

ngā taumata tuhituhi

draft

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introduction: the draft manual

Description of the manual

This manual is being developed and trialled as support material for kaiako to identify tuhituhi achievement levels in relation to Te Marautanga o Aotearoa (TMOA) and for the express purpose of meeting Ngā Whanaketanga Rumaki Māori (NWRM) requirements.

Tuhituhi descriptions and exemplars for the Marautanga sublevels of Taumata 1 (i.e. He Pīpī, He Kaha, and He Kaha Ake) have been developed to enable finer decisions about the tuhituhi achievement of learners to be made.

Descriptions and exemplars to capture the achievement of learners who may be transitioning from one Taumata to another e.g from Taumata 2 to 3 have also been developed. These appear as Taumata 1 -2, Taumata 2 – 3, Taumata 3 – 4, and Taumata 4 -5.

Both of these sets of descriptors and exemplars draw on information from He Manu Tuhituhi and He Ara Ako i te Reo Matatini as well as earlier work on Ngā Kete Kōrero:Tuhituhi levels

Whanaketanga 1, 2, 3, 4, and 5 have also been included in this resource for easier reference. Kaiako should however continue to access the full information in the Whanaketanga manual. Futhermore Kaiako should continue to employ a range of aromatawai approaches to maximise learning oportunitites for students.

The descriptions for Taumata and criteria for Whanaketanga are merely a sampling of writing behaviour that might be observed. They should be relatively 'context' free meaning that they should apply equally well to a *tuhinga paki* or a *tuhinga tohutohu* (for example). A 'best fit' approach is recommended as learners are likely to exhibit characteristics across multiple levels.

Identifying student samples

The writing samples in this document have been sourced mainly during *Te Whakatakoto* stage of the tuhituhi process¹ as it is at this stage that we can best observe what a student can do themselves. This makes *Tuhinga Māhorahora* and early drafts generated from the tuhituhi instructional programme or from other learning areas of Te Marautanga o Aotearoa better sources of writing for kaiako to make matches to taumata and whanaketanga. When overall teacher judgments that include assigning a level are required, it is recommended that students be involved in selecting a piece of writing that they think best represents what they can do. They should be given further opportunities to craft that piece of work independently before a final taumata/whanaketanga is assigned.

¹Refer to He Manu Tuhituhi resource

Moderation

Kaiako should seek opportunities to moderate student writing samples with students and with other teachers to identify which taumata or whanaketanga applies using the exemplars and criteria in this manual.

The taumata or whanaketanga can be entered into Te Waharoa Ararau ā Kura where a reference to national expectations is required.

A collation of responses from the feedback sheet should help determine how well the descriptions and writing samples in this document support the consistency of student and teacher judgments and assist with any modifications and refinements required to strengthen the resource to support teachers make stronger overall teacher judgments in tuhituhi when such judgments are required.

feedback sheet

1. Which (if any) descriptions for any of the levels were confusing or difficult to understand? What wording would you use instead?

Page reference	Identify if Āheinga (AR), Puna (PR) or Rautaki RR) Reo	Wording	Suggested alternative

2. Which levels (if any) need to be further distinguished because the descriptions or criteria do not adequately distinguish one level from another?

3. Which if any of the writing samples do not exemplify well the descriptions (criteria)?

Page reference	Tauira no.

4. Where can additional tuhituhi samples be sourced that better exemplify any of the descriptions (criteria)?

5. What improvements would you suggest to make this document more functional?

taumata, whanaketanga & stage reference chart

Ko ngā ngā taumata/apaapa tuhituhi ko ēnei:

Taumata :TMOA	Whanaketanga	Taumata:Ngā Kete Kōrero	Stage: He Manu Tuhituhi
Beginning 1 He Pīpī		Whenu (Wh) Whenu/Harakeke (Wh/H)	Ka oho
1 He Pīpī		Harakeke (H)	
1 He Kaha			
1 He Kaha Ake		Harakeke/Kiekie (H/K)	Ka oho/Ka whai huruhuru
1 He Pakari	1	Kiekie (K)	Ka whai huruhuru
1 He Pakari – 2			
2	2	Kiekie/Pīngao (K/P)	Ka whai huruhuru/Ka mārewa
2-3			
3	3	Pīngao (P)	Ka mārewa
3-4			
4	4	Pīngao/Miro (P/M)	Ka mārewa/Ka rere
4-5		Miro	Ka rere
5	5		

understanding the contents

Whanaketanga expectations appear on pages that look like this:

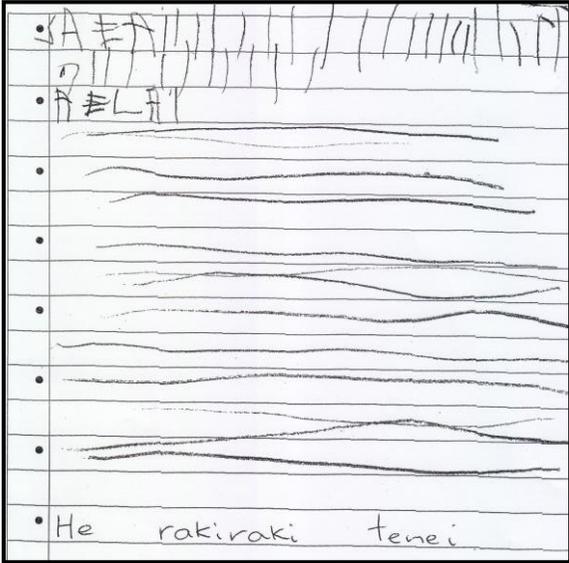
Whanaketanga 1 He Pakari		
Āheinga Reo: Ngā paetohu	Puna Reo: Ngā Paetohu	Rautaki Reo: Ngā Paetohu
<p>Inā tuhi ia:</p> <ul style="list-style-type: none"> ka hanga tuhinga e taea ana e tētahi atu te pānui ka whakaatuhia ōna whakaaro nui. 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> ētahi kupu auau te puta me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi te whakamahi i te irakati me ngā pūmatua te tātaki tika i ētahi kupu auau te puta, te whakamātau ki te tātaki kupu mā te hono atu i te oro ki te pū me te whakamahi i te tohūtō ngā rerenga mama 	<p>I a ia e tuhi ana:</p> <ul style="list-style-type: none"> ka kōrerorero ia, ka tā whakaahua kupu, aha atu rānei hei hurahi whakakaupapa i ōna whakaaro ka pānui anō ia i āna tuhinga, me te whakapaipai haere kia tika ake ai, kia mārāma ake ai ngā tuhinga.
Tauira 1	Tauira 2 (whārangi 1)	Tauira 2 (whārangi 2)

Tuhituhi descriptions and exemplars across the taumata of Te Marautanga o Aotearoa: te reo Māori learning area appear on pages that look like this.

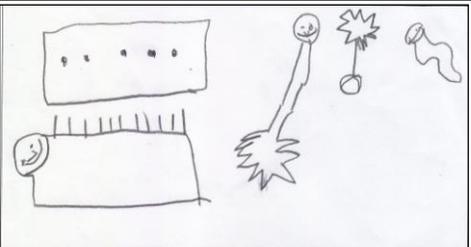
Text in orange identifies the features that best distinguish a level from a previous one

Taumata 1 He Kaha Ake – Taumata 1 He Pakari Kiekie (K)		
Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Records a written message that can be read by others Tends to repeat ideas although deliberate attempts to sequence and elaborate on ideas may be evident Writes ideas which might be fragmented and unconnected to previously expressed ideas 	<ul style="list-style-type: none"> Spells many basic words correctly Tends to repeat/favour particular language structures May be splitting words into 'sound clusters' e.g. a hau 	<ul style="list-style-type: none"> Demonstrates that any accompanying picture they draw is secondary to the writing Might be preoccupied with the need to get the writing right Is re-reading their writing in order to continue with a sequence of ideas or information
Tauira 1	Tauira 2	

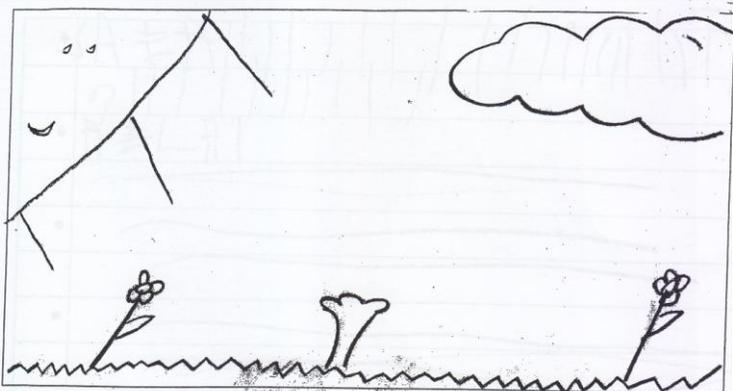
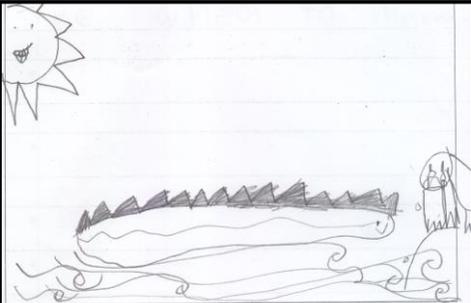
Taumata 1 Tīmatatanga o He Pīpī

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Records a message that only they can read. Will provide a message that generally comprises single words, or short phrases that might include some English words when asked to read aloud what they have written 	<ul style="list-style-type: none"> Imitates 'writing like' behaviours and creates texts using either personal symbols (scribble) or a combination of personal symbols letters and/or numerals which tend to be repeated 	<ul style="list-style-type: none"> Starts with 'drawing' their ideas and often has to be encouraged and prompted to 'write' a message as well
Taura 1	Taura 2	Taura 3
		<p style="color: red;">A further example is yet to be sourced</p>

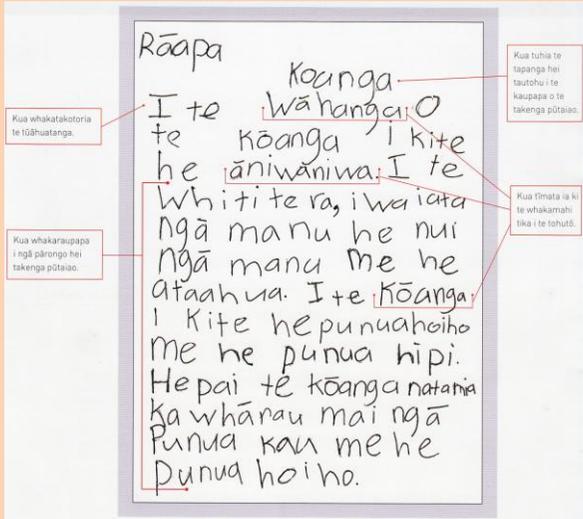
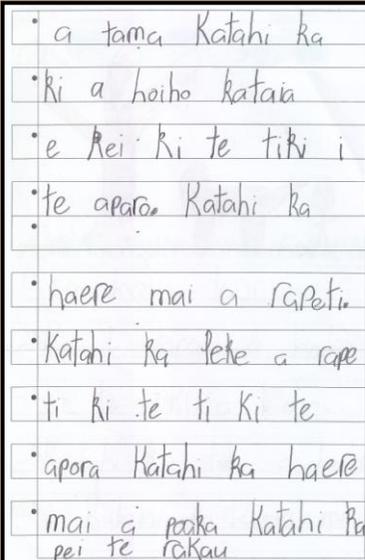
Taumata 1 He Kaha

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Records a message that only they can read. Will provide a message that comprises single words, short phrases and complete sentences when asked to 'read aloud' what they have written. Some words in English might still be included to convey the message. Any correctly spelt words may not match the message they have 'read aloud'. 	<ul style="list-style-type: none"> Starting to correctly spell words Might still be writing 'strings' of lower case and/or upper case letters Attempting to use spacing between 'words' 	<ul style="list-style-type: none"> Rehearses or talks about their topic before they write and actually writes about that topic
Taura 1	Taura 2	Taura 3
 <p>• He tāwhiri aho anu i rāho uhi</p> <p>• te māu i aho i noho i wāhanga</p> <p>• ko te o mā i tōu i</p> <p>• to e o wāho tō i e rā te</p> <p>• U i o e no e u e i a</p> <p><i>He pai ki ahau nga pikitia e mahi au i tenei afa</i></p>	<p>A further example is yet to be sourced</p>	<p>A further example is yet to be sourced</p>

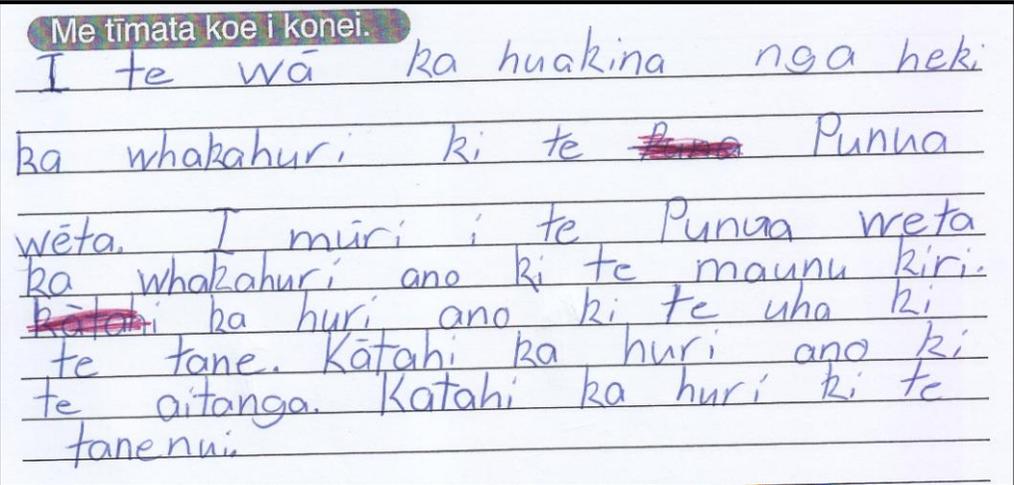
Taumata 1 He Kaha Ake

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Records a written message that can be read by others Tends to repeat ideas although deliberate attempts to sequence and elaborate on ideas may be evident Writes ideas that might be fragmented and unconnected to previously expressed ideas 	<ul style="list-style-type: none"> Spells many basic words correctly Tends to repeat/favour particular language structures May be splitting words into 'sound clusters' e.g. a hau 	<ul style="list-style-type: none"> Demonstrates that any accompanying picture they draw is secondary to the writing Might be preoccupied with the need to get the writing right Is re-reading their writing in order to continue with a sequence of ideas or information
Taura 1	Taura 2	Taura 3
 <ul style="list-style-type: none"> Kei te Whiti Whiti Kei te tipu hga PutiPuti me hga tuku. 	<p>E noho ana te tanuwha i roto i te ana</p> <p>E me ana te tanuwha i roto i te ana</p> <p>E ana ana te papaka i raro i te ngaki</p> <p>E kaku ana te haka i roto i te wai</p> <p>E tahi ana te tanuwha i te kai.</p> <p>E hiki ana te kura i te taha o te toka</p> <p>E paha ana te tanuwha te putiki.</p> <p>E te kaka te kura me te haka.</p> <p>E putiki teka te ki a te tanuwha</p> <p>E ki a tanuwha aaaaaa</p> <p>aaaaa tui te ki a tanuwha</p> <p>E tui te tanuwha i te papaka.</p>	 <ul style="list-style-type: none"> e tuna ka mohio koe kei whea taku mama e anna kore ka mohio qhan.

Whanaketanga 1 He Pakari

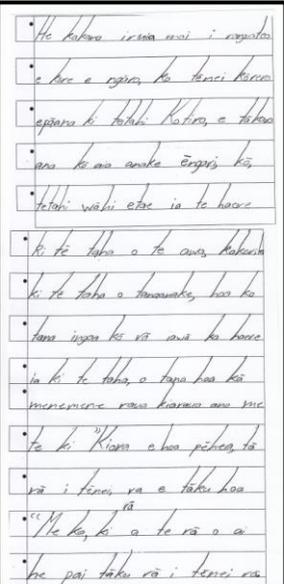
<p>Āheinga Reo: Ngā paetohu</p>	<p>Puna Reo: Ngā Paetohu</p>	<p>Rautaki Reo: Ngā Paetohu</p>
<p>Inā tuhi ia:</p> <ul style="list-style-type: none"> ka hanga tuhinga e taea ana e tētahi atu te pānui ka whakaatuhia ōna whakaaro nui. 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> ētahi kupu auau te puta me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi te whakamahi i te irakati me ngā pūmatua te tātaki tika i ētahi kupu auau te puta, te whakamātau ki te tātaki kupu mā te hono atu i te oro ki te pū me te whakamahi i te tohutō ngā rerenga mama 	<p>I a ia e tuhi ana:</p> <ul style="list-style-type: none"> ka kōrerorero ia, ka tā whakaahua kupu, aha atu rānei hei hurahi whakakaupapa i ōna whakaaro ka pānui anō ia i āna tuhinga, me te whakapaipai haere kia tika ake ai, kia mārama ake ai ngā tuhinga.
<p>Tauira 1</p>	<p>Tauira 2 (whārangi 1)</p>	<p>Tauira 2 (whārangi 2)</p>
 <p>Rōapa I te wāhanga te kōanga i kite he āniwānīwa. I te Whiti te ra, i waiata Ngā manu he nui Ngā manu me he ātaahua. I te kōanga i kite he punua hoiho me he punua hipi. Hepai te kōanga natania ka whārau mai ngā Punua kau me he punua hoiho.</p>	 <p>1. Ko hoiho tenei 2. Kei te taraia a hoiho 3. Ki te tiki a hoiho 4. Katahi ka tani a hoiho 5. I Katahi ka haere mai</p>	 <p>• a tama Katahi ka • Ki a hoiho katahi • e Kei Ki te tiki i • te aporo Katahi ka • haere mai a rapeti • Katahi ka tete a rapeti • ti ki te ti ki te • aporo Katahi ka haere • mai a rapeti Katahi ka pei te rakau</p>

Taumata 1 Pakari- Taumata 2

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Sequences and elaborates on ideas and information although significant gaps in information may still be evident Uses a variety of language structures, sentence beginnings and vocabulary as devices to make the writing more appealing to an audience beyond the writer 	<ul style="list-style-type: none"> Spells most words correctly and is able to check the spelling of words using Māori dictionaries and other resources Uses both simple and complex sentences to express ideas and present information although some language structures may be over used 	<ul style="list-style-type: none"> With prompting, re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas Edits mainly for accuracy (spelling) and/or to improve language structures
Taura 1		Taura 2
 <p>Me timata koe i konei. I te wā ka huakina nga heki ka whakahuri ki te Puna Puna wēta. I muri i te Puna wēta ka whakahuri ano ki te maunu kiri. Kātahi ka huri ano ki te uha ki te tane. Kātahi ka huri ano ki te aitanga. Kātahi ka huri ki te tanenui.</p>		A further example is yet to be sourced

Whanaketanga 2

<p>Āheinga Reo: Ngā paetohu</p>	<p>Tauira 1</p>
<ul style="list-style-type: none"> ka hanga tuinga ia e pā ana ki tētahi kaupapa mā te hunga pānui kua tautohua ka tika tana whakaraupapa i āna tuinga kia mārama ai ōna whakaaro ki tētahi atu 	<div data-bbox="878 432 2007 1209"> <p>Kua tuhia te tapanga hei tautohu i te kaupapa o te whakaahua.</p> <p>Kua whakaahuatia tōna āhuareka ki te korikori ki te rorohiko.</p> <p>Reo ā-kaupapa – kaingākau, rorohiko, YouTube, kiriata.</p> <p>Kua tuhia e ia he whakaahuatanga anō mō ngā painga mōna o te toro haere ki hōtaka kē atu o te rorohiko.</p> <p>Kua tuhia te whakatakinga o te whakaahua.</p> <p>Kua whakaahuatia ko ēhea pūmanawa rorohiko e kaingākauria ana e ia.</p> <p>... na te mea ka taea ki te whakarongo ...</p> <p>... nā te mea ka whai wāhi ahau ki te whakarongo ...</p> </div>
<p>Puna Reo: Ngā Paetohu</p>	
<ul style="list-style-type: none"> ētahi kupu hei whakaatu i ōna kare ā-roto me ōna whakaaro, me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi te whakamahi i te tohu pātai me te tohuhā te tātaki tika i te nuinga o ngā kupu e tuhia ana e ia me te whakamahi i te tohutō ētahi momo tīmatanga rerenga me te whakaraupapa ararau i āna rerenga 	
<p>Rautaki Reo: Ngā Paetohu</p>	
<ul style="list-style-type: none"> ka whakamahi ia i ētahi o ngā anga whakamahere kia pai ai te whakakaupapa, te whakawhanake hoki i whakaaro ka arotake, ka whakatika haere i āna tuhituhi kia mārama ake ai ngā tuinga 	

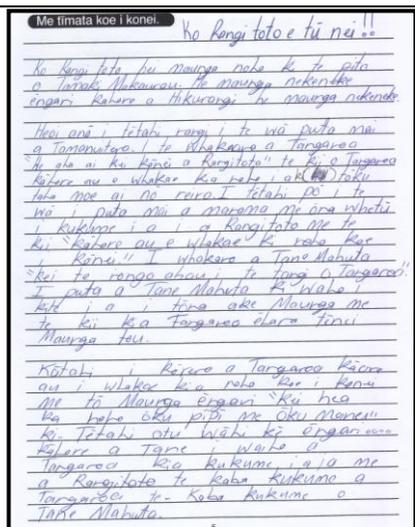
Taumata 2 - 3					
Āheinga Reo. The writer:		Puna Reo. The writer:			
<ul style="list-style-type: none"> Consciously sequences and elaborates on ideas and information to clarify the message Uses a variety of language structures, sentence beginnings and vocabulary to make the writing more appealing to an audience beyond the writer Checks written resources or consults with teachers and/or peers to ensure that texts they craft reflect the conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu) 		<ul style="list-style-type: none"> Makes basic use of linguistic features (kīwaha, dialogue) to enhance the writing Spells most words correctly and uses hard copy and online dictionaries to identify alternatives for known words Uses both simple and complex sentences to express ideas and present information 			
Rautaki Reo. The writer:		Rautaki Reo. The writer:			
		<ul style="list-style-type: none"> Re-reads their writing with some prompting to continue with a sequence of ideas or information and elaborate on original ideas Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message 			
Taura 1		Taura 2			
		<p>He kakano i ruia mai i rangiātea e kore e ngaro ko tēnei kōrero epāana ki tetahi Kotiro, e tākaro ana ko aia anake ēngari, ko, tetahi wāhi e tae ia te haere ki te taha o te awa, kakariki ki te taha o tanaanake hoa ko tana ingoa ko rā iawa ka haere ia ki te taha o tana hoa kā menemene raua kiaraua ano me te ki „Kiora e hoa pēhea, tō rā i tenei ra e tāku hoa.” Me ka ki a te rā a ai he pai tāku rā i tēnei rā</p>		<p>A further example is yet to be sourced</p>	
Taura 3		Taura 3			
		<p>A further example is yet to be sourced</p>			

Taumata 3- 4

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> Consciously sequences and elaborates on ideas and information to clarify the message while adding elements that show flair and reflect personal voice Uses a wide variety of language structures, sentence beginnings and vocabulary to make the writing more appealing to an audience beyond the writer Checks written resources or consults with teachers and/or peers to ensure that texts reflect the conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu) Uses paragraphs and subheadings to organise their writing 	<ul style="list-style-type: none"> Uses linguistic features (kīwaha, dialogue tāruaruatanga, etc) to enhance the writing Spells most words correctly and uses hard copy and online dictionaries to identify alternatives for known words Combines simple and complex sentences to express ideas and present information 	<ul style="list-style-type: none"> Consciously plans how the kaupapa will be captured in their written piece Adds details to support ideas Re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message

Taura 1

Taura 2



Ko Rangitoto hei maunga noho ki te pito o Tamaki Makaurau. He maunga nekeneke engari kahore Hikurangi he maunga nekeneke.

Heoi anō i tētahi rangi i te wā puta mai a Tamanuitera I te whakaaro a Tangaroa “He aha ai kei kōnei a Rangitoto” te kii o Tangaroa. Kahore au e whakae kia noho ia ki toku taha moe ai no reira I tētahi pō i te wā i puta mai a marama me ōna whetū i kukume ia i a Rangitoto me te kii “kahore au e whakae ki noho koe i konei”. I whakaro a Tane Mahuta “kei te rongo ahau i te tangi o Tangaroa”. I puta a Tane Mahuta ki waho i kite ia i tōna ake Maunga me te kii kia Tangaroa ēhara tēnei Maunga tou...

A further example is yet to be sourced

Taumata 4

Āheinga Reo. Ngā Paetohu:

Ina tuhi ia:

- ka tutuki i a ia ngā tuinga whaihua mō ngā pūtake maha e hāngai ana ki te kaupapa, te horopaki, me te hunga pānui
- ka tino mārama tana whakatinana i ngā whakaaro me te whakaraupapa whakaaro ā ka tino hāngai ngā whakaaro ki te kaupapa.

Puna Reo. Ngā Paetohu

Ka whakaatu ia i tana mōhio ki:

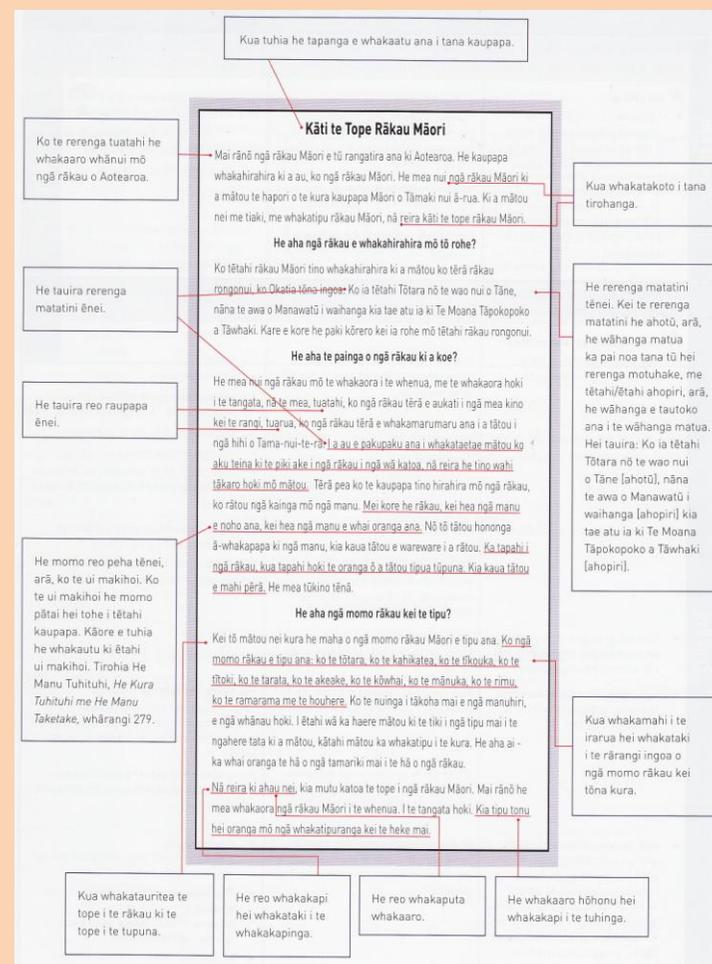
- ngā kupu āhua huhua nei e hāngai ana ki āna kaupapa tuhituhi
- te whakamahi i te tohuwhai me te irarua
- ki te tātaki tika i ngā kupu me te whakamahi tika i te tohutō i roto i te tuinga ka whakaputaina
- ngā momo rerenga matatini me te whakaraupapa tuinga ki te kōwae piringa tahi
- ngā āhautanga reo e hāngai ana ki te pūtake tuhituhi, pērā i to reo raupapa, te reo tūhono i te take me te pānga, te reo whakakapai mō te tuhituhi tautohe, me ētahi āhuatanga reo hei whakanikoniko i te whakaaro, pērā i te huahuatau me te ui makihoi.

Rautaki Reo. Ngā Paetohu

I a ia e tuhi ana:

- ka rapu, ka kohi, ka whakaraupapa ia i ngā pārongo me ngā whakaaro i mua i te tuhituhi
- ka arohaehae i āna ake tuinga hukihuki mā te arotake i ngā pārongo, i ngā whakaaro matua me ngā taunakitanga, i te reo i whakamahia, me te takoto mai o ngā kupu kia hāngai te tuinga ki te hunga pānui me te putake tuhituhi.

Tauira 1



Taumata 4- 5

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> • Is able to develop and connect complex ideas to construct a cohesive text • Consciously selects language structures and features to make the writing more appealing to an audience • Shows flair and expresses personal voice • Adds detail expressly for the benefit of the reader • Confidently uses conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu) • Uses a variety of devices (paragraghing, sub-headings, captions, text layout etc) to organise their writing 	<ul style="list-style-type: none"> • Uses linguistic features (kīwaha, huahuatau, tāruaruatanga, reo peha, etc) to enhance the writing • Spells words correctly and uses hard copy and online dictionaries to identify alternatives for known words 	<ul style="list-style-type: none"> • Describes a variety of approaches to plan how the kaupapa could be captured in their written piece and makes a judicious choice based on this knowledge • Adds details to support ideas and can articulate why these added details are necessary • Re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas • Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message

Taurira 1

He korero tēnei e pā ana ki te hītori o Putauaki, Whakaari rātau ko Tarawera.

I ngā rā o mua i noho a Putauaki hei whaipō mā Tarawera. I te mea kaha ake a Tarawera (wahine) ia Putauaki, ia pō i wehe a Putauaki. Kā te pohehe a Tarawera e moe ana ia.

Ia pō ka wehe a Putauaki ka haere ia ki Whakatane, nō te mea he wahine (maunga) ano i reira, ko Whakaari tōna tama.

Kaore tēnei whine a Whakaari e mohio ana ki a Tarawera rāua ko Putauaki.

Ia Putauaki e wehe ana i tētahi pō, i maranga a Marangai tōna tama. I whai a ia i tōna pāpa.

"Aue" te karanga o Putauaki i te ohore kua whai a Marangai i a ia.

Ia te kaha o tōna "Aue! Ka oho a Tarawera ā ka kite a ia, ia Putauaki rāua ko Marangai (tōna tama) e wehe ana i a ia.

Nā te pukuriri a Tarawera ka huri kohatu a ia i a Putauaki rāua ko Marangai. Ko te raru o tēna kāore ano a Putauaki kua tau ki Whakatane. Nō reira kei Kawerau a ia e ~~noho~~ ^{noho} ana.

Tini mokemoke a Tarawera rāua ko Whakaari nā te mea kua huri a Putauaki hei ~~Maunga~~ ^{Maunga}. Nō reira ka pahu a Tarawera. ~~Hei pūia~~ ^{Hei pūia}. E kite tōnu ana a Tarawera rāua ko Whakaari ia Putauaki inaeanei tōnu, āgari kāore ka taea ratou te hono.

He korero tēnei e pā ana ki te hītori o Putauaki, Whakaari rātau ko Tarawera.

I ngā rā o mua i noho a Putauaki hei whaipō mā Tarawera i te mea kaha ake a Tarawera (wahine) ia Putauaki ia pō i wehe a Putauaki. Ko te pohehe a Tarawera e moe ana a ia.

Ia pō ka wehe a Putauaki ka haere ia ki Whakatane nō te mea he wahine (maunga) ano i reira, ko Whakaari tōna ingoa.

Kaore tēnei wahine a Whakaari e mohio ana ki a Tarawera rāua ko Putauaki.

Ia Putauaki e wehe ana i tētahi pō, i maranga a Marangai tōna tama. I whai a ia i tōna pāpa.

"Aue" te karanga o Putauaki i te ohore kua whai a Marangai i a ia.

Nā te kaha o tōna "Aue! Ka oho a Tarawera ā ka kite a ia ia Putauaki rāua ko Marangai (tōna tama) e wehe ana i a ia _____

Nā te pukuriri a Tarawera ka huri kohatu a ia i a Putauaki rāua ko Marangai. Ko te raru o tēna kāore ano a Putauaki kua tau ki Whakatane. Nō reira kei Kawerau a ia e noho tū ana.

Tini mokemoke a Tarawera rāua ko Whakaari nā te mea kua huri a Putauaki hei maunga kohatu. Nō reira ka pahu a Tarawera hei pūia. He uia. E kite tonu ana a Tarawera rāua ko Whakaari ia Putauaki inaeanei tonu āgari kāore ka taea ratou te hono.

Taumata 5

Āheinga Reo. Ngā Paetohu:

Ina tuhi ia:

- ka tutuki i a ia ngā tuhinga whaihua mō ngā pūtake maha e hāngai ana ki te kaupapa, te horopaki me te hunga pānui
- ka arorau ngā whakaaro, ā, he whai kohunga tonu te whakatinana whakaaro me te whakaraupapa whakaaro.

Puna Reo. Ngā Paetohu

Ka whakaatu ia i tana mōhio ki:

- ngā kupu āhua huhua nei e hāngai ana ki āna kaupapa tuhituhi
- te whakamahi i te irapiko
- te tātaki tika i ngā kupu me te whakamahi tika i te tohutō
- ngā momo rerenga matatini me te whakaraupapa tuhinga ki te kōwae piringa tahi hei waihanga i te tuhinga pipiri
- ngā āhuatanga reo e hāngai ana ki ngā pūtake tuhituhi, te reo peha me ōna pānga (hei tauira, te ui makihoi, te huahuatau me te tātorutanga).

Rautaki Reo. Ngā Paetohu

I a ia e tuhi ana:

- ka rapu, ka kohi, ka arotake ia i ngā rauemi hei tautohu i ngā pārongo me ngā whakaaro e hiahiatia ana, ka whakaraupapa hoki i ngā pārongo me ngā whakaaro ki tētahi mahere e hāngai ana ki te anga o te momo tuhinga
- ka arohaehae i ngā tuhinga kia hāngai te āhua o ngā tuhituhi, te momo tuhinga, me te momo reo ki te hunga pānui, kia ea ai hoki te pūtake o te tuhinga

Tauira 1

E te Ētita

Kātahi anō māua ko tāku hua ko Putiputi ka pānui i tētahi reta a tētahi tangata mai Hongeoka Ki te Ētita e pā ana ki: "He aha te hua o te reo Māori Ki roto i ngā kura". Hika mā, ka aroha hoki! Ānei tāku:

Mā te Kōrero i te reo Ka ora ai, mā te ora o te reo Ka rangatira, ahakoa he aha te reo. Arā, he rangatira te tangata Kōrero i tōna reo ake. Ko te kaupapa "He aha te hua o te reo Māori i roto i ngā kura", ko mātau ngā tāngata whenua e tika-tonu ana me ake tonu mātau i te reo Māori. E haere ana ahau ki te Kura Kaupapa Māori. I whakatūria ngā kura Kaupapa Māori me ngā kōwhiri reo nā te mea i patua e ngā kura Pākehā te reo, te wairua, te rangatiratanga o te tamaiti Māori. Ko tāku hāku! Kia whāngaitia te reo Māori ki āku whanaunga ake. Me te mea nei hoki ahakoa te aha ka pīrangī tonu mātau i ā mātau waiata ake, i ā mātau haka i roto i tō mātau ake reo.

Arā, pērā i te haka, "Ka mate, Ka mate" Ki te haka ina i roto i te reo Pākehā he pai, he aha rānei? Kore rawa ahau e whakahe Ki tērā. Ka ahatia te wairua o taua haka? Ka ahatia te ihi? Ka ahatia te wana? E hika! Ka mate noa iho, ka Kore noa iho.

Ina ka whai i te Kōrero waiho te reo Māori i roto i ngā kāinga, ka pēhea tātau? Ka pēhea hoki a Aotearoa? Nā ngā tāngata pērā i a Apirana Ngata i whakakaha te iwi Māori i tana Kōrero: "Ka tō ringa Ki ngā rākau a te Pākehā hei aranga mā tō tinana; Ko tō ngākau Ki ngā taonga a ō tipuna hei tikiiki mā tō māhunga; Ko tō wairua Ki te atua nāna nei ngā mea katoa."

E hua, me whai tātau i tērā Kōrero? Ki a au nei ina kāhore tō ringa e pā, kāhore tō ngākau e ū, kāhore tō wairua e pono Ki tōu ake rangatiratanga, Moumou ngā Kōrero, otirā ka mate ngā hitori o Aotearoa whānui. Ko wai rā mātau? Nōhea hoki mātau? He tino taonga tuku iho te reo Māori. He tino taonga tuku iho te reo Pākehā. Ngā reo katoa he taonga.

Ki a au nei ina kāhore tōu ake reo, kāhore hoki te wairua. Ānei kā pea te Kōrero tika; me ake tātau i ngā reo e rua, e toru, hei tikiiki mā ō tātau māhunga, hei huaki i ngā kuaha o te ao.

Nā reira e te Ētita, Kia kaha Ki te tuhi i tēnei Kōrero Kia rata ai te manamano tāngata he tino taonga te reo Māori. Kia tau ngā manaakitanga Ki runga i tērā tangata mai Hongeoka.

Nāku noa
Kātiro Māori

Te mihi whakatuwhera.

He kupu hāhiki, arā, he ātete te tikanga o ēnei kupu.

Kua hangaia tēnei rerenga kia noho ki te pito mutunga te haunui hei whakakaha i te whakaari.

He tohenga e tautoko ana i te tohenga matua.

Kua whakamahia he ui makihoi hei whakataki i te tohenga matua tuarua.

Kua whakamahia anō he tātorutanga hei whakataki i te tohenga matua tuatoru.

He huahuatau hei whakakaha i tēnei tohenga.

He kupu whakataua.