

### Activity Packet #3: Practice Running Records & Sample Text

#### Exploring Parks with Ranger Dockett

Running Record

Houghton Mifflin 3<sup>rd</sup>

	E	SC
Right in the middle of busy New York City is a wide, wonderful park. It is one of many		
parks that Ranger Dockett takes care of as an Urban Park Ranger. Each day, he has		
many tasks. He takes visitors on bird-watching walks. And he gives special tours		
of the parks. Sometimes, he talks about the statues along the paths. There's Christopher		
Columbus and Alice in Wonderland with the Mad Hatter! On his long walks through		
the city parks, Ranger Dockett keeps in touch with other rangers. Together, they		
make sure everyone follows the rules to keep the parks safe and clean. Ranger		
Dockett does his best to make each park a safe place where people can walk or play.		
Every day, Ranger Dockett teaches people how to care for the special green spaces in the		
heart of the city. He shows them how to protect the plants and animals that live there.		
Each year, he plants young trees. He explains how important they are to the park		
habitat. Sometimes, he teaches classes at the pond. He talks about the plant life at the		
water's edge. His students look for turtles, frogs, and insects. Ranger Dockett puts		
on special boots. Carefully, he wades to the middle of the pond with his net. When		
he brings back mud from the bottom of the pond, everyone searches for signs of life.		
Will they find a beetle or a dragonfly? Look! There's a snail! Ranger Dockett was a		
Boy Scout when he was a little boy. Later, he went to school to learn how to be a		
ranger. Ever since then, he has been exploring nature with others. The park is his		
exciting classroom!		

**Independent**  
98-100%

**Instructional**  
90- 97%

**Frustration**  
<90%

**Date** \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Title** \_\_\_\_\_ **Level** \_\_\_\_\_

**Accuracy** \_\_\_\_\_ % **Speed (wpm)** \_\_\_\_\_ **Comp:** \_\_\_\_\_

Type of text (circle one)		
Fiction	Non-Fiction	Textbook: _____
Other: _____		

**Fluency:** *Word x Word* *Choppy phrases* *Smooth reading* **Notes:**

- Uses expression
- Attends to punctuation
- Reads in meaningful phrases

									10
									20
									30
									40
									50
									60
									70
									80
									90
									100

<p align="center"><b>Comprehension Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Had prior knowledge of topic</li> <li><input type="checkbox"/> Monitoring for meaning: Example/s/:</li> <li><input type="checkbox"/> Accurate Retelling/Summary: Included main ideas _____ Recalled details _____ Included inferences _____</li> </ul> <p>Notes:</p>	<p align="center"><b>Use of Word Reading Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applies word identification strategies <b>Examples:</b></li> <li><input type="checkbox"/> Self-corrections: <b>Examples:</b></li> <li><input type="checkbox"/> Missing function/high frequency words. <b>Examples:</b></li> <li><input type="checkbox"/> Frequent appeals to adult for help</li> </ul> <p><b>Notes:</b></p>
---	---