

# Yolŋu Łarruŋal Ŋathaw

Yäku: \_\_\_\_\_

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

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

Nhänhapuy djourra' / Bäjŋu djourra' nhänhapuy

Name

Date

Teacher

Text: Seen / Unseen

Dhuwandja đirramu gan łarruŋal ŋathaw bili bäjŋun nhanŋu ŋathany wäŋaŋur.	/10
Bala ŋayi marrtjinan điltjilila ŋathawnha.	/5
Ŋunhi ŋayi marrtjinany điltjililnydja, bala ŋayi marrtjin bumarnha điltjipuyŋa ŋathany.	/10
Ga buluny ŋayi nhäŋal ŋatha dhakal mala gan gorru'-kurruŋal dharpaŋur.	/10
Bala ŋayi waŋanan ŋanyapinya ŋayi bitjarr,	/6
"Ya ŋarraku ŋatha mala gorru'-kurrum ga, łuka ŋarra dhu ga... dhawar".	/11

Time taken: _____	Total correct words: _____ %	/52
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Running record for page 4-6 only. Total word count: 113. Total pages of text: 10.  
Student read \_\_\_\_ pages independently.

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

- Nhaku ŋayi marrtjin điltjilil? \_\_\_\_\_
- Nhaliy ŋayi barrariŋu waŋđinany wäŋalilnydja? \_\_\_\_\_
- Nhä nhe ga guyaŋa, nhaliy ŋayi marrtjin điltjililnydja? \_\_\_\_\_
- Nhä điltjipuy borum nhe ŋuli małŋ'maram galki wäŋaŋur? \_\_\_\_\_
- Nhä dhuwal *dhakalnydja* mayali' dhiyal dhäwuŋur? \_\_\_\_\_

✓	Dhunupa lakaram <i>correct</i>	tick every correct word	✓ ✓ dhuwal waŋu
wuŋgan <del>waŋu</del>	Yaka dhunupa lakaram <i>substitution</i>	write the substituted word above the text	✓ wuŋgan dhuwal <del>waŋu</del>
<del>waŋu</del>	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓ dhuwal <del>waŋu</del>
^	Nhanukuŋ dhäruk mulkurruy <i>insertion</i>	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waŋu
	Birka'yun ŋayi <i>attempt</i>	write each attempt above the word	✓ w-aaa dhuwal waŋu
R	Bulu ŋayi lakaram <i>repetition</i>	write R above the repeated words	✓R ✓R dhuwal waŋu
T	Marŋgikunhamirriy guŋga'yurr <i>teacher helped / told</i> word	write T beside the word teacher told / helped with	✓ T dhuwal waŋu
✓SC	Ŋayipi dhunupakuŋal <i>self-correction</i>	write ✓SC after the self-corrected word	✓ wuŋgan/SC✓ dhuwal waŋu

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/ηur	<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 he go to the bush?	Ŋathaw (for food)
2	Find a fact (when, why, or how something happened as stated in the text)	What did he run home afraid of?	Bäpiwuŋ (from the snake)
3	Infer, deduce or conclude information from facts and explain reasoning	How do you think he travelled to the bush?	Mak İukuy (by foot)
4	Connect the story to personal experience or broader learning on topic	What bush fruits do you usually collect close to home?	Eg: ŋarrani, munydjutj, gäŋa (wild apples, bush plums, wild passionfruit)
5	Understand new words	In this story, what does <i>dhakal</i> mean?	<i>dhakal</i> refers to a bunch (of fruit) (student may describe in YM)