

Name: _____

Why Bedtime Routines Matter

Bedtime routines help get your body and mind ready to rest. Many children have a special time each night to get ready for sleep. This routine can be a warm bath, a quiet story, or saying goodnight to family and pets.

Doing the same things each night helps your brain know it is time to calm down. When you do a bedtime routine, you may feel safe and cozy. Some children like to have their favorite blanket or a soft toy with them.

Bedtime is not just about sleep. It is a way to show you are cared for. With a routine, you can look forward to a happy and peaceful end to your day.



Student Name: _____

Date: _____

Why Bedtime Routines Matter

Bedtime routines help get your body and mind ready (9)
to rest. Many children have a special time each (18)
night to get ready for sleep. This routine can be (28)
a warm bath, a quiet story, or saying goodnight to (38)
family and pets. (41)
Doing the same things each night helps your brain (50)
know it is time to calm down. When you do a (61)
bedtime routine, you may feel safe and cozy. Some (70)
children like to have their favorite blanket or a (79)
soft toy with them. (83)
Bedtime is not just about sleep. It is a way to (94)
show you are cared for. With a routine, you can (104)
look forward to a happy and peaceful end to your (114)
day. (115)

Comprehension Questions:

Literal Question:

What are some things people do in a bedtime routine?

Answer:

Take a bath, read a story, or say goodnight.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might routines help you feel calm at night?

Answer:

They help your mind and body know it's time to rest.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'routine' mean in this passage?

Answer:

A set of things you do each night.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 115

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: Why Bedtime Routines Matter

Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 115

High-Frequency Words

about, and, can, not, you

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 is your favorite part of your bedtime routine?"
"Describe how you feel after your bedtime routine."

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!)