

# Haitian Creole Language Arts Curriculum Project

Language Arts Standards

Grade: Fifth Grade

<i>I. Literacy Competencies</i>	<i>II. NLA Performance Indicators</i>	<i>III. Konpetans an Kreyòl</i>	<i>IV. Endikatè Pèfòmans</i>
<p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure to read unfamiliar words</li> <li>• Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate</li> <li>• Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words</li> <li>• Recognize at sight a large body of high-frequency words</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Learn grade-level vocabulary through both direct and indirect means</li> <li>• Use word structure knowledge Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	<p><b>STANDARD 1</b> <b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>1. identify essential information for note taking in the primary language</li> <li>2. listen in planning or brainstorming sessions with peers</li> <li>3. listen to and follow multistep directions in the home language which provide information about a task or assignment</li> <li>4. recall significant ideas and details, and relationships between and among them</li> <li>5. distinguish between relevant and irrelevant oral information</li> <li>6. draw conclusions and make inferences on the basis of explicit and implied information in the native language</li> <li>7. recognize that the speaker’s voice quality and delivery impact communication.</li> </ol>	<p><b>Demele sans mo: Analiz son ak analiz fraz</b></p> <ul style="list-style-type: none"> <li>• Sèvi ak tout teknik nou konnen pou nou demele mo, tankou rapò ant lèt ak son, pozisyon silab yo, itilize konparezon, estrikti mo, pou nou demele tout mo nou pa rekonèt.</li> <li>• Konsidere tout sous enfòmasyon pou nou demele mo nou pa abitye ak yo, pou nou kontwole si nou rekonèt mo ak pou nou korije tèt nou lè nou fè erè.</li> <li>• Sèvi ake ladrès nou ak diferan teknik pou nou rekonèt mo ak prezizyon otomatikman lè n ap demele mo nou pa abitye ak yo.</li> <li>• Rekonèt anpil mo ki kouran.</li> </ul> <p><b>Konesans nou deja genyen ak devlopman vokabilè</b></p> <ul style="list-style-type: none"> <li>• Sèvi ak mwayen dirèk ak mwayen endirèk pou nou aprann vokabilè ki nan nivo klas nou ye a</li> <li>• Analize ki jan on mo bati, sèvi</li> </ul>	<p><b>ESTANDA 1</b> <b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. idantifye enfòmasyon ki enpòtan lè n ap pran nòt nan lang manman nou</li> <li>2. koute lè n ap planifye oubyen lè n ap brase lide ak lòt elèv</li> <li>3. koute epi suiv esplikasyon ki gen plizyè etap epi ki bay enfòmasyon sou aktivite ki fèt nan klas la oubyen sou yon devwa</li> <li>4. Sonje tout lide ak detay ki enpòtan epi gade ki relasyon ki gen ant yo.</li> <li>5. Rekonèt diferans ki genyen ant enfòmasyon oral ki gen rapò sa k ap diskite a ak enfòmasyon oral ki pa gen rapò ak sa k ap diskite a</li> <li>6. Tire konklizyon epi fè enferans sou baz enfòmasyon ki klè ak sou baz enfòmasyon ki an daki nan lang manman nou.</li> <li>7. Rekonèt kalite vwa moun kap pale a ak jan li pale a gen yon enpòtans nan sa l ap di a</li> </ol>

<ul style="list-style-type: none"> <li>• Acquire new vocabulary by reading a variety of texts</li> <li>• Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties</li> <li>• Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources</li> <li>• Use Haitian Creole dictionary to identify synonyms and antonyms</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Read a variety of grade-level texts, for a variety of purposes, with understanding</li> <li>• Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text</li> <li>• Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary</li> <li>• Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding</li> <li>• Ask questions to clarify understanding and to focus reading</li> </ul>	<p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. prepare and give presentations in the first language on informational topics</li> <li>2. contribute to group discussions by offering comments to clarify and interpret ideas and information</li> <li>3. present information to address audience needs and to anticipate questions</li> <li>4. present examples, definitions, analogies, and direct references to native language texts in support of ideas</li> <li>5. connect, compare, and contrast ideas and information</li> <li>6. use the linguistic conventions of the presentational format for panel discussions, debates, and mock trials</li> <li>7. ask and respond to questions in the primary language to clarify information</li> <li>8. present reports of five to seven minutes in the first language for teachers and peers on topics related to all school subjects</li> <li>9. summarize main points as part of a conclusion</li> <li>10. use notes or outlines in the native language appropriate to the presentation.</li> </ol> <p><b><i>READ in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. locate and use library media resources in the primary language to</li> </ol>	<p>ak konesans nou, esperyans nou pou nou ka konprann sans mo nou jwenn nan liv</p> <ul style="list-style-type: none"> <li>• Li tout tout kalite tèks pou nou aprann nouvo mo</li> <li>• Sèvi ak teknik ki pou pèmèt nou reyalize ki mo ki anpeche nou konprann yon tèks n ap li</li> <li>• Sèvi ak diksyonè, mo ki nan alantou yon mo nou pa konnen, glosè ak lòt resous pou nou kapab jwenn sans mo nou pa abitye ak yo.</li> <li>• Sèvi ak diksyonè Kreyòl pou nou 1) aprann sans mo; 2) idantifye sinonim ak antonim</li> </ul> <p><b>Teknik pou nou konprann sa nou li</b></p> <ul style="list-style-type: none"> <li>• Li tout kalite tèks ki nan nivo klas nou ye a pou tout kalite rezon. Sèvi ak teknik ki pou pèmèt nou konprann tèks sa yo.</li> <li>• Sèvi ak teknik pou nou suiv si nou konprann sa nou li, tankou fè konparezon, poze tèt nou kesyon pou nou jwenn sans tèks yo.</li> <li>• Anplwaye mwayen ki pèmèt nou suiv si nou konprann sa nou li, tankou kontwòl pa eliminasyon, fè rezime, poze tèt nou kesyon pou jwenn sans tèks yo.</li> <li>• Rekonèt lè nou kòmanse twouble lè n ap li yon tèks pou nou ka fè chanjman ki nesèsè,</li> </ul>	<p><b>Pale pou nou:</b></p> <ol style="list-style-type: none"> <li>1. Prepare epi fè prezantasyon nan lang manman nou sou sijè ki bay enfòmasyon</li> <li>2. fè kòmantè pou eklèsi/ entèprete ide ak enfòmasyon lè n ap patisipe nan diskisyon an woup.</li> <li>3. Bay enfòmasyon moun ki nan piblik lan bezwen epi prevwa ki kesyon yo ka poze</li> <li>4. Bay egzanp, definisyon, konparezon ak referans dirèk nan tèks la pou nou apiye ide nou yo.</li> <li>5. Konekte/konpare ide ak enfòmasyon.</li> <li>6. Itilize prensip lengwistik pou fòma prezantasyon nan diskisyon, deba ak pwose nou fè an jwèt.</li> <li>7. Poze/reponn keksyon nan lang manman nou pou nou ka rann enfòmasyon yo klè</li> <li>8. Prezante rapò ki ka dire ant senk ak sèt minit nan lang matènèl nou pou pwofesè nou ak ti kanmarad nou sou sijè ki gen rapò ak tout matyè n ap etidye yo</li> <li>9. Rezime pwen santral yo kòm yon aspè nan konklizyon an</li> <li>10. Sèvi ak nòt oubyen ki gen rapò ak prezantasyon an</li> </ol> <p><b>Li pou nou:</b></p> <ol style="list-style-type: none"> <li>1. jwenn/sèvi ak resous bibliyotèk ki nan lang manman nou pou nou jwenn enfòmasyon.</li> </ol>
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<ul style="list-style-type: none"> <li>• Make connections between text being read and own lives, the lives of others, and other texts read in the past</li> <li>• Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions</li> <li>• Read grade-level texts and answer literal, inferential, and evaluative questions</li> <li>• State or summarize a main idea and support/elaborate with relevant details</li> <li>• Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text</li> <li>• Participate cooperatively and collaboratively in group discussions of texts</li> <li>• Note and describe aspects of the writer's craft</li> <li>• Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection</li> <li>• Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations</li> </ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Show interest in a wide range of texts, topics, and genres for</li> </ul>	<p>acquire information</p> <ol style="list-style-type: none"> <li>2. apply thinking skills such as defining, classifying, and inferring to interpret data,</li> <li>facts, and ideas from informational texts</li> <li>3. read and follow multistep directions or procedures in the first language to accomplish a task or complete an assignment</li> <li>4. preview informational texts to assess content and organization, and select texts useful for the task</li> <li>5. use native language indexes to locate information, and use glossaries to define terms</li> <li>6. use knowledge of structure, content, and vocabulary to understand informational text</li> <li>7. distinguish between relevant and irrelevant text</li> <li>8. identify missing, conflicting, and/or unclear information</li> <li>9. formulate questions in the home language to be answered by reading informational</li> <li>10. compare and contrast information from a variety of sources</li> <li>11. condense, combine, or categorize information in the native language from one or more sources</li> <li>12. relate new information to prior reading and personal/cultural experience</li> <li>13. draw conclusions and make inferences on the basis of explicit and implied information</li> <li>14. make, confirm, or revise predictions.</li> </ol>	<p>tankou reli sa nou sot li a, li pi dousman, poze sou mo nou pa konprann pou nou chèche konprann yo</p> <ul style="list-style-type: none"> <li>• Itilize konesans nou genyen sou estrikti tèks pou nou ka rekonèt diferans ki genyen ant diferan tèks ak pou nou kapab konprann tèks yo pi byen.</li> <li>• Poze tèt nou kesyon pou nou wè si nou konprann sa nou li ak pou nou kapab konsantre sou lekti a</li> <li>• Mete sa nou konnen deja ansanm ak enfòmasyon ki nan tèks yo pou nou konprann sa n ap li, fè prediksyon, fè enferans ak konklizyon.</li> <li>• Fè koneksyon ant tèks n ap li ak istwa lavi nou, istwa lavi lòt moun ak lòt tèks nou te li deja.</li> <li>• Li tèks ki nan nivo klas nou ye a, reponn kesyon ki dirèk, kesyon enferans ak kesyon evalyasyon.</li> <li>• Bay lide prensipal tèks nou li epi kore repons nou an ak detay ki apwopriye nan tèks la</li> <li>• Bay opinyon nou oubyen entèpretayon nou sou yon tèks, tankou lide prensipal tèks la pi kore repons nou an ak detay ki enpòtan</li> <li>• Patisipe nan diskisyon an gwoup sou tèks ak lòt elèv</li> <li>• Idantifye teknik ekriyen itilize lè y ap ekri. Dekri yo</li> <li>• Li awotwva, li ak presizyon, li kouraman; itilize vitès, entonasyon ak enfleksyon ki apwopriye pou nou</li> </ul>	<ol style="list-style-type: none"> <li>2. sèvi ak kapasite refleksyon nou tankou bay definisyon, fè klasifikasyon, fè enferans pou nou entèprete done, enfòmasyon ak ide ki soti nan tèks ki bay enfòmasyon.</li> <li>3. li/suiv eksplikasyon ak pwosede ki gen plizyè etap nan lang manman nou pou nou fè yon travay oubyen yon devwa.</li> <li>4. gade tèks ki bay enfòmasyon pou nou evalye sa ki nan tèks la ak jan li òganize epi pou nou chwazi tèks ki itil pou travay n ap fè a.</li> <li>5. sèvi ak endèks ki nan lang matènèl la pou nou chèche enfòmasyon, sèvi ak glosè pou nou defini mo.</li> <li>6. sèvi ak konesans nou genyen nan estrikti tèks, kontni tèks, ak nan vokabilè pou nou konprann yon tèks ki bay enfòmasyon</li> <li>7. distenge ant tèks ki apwopriye ak sa ki pa apwopriye</li> <li>8. idantifye enfòmasyon ki manke, ki an kontradiksyon youn ak lòt oswa ki pa klè</li> <li>9. Poze kesyon nan lang matènèl la. Yon moun ka sèvi ak tèks ki bay enfòmasyon pou yo reponn kesyon sa yo.</li> <li>10. Konpare enfòmasyon ki soti nan diferan sous.</li> <li>11. rezime, konbine epi klase</li> </ol>
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<p>reading</p> <ul style="list-style-type: none"> <li>• Read voluntarily for a variety of purposes</li> <li>• Be familiar with titles and authors of a wide range of literature</li> <li>• Engage in independent silent reading for extended periods of time</li> </ul> <p><b>WRITING</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Correctly spell words within own writing that have been previously studied and/or frequently used</li> <li>• Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied</li> <li>• Spell a large body of words accurately and quickly when writing</li> <li>• Use a variety of spelling resources, such as spelling dictionaries to support correct spelling</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use legible print and/or cursive writing</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Respond in writing to prompts that follow the reading of literary and informational texts</li> <li>• Respond to writing prompts that follow listening to literary and informational texts</li> </ul>	<p><i><b>WRITE in order to:</b></i></p> <ol style="list-style-type: none"> <li>1. use several primary language sources of information (in addition to an encyclopedia) to develop research reports</li> <li>2. identify appropriate format for sharing information with an intended audience and comply with the accepted features of that format</li> <li>3. take research notes in the native language, using note-taking process</li> <li>4. use outlines and graphic organizers such as semantic webs to plan reports</li> <li>5. include relevant information and exclude irrelevant information</li> <li>6. use paraphrase and quotation according to appropriate linguistic rules</li> <li>7. connect, compare, and contrast ideas and information from one or more sources</li> </ol>	<p>li</p> <ul style="list-style-type: none"> <li>• Demontre nou konprann tèks nan nivo klas nou ye a nan diferan fason, tankou nan fè redaksyon, teyat ak prezantasyon oral</li> </ul> <p><b>Motivasyon pou nou li</b></p> <ul style="list-style-type: none"> <li>• Montre nou enterese nan diferan kalite tèks, sijè ak èv literè pou nou li</li> <li>• Li volontèman pou diferan kalite rezon</li> <li>• Abitye ak tit, otè diferan kalite literati</li> <li>• Li an silans san rete pou yon pakèt tan</li> </ul> <p><b>Redaksyon</b></p> <p><b>Eple mo</b></p> <ul style="list-style-type: none"> <li>• Eple mo nou aprann deja oubyen mo nou abitye itilize.</li> <li>• Eple mo ki sanble ak mo nou aprann deja nan jan yo ekri</li> <li>• Lè n ap ekri eple pifò mo yo rapidman ak presizyon</li> <li>• Sèvi ak divès kalite resous tankou diksyonè pou nou kapab eple mo kòm sadwa</li> </ul> <p><b>Ekriti</b></p> <ul style="list-style-type: none"> <li>• Nou dwe fòme lèt yo byen lè n ap sèvi ak kalite ekriti ki mande pou nou ekri chak lèt degrennen nan yon mo oubyen lè n ap sèvi ak kalite ekriti ki mande pou nou ekri lèt yo kole nan yon mo</li> </ul> <p><b>Redaksyon</b></p> <ul style="list-style-type: none"> <li>• Ekri sa nou panse sou yon tèks</li> </ul>	<p>enfòmasyon ki soti nan youn oswa plizyè sous.</p> <p>12. Fè koneksyon ant nouvo enfòmasyon ak tèks nou te li deja ansanm ak eksperyans pèsonèl/ kiltirèl nou.</p> <p>13. Tire konklizyon epi fè dediksyon sou baz enfòmasyon ki klè oubyen sou baz enfòmasyon ki an daki.</p> <p>14. Fè prediksyon, konfime yo epi revize yo.</p> <p><b>Ekri pou nou:</b></p> <ol style="list-style-type: none"> <li>1. sèvi ak plizyè sous orijinal enfòmasyon nan lang matènèl la, sèvi ak ansiklopedi tou pou nou ekri rapò sou rechèch nou fè.</li> <li>2. idantifye fòma ki apwopriye pou pataje enfòmasyon ak yon piblik, respekte prensip yo rekonèt pou fòma sa a.</li> <li>3. pran nòt sou rechèch nou fè nan lang manman nou dapre teknik ki gen pou pran nòt</li> <li>4. sèvi ak yon plan ansanm ak òganizatè grafik tankou dyagram semantik pou nou planifye rapò</li> <li>5. mete tout enfòmasyon ki apwopriye epi retire sa k pa apwopriye yo.</li> <li>6. sèvi ak parafray, sitasyon dapre règ gramè ki apwopriye pou sa.</li> <li>7. konekte/konpare lide ak enfòmasyon ki soti nan plizyè</li> </ol>
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<ul style="list-style-type: none"> <li>• Write on a wide range of topics</li> <li>• Understand and use writing for a variety of purposes</li> <li>• Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast (1)</li> <li>• Use a variety of media, such as print and electronic, when writing</li> <li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> <li>• Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing</li> <li>• Review writing independently in order to revise for focus, development of ideas, and organization (2)</li> <li>• Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing</li> <li>• Understand and write for a variety of audiences</li> <li>• Adjust style of writing, voice, and language used according to purpose and intended audience</li> <li>• Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing</li> <li>• Use multiple sources of</li> </ul>	<p>in the home language</p> <p>8. support ideas with examples, definitions, analogies, and direct references to the text</p> <p>9. use graphics such as graphs, charts, and diagrams to enhance the communication of information</p> <p>10. cite sources in footnotes and bibliography, using linguistically appropriate form</p> <p>11. write accurate and complete responses in the first language to questions about informational material</p> <p>12. maintain a portfolio in the native language that includes informational writing.</p> <p><b>STANDARD 2</b></p> <p><b><i>LISTEN in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. interpret and respond to texts on a variety of themes from different genres and recognized authors of the native language</li> <li>2. listen to class lectures, and to small group and classroom discussions, to comprehend, interpret, and critique literary text</li> <li>3. recognize different levels of meaning</li> </ol>	<p>imajinè oubyen sou yon tèks ki bay enfòmasyon nou fin li</p> <ul style="list-style-type: none"> <li>• Ekri sa nou panse sou yon tèks imajinè oubyen sou yon tèks ki bay enfòmasyon nou fin tande</li> <li>• Konprann moun ekri pou diferan kalite rezon ; ekri pou diferan kalite rezon</li> <li>• Sèvi ak diferan teknik òganizasyon pou nou ekri tankou lòd kwonolojik, kòz ak konsekans, konparezon</li> <li>• Ekri nan diferan fòma tankou fòma enprime, fòma miltimedya</li> <li>• Sèvi ak teknik <i>ekri pa etap la</i> (plan, premye vèsyon, revizyon, koreksyon, edite) pou nou ekri</li> <li>• Sèvi ak diferan kalite teknik moun itilize lè y ap prepare pou yo ekri, tankou reflechi, mete lide sou pape, pran nòt, fè koneksyon</li> <li>• Li sa nou ekri poukont nou pou nou gade si nou rete sou sijè a, pou nou gade jan nou devlope lide nou ak jan nou òganize tèks la</li> <li>• Revize sa nou ekri poukont nou pou nou korije òtograf, gramè, jan nou sèvi ak lèt majiskil, siy ponktiyasyon ak paragaf</li> <li>• Konprann kouman pou nou ekri pou diferan kalite moun; ekri pou diferan kalite moun</li> <li>• Chanje nivo langaj nou ak estil nou pou nou adapte li daprezavwa nou konnen ki moun ki pral li tèks nou ekri a,</li> </ul>	<p>sous.</p> <p>8. sèvi ak egzanp, definisyon, analogi, referans dirèk nan tèks pou nou kore lide nou.</p> <p>9. sèvi ak grafik tankou graf, tablo ak dyagram pou nou ranfòse fason n ap bay enfòmasyon.</p> <p>10. site tout sous anba paj yo ak nan bibliografi dapre règ ki apwopriye pou sa.</p> <p>11. ekri repons ki kòrèk e ki konplè lè n ap reponn kesyon ki gen rapò ak tèks ki bay enfòmasyon.</p> <p>12. kenbe yon dosye ki genyen ladan l tèks nou ekri pou nou bay enfòmasyon.</p> <p><b>Estanda 2</b></p> <p><b>Koute pou nou :</b></p> <ol style="list-style-type: none"> <li>1. entèprete/analize diferan kalite tèks literè otè moun bay valè ekri sou diferan tèm.</li> <li>2. tande sa ki di nan leson yo, nan diskisyon an gwoup, nan deba ki fèt nan klas la pou nou ka konprann/entèprete/kritike tèks literè.</li> <li>3. idantifye diferan nivo sans ki genyen nan prezantasyon</li> <li>4. montre jan otè a chwazi mo, jan li dekri pèsonaj, jan li sèvi ak lòt resous literè nan lang manman</li> </ol>
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<p>information when writing a report</p> <ul style="list-style-type: none"> <li>Review writing with teachers and peers</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown</li> <li>Write voluntarily for different purposes</li> <li>Write on a variety of topics</li> <li>Publish writing in a variety of presentation or display media, for a variety of audiences</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Correctly spell words within own writing that have been previously studied and/or frequently used</li> <li>Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied</li> <li>Spell a large body of words accurately and quickly when writing</li> <li>Use a variety of spelling resources, such as spelling dictionaries to support correct spelling</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Use legible print and/or cursive writing</li> </ul> <p><b>Composition</b></p>	<p>in presentations</p> <ol style="list-style-type: none"> <li>identify how the author's choice of words, characterization, and use of other literary devices in the primary language affect the listener's interpretation of the oral text</li> <li>identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry</li> <li>recognize that meaning of the spoken word can vary in accordance with tone, volume, pitch, rate, and cultural expectations</li> <li>recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response</li> <li>identify questions of personal importance and interest and learn how to address them by listening to and interpreting films, plays, and dramatic readings in the home language</li> <li>recognize social, historical, and cultural features in presentations of notable native language imaginative texts.</li> </ol> <p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>express interpretations and support them through specific references to the text</li> <li>explain the social, historical, and cultural features of notable imaginative texts in the primary language</li> </ol>	<p>daprezavwa nou konnen rezon ki fè nou ekri tèks la</p> <ul style="list-style-type: none"> <li>Sèvi ak zouti literè tankou simili, langaj figire ansanm ak pwòp vwa pa nou lè n ap ekri</li> <li>Sèvi ak plizyè sous enfòmasyon lè n ap ekri yon rapò</li> <li>Prezante/diskite sa nou ekri nan konferans ak pwofesè ak elèv parèy nou.</li> </ul> <p><b>Motivation pou nou ekri</b></p> <ul style="list-style-type: none"> <li>Deside ekri poukont nou pou nou fè diferan kalite moun konnen lide nou ak santiman nou</li> <li>Deside ekri poukont nou pou diferan rezon</li> <li>Ekri sou diferan kalite sijè</li> <li>Sèvi ak diferan kalite fòma oubyen mwayen pou nou prezante sa nou ekri bay diferan gwoup moun</li> </ul> <p><b>Eple</b></p> <ul style="list-style-type: none"> <li>Eple mo san nou pa fè fot lè n ap ekri mo nou aprann deja oubyen mo nou abitye sèvi ak yo</li> <li>Eple mo nou aprann deja ki sanble nan jan yo ekri</li> <li>Lè n ap ekri eple pifò mo yo rapidman ak presizyon</li> <li>Sèvi ak divès kalite resous tankou diksyonè pou nou kapab eple mo kòm sadwa</li> </ul> <p><b>Redaksyon</b></p> <ul style="list-style-type: none"> <li>Ekri sa nou panse sou yon tèks</li> </ul>	<p>l afekte entèpretasyon moun ki ap koute tèks la</p> <ol style="list-style-type: none"> <li>idantifye kòman powèt sèvi ak repetisyon, rit ak rim pou yo enfliyanse jan moun kap tandre pwezi a entèprete l.</li> <li>rekonèt sans pawòl kapab varye dapre ton, volim, son vwa grav/egi, vitès ak kilti yon moun.</li> <li>rekonèt kouman nou sèvi ak posti (jan moun kenbe kò yo), espresyon figi ak jès pou nou pwovoke yon reyaksyon</li> <li>idantifye keksyon ki gen yon enpòtans/enterè pesonèl epi aprann kòman pou nou reponn yo nan koute/entèprete fim, pyès teyat ak lekti dramatik nan lang nou.</li> <li>rekonèt karakteristik sosyal/istorik/kiltirèl nan tèks imajinasyon moun bay valè.</li> </ol> <p><b>Pale pou nou:</b></p> <ol style="list-style-type: none"> <li>fè entèpretasyon epi kore yo ak referans espesifik nan tèks lan.</li> <li>esplike karakteristik sosyal/istorik/kiltirèl ki gen nan tèks imajinasyon moun bay valè.</li> <li>sèvi ak estrikti lang/estrikti tèks ki kreyatif lè n ap prezante tèks imajinasyon orijinal nan lang manman nou. Pa egzanp . sèvi ak règ ki apwopriye pou kalite tèks literè a (istwa, poèm, pyès teyat)</li> </ol>
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<ul style="list-style-type: none"> <li>Respond in writing to prompts that follow the reading of literary and informational texts</li> <li>Respond to writing prompts that follow listening to literary and informational texts</li> <li>Write on a wide range of topics</li> <li>Understand and use writing for a variety of purposes</li> <li>Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast (1)</li> <li>Use a variety of media, such as print and electronic, when writing</li> <li>Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> <li>Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing</li> <li>Review writing independently in order to revise for focus, development of ideas, and organization</li> <li>Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing</li> <li>Understand and write for a variety of audiences</li> <li>Adjust style of writing, voice, and language used according to purpose and intended</li> </ul>	<p>3. present original imaginative texts in the first language, using language and text structures that are inventive; for example:</p> <ul style="list-style-type: none"> <li>use conventions of the literary genre (story, poem, play)</li> <li>use rhyme, rhythm, and repetitions to create an emotional or aesthetic effect</li> <li>use an introduction that catches and excites the interest of the listener</li> </ul> <p>4. use notes or outlines appropriately in presentations</p> <p>5. ask and respond to questions to clarify an interpretation or response to primary language imaginative texts and performances.</p> <p><b><i>READ silently and aloud in order to:</i></b></p> <ol style="list-style-type: none"> <li>recognize that native language text may generate multiple interpretations</li> <li>interpret characters, plot, setting, theme, and dialogue, using evidence from the text</li> <li>identify author's point of view, such as first-person narrator and omniscient narrator</li> <li>recognize recurring themes in a variety of notable literary works in the home language</li> <li>determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback, and</li> </ol>	<p>imajinè oubyen sou yon tèks ki bay enfòmasyon nou fin li</p> <ul style="list-style-type: none"> <li>Ekri sa nou panse sou yon tèks imajinè oubyen sou yon tèks ki bay enfòmasyon nou fin tande</li> <li>Konprann moun ekri pou diferan kalite rezon ; ekri pou diferan kalite rezon</li> <li>Sèvi ak diferan teknik òganizasyon pou nou ekri tankou lòd kwonolojik, kòz ak konsekans, konparezon</li> <li>Ekri nan diferan fòma tankou fòma enprime, fòma miltimedya</li> <li>Sèvi ak teknik <i>ekri pa etap la</i> (plan, premye vèsyon, revizyon, koreksyon, edite) pou nou ekri</li> <li>Sèvi ak diferan kalite teknik moun itilize lè y ap prepare pou yo ekri, tankou reflechi, mete lide sou papyè, pran nòt, fè koneksyon</li> <li>Li sa nou ekri poukont nou pou nou gade si nou rete sou sijè a, pou nou gade jan nou devlope lide nou ak jan nou òganize tèks la</li> <li>Revize sa nou ekri poukont nou pou nou korije òtograf, gramè, jan nou sèvi ak lèt majiskil ak ponktiyasyon ak paragraf</li> <li>Konprann kouman pou nou ekri pou diferan kalite gwoup moun; ekri pou diferan kalite piblik</li> <li>Chanje nivo langaj nou ak estil nou pou nou adapte li daprezavwa nou konnen ki moun ki pral li tèks nou ekri a,</li> </ul>	<ul style="list-style-type: none"> <li>sèvi ak rim, rit, ak repetisyon pou kreye yon efè emosyonèl, yon efè estetik.</li> <li>fè yon entwodiksyon ki kapte atansyon moun k ap koute a</li> </ul> <p>4. sèvi ak nòt oubyen yon plan lè n ap fè prezantasyon.</p> <p>5. poze/reponn kesyon pou nou klarifye yon entèpretasyon oubyen yon reyaksyon nou genyen parapò ak yon tèks imajinasyon oubyen yon pèfòmans.</p> <p><b>LI nan kè nou/Li awotvwa pou nou:</b></p> <ol style="list-style-type: none"> <li>rive rekonèt gen plizyè fason nou kapab entèprete tèks nan lang matènèl nou</li> <li>sèvi ak evidans ki nan tèks la pou nou entèprete pèsonaj, dewoulman istwa a, kote istwa a dewoule, dyalòg</li> <li>idantifye pèspektiv otè a, pa egzanp se yon moun k ap rakonte istwa a alapremyè pèsòn oubyen li aji tankou yon gwo konèsè</li> <li>rekonèt tèm ki reparèt nan diferan travay literè moun bay valè</li> <li>detèmine kòman otè a sèvi ak atifis literè tankou senbolis, metafò, konparezon, aliterasyon, pèsònifikasyon, retou an aryè ak antisipasyon pou li fè mesaj li</li> </ol>
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<p>audience</p> <ul style="list-style-type: none"> <li>• Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing</li> <li>• Use multiple sources of information when writing a report</li> <li>• Review writing with teachers and peers</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>• Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown</li> <li>• Write voluntarily for different purposes</li> <li>• Write on a variety of topics</li> <li>• Publish writing in a variety of presentation or display mediums, for a variety of audiences</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to a variety of texts read aloud</li> <li>• Listen attentively for different purposes and for an extended period of time</li> <li>• Identify own purpose(s) for listening</li> <li>• Respond appropriately to what is heard</li> <li>• Listen respectfully, and without interrupting, when others</li> </ul>	<p>foreshadowing convey the author's message or intent</p> <p>6. recognize how the author's use of the native language creates images or feelings</p> <p>7. identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry</p> <p>8. identify questions of personal importance and interest in recognized works of literature in the native language</p> <p>9. compare motivations of characters, causes of events, and importance of setting in literature to people, events, places, and cultural traditions in their own lives</p> <p>10. identify social and cultural context and other characteristics of the time period in order to enhance understanding and appreciation</p> <p>11. compare a film, video, or stage version of a literary work in the native language with the written version.</p> <p><b>WRITE in order to:</b></p> <p>1. create original imaginative texts in the primary language that:</p>	<p>daprezavwa nou konnen rezon ki fè nou ekri tèks la</p> <ul style="list-style-type: none"> <li>• Sèvi ak zouti literè tankou simili, langaj figire ansanm ak pwòp vwa pa nou lè n ap ekri</li> <li>• Sèvi ak plizyè sous enfòmasyon lè n ap ekri yon rapò</li> <li>• Prezante/diskite sa nou ekri nan konferans ak pwofesè ak elèv parèy nou.</li> </ul> <p><b>Motivation pou nou ekri</b></p> <ul style="list-style-type: none"> <li>• Deside ekri poukont nou pou nou fè diferan kalite moun konnen lide nou ak santiman nou</li> <li>• Deside ekri poukont nou pou diferan rezon</li> <li>• Ekri sou diferan kalite sijè</li> <li>• Sèvi ak diferan kalite fòm oubyen mwayen pou nou prezante sa nou ekri bay diferan gwoup moun</li> </ul> <p><b>Koute</b></p> <ul style="list-style-type: none"> <li>• Koute avèk atansyon diferan kalite tèks yo li pou nou</li> <li>• Koute avèk atansyon pandan yon bon bout tan, epi pou diferan rezon</li> <li>• Bay rezon ki fè n ap koute sa y ap li pou nou</li> <li>• Bay repons ki mache ak sa nou tande a</li> <li>• Koute avèk respè san nou pa entèwonp lòt moun k ap pale.</li> </ul>	<p>pase.</p> <p>6. rekonèt kòman otè a sèvi ak lang natifnatal la pou li kreye imaj e pou li afekte jan moun k ap li a santi l.</p> <p>7. idantifye eleman powetik tankou repetisyon, tip rit ak rim pou nou kab entèprete pwezi.</p> <p>8. idantifye keksyon ki gen yon enpòtans/enterè pesonèl nan travay literè moun bay valè</p> <p>9. konpare motivasyon pèsonej, koz evènman, enpòtans moun bay espas kote yon istwa dewoule ak moun nou konnen, evenman nou viv, lokalite nou konnen, tradisyon kiltirèl nan pwòp vi pa nou</p> <p>10. idantifye kontèks sosyal, kontèks kiltirèl ak lòt karakteristik peryòd tan ki an kesyon an pou nou kab ranfòse konpreyansyon ak apresyasyon tèks.</p> <p>11. konpare travay literè ki sou fòm fim, videyo oubyen pyès teyat ak vèsyon ekri travay sa yo</p> <p><b>Ekri pou nou :</b></p> <p>1. kreye tèks imajinasyon orijinal nan lang manman nou ki :</p> <ul style="list-style-type: none"> <li>• devlope yon istwa apati yon plan òganize tankou kwonoloji oubyen retou an aryè.</li> <li>• ranje evènman yo nan yon lòd</li> </ul>
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<p>Speak</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak in response to the reading of a variety of texts</li> <li>• Use appropriate and specific vocabulary to communicate ideas</li> <li>• Use grammatically correct sentences when speaking</li> <li>• Include details that are relevant for the audience</li> <li>• Communicate ideas in an organized and coherent manner</li> <li>• Vary the formality of language according to the audience and purpose for speaking</li> <li>• Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication</li> <li>• Respond respectfully to others</li> <li>• Participate in group discussions on a variety of topics</li> <li>• Offer feedback to others in a respectful and responsive manner</li> </ul>	<ul style="list-style-type: none"> <li>• develop a narrative, using an organizational plan such as chronology or flashback</li> <li>• sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)</li> <li>• develop complex characters and create a setting</li> <li>• use literary devices</li> <li>• maintain a consistent point of view that enhances the message and/or establishes the mood</li> <li>• select a genre and use culturally appropriate linguistic conventions such as dialogue, rhythm, and rhyme</li> </ul> <p>2. develop interpretive and responsive essays of three to five pages in the native language in order to:</p> <ul style="list-style-type: none"> <li>• express opinions and support them through specific references to the text</li> <li>• demonstrate understanding of plot and theme</li> <li>• identify and describe characters and their motivations</li> <li>• analyze the impact of the setting</li> <li>• identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning</li> <li>• draw conclusions and provide reasons for the conclusions</li> <li>• compare and contrast characters, setting, mood, and voice in more than one literary text or performance</li> <li>• make connections between literary text</li> </ul>	<p><b>Pale pou:</b></p> <ul style="list-style-type: none"> <li>• Pale pou nou bay opinyon nou sou tout kalite tèks nou li</li> <li>• Sèvi ak vokabilè apwopriye ki espesifik pou nou kominike lide nou</li> <li>• Sèvi ak fraz ki kòrèk sou plan gramè lè n ap pale</li> <li>• Ajoute detay ki enpòtan pou gwoup moun k ap koute a</li> <li>• Kominike lide nou nan on fason òganize ki fè sans</li> <li>• Sèvi ak nivo langaj diferan selon moun k ap koute nou, selon sa n ap pale a</li> <li>• Pale sou ton ki nòmal, nan rit nòmal, ak volim nòmal selon moun k ap koute, selon sa n ap pale</li> <li>• Reponn ak respè, epi evite dekoupe lòt moun k ap pale nan gwoup la</li> <li>• Patisipe nan diskisyon k ap fèt nan gwoup sou diferan kalite sijè</li> <li>• Pale ak respè lè nou ap bay lòt moun opinyon nou sou travay yo</li> <li>• Poze e reponn tout keksyon pou rann klè opinyon ak jijman.</li> <li>• Itilize nòt, plan de fason apwopriye nan prezantasyon yo.</li> </ul>	<p>ki pèmèt entrig la avanse (sitiyasyon an chofe, konfli, pati ki pi cho an istwa a, sitiyasyon an vin mwen chofe, solisyon)</p> <ul style="list-style-type: none"> <li>• devlope pèsonaj konplike epi kreye yon anbyans.</li> <li>• sèvi ak zouti literè</li> <li>• kenbe yon pwennvi ki ranfòse mesaj la epi/oubyen ki kreye yon anbyans.</li> <li>• chwazi yon kalite tèks literè epi sèvi ak prensip lengwistik ki apwopriye pou kilti a tankou dyalòg, rit, rim.</li> <li>• sèvi ak yon langaj ki kreyatif</li> </ul> <p>2. ekri redaksyon pou nou bay reyaksyon nou oswa pou nou entèprete yon bagay (fòk redaksyon an gen ant twa (3) ak senk (5) paj) yon fason pou nou kab :</p> <ul style="list-style-type: none"> <li>• bay opinyon nou epi kore opinyon sa yo dapre sa ki ekri nan tèks la.</li> <li>• demontre nou konprann dewoulman istwa a ak tèm lan.</li> <li>• idantifye/dekri pèsonaj yo ak sa ki motive yo.</li> <li>• analize ki efè kote istwa a ap dewoule a ak lè l ap dewoule a genyen</li> <li>• idantifye/entèprete kòman sèten zouti literè (tankou senbolis, metafò ak konparezon, aliterasyon, pèsonifikasyon, retou</li> </ul>
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	<p>and personal experience or knowledge and the home culture</p> <p>3. maintain a portfolio that includes imaginative, interpretive and responsive writing in the primary language as a method of reviewing work with teachers and parents/caregivers.</p> <p><b>STANDARD 3</b> <b><i>LISTEN in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences</li> <li>2. recognize multiple levels of meaning</li> <li>3. use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives</li> <li>4. recognize persuasive techniques, such as emotional and ethical appeals in</li> </ol>		<p>an aryè ak antisipasyon) gen efè sou sans yon tèks</p> <ul style="list-style-type: none"> <li>• tire konklizyon epi bay rezon ki fè nou tire konklizyon yo</li> <li>• konpare pèsònaj, anviwonman kote istwa a dewoule a, anbyans, estil otè a nan plizyè tèks literè oubyen pèfòmans.</li> <li>• fè koneksyon ant tèks literè ak eksperyans pèsònèl nou oswa konesans kilti lakay nou.</li> </ul> <p>3. Kenbe yon dosye ki gen ladan l tèks imajinasyon, tèks entèpretasyon, tèks pou bay reyaksyon kòm estrateji pou nou revize travay nou fè ak pwofesè nou, paran nou, granmoun nou.</p> <p><b>ESTANDA 3</b> <b>Koute pou nou:</b></p> <ol style="list-style-type: none"> <li>1. fè yon opinyon oubyen pote yon jijman sou enfòmasyon, lide, opinyon, pwoblèm, tèm ak esperyans. Èske yo valid, èske yo egzak?</li> <li>2. rekonèt gen plizyè nivo sans</li> <li>3. sèvi ak eksperyans pèsònèl nou, konesans nou, opinyon konferansye ki pale nan lekòl nou ak nan kominote a pou nou pote yon jijman ki baze sou diferan pwennvi</li> <li>4. rekonèt teknik pou konvenk moun, tankou touche santiman yo oubyen jwe nan konsyans yo lè n</li> </ol>
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	<p>presentations</p> <ol style="list-style-type: none"> <li>5. consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations</li> <li>6. identify conflicting, missing, or unclear information</li> <li>7. evaluate organization of presentations</li> <li>8. evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery.</li> </ol> <p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. express an opinion or a judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</li> <li>2. use an organizational format (e.g., question/answer, compare/contrast, cause/effect) so that ideas and information are clear</li> <li>3. state a hypothesis and predict possible outcomes from one or more perspectives</li> <li>4. present content, using strategies designed for the audience, purpose, and context</li> <li>5. present a subject from one or more perspectives</li> <li>6. credit sources of information and</li> </ol>		<p>ap fè prezantasyon</p> <ol style="list-style-type: none"> <li>5. konsidere esperyans, kalifikasyon ak prejije moun k ap pale a lè n ap analize/evalye yon prezantasyon</li> <li>6. idantifye enfòmasyon ki an kontradiksyon youn ak lòt, enfòmasyon ki manke oubyen ki pa klè</li> <li>7. evalye jan yon prezantasyon òganize</li> <li>8. evalye prezantasyon moun k ap pale a daprè kalite vwa li, pwononsiyasyon li ak jan li pale a.</li> </ol> <p><b>Pale pou nou :</b></p> <ol style="list-style-type: none"> <li>1. esprime opinyon oubyen jijman sou enfòmasyon, ide, opinyon, tèm, ak eksperyans nan liv, redakson, atik ak reklàm</li> <li>2. sèvi ak fòm pou òganize tèks (ekzanp keksyon/repons, konpare/opoze, koz/efè) pou lide ak enfòmasyon yo ka klè</li> <li>3. fè yon ipotèz epi predi ki rezilta ki posib</li> <li>4. chwazi estrateji ki konsidere patisipan yo, objektif nou ak kontèks la lè na p prezante yon sijè</li> <li>5. prezante sijè a daprè plizyè pèspektiv</li> <li>6. bay sous enfòmasyon pou tout dokiman n ap sèvi pou</li> </ol>
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	<p>opinions accurately in the presentations and handouts</p> <p>7. ask and respond to questions to clarify an opinion or judgment</p> <p>8. use notes or outlines in the native language appropriately in presentations.</p> <p><b>READ in order to:</b></p> <p>1. evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in native language texts, so as to:</p> <ul style="list-style-type: none"> <li>• identify conflicting information</li> <li>• consider the background and qualifications of the writer</li> <li>• question writers' assumptions, beliefs, intentions, and biases</li> <li>• evaluate examples, details, or reasons used to support ideas</li> <li>• identify fallacies of logic that lead to unsupported conclusions</li> <li>• discriminate between apparent message and hidden agenda</li> <li>• identify propaganda and evaluate its effectiveness</li> <li>• identify techniques used by authors to persuade; for example, emotional and ethical appeals</li> <li>• identify differing points of view in texts and presentations</li> <li>• identify cultural and ethnic values and their impact on content</li> <li>• identify multiple levels of meaning</li> </ul> <p>2. judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, cultural, and personal</p>		<p>prezantasyon an.</p> <p>7. poze/reponn keksyon pou rann opinyon ak jijman klè.</p> <p>8. sèvi ak nòt oubyen plan nan lang matènèl la lè n ap fè prezantasyon.</p> <p><b>Li pou nou:</b></p> <p>1. evalye enfòmasyon, ide, tèm, opinyon ak eksperyans nan tèks nan lang manman nou pou nou wè si yo valid, si yo egzak. Kon sa, nou kapab:</p> <ul style="list-style-type: none"> <li>• idantifye enfòmasyon ki an kontradiksyon youn ak lòt.</li> <li>• kesyone kwayans otè a, entansyon li ak prejije li</li> <li>• evalye ekzanp, detay, oubyen rezon otè a itilize pou l kore lide l yo.</li> <li>• idantifye tout move rezonman ki mennen nan yon konklizyon nou pa ka defann.</li> <li>• fè diferans ant mesaj ki klè ak mesaj ki an daki.</li> <li>• idantifye propagann epi evalye si yo efikas.</li> <li>• idantifye teknik otè itilize pou konvenk moun, tankou jwe sou santiman yo oubyen touche konsyans yo.</li> <li>• idantifye pwennvi</li> </ul>
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	<p>3. recognize the effect of one's own point of view and cultural background in evaluating ideas, information, opinions, and issues</p> <p>4. suspend judgment until all information has been presented.</p> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. present clear analyses, using examples, details, and reasons from native language texts</li> <li>2. present a hypothesis and predict possible outcomes from one or more perspectives</li> <li>3. select content and choose strategies for written presentation on the basis of audience, purpose, content, and cultural norms</li> <li>4. present a subject from more than one perspective by using primary language</li> </ol>		<p>(pèspektiv) kontrè ki nan tèks ak nan prezantasyon.</p> <ul style="list-style-type: none"> <li>• idantifye valè kiltirèl ak valè etnik ak efè yo genyen sou matyè n ap aprann lan.</li> <li>• idantifye plizyè nivo sans</li> </ul> <p>2. evalye tèks daprè kritè evalyasyon tankou pèspektiv literè/ politik/ kiltirèl/ pèsonèl.</p> <p>3. rekonèt efè pwòp pwennvi nou ak konesans kiltirèl nou lè n ap evalye lide, enfòmasyon, opinyon ak pwoblèm.</p> <p>4. pa fè jijman jiskaske yo fin ban nou tout enfòmasyon yo.</p> <p><b>Ekri pou nou:</b></p> <ol style="list-style-type: none"> <li>1. sèvi ak ekzanp, detay, agiman nan lang manman nou pou nou prezante analiz ki klè</li> <li>2. fè yon ipotèz epi predi ki rezilta ki posib</li> <li>3. konsidere asistans lan, objektif nou, matyè a ak nòm kiltirèl yo lè n ap chwazi sa pou n di ak mwayen pou n ekri prezantasyon</li> <li>4. sèvi ak resous nan lang manman nou, tankou atik, tèks ki</li> </ol>
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	<p>resources such as news articles, nonfiction texts, personal experiences, and other school subjects</p> <p>5. explain connections between and among texts to extend the meaning of each individual text</p> <p>6. compare and contrast use of literary elements in more than one genre by more than one recognized author in the home language</p> <p>7. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments.</p> <p><b>STANDARD 4</b> <b><i>LISTEN in order to:</i></b></p> <p>1. participate as a listener in social conversations with one or more people who are friends or acquaintances</p> <p>2. respect the age, gender, position, and cultural traditions of the speaker</p> <p>3. listen in the primary language for more than one level of meaning, articulated and unspoken</p> <p>4. encourage the speaker with culturally appropriate facial expressions and gestures</p> <p>5. withhold judgment</p> <p>6. appreciate a speaker’s uniqueness.</p>		<p>pa fiksyon, eksperyans pèsònèl ak lòt matyè nou etidye lekòl pou nou prezante yon sijè dapre diferan pespektiv</p> <p>5. eksplike koneksyon ki gen ant diferan tèks pou nou konprann sans chak tèks pi byen</p> <p>6. konpare eleman literè nan diferan tip travay literè yon ekriyen ki popilè ekri</p> <p>7. devlope ak èd pwofesè nou yon pòtfolyo ki gen tèks ak desen ki bay opinyon nou ak jijman nou</p> <p><b>ESTANDA 4</b> <b>Tande pou nou:</b></p> <p>1. patisipe kòm moun k ap koute yon konvèsasyon ki angaje yon moun ou plizyè moun ki se zanmi oubyen konesans</p> <p>2. respekte laj, sèks, pozisyon, e tradisyon kiltirèl moun k ap pale a</p> <p>3. dekouvri nan lang matènèl nou plis ke yon nivo sans, nan sa k di klèman oubyen sak di an daki</p> <p>4. moun kap pale a ap suiv sak make sou figi moun kap koute yo ak jes mou n sa yo ap fè pou l ka jwenn ankourajman</p> <p>5. pa kouri di sa w panse</p> <p>6. apresye kapasite espesyal. yon moun.</p>
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	<p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. respect age, gender, and cultural traditions of the listener when speaking for social interaction</li> <li>2. provide feedback by asking questions in the home language designed to encourage further conversation</li> <li>3. avoid sarcasm, ridicule, dominating the conversation, and interrupting</li> <li>4. use cultural and linguistically specific language, jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener</li> <li>5. respond to listener’s interests, needs, and reactions to social conversation in the native language</li> <li>6. adopt conventions of e-mail to establish friendly tone in electronic-based social communication.</li> </ol> <p><b><i>READ in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. share reading experiences to build relationships with peers or adults; for example, read together silently or aloud with a partner or in small groups</li> <li>2. consider age, gender, social position, and cultural traditions of the writer</li> <li>3. recognize conversational tone of the primary language in social communication</li> <li>4. recognize the types of language</li> </ol>		<p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. respekte laj moun kap koute a, si li se fi ou se gason ak tradisyon kiltirèl li lè n ap fè konvèsasyon.</li> <li>2. poze keksyon pou nou ankouraje moun k ap fè konvèsasyon an pale plis lè n ap bay reyaksyon nou.</li> <li>3. pa iwonize moun, pa pase yo nan betiz, pa kenbe kòn nan pou ou sèl, pa entèwonp moun lè n ap fè konvèsasyon.</li> <li>4. sèvi ak yon langaj ki respekte kilti ak lang moun k ap koute a e ki apwopriye pou objektif la</li> <li>5. konside enterè moun k ap koute a, sa li bezwen, jan li reyaji pandan konvèsasyon an lè n ap bay reyaksyon nou</li> <li>6. suiv prensip ki gen pou imèl pou etabli yon ton amikal nan kominikasyon elektwonik</li> </ol> <p><b>LI pou nou :</b></p> <ol style="list-style-type: none"> <li>1. pataje eksperyans lekti pou nou kreye bon rapo ak kanmarad nou oubyen ak granmoun; pa ekzanp li ansanm ak yon lòt moun oswa an gwoup ou byen an silans oubyen awotva</li> <li>2. konsidere laj otè, si se yon fi ou yon gason, pozisyon sosyal li ak tradisyon kiltirèl li</li> <li>3. rekonèt langaj konvèsasyon nan lang matènèl nou</li> </ol>
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	<p>appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions.</p> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. share the process of writing with peers or adults; for example, write a condolence note, get-well card, or thank-you letter in the home language with a writing partner or in small groups</li> <li>2. respect the age, gender, position, and cultural traditions of the recipient</li> <li>3. develop a personal voice that enables the reader to get to know the writer</li> <li>4. write and share personal reactions to experiences, events, and observations, using a form of social communication</li> <li>5. identify and model the social communication techniques of published writers of note in the native language</li> <li>6. use the conventions of e-mail</li> <li>7. maintain a portfolio in the primary language that includes writing for social communication.</li> </ol>		<ol style="list-style-type: none"> <li>4. sèvi ak yon langaj ki apwopriye pou kominikasyon sosyal pa egzanzp, langaj enfomèl, langaj ki mache ak kilti an, ekspresyon idyomatik ak prensip pou imèl</li> </ol> <p><b>EKRI pou nou :</b></p> <ol style="list-style-type: none"> <li>1. separe esperyans ekri pa etap la ak lòt elèv oubyen ak granmoun, pa ekzanp, ekri nòt kondoleyans, kat pou swete moun ki malad pou yo refè, kat pou di mèsi. Ekri tèks sa yo an gwoup oubyen ak yon lòt elèv</li> <li>2. respekte laj moun k ap resevwa korespondans lan, si li se fi oubyen gason, pozisyon ak tradisyon kiltirèl li</li> <li>3. devlope yon estil ki pèmèt moun k ap li a idantifye otè a</li> <li>4. sèvi ak yon fòm kominikasyon sosyal pou nou pataje reyaksyon pèsònèl nou parapò ak sèten eksperyans, evènman, ak obsèvasyon nou fè</li> <li>5. idantifye epi imite teknik kominikasyon sosyal otè ki pibliye travay literè yo nan lang matènèl yo</li> <li>6. sèvi ak prensip pou imèl</li> <li>7. devlope you pòtfolyo ki gen ladan l tèks kominikasyon sosyal</li> </ol>
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***Resous an Kreyòl/Resources/Materials***

1. Dejan, Iv: *Ann etidye lang nou an*. Editions: Demen Miyò, 1995. P-A-P, Haiti.
2. *Haitian Creole Language Arts Series*. Editions EducaVision 1980. Coconut Creek, FLA
3. *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*. New York State Education Dept. (NYSED) 2004.
4. *English Language Arts Core Curriculum*. NYSED 2005.
5. Trouillot, Jocelyne: *Anseye yon lòt jan/Une nouvelle facon d'enseigner*. Editions Université Caraïbes

**V. Appendix  
Assessment**

**Reading Checklist**

***Lis Ladrès nan Lekti***

Names the letters of the alphabet and associates them with their sounds

***Konn non lèt ki nan alfabè kreyòl lan e yo ka fè son ki ale ak lèt yo.***

Often tries to read sight words, experience charts, labels

***Eseye li mo ki fasil pou rekonèt, mo ki sou tablo grafik yo, mo ki sou etikèt***

Compare/contrast Venn Diagrams

*Sèvi ak yon Dyagram Venn pou konpare lide*

Self-Evaluation Processes

*Refleksyon sou travay endividyèl*

Sentence Stem Prompts: I noticed, I think, If I were, I don't understand, I wonder, I was surprised, I began to think of, It seems like, I'm not sure, Some of the illustrations, I love the way, This story teaches...

*Kòmanse fraz pou elèv yo. Bout fraz sa yo kap ede yo bay reyakson sou sa yo wè, sa yo tande, sa yo li: Mwen obsève..., Mwen panse..., Si mwen te..., Mwen pa konprann..., Map mande tèt mwen..., Mwen etone..., Mwen kòmanse reflechi sou..., Li sanble..., Mwen pa si..., Mwen renmen jan ..., Istwa sa a aprann mwen..., Enpe lan islistrasyon yo.....*

**Reading Records: Booklists and Genre Charts**

*Dosye Lektè: Lis Liv ak tablo divès tip travay literè*

**Teacher Observations during independent reading**

*Pwofesè ap obsève elèv kap li pou kont yo.*

**Prewriting Organizer**

*Plan pou devlope yon redaksyon*

**Literary Element**

Eleman Literè

**Character**

*Karakterè*

*Bay non pèsonaj nan yon istwa*

*Kapab montre diferans ant divès pèsonaj nan yon istwa*

*Kapab eksprime sa yon pèsonaj santi*

**Fè pèsonaj pale pou sa montre diferans ant pèsonaj**

**Kote istwa ap pase (sèn)**

*Kapasite di ki lè, ki kote istwa a ap pase  
Sevi ak mo, ak fraz ki ka kreye imaj*

**Konfli**

*Ki sa ki konfli prensipal  
Devlopman konfli pwen pa pwen  
Desisyon kap rezoud konfli an  
Jan karaktè prensipal aji oubyen Jan yo santi yo lè konfli an rezoud*

**Story Map for Retellings**

*Kreye graphik yon istwa pou w ka rakonte yon istwa ou te li ou byen ou tande*

**Story Map for Retellings**

*Kreye graphik yon istwa pou w ka rakonte yon istwa ou te li ou byen ou tande*

**Oral and Written Retellings**

*Rebay istwa alekri ou aloral*

**Teacher-Created “Tests”**

*Egzamen prwofesè kreye*

**Assess during Teaching Time**

*Fè evalyasyon pandan leson*

**Rubric for scoring writing**

*Metòd pou evalye redaksyon*

**Miscue Analysis & Running Records**

*Analiz Miskyò ak Rannigrekòd*

**Assessing Reading Abilities**

*Analiz kapasite yon elèv pou l li*

**High Frequency Bookwords**

*Sèvi ak liv ki gen anpil mo kouran*

**Letter Identification Inventory**

*Inventè kapasite pou w idantifye lèt*

**Concepts of Words, Letters and Punctuation**

*Konsèp: mo, lèt ak ponktiyasyon.*

**Print Concepts Checklist**

*Konsèp: Ladrès nan konprann sak ekri*

**Anecdotal Record**

*Dosye kòmante sou pèfòmans elèv*

**Skills Inventories**

*Invente Ladrès*

**Audiotapes**

*Tepkasèt*

**Reading Ladders (Books that represent a range of difficulty)**

*Lis Liv ki divize dapre kapasite elèv pou yo li*

**Conferences**

*Konferans ak elèv*

**Creating Readers' Profile**

*Kreye Pwofil elèv dapre ladrès yo nan lekti*

**Reading Attitude Survey**

*Envantè atitid elèv genyen fas a lekti*

**Reading Experience & Interest Survey**

*Egsperyans nan konn li ak preferans nan chwa liv*

**Parent/Student Reading Notebook Dialogs**  
*Dialog ant etidyan ak elèv nan yon kaye nòt*

**Parent Observations**  
*Sa paran obsève*