

Wanha Moṅuktja Gapu?

Yäku: _____
Name

Walu: ___/___/___
Date

Ditja: _____
Teacher

Nhänhapuy djorra' / Bāyṅu djorra' nhänhapuy
Text: Seen / Unseen

| | |
|---|-----|
| Baman'birr, yindi wata bunan, ga marrtjinany ṅayi gan moṅukkurr gapukurr. Yurr ganydjarr-ḍumurr, boy'yurr | /13 |
| ga buṭmaraṅal dharpa ga wāṅa mala. Ga yothu miyapununy, dhawuṭmaraṅal bala djaw'yurr | /12 |
| ṅāṅḍi'mirriṅuwal barrkulil wāṅalil. Ga dhāṅur beṅuryi wataṅur, ṅayi yothuny miyapunu ḍawa'-ḍawayurra, | /11 |
| nhinan ḍilmay'mayṅura wāṅaṅur. | /3 |
| Ga bāyṅun ṅayi nhāṅal ṅāṅḍi'mirriṅuny ga gapu moṅuktja. Bala ṅayi mirithinan barrarin. Bala ṅayi | /14 |
| marrtjinan bala ga nhāṅal mulkurun wāyin. "Way! Wanha moṅuktja gapu?", bitjarr yothu miyapunu waṅan. | /14 |
| "Barrkun birrha moṅuktja gapu", bitjarr Weṭiy' lakaraṅal. "Nhaku muka?" | /9 |
| "ṅarra ḍjäl ṅarra dhu nhāma ṅāṅḍi'mirriṅuny ṅarraku." | /7 |
| Time taken: _____ Total correct words: _____ % | /83 |

Running record up to page 4 only. Total word count: 298. Total pages of text: 13
Student read ___ pages independently.

| | |
|--|---|
| Comprehension Questions <i>circle: Student independently read the whole story / heard the story read to them.</i> | |
| 1. | Yolthu winya'yurr? _____ |
| 2. | Wanha miyapunu yothu ga nhina gälumayṅur buṭṭhunaraw? _____ |
| 3. | Nhaku gälumayyu ga ḍiṭṭhurr guya gapuṅur? _____ |
| 4. | Nhä wiripuny nhe ga nhāma gapuṅur? _____ |
| 5. | Nhathinya ṅinydjjiya. _____ |

| | | | | |
|---------------------------|--|---|-------|----------------------------------|
| ✓ | Dhunupa lakaram <i>correct</i> | tick every correct word | ✓ ✓ | dhuwal waṭu |
| wungan waṭu | Yaka dhunupa lakaram <i>substitution</i> | write the substituted word above the text | ✓ | wungan dhuwal waṭu |
| waṭu | Witjarr'yurr dhäruk <i>word left out</i> | cross out the word or part of word left out | ✓ | dhuwal waṭu |
| ^ | Nhanukuṅ dhäruk mulkurpuy <i>insertion</i> | write the extra word and an arrow | ✓ ✓ | yindipuy dhuwal^ waṭu |
| R | Birrkayun ṅayi <i>attempt</i> | write each attempt above the word | ✓ | w-aaa dhuwal waṭu |
| R | Bulu ṅayi lakaram <i>repetition</i> | write R above the repeated words | ✓R ✓R | dhuwal waṭu |
| T | Marrṅikunhamirriy guṅga'yurr <i>teacher</i> helped / told word | write T beside the word teacher told / helped with | ✓ | T dhuwal waṭu |
| ✓SC | ṅayipi dhunupakuṅal <i>self-correction</i> | write ✓SC after the self-corrected word | ✓ | wungan/SC dhuwal waṭu |

| 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 | Who became lost in the story? | Miyapunu yothu (the baby turtle) |
| 2 | Find a fact (when, why, or how something happened as stated in the text) | Where did the turtle sit on to fly on the pelican? | Diltimur (on its back) |
| 3 | Infer, deduce or conclude information from facts and explain reasoning | Why was the pelican catching fish in the water? | Lukanharaw (to eat) |
| 4 | Connect the story to personal experience or broader learning on topic | What else can you see in the water? | EG: nyoka, maranydjalk, māga' etc (any other than miyapunu, guys already in the story) |
| 5 | Understand new words | Describe ginydjiya. | Mangroves / floodplain country (Student could describe using YM) |