

Miny'tji Limurrḡ

This running record is for the foreword passage by *Danḡataḡa* on page 2

Yäku: _____
Name

Walu: ___/___/___
Date

Ditja: _____
Teacher

Nhänhapuy djorra' / Bägḡu djorra' nhänhapuy
Text: Seen / Unseen

Miny'tji Limurrḡ	/2
– Danḡataḡawuḡ	/1
Yo. Dhuwal dhu ḡarra gurrupan dhäwu miny'tjipuy, miny'tji ḡalitjalaḡ, Dhuwa ga Yirritja	/12
miny'tji. Miny'tji ḡayi ḡalitjalaḡ ga ḡorra, gamunuḡu, djalkiri, wäḡaḡur mala ḡarakaḡur, ga	/12
bulu ḡayi li miny'tji buku-ḡaw'maram ḡali bäpurrḡur, ga bulu ḡayi miny'tji ga ḡorra ḡunha	/14
manikayḡur ḡalitjalaḡ. Dhuwaliy mala ḡalitjalaḡ ḡuku miny'tji ḡunhi ḡali li buku-dhawaḡmaram.	/11
Ga yindi ḡunha Nḡarraḡur. Dhuwaḡur Yirritjaḡur Nḡarraḡur, miny'tji ḡayi ga ḡorra. Ga nhämuny'	/13
ḡalitjalaḡ riḡgitj miny'tji wäḡaḡur mala, ḡunhi ḡalitjalaḡ ga miny'tji maḡutji-lakaram ḡalitjalaḡ	/11
Dhuwaw ga Yirritjaw. Balanya. Warrpam' ḡayi dhuwali ḡayi ga gungam miny'tjinydja wanha	/12
ḡayi miny'tji gaḡuḡur, gumurrḡur wäḡaḡur wo ḡayi garramat ḡäpaḡalyu ga ḡayatham ḡanyan	/12
maḡandhu Dhuway Yirritjay.	/3
Dhuwali ḡalitjalaḡ miny'tjiny. Ga ḡunha munathay. Balanya. Dhuwaw ga Yirritjaw.	/10
Time taken: _____	Total correct words: _____ % /113

Comprehension Questions

Please indicate:

Student answered questions below from their own reading of the passage alone.

Student listened to the audio of this passage before answering the comprehension questions.

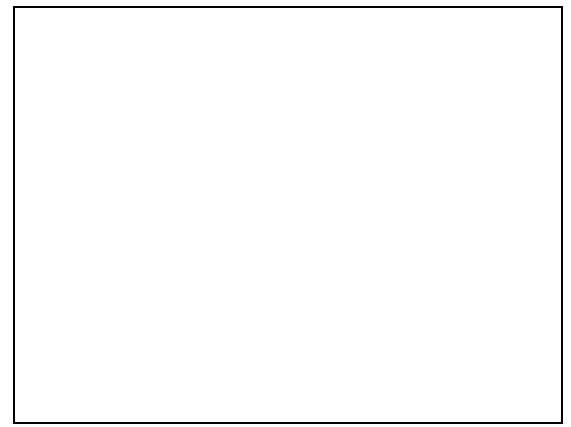
1. Wanhal miny'tji ga ḡorra? _____

2. Yolthu gurrupan dhuwal dhäwu? _____
3. Nhaku nhe ḡuli märram miny'tji? _____
4. Nhäthinya Dhuwal Nḡarra'.

✓	Dhunupa lakaram correct	tick every correct word	✓ ✓ dhuwal waḡu
wuḡan waḡu	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wuḡan dhuwal waḡu

Comments

watu	Witjarr'yurr dhäruk word left out	cross out the word or part of word left out	✓ dhuwal watu
^	Nhanukun dhäruk mulkurpuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ watu
	Birrka'yun nanyi attempt	write each attempt above the word	✓ w-aaa dhuwal watu
R	Bulu nanyi lakaram repetition	write R above the repeated words	✓R ✓R dhuwal watu
T	Marrngikunhamirriy gunga'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal watu
✓SC	Nyayipi dhunupakunjal self-correction	write ✓SC after the self-corrected word	✓ wungan/SC✓ dhuwal watu



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/nur	<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	Where does <i>miny'tji</i> lie?	Gamunungu, djalkiri, wäñañur mala ñarakañur, bapurrukurr, manikayñur ñalitjalañ. (In our ancestral designs, ancestral foundation, homelands, across clan groups and songlines) Ñärrañur. (In the big Ñärra ceremony) Gapuñur, gumurruñur wäñañur. (In the water, in the land) Gäpañalñur / mayaññur (In the clouds)
2	Find a fact (when, why, or how something happened as stated in the text)	Who gave this story?	Dañataña (Danny)
3	Connect the story to personal experience or broader learning on topic	What do you usually get <i>miny'tji</i> for?	EG: bungulwu, biñi'yunaraw (eg: for ceremony, painting)
4	Understand new words	Describe <i>Ñärra'</i>	Describe <i>Ñärra'</i> (students should do so in YM)