

Djäman Gurtha

Yäku: _____

Walu: ___/___/___

Teacher: _____

Text: Seen / Unseen

Dhuwandja dhäwu duttji'wuy. Njunhi nuli nanapurruḅ gurthany bäyḅuthirr, bala napurr	/10
nuli duttjin' djäma. Dharrwa dharpa mala duttjiny' dhuwal.	/8
Wanganydja muka dharpa duttji', ga wiripuny malwan. Napurrnydja dhu lakaram	/10
wangany dharpa malwanbuy.	/3
Njurrḅuny napurr nuli marrtji mayangurr wo bam'palakurr, bala yurrnha nhäma dharpa	/11
malwandja. Beḅuryiny daw'maram goḅdhuny, bala yikiynha djäma wiriny'tjuna	/8
buyuwuyukuman. Dharpany dhuwal märrma', ḅändi'mirriḅu ga yothu. Ga dhuwandja	/9
nayi ga djäma yothu, ḅunhi nuli napurr duttji'yun dhiyaḅ dharpay.	/10
Total	_____ % /69

Comprehension Questions *(Mark running record above for the first 3 pages, however read the entire book for Qs)*

1. Nhaliy ḅayi ga djäma gurtha? _____
2. Nhämunha' gali' ḅayi ga wiriny'tjun ḅändi'mirriḅuny dharpa? _____
3. Nhaltjan ḅayi marḅgithin duttji'yunaraw? _____
Nhaltjan nhe ga guyaḅa? _____
4. Nhä nhe nuli ga bäki gurthaw djämaw? _____
5. Nhä mayali':

buyuwuyukum? _____	bam'pala? _____
man'pili? _____	ḅänarr? _____

✓	Dhunupa lakaraḅ <i>correct</i>	tick every correct word	✓ ✓	dhuwal waḅu
wungan waḅu	Yaka dhunupa lakaraḅ <i>substitution</i>	write the substituted word above the text	✓	wungan dhuwal waḅu
waḅu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓	dhuwal waḅu
^	Nhanukḅ dhäruk <i>mulḅurripuy insertion</i>	write the extra word and put an arrow	✓ ✓	yindipuy dhuwal^ waḅu
	Birrkayun ḅayi <i>attempt</i>	write in each attempt above the word	✓	w-aaa dhuwal waḅu
R	Bulu ḅayi lakaraḅ <i>repetition</i>	write R above the repeated word/s	✓R ✓R	dhuwal waḅu
T	Marḅgikunhamirriy ḅuḅga'yurr <i>teacher helped / told word</i>	write T beside the word teacher told / helped with	✓ T	dhuwal waḅu
✓SC	Nyayi dhunupakuḅal <i>self-correction</i>	write ✓SC after the self- corrected word	✓	wungan/SC✓ dhuwal waḅu

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	How did he make fire in the story?	Duttji'yun(with firesticks)
2	Find a fact (when, why, or how something happened as stated in the text)	How many sides of the mother stick did he scrape?	Wangany gali' yan (only one side)
3	Infer, deduce or conclude information from facts and explain reasoning	How did he learn how to use fire sticks? Why do you think that?	Mak bāpa'mirriṅuwal (maybe from his father)
4	Connect the story to personal experience or broader learning on topic	How do you usually make a fire?	Mätjitj, lighter, ṅambi (matches, lighter, flint etc)
5	Understand new words	What do <i>buyuwuyukum</i> , <i>bam'pala</i> , <i>man'pili</i> and <i>ṅāṅarr</i> mean?	(to make smooth); barala (sand dunes); ṅurruyirr'yunaraw gurtha (tinder); (flames of fire)