

# Njalindi ga Märma' Miyalk ga Yothu Nhanju

Yäku: \_\_\_\_\_

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

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

Text: Seen / Unseen

Dhuwandja Njalindipuy, walal gan nhinan miyalk maṅḁa nhanju ga yothu märma' gurmul	/12
maṅḁany. Nayiny gan njalindiynyḁja bumar bathi ganybu njarrirriw'. Nhinan walal gan njunhiliyi	/12
nayi gan wäjaranjal njalindiy. Bala maṅḁany miyalktja maṅḁa nhanju gurku'yurr nathawnha	/11
gulakaw'nha, "Nhumany yothu maṅḁa nhini, nhuṅuny balpara'. Nheny dhu ga bathi buma ga	/13
yothuwal maṅḁangal balparay', ga linyuny dhu nayanay'wu marrtji."	/8
<b>Total</b>	<b>_____ %</b> <b>/56</b>

## Comprehension Questions (Mark running record for page 2 only, however read the entire book for Qs)

1. Nhaku nayi rathany maṅḁany yawungu nayipin buwayakkum bäpa'mirriṅuy? \_\_\_\_\_  
\_\_\_\_\_
2. Yolthu gan bumar bathi ganybu njarrirriw'? \_\_\_\_\_
3. Nhä nhe ga guyaṅa, wanha ga njändi'mirriṅuy maṅḁa buma gulaka'? \_\_\_\_\_
4. Nhaltjan nheny ṅuli nayanuy ga rumbalyu dhäkay-ṅama ṅunhi nheny ṅuli bäyṅu gurruḁan yolṅuny natha wo njarriri'? \_\_\_\_\_
5. Nhä mayali'  
balpara'? \_\_\_\_\_  
mulmulkalapuṅal? \_\_\_\_\_  
biṅga'yun? \_\_\_\_\_

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

Comments

Beginning to read	Developing	More Competent
<b>Reading behaviours:</b>		
<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
<b>When this reader came to new words they mostly:</b>		
<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
<b>Comprehension:</b>		
<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	Why did father drown the two boys?	Bili bāyŋu maŋḁa gurruḁan bāpa'mirriŋuny ŋarirri' (because they didn't give him any fish)
2	Find a fact (when, why, or how something happened as stated in the text)	Who made the fishing net?	Bāpa'mirriŋuy / Gunhu'mirriŋuy (father)
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, where did the mothers hunt for yams?	Mak retjaŋur (probably in the bush)
4	Connect the story to personal experience or broader learning on topic	How do you usually feel if somebody doesn't share food or fish with you?	Buyu-gora wo djaŋŋarr (ashamed or hungry)
5	Understand new words	What do <i>balpara</i> , <i>mu!mu!kalapaŋal-mulmulmirriyin gapu</i> and <i>biŋga'yun</i> mean?	Bamara (company), mu!mu!mirriyin gapu (water foam or bubbles after a person has drowned), and birayurr (awake/wake)