

# Gundā

Yäku: \_\_\_\_\_

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

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

Nhänhapuy djorra' / Bāyṇu djorra' nhänhapuy

Name

Date

Teacher

Text: Seen / Unseen

Baman'tja yolṇu'-yulṇu gan nhinan raṇṇur, ṇathi, ṇama', mälu, wulman märi'mu ga	/11
djamarrkuḷi'. Maṇḍany mäḷuny ga ṇathiny marrtjin ṇakuy miyapunuw runu'lil.	/9
Ga ṇamany' waṇan, "Way, Wulman! Galki roṇiyirra dhu ṇathiny ga mäḷuny	/11
miyapununṇurnydja. Wanha yikiny?"	/3
"Galkurr ṇarra märram warraw'ṇur," bitjarr wulman waṇan. Marrtjin ḷarruṇal ṇayi ga bāyṇu.	/12
Bala walal dhu djamarrkuḷiny' waṇan, "ṇama'! Bāyṇun yikiny, nhaltjana limurr dhu?"	/11

Time taken: _____	Total correct words: _____ %	/57
-------------------	------------------------------	-----

Running record up to page \_\_ only. Total word count: 99. Total pages of text: \_\_  
 Student read \_\_\_ pages independently.

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

1. Nhā wulman gan ṇāthildja bāki mitthunaraw? \_\_\_\_\_
2. Nhaliy maṇḍa mäḷuny ga ṇathiny marrtjin runu'lil? \_\_\_\_\_
3. Nhā nhe ga guyaṇa, wanha walal maḷṇ'maraṇal guṇḍa yikiw? \_\_\_\_\_
4. Nhā wiripu nhe ṇuli ga djāma guṇḍay? \_\_\_\_\_
5. Nhāthinya dakul. \_\_\_\_\_

✓	Dhunupa lakaram <small>correct</small>	tick every correct word	✓	✓	dhuwal waṭu
wungan <del>waṭu</del>	Yaka dhunupa lakaram <small>substitution</small>	write the substituted word above the text	✓	wungan	dhuwal <del>waṭu</del>
<del>waṭu</del>	Witjarr'yurr dhāruk <small>word left out</small>	cross out the word or part of word left out	✓		dhuwal <del>waṭu</del>
^	Nhanukuṇ dhāruk mulkurppuy <small>insertion</small>	write the extra word and an arrow	✓	yindipuy ✓	dhuwal^ waṭu
	Birrkayun ṇayi <small>attempt</small>	write each attempt above the word	✓	w-aaa	dhuwal waṭu
R	Bulu ṇayi lakaram <small>repetition</small>	write R above the repeated words	✓	R ✓	dhuwal waṭu
T	Marrgikunhamirriy gunga'yurr <small>teacher helped / told word</small>	write T beside the word teacher told / helped with	✓	T	dhuwal waṭu
✓SC	ṇayipi dhunupakuṇal <small>self-correction</small>	write ✓SC after the self-corrected word	✓		wungan/SC ✓ dhuwal waṭu

Comments

<b>Beginning to read</b>	<b>Developing</b>	<b>More Competent</b>
--------------------------	-------------------	-----------------------

**Reading behaviours:**

<input type="checkbox"/> shy or worried	<input type="checkbox"/> happy to try	<input type="checkbox"/> confident
---	---------------------------------------	------------------------------------

<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"/> 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"/> 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/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
---	--	---

**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	What did the old man use in the past for cutting?	Gunḍa (rocks)
2	Find a fact (when, why, or how something happened as stated in the text)	How did father and grandfather travel to the island?	Ŋakuy (by canoe)
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, where did they find rocks to use for a knife?	Mak raŋiŋur, ḍiltiŋur etc (Maybe at the beach, in the bush etc)
4	Connect the story to personal experience or broader learning on topic	What else do you usually use rocks for?	EG: bathanaraw, bungulgu etc (eg: for cooking, ceremony)
5	Understand new words	Describe <i>ḍakul</i> .	Describe <i>axe</i> (students should do so in YM)