**Haitian Creole Language Arts Curriculum Project**

**Language Arts Standards**

**Grade**: Kindergarten

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<td><strong>Standard 1</strong></td>
<td><strong>1. Konesans fonoloji ak konesans fonèm</strong></td>
<td><strong>Estanda 1</strong></td>
</tr>
<tr>
<td>• Identify and produce spoken words that rhyme;</td>
<td><strong>LISTEN in order to:</strong></td>
<td>• Idantifye epi prvononse mo ki rime;</td>
<td><strong>KOUTE pou nou:</strong></td>
</tr>
<tr>
<td>• Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families;</td>
<td>1. acquire information from native language nonfiction texts;</td>
<td>• Marye son inisyal ak son final pou nwoudi mo kounan ki fè pati famm mo rime. Egzanz:/p/ + /at/ = pat, /n/ + /at/ = nat, /r/ + /at/ = rat, /k/ + /at/ = kat, d-at, pl-at, ch-at</td>
<td></td>
</tr>
<tr>
<td>• Count or tap the number of syllables in spoken words.</td>
<td>2. identify words and sentences in the home language on a chart;</td>
<td><strong>PALE pou nou:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phoneme Isolation</strong></td>
<td>3. follow directions involving a few steps;</td>
<td>1. dikte moun enfòmasyon an kreyòl;</td>
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<tr>
<td>Isolate individual sounds within spoken words.</td>
<td>4. identify and respond to environmental sounds that provide information; for example, school bell or fire alarm;</td>
<td>2. rapòte enfòmasyon bay timoun parey nou ak grannmoun nou konnen;</td>
<td></td>
</tr>
<tr>
<td><strong>Phoneme Identity</strong></td>
<td>5. identify similarities in information about people, places, and events.</td>
<td>3. konekte enfòmasyon sou eksperyans pòsonel nou ak enfòmasyon nou jwenn nan tèks ki pa rakonte istwa imajinò;</td>
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</tr>
<tr>
<td>Identify the same sounds in different spoken words.</td>
<td><strong>SPEAK in order to:</strong></td>
<td>4. rakonte on evenman dapre jan sa te dewoule;</td>
<td></td>
</tr>
<tr>
<td><strong>Phoneme Categorization</strong></td>
<td>1. dictate information in the primary language</td>
<td>5. pale de sa nou obsève nan klas la, lakay nou ak nan kominote a;</td>
<td></td>
</tr>
<tr>
<td>Categorize the word in a set of three or four words that has a different sound.</td>
<td>2. report information briefly to peers and familiar adults</td>
<td>6. poze kesyon pou nou mande presizyon sou sijè yo anseye nan klas la, enfòmasyon osnon regleman klas la;</td>
<td></td>
</tr>
<tr>
<td><strong>Phoneme Blending</strong></td>
<td>3. connect information from personal experiences to information from native language nonfiction texts</td>
<td></td>
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</tr>
<tr>
<td>Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound.</td>
<td>4. retell more than one piece of information in sequence</td>
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</tr>
<tr>
<td><strong>Phoneme Segmentation</strong></td>
<td>5. share observations from classroom, home, or community</td>
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<tr>
<td>Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound</td>
<td><strong>Gwoupe mo ki gen menm fonèm</strong></td>
<td>1. chwazi ki mo, nan yon gwoup twa ou ka mo, ki gen on son dferan ak lot yo. Egzanz: kan, dan, van, pen.</td>
<td></td>
</tr>
<tr>
<td>• Phoneme Deletion</td>
<td>5. Mete fonèm ausann</td>
<td>2. ak dferan teknik pou nou re-</td>
<td></td>
</tr>
<tr>
<td>Recognize the remaining word</td>
<td>Sèvi ak dferan teknik pou nou re-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
when a phoneme is removed.

- **Phoneme Addition**
  Make a new word by adding a phoneme to an existing word.

- **Phoneme Substitution**
  Substitute one phoneme for another to make a new word.

**Print Awareness**

- Understand the purpose of print is to communicate;
- Follow left-to-right and top-to-bottom direction when reading in English;
- Distinguish between letters and words;
- Distinguish between print and pictures;
- Track print by pointing to written words when texts are read aloud by self or others;
- Identify the parts of a book and their functions (e.g., front cover, back cover, and title page).

**Alphabet Recognition and Phonics**

- Recognize and name automatically all uppercase and lowercase manuscript letters;
- Recognize that individual letters have associated sounds;
- Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words;
- Identify some consonant letter-sound correspondences;
- Identify vowel letter-sound correspondence including digraphs representing nasal sounds.

- respond verbally to questions and/or directions
- use appropriate visual aids to illustrate a word or concept when speaking in the native language to convey information.

**READ in order to:**

1. locate and use classroom and library media center resources, with assistance, to acquire information in the first language
2. begin to collect data, facts, and ideas from informational texts with repetitive language and simple illustrations
3. interpret information represented in pictures, illustrations, and simple charts and webs
4. recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment labels, and STOP signs
5. distinguish between native language texts with stories from those with information
6. draw on prior experience and cultural traditions to understand new data, facts, and ideas
7. use a picture dictionary as a resource for vocabulary in the primary language
8. select native language books, with teacher assistance, to meet informational needs.

**WRITE in order to:**

1. copy mo ak fraz nou jwenn nan liv, magazin, pankat, grafik;
2. make non nou sou tout travay nou fè: desen, tablo, ak traye ekri;
3. mete sou papy done, lide...
Fluency
• Read own name and names of family or friends;
• Recognize and identify some sight words;
• Read automatically a small set of high-frequency sight words;
• Read familiar kindergarten-level texts at the emergent level.

Background Knowledge and Vocabulary Development
• Learn the meaning of new words and use them in own speech;
• Learn new words from books;
• Use new vocabulary words to talk about life experiences;
• Connect vocabulary and life experiences to ideas in books;
• Use a picture dictionary to learn the meanings of words in books.

Comprehension Strategies
• Notice when sentences do not make sense;
• Make predictions about story events;
• Answer questions about text read aloud;
• Retell or dramatize stories or parts of stories.

Motivation to Read
• Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts;
• Read voluntarily familiar

1. copy words, phrases, and sentences from primary language books, magazines, signs, charts, and own dictation
2. put own name on pictures, drawings, paintings, and written products
3. write data, facts, and ideas gathered from personal experience in the first language
4. use graphics (e.g., posters) to communicate information from personal experience
5. maintain, with teacher assistance, a portfolio of informational writings and drawings in the home language.

Standard 2
LISTEN in order to:
1. appreciate and enjoy notable literary works in the native language
2. match spoken words with pictures
3. recall sequence of events in the primary language from a personal experience or story
4. identify character, setting, plot
5. respond to vivid language
6. identify specific people, places, and events in a first language text or performance
7. distinguish between a story and a poem.

TEKNIK pou konprann sa yo li
4. sèvi ak grafik pou nou kominike enfòmasyon nou ranmase nan eksperyans nou fè;
5. avèk éd pwofèsè a prepare yon pòtlò yo kote nou mete tèks nou ekri ak deseni grafik nou kreye.

Estanda 2
KOUTE pou nou:
1. apresye travay literè;
2. matche pawòl ak desen;
3. rakonte kouman yon evenman te pase dapre sa yo rapôte nou obyen dapre sa nou te viv;
4. idantifye elemen nan yon istwa: pèsnonaj, kote istwa a dewoule, ak fon istwa a;
5. bay reyaksyon nou sou langaj imaje
6. idantifye moun, lokalite ak evenman nan yon tèks obyen nan yon pefòmans
7. fè diferans ant yon istwa ak yon powèm

PALE pou nou:
1. entèprete sa pèsnonaj ki nan yon istwa di;
2. pale de foto nou wè, liv nou li, esperyans nou fé ak grammoun kou timoun;
3. jwe wòl pou noureprezante pèsnonaj ak evenman nou jwenn nan istwa nou li osnon nou tande;
4. di ki jan yon istwa imajinè osnon yon pwezi fé nou santi nou;
kindergarten-level texts;
• Show familiarity with some book titles and authors.

Print Awareness
• Use left-to-right and top-to-bottom direction when writing in English;
• Use spacing between letters and words when writing on a line.

Spelling
• Use developing knowledge of letter-sound correspondences to spell independently;
• Use conventional spelling to spell some common or familiar words.

Handwriting
• Write legibly some uppercase and lowercase letters

Composition
• Label drawings with letters or words;
• Write as part of play (e.g., playing school, store, restaurant);
• Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)

Motivation to Write
• Write voluntarily to communicate for different purposes;
• Share writing with others.

Listening
• Listen attentively to spoken language (e.g., books read aloud, adults and peers regarding pictures, books, experiences
3.role-play characters or events from stories in the first language
4.express feelings about a work of fiction or poetry
5.respond to stories, legends, and songs from different cultural backgrounds
6.compare stories from personal experience with stories heard or read in the home language
7. dictate stories with a beginning, middle, and end
8.express the mood or emotion of a story by using a variety of words
9.describe the actions of characters in a story
10.tell real or imaginative stories in the home language in response to illustrations
11.retell familiar stories in a logical sequence
12.ask for clarification of events in a story
13. describe familiar persons, places, or objects in the primary language
14. recite traditional short poems, nursery rhymes, and finger plays.

Engage in PRE-READING and READING in order to:
1.select books, tapes, and poems on the basis of personal interest or teacher-selected criteria such as a theme/topic
2.make connections between personal experiences, cultural

• Rekonèt lè yon fraz pa gen sans
• Dì sa k pral pase nan yon istwa
• Reponn kesyon sou tèks pwofesè a li pou yo
• Rebay istwa onson pati nan istwa yo fin tande; fe wòl ak istwa a.

Motivasyon pou yo li
• Montre yo enterese nan li tout kalite liv nan nivo jadendanfan, tankou liv alfabè, liv istwa, liv pwezi ak tèks ki bay enfòmasyon
• Chwazi liv nivo jadendanfan pou kont yo pou yo li
• Montre yo rekonèt tit sèten liv ak sèten otè

Konprann teknik ekrìti
• Lè n ap ekrì an Kreyòl, nou kòmanse awoch pou n al adwat, nou soti anwo pou n a al ariba
• Nou kite espas ant mo yo lè n ap ekrì
eple mo
• Sévi ak konesans nou genyen sou rapò ant lèt ak son pou nou eple mo pou kont nou
• Sévi ak prensip otograf pou nou eple mo kouran.

Ekrìti
• Fòme lèt majiskil ak miniskil yo byenÈkri otice when sentences do not make sense

Redaksyon
• Sévi ak lèt oubyen mo pou yo

5. bay reyaksyon nou sou istwa, kont, chante ki soti nan diferan kilti; 6. konpare esperyans nou fè ak istwa nou tande onson nou li; 7. dikte lòt moun istwa ki gen kòmansman, mitan ak fen; 8. itilize diferan kalite mo pou nou dekri anhyans ki nan yon istwa; 9. dekri aksyon pèsonaj ki nan yon istwa; 10. sèvi ak ilistrasyon pou nou rakonte istwa reyèl oubyen istwa imajinè; 11. bay istwa nou konnen nan lòd istwa a ye a; 12. mande pou yo klarifye evenmnman ki pase nan yon istwa; 13. dekri moun, lokalite ak bagay nou konnen; 14. resite powèm ki kout ak chante timoun.

Aktivite anvan nou kòmanse li ak aktivite li pou nou:
1. chwazi liv, kasèt ak powèm baze sou gou nou onson baze sou chwa pwofesè a;
2. fé konkéshyon ant esperyans pèsonèl nou, esperyans kiltirèl nou ak istwa nou li;
3. fé konkéshyon ant yon istwa onson yon ilistrasyon ak yon istwa ki ekri nan lang nou;
4. predi ki evenmnman ki ka rive nan yon istwa;
5. fé konklizyon apre nou fin tande on istwa;
6. idantifye pèsonaj, lokalite ak
<table>
<thead>
<tr>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>rhyming words, songs, video- and audio cassettes;</td>
<td>WRITE original imaginative texts:</td>
</tr>
<tr>
<td>• Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information);</td>
<td>1. create a story in the native language with a beginning, middle, and end, using pictures/drawings and some words</td>
</tr>
<tr>
<td>• Understand and follow oral directions;</td>
<td>2. create poems or jingles, using pictures/drawings and some words.</td>
</tr>
<tr>
<td>• Listen respectfully without interrupting others</td>
<td>WRITE in order to respond to text:</td>
</tr>
<tr>
<td>Speaking</td>
<td>1. express feelings about characters or events in one or more notable stories in the primary language</td>
</tr>
<tr>
<td>• Use kindergarten-level vocabulary and grammar in own speech;</td>
<td>2. describe characters, settings, or events</td>
</tr>
<tr>
<td>• Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event);</td>
<td>3. list a sequence of events in a story</td>
</tr>
<tr>
<td>• Speak audibly;</td>
<td>4. retell a story in the primary language</td>
</tr>
<tr>
<td>• Speak with speed and expression appropriate for the purpose;</td>
<td>5. maintain, with teacher assistance, a portfolio of native language writings and drawings, in response to literature.</td>
</tr>
<tr>
<td>• Take turns speaking in a group.</td>
<td>Pale</td>
</tr>
<tr>
<td>experiences, and stories read</td>
<td>• Sévi ak mo ansann ak prensip gramè ki nan nivo jadendanfàn lè y ap pale</td>
</tr>
<tr>
<td>3. connect a picture or illustration to a notable story written in the home language</td>
<td>• Pale pou moun ka tande yo</td>
</tr>
<tr>
<td>4. predict what might happen next in a story</td>
<td>• Pale on fason ki ale ak sitiyasyon an (ton vwa, mo, pale vit/pale dousman …)</td>
</tr>
<tr>
<td>5. draw conclusions from a story</td>
<td>• Tann tou pa yo pou yo pale</td>
</tr>
<tr>
<td>6. identify characters, settings, and events in a story</td>
<td>evenmman nan yon istwa;</td>
</tr>
<tr>
<td>7. retell a story in the primary language</td>
<td>7. rakonte yon istwa nou fin li osnon tande;</td>
</tr>
<tr>
<td>8. distinguish between what is real and what is imaginary.</td>
<td>8. fè diferans ant sa ki reyèl ak sa ki imajinè.</td>
</tr>
</tbody>
</table>

**Motivasyon pou yo ekti**
- Deside pou yo ekti pou konte yo pou diferan rezon
- Montre lòt moun sa yo ekti

**Koute**
- Koute byen tout sa n tande (liv y ap li, mo ki rime, chante, tep kasèt ak videyo)
- Koute byen pou n ka tande mo enpòtan ak pou nou jwenn enfòmasyon
- Konprann/suiv esplikasyon yo ba ou nan bouch
- Pran abitid koute lòt moun san nou pa entewonp li

**Pale**
- Sévi ak mo ansann ak prensip gramè ki nan nivo jadendanfàn lè y ap pale
- Pale pou moun ka tande yo
- Pale on fason ki ale ak sitiyasyon an (ton vwa, mo, pale vit/pale dousman …)
- Tann tou pa yo pou yo pale

**EKRI tèks imaginè orijinal:**
1. sèvi ak desen ansann ak kèk mo pou nou kreye yon istwa ki genyen kòmansman, mitan ak fen;
2. sèvi ak desen ansann ak kèk mo pou nou kreye povèm osnon djengèl.

**EKRI pou nou bay reyaksyon nou sou tèks:**
1. di sa nou santi osijè pèsonaj osnon evenmman nan yon osnon plizyè istwa piò moun konten;
2. dekri pèsonaj, lokalite ak evenmman;
3. fè lis evenmman ki rive youn apre lòt nan yon istwa;
4. sèvi ak mo ansann ak desen pou nou rakonte yon istwa pou konnen;
5. idantifye pwoblèm lan ak solisyon an nan yon istwa senp;
6. avèk èd pwofesè a prepare yon pòtfolyo kote nou mete tèks nou ekri ak desen nou fè pou nou bay reyaksyon nou sou literati.

**Estanda 3**

**Koute pou nou:**
1. sèvi ak enfòmasyon yon jwenn nan anvivonnman nou pou nou bay
<table>
<thead>
<tr>
<th>Standard 3</th>
<th><strong>LISTEN in order to:</strong></th>
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<tbody>
<tr>
<td></td>
<td>1. form an opinion or evaluate information in the native language on the basis of information in the world around them</td>
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<tr>
<td></td>
<td>2. form an opinion about a book read aloud by using established criteria, such as the choice of title or vocabulary</td>
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<tr>
<td></td>
<td>3. recognize differences in two or more versions of a familiar story, song, or finger play</td>
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<tr>
<td></td>
<td>4. identify messages in advertisements in the primary language by listening to the words, music, and sound effects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>SPEAK in order to:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. share in the first language what they know, want to know, and have learned (KWL process) about a theme or topic</td>
</tr>
<tr>
<td></td>
<td>2. express an opinion or judgment about a story, poem, finger play, poster, or advertisement in the native language</td>
</tr>
<tr>
<td></td>
<td>3. compare characters, settings, or events in two or more stories</td>
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<tr>
<td></td>
<td>4. express an opinion about the color, form, and styles of illustrations</td>
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<tr>
<td></td>
<td>5. explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story</td>
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<td></td>
<td>6. brainstorm to create an experience chart in the primary language</td>
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<tr>
<td></td>
<td>7. compare and contrast different</td>
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</tbody>
</table>

|           | opinyon nou; |
|           | 2. sévi ak prensip yo rekonè : tankou chwazi on tit osnon vokabilè, pou nou devlope opinyon nou sou on liv ki te li a wotywa ; |
|           | 3. rekonmèt diferans ki genyen ant de osnon plizyè vèsyon yon istwa osnon yon chante tout moun konnen; |
|           | 4. koute pawòl, mizik ak efè sonò pou nou identifiye mesaj ki genyen nan reklam. |
|           | **PALE pou nou:** |
|           | 1. di sa nou konnen, sa nou ta renmen konnen, sa nou deja aprann sou yon sijè; |
|           | 2. bay opinyon nou sou yon istwa, yon powèm, yon postè osnon yon reklam; |
|           | 3. konpare pèsonaj, lokalite ak evennman ki nan de osnon plizyè istwa ; |
|           | 4. esprime opinyon nou sou koulè, fòm ak estil ilustrasyon; |
|           | 5. espike sou ki baz (koulè, desen, vokabilè) nou chwazi on liv, on powèm osnon on istwa; |
|           | 6. diskite ansannm pou nou kreye on grafik; |
|           | 7. konpare diferan vèsyon on istwa; |
|           | 8. esplike sa k fè 2 pèsonaj diferan wè yon aksyon osnon yon evennman diferaman; |
|           | 9. konpare evennman osnon pèsonaj ki nan yon istwa ak pwòp vi nou osnon esperyans leve-jwenn nou; |
|           | 10. dramatize diferans ak resanblans |
1. Identify what they know, want to learn, and what they have learned about a specific story, theme, or topic.
2. Use illustrations to assist in understanding the content of a text and anticipate what will happen next.
3. Predict what could happen next or the outcome of a story or article.
4. Change the sequence of events in a story to create a different ending.
5. Compare a character in a story or article to a person with the same career or experience.
6. Form an opinion about the differences between events in a story and events in their own lives and cultural traditions.
7. Evaluate and select books, poems, or tapes on the basis of personal interest or teacher-selected criteria such as theme, topic, author, and illustrations.
8. Identify the characters in a notable text.
9. Compare and contrast events or characters in a story with their own lives and cultural background.
10. Compare versions of the same story and explain why two different characters view the same action or event differently.

**Kreyòl**

1. Identify what they know, want to learn, and what they have learned about a specific story, theme, or topic.
2. Use illustrations to assist in understanding the content of a text and anticipate what will happen next.
3. Predict what could happen next or the outcome of a story or article.
4. Change the sequence of events in a story to create a different ending.
5. Compare a character in a story or article to a person with the same career or experience.
6. Form an opinion about the differences between events in a story and events in their own lives and cultural traditions.
7. Evaluate and select books, poems, or tapes on the basis of personal interest or teacher-selected criteria such as theme, topic, author, and illustrations.
8. Identify the characters in a notable text.
9. Compare and contrast events or characters in a story with their own lives and cultural background.
10. Compare versions of the same story and explain why two different characters view the same action or event differently.
<table>
<thead>
<tr>
<th>WRITE in order to:</th>
<th>LISTEN in order to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. share what they know, want to know, and have learned (KWL process) about a theme or topic in the native language</td>
<td>1. respect the age, gender, and culture of the speaker</td>
</tr>
<tr>
<td>2. respond in pictures or words in the first language to an experience or event shared by a classmate</td>
<td>2. kapab konnen pi byen ekriven an, kondisip yo, osnon lòt moun k ap koute yo, baze sou nôt, kat, lèt ak istwa pèsonèl yo li;</td>
</tr>
<tr>
<td>3. depict an opinion in the primary language about statements, illustrations, characters, and events in written and visual texts</td>
<td>3. rekonèt ton vwa, kontni ak eleman kiltirèl ki endike kominikasyon amikal.</td>
</tr>
<tr>
<td>4. compare characters, settings, and events within and between stories</td>
<td>PALE pou nou:</td>
</tr>
<tr>
<td>5. describe the connections between personal experiences, cultural traditions, ideas, and information in written and visual texts</td>
<td>1. patisipe nan ti gwou osnon gwo</td>
</tr>
<tr>
<td>6. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments</td>
<td>2. montre nou ka respekte moun k ap pale a selon laj li, kilti li, osnon si se fi oubyen gason li ye;</td>
</tr>
<tr>
<td>7. describe the differences between real and imaginary experiences.</td>
<td>3. kapab konnen pi byen ekriven an, kondisip yo, osnon lòt moun k ap koute yo, baze sou nôt, kat, lèt ak istwa pèsonèl yo li;</td>
</tr>
</tbody>
</table>

**Standard 4**

**PALE pou nou:**
1. patisipe nan ti gwou osnon gwo
2. get to know the writer and/or classmates and fellow listeners through friendly notes, cards, letters, and personal narratives read aloud in the primary language
3. recognize the tone of voice and content and cultural markers that signal friendly communication.

**SPEAK in order to:**
1. participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
2. share favorite anecdotes, riddles, and rhymes in the native language with peers and familiar adults
3. respect the age, gender, cultural background, and interests of the listener
4. discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

**READ in order to:**
1. share reading experiences in the native language to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud
2. respect age, gender, and cultural traditions of the writer
3. recognize the vocabulary of social communication; for example, the
4. discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

**EKRI pou nou:**
1. pataje kapasite nou pou nou ekri avèk kanmarad nou osnon granmoun; pa egzanz, ekri avèk on kanmarad osnon avèk on gwoup tèt ansann;
| WRITE in order to:                                                                 | 2. montre nou ka respekte destitatè a selon laj li, kilti li, osnon si se fi osnon gason li ye; |
| 1. share the process of writing in the home language with peers or adults; for example, write with a partner or in a cooperative group | 3. montre nou ka sèvi avèk salitasyon lengwistik apwopriye pou nou voye lòt amikal bay lòt moun; |
| 2. respect the age, gender, and culture of the recipient                        | 4. avèk èd pwofesè a, prepare yon pòtfolyo kote nou mete travay redaksyon ak desen pou entèraksyon sosyal. |
| 3. write friendly letters to others, using linguistically appropriate salutations and closings |                                           |
| 4. maintain, with teacher assistance, a portfolio of native language writings and drawings for social interaction. |                                           |

Appendix

VI. Assessment

Reading Checklist

**Lis Ladris nan Lekti**

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

*Konn non lèt ki nan alfabè kreyol 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

*Reflèksyon 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 we, sa yo tande, sa yo li: Mwen obsève..., Mwen panse..., Si mwen te..., Mwen pa konprann..., Map mande têt mwen..., Mwen etone..., Mwen kòmanse reflechi sou..., Li sanble..., Mwen pa si..., Mwen renmen jan ..., Istwa sa a aprann mwen..., Enpe lan ilistrasyon yo....

Reading Records: Booklists and Genre Charts

Dosye Lekti: 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 develope yon redaksyon

Eleman Litere Nan yon Istwa

Character

Karahtè

Bay non pèsonaj nan yon istwa

Montre diferans ant divès pèsonaj nan yon istwa

Ekspreme sa yon pèsonaj santi

Fè pèsonaj pale pou sa montre diferans ant pèsonaj yo

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

Devlopan konfli pwon pa pwen

Desisyon kap rezoud konfli an

Jan karahtè prensipal aj oubyen Jan yo santi yo le konfli an rezoud

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

Assess during Teaching Time
Fè evalyasyon pandan leson

Teacher-Created “Tests”
Egzamen prwofesè kreye

Rubric for scoring writing
Metod pou evalye redaksyon

Miscue Analysis & Running Records
Analiz Miskyou ak Rannig Rekod

Assessing Reading Abilities
Analiz kapasite yon elèv pou 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
Konsép: mo, lèt ak ponkityasyon.

Print Concepts Checklist
Konsép: Ladrès nan konprann sak ekri

Anectodal Record
Dosye komantè sou elèv

Skills Inventories
Inventè Ladrès

Audiotapes
Tepkasè

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 Proofil elev dapre ladrès yo nan lekti

Reading Attitude Survey
Envantè attid 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 élèv nan yon kaye nòt

Parent Observations
Sa paran obsève