

# Yothu Matha-Yalwu Djälthin

Yäku: \_\_\_\_\_  
Name

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

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

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

Mayalthay waluy, yothu wakir'yunalil djälthin ga waṅanany ṅayi Bäpa'mirriṅuny maranydjalkku.	/10
ṅayi Bäpa'mirriṅuydja lakaraṅal bitjarr, "Gäthu, djulkthunawuynha walu dhuwal Dhuluḍur' ga galkurra wärrkarrwu wurrkiw'nha."	/13
Bala yothu marrtjin ga waṅany Märi'mumirriṅuny mäṅaw'nha.	/7
ṅayi Märi'mumirriṅuydja lakaraṅal bitjarr, "Marratja, djulkthunawuynha Rarranhdharnydja dhuwal walu mäṅa'mirriṅuydja ga galkurr dharrangulkku wurrkiw'nha."	/14
Bala yothu marrtjin ga waṅany ṅäṅḍi'mirriṅuny miyapunuw mapuw'.	/8
ṅayi ṅäṅḍi'mirriṅuydja lakaraṅal bitjarr, "Dhuwana bala marrtjin ga Miḍawarrnydja walu." ṅunhi nhe boṅṅuṅ nhäṅu rowu wurrki' ga ṅunhiyin miyapunuw mapuw' ga bawalamirriwnha ṅarirriw' ga maypalwu.	/25

Time taken: \_\_\_\_\_ Total correct words: \_\_\_\_\_ % /77

Running record up to page 12 only. Total word count: 130. Total pages of text: 22  
Student read \_\_\_\_\_ pages independently.

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

1. Nhaliy ṅuli yolṅuny marṅgithirr ṅunhi ṅuli walu manymak ṅathawu? \_\_\_\_\_
2. Nhaku yothu galkurr waluw ga wurrkiw' maranydjalkkunyu? \_\_\_\_\_
3. Nhä nhe ga guyaṅa, nhaku yothu wakir'yunalil djälthin? \_\_\_\_\_
4. Nhä wiripu nhe ṅuli ga nhäma, ṅunhi nhe djäl malthunaraw gurruṅumirriw wakir'yunalil? \_\_\_\_\_
5. Nhä dhuwal wakir'yun mayali'? \_\_\_\_\_

✓	Dhunupa lakaram <i>correct</i>	tick every correct word	✓ ✓ dhuwal waṅu
wungan <del>waṅu</del>	Yaka dhunupa lakaram substitution	write the substituted word above the text	✓ wungan dhuwal <del>waṅu</del>
<del>waṅu</del>	Witjarr'yurr dhäruk <i>word left out</i>	cross out the word or part of word left out	✓ dhuwal <del>waṅu</del>
^	Nhanukuṅ dhäruk mulkurppuy <i>insertion</i>	write the extra word and an arrow	✓ yindipuy ✓ dhuwal^ waṅu
R	Bulu ṅayi lakaram <i>repetition</i>	write R above the repeated words	✓R ✓R dhuwal waṅu
T	Marṅgikunhamirriy ṅuṅga'yurr <i>teacher helped / told word</i>	write T beside the word teacher told / helped with	✓ T dhuwal waṅu
✓SC	ṅayipi dhunupakuṅal <i>self-correction</i>	write ✓SC after the self-corrected word	✓ wungan/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/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
<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	How do yolŋu know the right time for food?	Wurrkiy' maŋutji-lakaram (flowers tell them).
2	Find a fact (when, why, or how something happened as stated in the text)	What flower and season was the child waiting for to get stingray?	Dhuluḍur' and swamp lily (wärrkarr).
3	Infer, deduce or conclude information from facts and explain reasoning	What do you think, why did the child want to go camping/hunting?	They were craving sea food and eggs (Matha-yal gapupuygu warrakangu mala ga maypalwu).
4	Connect the story to personal experience or broader learning on topic	What else do you like to do when you go camping with your family?	Swimming, playing games, hunting, getting shellfish (lup-lupthunaraw, wawalwu bul'yunaraw, maypalwu).
5	Understand new words	What does wakir'yun mean?	Hunting (makir'yunamirr) and camping (ŋorranhamirr).