

Miny'tji Limurruḡ: Miku

This Running Record is for the passage titled Miku on page 8.

Yäku: _____
Name

Walu: ___/___/___
Date

Ditja: _____
Teacher

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

Mikuny dhuwal ga ratjpany rrambaḡi maḡḡa miny'tji.	/7
Miku guḡḡa ga ḡorra ḡunha raḡḡur ga bukukurr.	/8
Mikuny dhuwal balanya bili miny'tji nhakun ratjpa yurr ḡayi märrma' Dhuwa ga Yirritja.	/13
Yirritjany mala ḡuli biḡi'yunmirr mikuy ga baḡaya walal ḡuli bäkiny. Wiripu ḡayi miku ḡunha	/15
miny'tji. Walal ḡuli Dhuway bäki. Balanyaḡur buḡḡur mala balanya bili. - Yeparraḡawuḡ.	/10
Time taken: _____	Total correct words: _____ %
	/53

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. Wanha miku guḡḡa ga ḡorra? _____
2. Miku ga nhä miny'tji rrambaḡi maḡḡa? _____
3. Nhä nhe ga guyaḡa, nhaku Yirritjany mala ḡuli biḡi'yunmirr mikuy? _____
4. Nhä wiripu guḡḡa ga ḡorra Galiwin'kuḡur? _____
5. Nhäthinya miku. _____

✓	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
waḡu	Witjarr'yurr dhäruk word left out	cross out the word or part of word left out	✓ dhuwal waḡu
^	Nhanukuḡ dhäruk muḡkurrpuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waḡu
	Birra'yun ḡayi attempt	write each attempt above the word	✓ w-aaa dhuwal waḡu
R	Bulu ḡayi lakaram repetition	write R above the repeated words	✓R ✓R dhuwal waḡu
T	Marḡikunhamirriy guḡḡa'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal waḡu
✓SC	ḡayipi dhunupakuḡal self-correction	write ✓SC after the self-corrected word	✓ wuḡan/SC ✓ dhuwal waḡu

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	Where is <i>miku</i> rock?	Ranjur ga bukukurr. (at the beach and along the cliff)
2	Find a fact (when, why, or how something happened as stated in the text)	Miku and which other ochre/colour are the same?	Ratjpa.
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, how do Yirritja paint with miku?	mak marwatthu wo gonjdu (maybe with hair or hands).
4	Connect the story to personal experience or broader learning on topic	What other rocks are at Galiwin'ku?	Ratjpa, buthalak, rarrala etc
5	Understand new words	Describe <i>miku</i> .	Describe <i>miku</i> (students should do so in YM)