

Name: _____

All About Sleepovers

A sleepover is when you go to a friend's house to spend the night. You might bring a pillow, pajamas, and a favorite stuffed animal from home. Sometimes you also pack things to help you feel safe or comfortable in a new place.

At a sleepover, kids often play games, watch movies, or tell stories before going to bed. It can be fun to try something new and spend time with friends. Some people feel excited, while others feel a little nervous or miss their own bed.

Sleepovers can help us learn about different homes and how other families live. Even if you feel nervous at first, you may want to try again. New experiences can help us grow and feel brave.



Student Name: _____

Date: _____

All About Sleepovers

A sleepover is when you go to a friend's house to (11)

spend the night. You might bring a pillow, (19)

pajamas, and a favorite stuffed animal from home. (27)

Sometimes you also pack things to help you feel (36)

safe or comfortable in a new place. (43)

At a sleepover, kids often play games, watch (51)

movies, or tell stories before going to bed. It (60)

can be fun to try something new and spend time (70)

with friends. Some people feel excited, while (77)

others feel a little nervous or miss their own (86)

bed. (87)

Sleepovers can help us learn about different homes (95)

and how other families live. Even if you feel (104)

nervous at first, you may want to try again. New (114)

experiences can help us grow and feel brave. (122)

Comprehension Questions:

Literal Question:

What do kids often bring to a sleepover?

Answer:

Pillow, pajamas, and a stuffed animal.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone feel nervous at a sleepover?

Answer:

They are in a new place away from home.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'sleepover' mean in this passage?

Answer:

Staying overnight at a friend's house.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 122

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 Sleepovers

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 122

High-Frequency Words

also, animal, home, place, again

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 might feel at a sleepover."
"What would you pack for a sleepover? Why?"

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!)