One Red Paper Clip: The Best Trade

A man named Kyle wanted a house. He did not have enough money to buy one. Then he thought about a game. He played it when he was a boy. Kyle and his friends would see who could make the best trade.

Kyle decided to trade something he had for a house. Kyle had a red paper clip. He knew he could not trade a small paper clip for a big house. But could he make enough trades to get a house?

Kyle gave someone his paper clip. That person gave Kyle a pen shaped like a fish. Then Kyle traded the fish pen for a door handle.

106

People saw what a good idea Kyle had. Soon people everywhere were talking about Kyle's trades. One day he had a stove. Later he had a snow globe.

People caught on to Kyle's idea. It took him a year to go from owning a paper clip to owning a house. Kyle made 14 trades. At last he got to walk into his own home. Kyle did not have to pay for it.

180

Name/Date _____   Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *The title of this passage is "One Red Paper Clip: The Best Trade." Kyle doesn't have enough money to buy a house. Read aloud to find out how Kyle gets a house by making trades for it. You may begin now.*

RATE Use the student's oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student's exact WPM.

180 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	4:03 or more	4:02–2:48	2:47–1:54	1:53 or less
WPM	44 or fewer	45–64	65–95	96 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT				4 ADVANCED	
Number of Miscues	12 or more	10–11	9	7–8	5–6	3–4	1–2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

If the student's percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.

_____ Expression and phrasing need attention.

Name/Date _____ Teacher/Grade _____

2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

SUMMARIZE Important/Main Idea Say: ***What is the main, or most important, idea of this story?*** (Possible responses: *Kyle decided to trade something he had for a house because he did not have enough money to buy a house. He kept making trades until he had a house.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Important/Main Idea	Identifies vague, inaccurate idea or does not respond	Gives a partially correct response, such as identifies a less important idea; may misinterpret information	Identifies the main idea	Identifies the main idea including details and using specific vocabulary from the text

SUMMARIZE Details
- Say: ***Tell me two trades that Kyle made.*** (Possible responses: *Kyle traded a red paper clip for a pen. He traded the pen for a door handle.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Identifies vague, inaccurate details or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

Name/Date _____   Teacher/Grade _____

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Cause and Effect

- Say: **_Why does someone give Kyle a pen?_** (Possible response: _He or she traded Kyle a pen for his red paper clip._)
- Say: **_What happened when people saw what a good idea Kyle had?_** (Possible response: _People everywhere started to talk about Kyle's trades._)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 cause-and-effect relationships	Identifies 2 cause-and-effect relationships using specific vocabulary from the text

VOCABULARY Synonyms

- Point to the word _trade_ in the first paragraph. Say: **_This word is_ trade. _What is another word that means the same thing as_ trade_?_** (Possible response: _swap_)
- Point to the word _shaped_ in the third paragraph. Say: **_This word is_ shaped. _What is another word that means the same thing as_ shaped_?_** (Possible response: _formed_)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Synonyms	Gives inaccurate or vague synonyms, or does not respond	Gives a partially correct response, such as 1 synonym	Gives a synonym for each word	Gives a synonym with details for each word

- End the conference.

WORD READING Vowel Patterns _aw_, _au_, _al_ Return to the Record of Oral Reading to determine whether the student read these words correctly: _walk, caught, saw, talking._

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Vowel Patterns _aw_, _au_, _al_	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Reads all 4 words accurately and automatically