____

Date: _____

Your First Day at School

The first day at school is a big step for every (11)
child. Many children feel excited, while some may (19)
also feel a little nervous or want to stay home. (29)
Meeting a new teacher and seeing classmates can be (38)
both fun and different from what you know. (46)
At school, you learn the rules of the classroom (55)
and find out where things are kept. You might need (65)
to line up, raise your hand to ask a question, or (76)
listen when the teacher talks. All of these (84)
routines help everyone work and play together. (91)
It is normal to have questions or wonder what will (101)
happen next. After a few days, school starts to (110)
feel like a good place to learn, make friends, and (120)
try new things. (123)

Comprehension Questions:

Literal Question:

What are some routines you might learn on the first day of school?

Answer:

Line up, raise your hand, listen to the teacher.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might some children feel nervous on the first day?

Answer:

They are starting something new and don't know what to expect.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'routine' mean in this passage?

Answer:

A routine is a set of things you do the same way each time.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 123

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: Your First Day at School

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 123

High-Frequency Words

also, ask, hand, home, work

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:
"Describe how you felt on your first day at school."
"What is one routine you think helps your class the most?"

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!)