

# Baḍurru

Yäku: \_\_\_\_\_

Walu: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_

Text: Seen / Unseen

|   |             |
|---|-------------|
| Baḍurru djäma maṇḍa gan, butjikitthu gan djäma ga wäkthu. Baḍurru maṇḍa djäma.    | /12         |
| Djäma maṇḍa marrtji-i-i-in... ga bungulnydja ṅunhiyidhi, ṅorranhan gan bungulnha. | /9          |
| Djäma maṇḍa marrtjin ṅunhi-i-i-i... ga goṅ-dharwar'yurr maṇḍa bala maṇḍa          | /9          |
| dhawaṭmaraṅalṅha baḍurru.   | /2          |
| Dhawaṭmaraṅalṅha maṇḍa baḍurru bala marrtjin ṅarakany guyany nhäran.              | /8          |
| Dhungur'yurnṅha walal marrtjin, maṇḍaṅ wäkkun ga butjikitkun.                     | /7          |
| Total   | _____ % /47 |

## Comprehension Questions (Mark running record above up to page 9, however read the entire book for Qs)

1. Yolthu maṇḍa gan djäma Baḍurru? \_\_\_\_\_
2. Nhä ṅunhi guyan ṅaraka maṇḍa gan ṅarakalaṅal?  
\_\_\_\_\_
3. Nhaltjan nheny ga guyaṅa ga nhaliy maṇḍa djäma baḍurru? \_\_\_\_\_
4. Nhä dhuwal baḍurruny Dhuwa wo Yirritja? \_\_\_\_\_
5. Nhä mayali'  
*baḍurru?* \_\_\_\_\_  
*ṅambi?* \_\_\_\_\_  
*dupun?* \_\_\_\_\_

|                           |  |   |         |                                  |
|---------------------------|--|---|---------|----------------------------------|
| ✓                         | Dhunupa lakaraṅ<br><i>correct</i>                                    | tick every correct word                               | ✓ ✓     | dhuwal waṭu                      |
| wungan<br><del>waṭu</del> | Yaka dhunupa lakaraṅ<br><i>substitution</i>                          | write the substituted word<br>above the text          | ✓       | wungan<br>dhuwal <del>waṭu</del> |
| <del>waṭu</del>           | Witjarr'yurr dhäruk<br><i>word left out</i>                          | cross out the word or part of<br>word left out        | ✓       | dhuwal <del>waṭu</del>           |
| ^                         | Nhanukuṅ dhäruk<br><i>insertion</i>                                  | write the extra word and put<br>an arrow              | ✓ ✓     | yindipuy<br>dhuwal^ waṭu         |
|                           | Birra'yun ṅayi<br><i>attempt</i>                                     | write in each attempt above<br>the word               | ✓       | w-aaa<br>dhuwal waṭu             |
| R                         | Bulu ṅayi lakaraṅ<br><i>repetition</i>                               | write R above the repeated<br>word/s                  | ✓ R ✓ R | dhuwal waṭu                      |
| T                         | Marṅgikunhamirriy<br>ṅuṅga'yurr<br><i>teacher helped / told word</i> | write T beside the word<br>teacher told / helped with | ✓ T     | dhuwal waṭu                      |
| ✓SC                       | ṅayipi dhunupakuṅal<br><i>self-correction</i>                        | write ✓SC after the self-<br>corrected word           | ✓       | wungan/SC✓<br>dhuwal waṭu        |

| Comments |
|----------|
|          |

| Beginning to read  | Developing   | More Competent  |
|--|--|---|
| <b>Reading behaviours:</b>   |  |   |
| <input type="checkbox"/> shy or worried<br><input type="checkbox"/> held book up the right way and turned pages from front to back<br><input type="checkbox"/> follow print with finger from left to right and top to bottom<br><input type="checkbox"/> talked about the pictures | <input type="checkbox"/> happy to try<br><input type="checkbox"/> pointed and read word by word (1:1 correspondence)<br><input type="checkbox"/> read slowly<br><input type="checkbox"/> re-read to get fluency<br><input type="checkbox"/> tried to use expression<br><input type="checkbox"/> tried to use punctuation | <input type="checkbox"/> confident<br><input type="checkbox"/> read fluently (like speaking)<br><input type="checkbox"/> read with expression<br><input type="checkbox"/> used punctuation to read with expression            |
| <b>When this reader came to new words they mostly:</b>   |  |   |
| <input type="checkbox"/> stopped and waited for teacher help<br><input type="checkbox"/> used picture cue  | <input type="checkbox"/> used first letter or syllable to guess<br><input type="checkbox"/> sounded the whole word out<br><input type="checkbox"/> segmented e.g. buku/ŋur   | <input type="checkbox"/> used syllables to sound word out<br><input type="checkbox"/> missed the word but read on<br><input type="checkbox"/> questioned themselves about the sound letters make or the word they think it is |
| <b>Comprehension:</b>  |  |   |
| <input type="checkbox"/> used the pictures to work out meaning   | <input type="checkbox"/> used pictures to help understand<br><input type="checkbox"/> re-read when lost meaning<br><input type="checkbox"/> self-corrected   | <input type="checkbox"/> paused, re-read, read on or slowed down to clarify meaning<br><input type="checkbox"/> self-corrected easily   |
| <input type="checkbox"/> answered questions orally<br><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<br><input type="checkbox"/> showed comprehension of the story through answers  | <input type="checkbox"/> read and wrote answers to questions independently<br><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  | Who made the ceremonial pole, <i>baḍurru</i> ?                                     | Butjikitthu ga wākthu (Cat and Crow)                  |
| 2 | Find a fact (when, why, or how something happened as stated in the text) | What type of fish bones did they pick at?  | Remu (Saratoga)                                       |
| 3 | Infer, deduce or conclude information from facts and explain reasoning   | What do you think, what did they use to make the ceremonial pole, <i>baḍurru</i> ? | Dharpa (a tree)                                       |
| 4 | Connect the story to personal experience or broader learning on topic    | Is <i>baḍurru</i> Dhuwa or Yirritja?   | Dhuwa   |
| 5 | Understand new words   | What do <i>baḍurru</i> , <i>ŋambi</i> and <i>dupun</i> mean?                       | Ceremonial pole / Milky Way; flint/stone; hollow log. |