

Gulaka'puy Dhäwu

Yäku: _____
Name

Walu: ____/____/____
Date

Ditja: _____
Teacher

Nhänhapuy djourra' / Bäynü nhänhapuy djourra'
Text: Seen / Unseen

Näthil baman' gan nhinan worruṇu miyalk, djawuḷpa', yothu miyalk, waṭu ga butjikit.

/12

Wanganymirriy waluy, walal marrtjin gulakaw'. Ga gäṇalnydja walal gan dhoṇa' ga bathi.

/12

Bala ṇayi worruṇuyny dja miyalkthu nhäṇal yindin gulaka' marwat djinawa retjaṇur, ṇayi gan marra-ṇurkṇal nhakun djitama.

/12

/3

"Way! Nhä dhuwandja latju marra? Mak dhuwana bili gulakany' ṇarraku."

/10

Time taken: _____

Total correct words: _____ %

/49

Record up to page 8 only. Total word count: 601. Total pages: 30. Student read ____ pages independently.

Comprehension Questions *circle: Student independently read the whole story / heard the story read to them.*

1. Nhaliy ga gumurr-dälthirr gulakaw' warryunaraw? _____
 2. Walal marrtjin gulakaw', ga nhä walal gan gäṇalnydja? _____
 3. Nhaku walal djälthin gulakaw'? _____
 4. Nhä nhumany ṇuli ḷuka ṇatha wäṇaṇurnydja? _____
 5. Nhä dhuwal dhoṇa'? _____
- Nhäthinya dhuwal djitama? _____
- Nhä dhuwal worruṇuny? _____

✓	Dhunupa lakaram correct	tick every correct word	✓ ✓ dhuwal waṭu
wungan waṭu	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wungan dhuwal waṭu
waṭu	Witjarr'yurr dhäruk word left out	cross out the word or part of word left out	✓ dhuwal waṭu
^	Nhanukuṇ dhäruk mulkurpuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṭu
	Birrkayun ṇayi attempt	write each attempt above the word	✓ w-aaa dhuwal waṭu
R	Bulu ṇayi lakaram repetition	write R above the repeated words	✓R ✓R dhuwal waṭu
T	Margikunhamirriy gunga'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal waṭu
✓SC	ṇayipi dhunupakuṇal self-correction	write ✓SC after the self-corrected word	✓ wungan/SC✓ dhuwal waṭu

Comments

Beginning to read	Developing	More Competent
Reading behaviours:		
<input type="checkbox"/> shy or worried <input type="checkbox"/> held book up the right way and turned pages from front to back <input type="checkbox"/> follow print with finger from left to right and top to bottom <input type="checkbox"/> talked about the pictures	<input type="checkbox"/> happy to try <input type="checkbox"/> pointed and read word by word (1:1 correspondence) <input type="checkbox"/> read slowly <input type="checkbox"/> re-read to get fluency <input type="checkbox"/> tried to use expression <input type="checkbox"/> tried to use punctuation	<input type="checkbox"/> confident <input type="checkbox"/> read fluently (like speaking) <input type="checkbox"/> read with expression <input type="checkbox"/> used punctuation to read with expression
When this reader came to new words they mostly:		
<input type="checkbox"/> stopped and waited for teacher help <input type="checkbox"/> used picture cue	<input type="checkbox"/> used first letter or syllable to guess <input type="checkbox"/> sounded the whole word out <input type="checkbox"/> segmented e.g. buku/ɲur	<input type="checkbox"/> used syllables to sound word out <input type="checkbox"/> missed the word but read on <input type="checkbox"/> questioned themselves about the sound letters make or the word they think it is
Comprehension:		
<input type="checkbox"/> used the pictures to work out meaning	<input type="checkbox"/> used pictures to help understand <input type="checkbox"/> re-read when lost meaning <input type="checkbox"/> self-corrected	<input type="checkbox"/> paused, re-read, read on or slowed down to clarify meaning <input type="checkbox"/> self-corrected easily
<input type="checkbox"/> answered questions orally <input type="checkbox"/> showed some comprehension of the story through their answers to questions	<input type="checkbox"/> read and wrote answers to questions with support <input type="checkbox"/> showed comprehension of the story through answers	<input type="checkbox"/> read and wrote answers to questions independently <input type="checkbox"/> showed good comprehension of the story through detailed answers

Comprehension Questions (Teacher reference only)

Q	What it assesses	English translation	Possible answer
1	Find the main point in the text	Why was the yam hard to pull out?	Bili yindi mirithirr gulaka' (because the yam was so big).
2	Find a fact (when, why, or how something happened as stated in the text)	They went for yams. What did they carry?	Dhoŋa' ga bathi (a digging stick and dilly bag).
3	Infer, deduce or conclude information from facts and explain reasoning	Why do you think they wanted to go for yams?	Mak djaŋŋarrthin walal, gulakaw'nha walu, wo bāyŋu ŋatha wāŋaŋur (maybe they were hungry, it was yam season, or they had no food at home).
4	Connect the story to personal experience or broader learning on topic	What foods do you eat at your house?	Any food items that family eat at home.
5	Understand new words	What is a <i>dhoŋa'</i> ? Describe <i>djitama</i> . What is <i>worrūŋu</i> ?	Dharpa yaw'yunaraw (a stick for digging) Nhakun gulaka' (another type of yam) Ŋāthiliŋu / baman'puy (old)