

Maranydjalk Buma Ga

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

Dhuwandja walu Wirraṅu.	/3
Ga maṅandja marrtji mana-manapanmirra ga waṅbana. Ga waluny maranydjalkmirra.	/9
Dhiyaṅ watharryu wurrkiy' ṅuli mel lakaram maranydjalkmirra walu, ga yäkuny dhuwal	/11
wurrkiny' wärrkarr.	/2
<u>Namaṅamayunmirra djämaw garawnha: djäma gara.</u>	/5
Napurr ṅuli maṅṅ'maram garany retjaṅura guṅunmirriṅura wäṅaṅur.	/7

Time taken: _____	Total correct words: _____ %	/37
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Running record for page 3-4 only. Total word count: 424. Total pages of text: 20.
 Student read ____ pages independently.

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

1. Nhaku walal marrtji? _____
 2. Nhaliy walal marrtji waluy? _____
 3. Nhä nhe ga guyaṅa, nhaliy walal ga gulkthun dharpa garaw? _____
 4. Yol dhu ṅuli buma maranydjalk nhokalnydja gurruṅumirriy? _____
 5. Nhaku dhuwal *djiṅdjiṅdja*? _____
- Nhä dhuwal *biḍitjtja*? _____

✓	Dhunupa lakaram <i>correct</i>	tick every correct word	✓ ✓ dhuwal waṅu
wunḡan waṅu	Yaka dhunupa lakaram <i>substitution</i>	write the substituted word above the text	✓ wunḡan dhuwal waṅu
waṅu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓ dhuwal waṅu
^	Nhanukuṅ dhäruk muḡkurrpuy <i>insertion</i>	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
w	Birra'yun ṅayi <i>attempt</i>	write each attempt above the word	✓ w-aaa dhuwal waṅu
R	Bulu ṅayi lakaram <i>repetition</i>	write R above the repeated words	✓R ✓R dhuwal waṅu
T	Marrḡikunhamirriy guṅga'yurr <i>teacher helped / told word</i>	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	ṅayipi dhunupakuṅal <i>self-correction</i>	write ✓SC after the self-corrected word	✓ wunḡan/SC✓ dhuwal waṅu

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/ŋur	<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	What did they go hunting for?	Maranydjalk
2	Find a fact (when, why, or how something happened as stated in the text)	What time did they go?	Wirrapanjumirriy (during build up season).
3	Infer, deduce or conclude information from facts and explain reasoning	How do you think they snapped the branch for the spear?	Mak goŋdhu (hands), galiwanjhu (machete), wo dakulyu (axe).
4	Connect the story to personal experience or broader learning on topic	Who hunts for stingray in your family?	Bäpa'mirriŋu, wäwa'mirriŋu ga dhuway'mirriŋuy wo wiripu gurruŋumirr mala - dirramuy mala yan. (Dad, brother and husband or other family – only males).
5	Understand new words	What do <i>djiŋdjij</i> and <i>biditj</i> mean?	<i>djiŋdjij</i> is the wire used to wrap around the spear; <i>biditj</i> is a spear thrower (student may describe in YM)