

# Rirrakay Mala Diltjipuy

Yäku: \_\_\_\_\_

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

Ditja: \_\_\_\_\_

Nhänhapuy djourra' / Bäjnu nhänhapuy djourra'

Name

Date

Teacher

Text: Seen / Unseen

"N, n, n," bitjan nuli ga waṅ'kurrany waṅa. "Narrany yindi djäl ganguriw nyan'thunaraw."

/13

"Mu, mu, mu," bitjan nuli ga murryilnydja waṅa.

/8

"Narrany yindi djäl ṅathaw maṅutjiw nyan'thunaraw."

/6

"Nyo-o-o," bitjan nuli ga wärraṅdja nyowyun. "Narrany yindi djäl djandaw nyan'thunaraw."

/11

"Moo-o-o," bitjan nuli ga detuṅdja waṅa. "Narrany yindi djäl mulmuw nyan'thunaraw."

/11

Time taken: \_\_\_\_\_

Total correct words: \_\_\_\_\_ %

/49

Running record for page 1-4 only. Total word count: 277. Total pages of text: 21.

Student read \_\_\_\_\_ pages independently.

**Comprehension Questions** *circle: Student independently read the whole story / heard the story read to them.*

1. Nhäpuy dhuwal dhäwu? \_\_\_\_\_

2. Nhaliy nuli ga warrakan' dhu ganguriny nyan'thun? \_\_\_\_\_

3. Nhaltjan nuli muthali'nydja wäkwak maṅutji märram djinawa gapuṅur? \_\_\_\_\_

4. Nhaku nhe djäl yindi nyan'thunaraw wäṅaṅur? \_\_\_\_\_

5. Yol nuli ga rirrakay nyowyundja? \_\_\_\_\_

Nhäthinya dhuwal wäkwaknydja yaṅara'? \_\_\_\_\_

Nhäthinya dhalpiny? \_\_\_\_\_

✓	Dhunupa lakaram correct	tick every correct word	✓ ✓ dhuwal waṅu
wuṅgan <del>waṅu</del>	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wuṅgan dhuwal <del>waṅu</del>
<del>waṅu</del>	Witjarr'yurr dhäruk word left out	cross out the word or part of word left out	✓ dhuwal <del>waṅu</del>
^	Nhanukuṅ dhäruk mulkurrpuy insertion	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
	Birka'yun ṅayi attempt	write each attempt above the word	✓ w-aaa dhuwal waṅu
R	Bulu ṅayi lakaram repetition	write R above the repeated words	✓R ✓R dhuwal waṅu
T	Marṅgikunhamirriy guṅga'yurr teacher helped / told word	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	Nyayipi dhunupakuṅal self-correction	write ✓SC after the self-corrected word	✓ wuṅgan/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/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
<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	What is this story about?	rirrakay ga ɲatha mala (sounds and food)
2	Find a fact (when, why, or how something happened as stated in the text)	Which animal likes to eat bush yams?	waɲ'kurra (the bandicoot)
3	Infer, deduce or conclude information from facts and explain reasoning	How do you think the duck gets the waterlily roots from the water?	ɭup-ɭupthun (by swimming)
4	Connect the story to personal experience or broader learning on topic	What do you like to eat at home?	Eg: vegies-gu ga djikingu (vegies and chicken)
5	Understand new words	Who howls ( <i>nyowyun</i> )? Describe <i>wäkwak yaɲara</i> ? Describe <i>dhalpi</i> ?	<i>Wärraɲ ga nyowyun</i> (dingos howl). <i>Wäkwak yaɲara</i> is the stem of the waterlily. <i>Dhalpi</i> are the black berries from cabbage palm (student may describe in YM).