

Wurrki'puy Dhäwu

Yäku: _____
Name

Walu: ___/___/___
Date

Ditja: _____
Teacher

Nhänhapuy djourra' / Bäyru djourra' nhänhapuy
Text: Seen / Unseen

Mayalthay waluy napurr ñuli nhäma wurrki', rretha ga dhalpi. Ñathany mala gapuñura yan. Ñarirri', maranydjalk ga burruwuny.	/17
Guñmulyu waluy napurr ñuli nhäma wurrki', gäña. Ñathany mala gapuñura yan, ñarirri' ga maypalnha.	/14
Midawarrnydja dhuwal walu ñatha ñamakuli'ñu. Bawalamirriñura napurr ñuli märram ga malñ'maram ñathany mala ðiltjiñur, gathul'ñur, gulunñur ga gapuñur.	/18
Nhämany napurr ñuli wurrkiy' mala rowu, djalatjala, lämbarr, yawuny ga wäkwaknha.	/11

Time taken: _____ Total correct words: _____ % /60

Running record up to page 9 only. Total word count: 143. Total pages of text: 17
Student read ___ pages independently.

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

1. Nhaku ñuli wurrki' ga man'tjarr bäki wo nhä ñuli mañutji-lakaram? _____
2. Nhaliy ñuli ñatha-ñamakuli'ñuny walu? _____
3. Nhä ñuli lämbarryu wurrkiy' mañutji-lakaram? _____
4. Nhä nhe ñuli ga nhäma wanhal mala nhe ñuli mal'maram wurrki' ga man'tjarr mala? _____
5. Nhäthinya miny'tji wärrkarr wurrki'? _____

✓	Dhunupa lakaram <i>correct</i>	tick every correct word	✓ ✓ dhuwal wañu
wungan wañu	Yaka dhunupa lakaram <i>substitution</i>	write the substituted word above the text	✓ wungan dhuwal wañu
wañu	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓ dhuwal wañu
^	Nhanukuñ dhäruk mu kurrpuy <i>insertion</i>	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ wañu
R	Bulu ñayi lakaram <i>repetition</i>	write R above the repeated words	✓R ✓R dhuwal wañu
T	Marngikunhamirriy gunga'yurr <i>teacher helped / told word</i>	write T beside the word teacher told / helped with	✓ T dhuwal wañu
✓SC	Ñayipi dhunupakuñal <i>self-correction</i>	write ✓SC after the self-corrected word	✓ wungan/SC✓ dhuwal wañu

Comments

Beginning to read	Developing	More Competent
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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
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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/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
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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 are leaves and flowers used for and what do they tell us?	Ŋathaw ga borumgu walu. Telling the right time to harvest food and fruit. Also used for medicine.
2	Find a fact (when, why, or how something happened as stated in the text)	When is the season for harvesting food?	Miḍawarryu waluy.
3	Infer, deduce or conclude information from facts and explain reasoning	What does the jāmbarr flower tell us?	Ŋamuraw walu (time for oysters).
4	Connect the story to personal experience or broader learning on topic	Where will you see flowers and leaves and where will you find them?	Ḑiltjŋur, raŋikurr, baralaŋur, gumurrŋur retjaŋur.
5	Understand new words	What colour is the wārrkarr flower?	Watharr (white).