

Name: _____

Why Do Leaves Change Color?

Leaves are a beautiful part of nature. They are green in spring and summer. This is because leaves make food for the tree. They use a green part called chlorophyll to do this.

When autumn comes, the air gets cool. The trees do not need as much food now. The green color goes away, and other colors like red and yellow start to show. Some leaves may look orange or brown, too.

This is how we know it is time for fall. The leaves change, and soon, they will fall down. It is one way that trees get ready for winter. Changes in nature help plants and animals get what they need to live.



Student Name: _____

Date: _____

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to show. Some leaves may look orange or brown, (71)
too. (72)
This is how we know it is time for fall. The (83)
leaves change, and soon, they will fall down. It (92)
is one way that trees get ready for winter. (101)
Changes in nature help plants and animals get what (110)
they need to live. (114)

Comprehension Questions:

Literal Question:

What colors can leaves turn in autumn?

Answer:

Red, yellow, orange, or brown.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might trees want to change before winter?

Answer:

To get ready for cold weather.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'autumn' mean in the passage?

Answer:

It means the season called fall.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL I Grade Level: 1 Word Count: 114

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
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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 Do Leaves Change Color?

Passage Details

Grade Level: 1

Reading Level: F&P GRL I

Word Count: 114

High-Frequency Words

are, as, down, like, now

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 changes do you notice in nature during fall?"
"How do you think animals get ready for winter?"

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!)