

Name: _____

How Animals Sleep

Animals have many different ways to sleep. Some animals sleep during the day, while others sleep at night. Tigers find a safe place to rest, like under trees or in tall grass. They need to be away from danger, so they can sleep well. Bats sleep hanging upside down in dark caves where it is cool and quiet. Snails hide in their shells and rest for hours, even when the air is warm or cold.

Not every animal sleeps the same way. Each one has its own routine. Sleep helps all animals, just like it helps us. After a good rest, animals are ready to move, play, and find food again. Sleep is a great way for every animal to get the energy they need.



Student Name: _____

Date: _____

How Animals Sleep

Animals have many different ways to sleep. Some (8)
animals sleep during the day, while others sleep (16)
at night. Tigers find a safe place to rest, like (26)
under trees or in tall grass. They need to be away (37)
from danger, so they can sleep well. Bats sleep (46)
hanging upside down in dark caves where it is cool (56)
and quiet. Snails hide in their shells and rest (65)
for hours, even when the air is warm or cold. (75)
Not every animal sleeps the same way. Each one has (85)
its own routine. Sleep helps all animals, just (93)
like it helps us. After a good rest, animals are (103)
ready to move, play, and find food again. Sleep is (113)
a great way for every animal to get the energy (123)
they need. (125)

Comprehension Questions:

Literal Question:

Where do bats sleep?

Answer:

In dark caves.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do animals need to find safe places to sleep?

Answer:

To stay safe from danger.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'routine' mean in the passage?

Answer:

A way of doing things.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL L Grade Level: 2 Word Count: 125

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: How Animals Sleep

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 125

High-Frequency Words

again, air, after, great, move

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:
"How do you think a tiger feels after a good sleep?"
"What might happen if animals did not get enough sleep?"

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!)