

# Haitian Creole Language Arts Curriculum Project

Language Arts Standards

Grade: First Grade

<i>Literacy Competencies</i>	<i>NLA Performance Indicators</i>	<b>Konpetans an Kreyòl</b>	<i>IV. Endikatè Pèfòmans</i>
<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Count the number of syllables in a word</li> <li>Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words</li> <li>Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words</li> </ul> <p><b>Decoding Including Phonics and Structural Analysis</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter-sound correspondences, including consonants and short and long vowels</li> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words</li> </ul>	<p><b>Standard 1</b></p> <p><b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>acquire information from native language nonfiction texts</li> <li>identify words and sentences in the home language on a chart</li> <li>follow directions involving a few steps</li> <li>identify and respond to environmental sounds that provide information; for example, schoolbell or fire alarm</li> <li>events in the first language.</li> </ol> <p><b>SPEAK in order to:</b></p> <ol style="list-style-type: none"> <li>dictate information in the primary language</li> <li>report information briefly to peers and familiar adults</li> <li>connect information from personal experiences to information from native language nonfiction texts</li> <li>retell more than one piece of information in sequence</li> <li>share observations from classroom, home, or community</li> <li>ask questions in the first language to clarify topics, directions, and/or classroom routines</li> </ol>	<p><b>Konesans Fonèm</b></p> <ul style="list-style-type: none"> <li>Konte kantite silab ki nan yon mo</li> <li>Marye son pou fòme mo; sèvi ak lèt pou reprezante son nan mo yon silab.</li> <li>Detache fonèm nan mo. Sèvi ak diferan teknik pou nou detache chak grenn son nan on mo. Pa egzanp, konbyen son nou tande nan mo ‘sak’?</li> </ul> <p><b>Demele sans mo: Analiz son, analiz mo ak analiz fraz</b></p> <ul style="list-style-type: none"> <li>Sèvi ak konesans rapò lèt-son pou nou idantifye/ pwononse konsòn ak vwayèl.</li> <li>Sèvi ak konesans rapò lèt-son pou nou pwononse gwoup son ansanm lè n ap li mo nou pa ka konnen, mo yon silab pou nivo klas nou [<i>bri, te, ton, ze, tren, lab, kri, pratik, pe,</i></li> </ul>	<p><b>Estanda 1</b></p> <p><b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>ranmase enfòmasyon nan tèks ki pa rakonte istwa imajinè;</li> <li>identifye mo ak fraz ki sou on tablo;</li> <li>suiv enstriksyon pazapa;</li> <li>identifye son ki nan anviwonman nou, epi aji dapre sa son an vle di;</li> <li>identifye sa ki menm ak sa ki pa menm nan enfòmasyon yo bay sou moun, lokalite ak evennman.</li> </ol> <p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>dikte moun enfòmasyon an kreyòl;</li> <li>rapòte enfòmasyon bay timoun parèy nou ak granmoun nou konnen;</li> <li>konnekte enfòmasyon sou eksperyans pèsònèl nou ak enfòmasyon nou jwenn nan tèks ki pa</li> </ol>

<ul style="list-style-type: none"> <li>• Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at)</li> <li>• Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds</li> <li>• Check accuracy of decoding using context to monitor and self-correct</li> </ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings</li> </ul>	<p>7. respond verbally to questions and/or directions</p> <p>8. use appropriate visual aids to illustrate a word or concept when speaking in the native language to convey information.</p> <p><b>READ in order to:</b></p> <ol style="list-style-type: none"> <li>1. locate and use classroom and library media center resources, with assistance, to acquire information in the first language</li> <li>2. begin to collect data, facts, and ideas from informational texts with repetitive language and simple illustrations</li> <li>3. interpret information represented in pictures, illustrations, and simple charts and webs</li> <li>3. recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment labels, and STOP signs</li> <li>4. distinguish between native language texts with stories from those with information</li> <li>5. draw on prior experience and cultural traditions to understand new data, facts, and ideas</li> <li>6. use a picture dictionary as a resource for vocabulary in the primary language</li> <li>7. select native language books, with teacher assistance, to meet informational needs.</li> </ol> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. copy words, phrases, and sentences from primary language books, magazines, signs, charts, and own dictation</li> <li>2. put own name on pictures,</li> </ol>	<p><i>pre, dra, bra, flè, kan, fren</i>].</p> <ul style="list-style-type: none"> <li>• Marye son inisyal pou nivo klas nou -(/s/ ak mo kouran ki. Egzanp: /s+/an/, /s+/ak/ vise – devise, boutonnen – deboutonnen, ranje – de-ranje, kachte – dekachte.</li> <li>• Demele sans mo ki nan nivo nou baze sou konesans rasin mo, preiks, sifiks ak sou konesans prensip kontraksyon: l ale (li ale), li li l (li li li).</li> <li>• Sèvi avek kontèks yon mo pou nou chèche si nou byen demele sans mo an epi fè koreksyon</li> </ul> <p><b>Konprann prensip ak enpòtans sa ki ekri</b></p> <ul style="list-style-type: none"> <li>• Idantifye diferan pati ki gen nan yon liv ak rezon ki fè yo mete pati sa yo tankou non ekri an ak ilistratè a, yon paj pou tit liv la, yon paj ki bay sa ki gen nan liv, yon endèks ak gran tit pou chak chapit yo</li> </ul> <p><b>Li kouraman</b></p> <ul style="list-style-type: none"> <li>• Li mo kouran ki nan nivo nou otomatikman</li> <li>• Li tèks ki nan nivo klas la ak on vitès nòminal, ak prezizyon. Bay tèks la ton lè n ap li l</li> <li>• Sèvi ak siy ponktiyasyon</li> </ul>	<p>rakonte istwa imajinè;</p> <ol style="list-style-type: none"> <li>4. rakonte on evennman dapre jan sa te dewoule;</li> <li>5. pale de sa nou obsève nan klas la, lakay nou ak nan kominote a;</li> <li>6. poze kesyon pou nou mande prezizyon sou sijè yo anseye nan klas la, enstriksyon osnon regleman klas la;</li> <li>7. reponn kesyon aloral;</li> <li>8. dekri enfòmasyon ki genyen sou on desen, on tablo, on grafik.</li> </ol> <p><b>LI pou nou:</b></p> <ol style="list-style-type: none"> <li>1. itilize resous ki nan klas la ak nan bibliyotèk lekòl la pou nou ranmase enfòmasyon;</li> <li>2. kòmanse ranmase done ak lide nan tèks enfòmasyon kote yo itilize repetisyon ak ilustrasyon ki senp;</li> <li>3. entèprete enfòmasyon nan foto, ilustrasyon ak nan grafik ki senp;</li> <li>4. rekonèt siy ak senbòl nan anviwonman an, tankou etikèt sou mèb ki nan klas la, sou ekipman, ak tout lòt siy tankou pankat, bandwòl, ansèy, afich... entèprete siy ak senbòl sa yo.</li> </ol>
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<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Sight-read automatically grade-level common, high-frequency words</li> <li>• Sight-read automatically grade-level irregularly spelled words</li> <li>• Sight-read automatically 300–500 words including sight and decodable words (Snow, C. E., Burns, M. S., &amp; Griffin, P. (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press, p. 81.)</li> <li>• Use punctuation clues to read connected text with expression, accuracy and fluency</li> <li>• Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM) (Davidson, M., &amp; Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.)</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p>	<p>drawings, paintings, and written products</p> <ol style="list-style-type: none"> <li>3. write data, facts, and ideas gathered from personal experience in the first language</li> <li>4. use graphics (e.g., posters) to communicate information from personal experience</li> <li>5. maintain, with teacher assistance, a portfolio of informational writings and drawings in the home language.</li> </ol> <p><b>Standard 2</b> <b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>1. appreciate and enjoy notable literary works in the native language</li> <li>2. match spoken words with pictures</li> <li>3. recall sequence of events in the primary language from a personal experience or story</li> <li>4. identify character, setting, plot</li> <li>5. respond to vivid language</li> <li>6. identify specific people, places, and events in a first language text or performance</li> <li>7. distinguish between a story and a poem.</li> </ol> <p><b>SPEAK in order to:</b></p> <ol style="list-style-type: none"> <li>1. interpret words spoken by characters in native language stories</li> <li>2. engage in conversations with adults and peers regarding pictures, books, experiences</li> <li>3. role-play characters or events from stories in the first language</li> <li>4. express feelings about a work of fiction or poetry</li> <li>5. respond to stories, legends, and</li> </ol>	<p>pou nou li kouranman ak ekpresyon, ak presizyon,</p> <p><b>Konesans ak devlopman vokabilè</b></p> <ul style="list-style-type: none"> <li>• Aprann kontrè ak sinonim, nouvo mo vokabilè ki nan nivo nou <i>Sinomim: egal – menm; diferan – depaman; kanpe – rete; netwaye – pwòpte; Kontrè: lou – lejè; frèt – cho; malad – byen; grangou – vant plen; laj – etwa; kout –wo; devan –dèyè; ouvè – fèmen</i></li> <li>• Aprann mo nan diferan kategori (bet, kote, moun) pou nou devlope vokabilè ki nan nivo klas la</li> </ul>	<ol style="list-style-type: none"> <li>5. Fè diferans ant tèks ki rakonte istwa moun imajine ak tèks ki pote enfòmasyon;</li> <li>6. itilize eksperyans nou te fè ak tradisyon kiltirèl nou pou nou konprann nouvo done ak nouvo lide;</li> <li>7. sèvi ak diksyonè pou nou devlope vokabilè;</li> <li>8. ak èd pwofesè a, chwazi liv ki ka ban nou enfòmasyon nou bezwen.</li> </ol> <p><b>EKRI pou nou:</b></p> <ol style="list-style-type: none"> <li>1. kopye mo ak fraz nou jwenn nan liv, magazin, pankat, grafik;</li> <li>2. make non nou sou tout travay nou fè: desen, tablo, ak travy ekri;</li> <li>3. mete sou papyè done, lide enfòmasyon nou ranmase nan esperyans ou fè.</li> <li>4. sèvi ak grafik pou nou kominike enfòmasyon nou ranmase nan eksperyans nou fè;</li> <li>5. avèk èd pwofesè a prepare yon pòtfolyo kote nou mete tèks nou ekri ak desen/grafik nou kreye.</li> </ol> <p><b>Estanda 2</b> <b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. apresye travay literè;</li> <li>2. mache pawòl ak desen;</li> </ol>
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<ul style="list-style-type: none"> <li>• Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> <li>• Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary</li> <li>• Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary</li> <li>• Connect words and ideas in books to prior knowledge</li> <li>• Learn new words indirectly from reading books and other print sources</li> <li>• Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts</li> <li>• Use a dictionary to learn the meanings of words</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Read grade-level texts for different purposes</li> <li>• Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text</li> </ul>	<p>songs from different cultural backgrounds</p> <ol style="list-style-type: none"> <li>6. compare stories from personal experience with stories heard or read in the home language</li> <li>7. dictate stories with a beginning, middle, and end</li> <li>8. express the mood or emotion of a story by using a variety of words</li> <li>9. describe the actions of characters in a story</li> <li>10. tell real or imaginative stories in the home language in response to illustrations</li> <li>11. retell familiar stories in a logical sequence</li> <li>12. ask for clarification of events in a story</li> <li>13. describe familiar persons, places, or objects in the primary language</li> <li>14. recite traditional short poems, nursery rhymes, and finger plays.</li> </ol> <p><b>Engage in PRE-READING and READING activities in order to:</b></p> <ol style="list-style-type: none"> <li>1. select books, tapes, and poems on the basis of personal interest or teacher-selected criteria such as a theme/topic</li> <li>2. make connections between personal experiences, cultural experiences, and stories read</li> <li>3. connect a picture or illustration to a notable story written in the home language</li> <li>4. predict what might happen next in a story</li> <li>5. draw conclusions from a story</li> <li>6. identify characters, settings, and events in a story</li> <li>7. retell a story in the primary</li> </ol>	<ul style="list-style-type: none"> <li>• Analyze rasin mo prefiks, sifiks, pou nou aprann nouvo mo vokabilè.</li> <li>• Konekte mo, lide nou pran nan liv ak vokabilè langaj pale, ak konesans general nou</li> <li>• Li liv ak lòt tèks pou nou aprann nouvo mo</li> <li>• Sèvi ak nouvo mo naprann, lide nou pran nan liv pou nou ogmante konesans jeneral</li> <li>• Sèvi ak yon diksyonè pou nou aprann sans mo.</li> </ul> <p><b>Teknik pou nou konprann sa nou li</b></p> <ul style="list-style-type: none"> <li>• Li tèks ki nan nivo klas nou ye a pou diferan rezon</li> <li>• Sèvi ak teknik ki pou ede nou konprann sa nou li, (tankou predi sa ki pral pase, konfime sa nou te predi, reli yon pasaj, korije tèt nou)</li> <li>• Travay an gwoup pou nou konprann sa nou li</li> <li>• Sèvi ak diferan teknik ki pou pèmèt nou òganize sa nou li sou papye tankou òganizatè grafik oubyen òganizatè semantik</li> <li>• Li tèks ki nan nivo klas nou ye a epi poze kesyon sou tèks la. Poze kesyon tankou : Kòman ? Pouki ? Esi sete ? parapò ak tèks nou fin li.</li> <li>• Mete sa kap dewoule nan yon istwa nan lòd pou w ka rebay</li> </ul>	<ol style="list-style-type: none"> <li>3. rakonte kouman yon evenman te pase dapre sa yo rapòte nou oubyen dapre sa nou te viv;</li> <li>4. idantifye eleman nan yon istwa: pèsonaj, kote istwa a dewoule, ak fon istwa a;</li> <li>5. bay reyaksyon nou sou langaj imaje</li> <li>6. idantifye moun, lokalite ak evenman nan yon tèks oubyen nan yon pèfòmans</li> <li>7. fè diferans ant yon istwa ak yon powèm</li> </ol> <p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. entèprete sa pèsonaj ki nan yon istwa di;</li> <li>2. pale de foto nou wè, liv nou li, esperyans nou fè ak granmoun kou timoun;</li> <li>3. jwe wòl pou noureprézante pèsonaj ak evenman nou jwenn nan istwa nou li osnon nou tande;</li> <li>4. di ki jan yon istwa imajinè osnon yon pwezi fè nou santi nou;</li> <li>5. bay reyaksyon nou sou istwa, kont, chante ki soti nan diferan kilti;</li> <li>6. konpare esperyans nou fè ak istwa nou tande osnon nou li;</li> <li>7. dikte lòt moun istwa ki gen kòmansman, mitan ak</li> </ol>
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<ul style="list-style-type: none"> <li>• Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text</li> <li>• Use graphic or semantic organizers to organize and categorize information</li> <li>• Ask questions in response to texts</li> <li>• Answer simple questions (such as how? why? what if?) in response to texts</li> <li>• Sequence events in retelling stories</li> <li>• Summarize main ideas from informational texts</li> <li>• Follow simple written instructions</li> <li>• Use own perspectives and opinions to comprehend text</li> </ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts</li> <li>• Read voluntarily familiar</li> </ul>	<p>language</p> <p>8. distinguish between what is real and what is imaginary.</p> <p><b>WRITE original imaginative texts:</b></p> <ol style="list-style-type: none"> <li>1. create a story in the native language with a beginning, middle, and end, using pictures/drawings and some words</li> <li>2. create poems or jingles, using pictures/drawings and some words.</li> </ol> <p><b>WRITE in order to respond to text:</b></p> <ol style="list-style-type: none"> <li>1. express feelings about characters or events in one or more notable stories in the primary language</li> <li>2. describe characters, settings, or events</li> </ol>	<p>istwa an byen.</p> <ul style="list-style-type: none"> <li>• Rezime lide prensipal nan tèks ki bay enfòmasyon</li> <li>• Suiv direksyon yo ba w a lekri</li> <li>• Fè koneksyon ak espèryans pesonèl nou, opinyon nou pou nou konprann sa nou li.</li> </ul> <p><b>Motivasyon pou nou li</b></p> <ul style="list-style-type: none"> <li>• Montre nou enterese nan li tout kalite liv ki nan nivo klas nou ye a, tankou istwa, kont, liv pwezi ak tèks ki bay enfòmasyon</li> <li>• Chwazi liv ki nan nivo klas nou ye a poukont nou pou nou li</li> <li>• Montre nou rekonèt tit sèten liv ak sèten otè ki nan nivo klas la</li> </ul> <p><b>EKRI Eple mo</b></p> <ul style="list-style-type: none"> <li>• Sèvi ak konesans nou genyen sou rapò ant lèt ak son pou nou eple mo pou kont nou</li> <li>• Sèvi ak prensip otograf pou nou eple mo kouran.</li> </ul>	<p>fen;</p> <ol style="list-style-type: none"> <li>8. itilize diferan kalite mo pou nou dekri anbyans ki nan yon istwa;</li> <li>9. dekri aksyon pèsonej ki nan yon istwa;</li> <li>10. sèvi ak ilustrasyon pou nou rakonte istwa reyèl oubyen istwa imajinè;</li> <li>11. bay istwa nou konnen nan lòd istwa a ye a;</li> <li>12. mande pou yo klarifye evennman ki pase nan yon istwa;</li> <li>13. dekri moun, lokalite ak bagay nou konnen;</li> <li>14. resite powèm ki kout ak chante timoun.</li> </ol> <p><b>Aktivite anvan nou kòmanse li ak aktivite li pou nou:</b></p> <ol style="list-style-type: none"> <li>1. chwazi liv, kasèt ak powèm baze sou gou nou osnon baze sou chwa pwofesè a;</li> <li>2. fè koneksyon ant espèryans pèsonel nou, espèryans kiltirèl nou ak istwa nou li;</li> <li>3. fè koneksyon ant yon istwa osnon yon ilustrasyon ak yon istwa ki ekri nan lang nou;</li> <li>4. predi ki evennman ki ka rive nan yon istwa;</li> <li>5. fè konklizyon apre nou fin tande on istwa;</li> </ol>
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grade-level texts  
 • Show familiarity with title and author of grade-level books

## Writing

### Spelling

- Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families
- Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for *cat*)
- Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words
- Spell correctly three- and four-letter short vowel words
- Understand the difference between conventional spelling, and sound or invented spelling

### Handwriting

3. list a sequence of events in a story
4. retell a story in the native language, using words and pictures
5. identify the problem and solution in a simple story
6. maintain, with teacher assistance, a portfolio of native language writings and drawings, in response to literature.

### Standard 3

#### **LISTEN in order to:**

1. form an opinion or evaluate information in the native language on the basis of information in the world around them
2. form an opinion about a book read aloud by using established criteria, such as the choice of title or vocabulary
3. recognize differences in two or more versions of a familiar story, song, or finger play
4. identify messages in advertisements in the primary language by listening to the words, music, and sound effects.

#### **SPEAK in order to:**

1. share in the first language what they know, want to know, and have learned (KWL process) about a theme or topic
2. express an opinion or judgment about a story, poem, finger play, poster, or advertisement in the native language
3. compare characters, settings, or events in two or more stories

## Ekriti

### Konprann teknik ekriti

- Lè n ap ekri an Kreyòl, nou kòmanse agoch pou n al adwat, nou sòti anwo pou n al anba
- Nou kite espas ant mo yo lè n ap ekri
- Fòm lèt majiskil ak miniskil yo byen
- Fòm lèt you byen le n ap sevi ak ekriti ki mande pou nou ekri chak let yo degrennen.
- Fòm lèt yo byen (lèt yo dikte nou.)

### Redaksyon

- Ekri istwa ak tèks ki bay enfòmasyon. Nou dwe devlope yon sijè e nou dwe sevi ak mo lòt moun ka konprann.
  - Sèvi ak teknik *ekri pa etap la* (plan, premye vèsyon, revizyon, koreksyon, edite) pou nou ekri redaksyon.
  - Sèvi ak lèt majiskil kote nou dwe mete yo, sevi ak siy ponktiyasyon yo byen.
- Ekri redaksyon pou diferan rezon. Ajoute ilistrasyon ak

6. idantifye pèsonaj, lokalite ak evennman nan yon istwa;
7. rakonte yon istwa nou fin li osnon tande;
8. fè diferans ant sa ki reyèl ak sa ki imajinè.

### **EKRI tèks imajinè orijinal:**

1. sevi ak desen ansanm ak kèk mo pou nou kreye yon istwa ki genyen kòmansman, mitan ak fen;
2. sevi ak desen ansanm ak kèk mo pou nou kreye powèm osnon djengèl.

### **EKRI pou nou bay reyaksyon nou sou tèks:**

1. di sa nou santi osijè pèsonaj osnon evennman nan youn osnon plizyè istwa pifò moun konnen;
2. dekri pèsonaj, lokalite ak evennman;
3. fè lis evennman ki rive youn apre lòt nan yon istwa;
4. sevi ak mo ansanm ak desen pou nou rakonte yon istwa nou 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

<ul style="list-style-type: none"> <li>• Write legibly most uppercase and lowercase manuscript letters</li> <li>• Write letters legibly when dictated</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Write stories and informational text that establish a topic and use words that can be understood by others</li> <li>• Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)</li> <li>• Use conventional capitalization and punctuation to begin and end sentences</li> <li>• Write compositions for different purposes and include text, illustrations, and other graphics</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>• Write voluntarily to communicate to others</li> <li>• Write voluntarily for different purposes (e.g., tell stories, share information, give</li> </ul>	<ol style="list-style-type: none"> <li>4. express an opinion about the color, form, and styles of illustrations</li> <li>5. explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story</li> <li>6. brainstorm to create an experience chart in the primary language</li> <li>7. compare and contrast different versions of the same story</li> <li>8. explain why two different characters view the same action or event differently</li> <li>9. compare and contrast events or characters in a story with their own lives and/or cultural background</li> <li>10. dramatize differences and similarities in characters.</li> </ol> <p><b>READ (engage in pre-reading and reading activities in order to:</b></p> <ol style="list-style-type: none"> <li>1. identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic</li> <li>2. use illustrations to assist in understanding the content of a native language text and anticipate what will happen next</li> <li>3. predict what could happen next or the outcome of a story or article</li> <li>4. change the sequence of events in a story to create a different ending</li> <li>5. compare a character in a story or article in the primary language to a person with the same career</li> </ol>	<p>dyagram.</p> <p><b>Motivasyon pou nou ekri</b></p> <ul style="list-style-type: none"> <li>• Deside pou nou ekri pou kont nou pou nou ka kominike ak lot moun.</li> <li>• Deside pou nou ekri pou kont nou pou diferan rezon Separe enfòmasyon. Ekri yon zanmi.</li> <li>• Montre lòt moun sa nou ekri (patisipe nan sèk literè)</li> </ul> <p><b>Koute</b></p> <ul style="list-style-type: none"> <li>▪ Koute byen lè n ap tandè sa moun ap di tankou lè y ap li liv ki nan nivo nou</li> <li>▪ Koute byen pou diferan rezon</li> <li>▪ Pran abitud koute lòt moun san nou pa entewonp yo</li> <li>▪ Patisipe nan yon aktivite ki mande pou nou koute pandan yon bout tan</li> </ul> <p><b>Pale</b></p> <ul style="list-style-type: none"> <li>▪ Sèvi ak yon vokabilè epi ak prensip gramè ki nan nivo klas n ap fè a lè nou pran lapawòl</li> <li>▪ Pale pou diferan rezon (tankou separe lide ak</li> </ul>	<p>desen nou fè pou nou bay reyaksyon nou sou literati.</p> <p><i>Estanda 3</i></p> <p><b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. sèvi ak enfòmasyon nou jwenn nan anviwonman nou pou nou bay opinyon nou;</li> <li>2. sèvi ak prensip yo rekonèt : tankou chwazi on tit osnon vokabilè, pou nou devlope opinyon nou sou on liv ki te li a wotvwa ;</li> <li>3. rekonnèt diferans ki genyen ant de osnon plizyè vèsyon yon istwa osnon yon chante tout moun konnen;</li> <li>4. koute pawòl, mizik ak efè sonò pou nou idantifye mesaj ki genyen nan reklam.</li> </ol> <p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. di sa nou konnen, sa nou ta renmen konnen, sa nou deja aprann sou yon sijè;</li> <li>2. bay opinyon nou sou yon istwa, yon powèm, yon postè osnon yon reklam;</li> <li>3. konpare pèsonaj,</li> </ol>
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directions, write to a friend)  
 • Share writing with others (e.g., participate in author's circle)

## Listening

### Listening

- Listen attentively to spoken language, including grade-level books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting when others speak
- Attend to a listening activity for a specified period of time

## Speaking

### Speaking

- Use grade-level vocabulary and conventional grammar in own speech
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers or presentation to a group)
- Speak audibly

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 story in the home language, and explain how each contributes to the events of the story

9. recognize different plots in books by the same noted native language author

10. distinguish between real and imaginary stories.

### **WRITE in order to:**

1. share what they know, want to know, and have learned (KWL process) about a theme or topic in the native language

2. respond in pictures or words in the first language to an experience or event shared by a classmate

3. depict an opinion in the primary language about statements, illustrations, characters, and events in written and visual texts

4. compare characters, settings, and events within and between stories

5. describe the connections between personal experiences, cultural traditions, ideas, and information in written and visual

enfòmasyon, rebay yon istwa, jwe teyat pou nou rakonte yon eksperyans oswa yon evenman

▪ N ap chanje nivo langaj la (fòmèl oubyen enfòmèl) selon ak kiyès n ap pale (konvèsasyon ak ti kanmarad nou, prezantasyon pou yon gwoup)

▪ Pale fò ase pou lòt moun ka tandè nou

▪ Pale on fason ki ale ak sityasyon an, ak moun k ap koute yo (espresyon, pale vit/pale dousman)

▪ Lè n ap fè konvèsasyon an gwoup, n ap tann tou pa nou pou nou pale

▪ Bay opinion nou sou sa lòt moun ap di

lokalite ak evennman ki nan de osnon plizyè istwa ;

4. esprime opinyon nou sou koulè, fòm ak estil ilistrasyon;

5. espikè sou ki baz (koulè, desen, vokabilè) nou chwazi on liv, on powèm osnon on istwa;

6. diskite ansanm 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 ki genyen ant pèsonaj.

### **Aktivite anvan nou kòmanse li ak aktivite li pou nou:**

1. idantifye sa nou konnen, sa nou ta renmen konnen,

sa nou aprann sou yon istwa osnon on yon sijè;

2. sèvi ak ilistrasyon pou pèmèt nou konprann kontni tèks nan lang

Kreyòl epi prevwa sa ki pral pase;

<ul style="list-style-type: none"> <li>• Speak with speed and expression appropriate to the purpose and audience</li> <li>• Take turns in conversation or speaking in a group</li> <li>• Respond appropriately to what others are saying</li> </ul>	<p>texts</p> <p>6. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments</p> <p>7. describe the differences between real and imaginary experiences.</p> <p><b>Standard 4</b>  <b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>1. respect the age, gender, and culture of the speaker</li> <li>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</li> <li>3. recognize the tone of voice and content and cultural markers that signal friendly communication.</li> </ol> <p><b>SPEAK in order to:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. share favorite anecdotes, riddles, and rhymes in the native language with peers and familiar adults</li> <li>3. respect the age, gender, cultural background, and interests of the listener</li> <li>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</li> </ol>		<ol style="list-style-type: none"> <li>3. predi sa k ta ka pase nan yon istwa osnon kòman sa ta ka fini;</li> <li>4. chanje sekans evennman nan yon istwa pou nou ka fè istwa a fini yon lòt jan;</li> <li>5. konpare on pèsonaj nan yon istwa osnon yon atik nan lang Kreyòl avèk on moun ki gen menm karyè osnon esperyans;</li> <li>6. bay opinyon nou sou diferans ant evennman nan yon istwa ak evennman nan pwòp vi nou ak tradisyon leve-jwenn nou;</li> <li>7. fè evalyasyon epi chwazi liv, powèm osnon tep baze sou enterè pèsonèl nou osnon baze sou chwa pwofesè a nan sijè, otè, ilustrasyon;</li> <li>8. idantifye pèsonaj nan yon istwa koni an Kreyòl, epi eslike ki wòl chak pèsonaj jwe nan istwa a;</li> <li>9. idantifye diferan jan diferan istwa yon otè koni ekri dewoule;</li> <li>10. fè distenksyon ant istwa reyèl ak istwa imajinè.</li> </ol> <p><b>EKRI pou nou:</b></p> <ol style="list-style-type: none"> <li>1. pataje sa nou konnen, sa nou ta renmen konnen ak sa nou deja aprann sou on</li> </ol>
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	<p>writer and each other.</p> <p><b>READ in order to:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. respect age, gender, and cultural traditions of the writer</li> <li>4. recognize the vocabulary of social communication; for example, the language of salutations and closings.</li> </ol> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. respect the age, gender, and culture of the recipient</li> <li>3. write friendly letters to others, using linguistically appropriate salutations and closings</li> <li>4. maintain, with teacher assistance, a portfolio of native language writings and drawings for social interaction.</li> </ol>		<p>sijè;</p> <ol style="list-style-type: none"> <li>2. bay on repons, sou fòm desen osnon mo, konsènan yon esperyans osnon yon istwa on kondisip rakonte;</li> <li>3. esprime yon opinyon sou deklarasyon, ilistrasyon, pèsonaj ak evennman nan tèks ekri ak tèks vizyèl;</li> <li>4. konpare pèsonaj, evennman ak kote yo dewoule nan yon istwa osnon nan plizyè istwa;</li> <li>5. dekri konneksyon ant esperyans pèsonèl, tradisyon leve-jwenn, lide ak enfòmasyon nan tèks ekri osnon vizyèl;</li> <li>6. avèk èd pwofesè a, prepare yon pòtfolyo kote nou mete travay redaksyon ak desen ki esprime opinyon nou;</li> <li>7. dekri diferans ki genyen ant esperyans reyèl ak esperyans imajinè.</li> </ol> <p><i>Estanda 4</i></p> <p><b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. montre nou ka respekte moun k ap pale a selon laj li, kilti li, osnon si se fi oubyen gason li ye;</li> <li>2. kapab konnen pi byen ekri an, kondisip yo, osnon lòt moun k ap koute yo, baze sou nòt, kat, lèt</li> </ol>
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			<p>ak istwa pèsònèl yo li;  3. rekonèt ton vwa, kontni ak eleman kiltirèl ki endike kominikasyon amikal.</p> <p><b><i>PALE pou nou:</i></b></p> <ol style="list-style-type: none"> <li>1. patisipe nan ti gwou osnon gwo gwoup kote y ap tire kont, kote y ap chante, on jan pou nou ka fè entèraksyon ak kondisip nou osnon granmoun ki nan espas lekòl la;</li> <li>2. pataje blag, devinèt ak chante timoun nou pi renmen ak ni kanmarad nou ni granmoun nou abitye avèk yo;</li> <li>3. montre nou ka respekte moun k ap koute a selon laj li, orijin kiltirèl li, enterè li, osnon si se fi oubyen gason li ye;</li> <li>4. diskite kontni nòt, kat, lèt amikal, kontni istwa pèsònèl ak yon patnè osnon nan yon ti gwoup on jan pou nou kapab rive konnen ni ekriyen an, ni youn lòt;</li> </ol> <p><b><i>LI pou nou:</i></b></p> <ol style="list-style-type: none"> <li>1. pataje esperyans lekti nou on jan pou nou kapab etabli, devlope epi amelyore relasyon pèsònèl nou ak kanmarad nou</li> </ol>
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		<p>osnon granoum; pa egzanp, li ansanm an silans osnon a wotvwa;</p> <p><b>2.</b> montre kou ka respekte ekriyen an selon laj li, tradisyon kiltirèl li, osnon si se fi oubyen gason li ye;</p> <p><b>4.</b> rekonèt vokabilè kominikasyon sosyal—pa egzanp langaj salitasyon nan ouvèti ak fèmti lèt.</p> <p><b><i>EKRI pou nou:</i></b></p> <p><b>1.</b> pataje kapasite nou pou nou ekri avèk kanmarad nou osnon granmoun; pa egzanp, ekri avèk on kanmarad osnon avèk on gwoup tèt ansanm;</p> <p><b>2.</b> montre nou ka respekte destinatè a selon laj li, kilti li, osnon si se fi osnon gason li ye;</p> <p><b>3.</b> montre nou ka sèvi avèk salitasyon lengwistik apwopriye pou nou voye lèt amikal bay lòt moun;</p> <p><b>4.</b> avèk èd pwofesè a, prepare yon pòtfolyo kote nou mete travay redaksyon ak desen pou entèraksyon sosyal.</p>
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## ***V. Resous an Kreyòl*** ***General Resources/Materials***

1. Dejan, Iv: *Ann etidye lan g 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

## **VI. Appendix** **Assessment**

### **Reading Checklist**

#### ***Lis Ladrès nan Lekti***

Name 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 we, sa yo tandè, 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 iplistrasyon yo.....***

**Reading Records: Booklists and Genre Charts**

*Dosye Lektì: 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

Eleman Literè Nan yon istwa

### **Character**

*Karaktè*

*Bay non pèsonaj nan yon istwa*

*Montre diferans ant divès pèsonaj nan yon istwa*

*Eksprime sa yon pèsonaj santi*

**Fè pèsonaj nan yon istwa pale pou w sa montre diferans ant pèsonaj yo**

**Kote istwa ap pase (sèn)**

*Kapasite di ki lè, ki kote istwa a ap pase*

*Sèvi 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*

### **Assess during Teaching Time**

*Fè evalyasyon pandan leson ap fèt*

### **Story Map for Retellings**

*Kreye grafik 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*

### **Rubric for scoring writing**

*Metòd pou evalye redaksyon*

### **Miscue Analysis & Running Records**

*Analiz Miskyò ak Ranningrekòd*

### **Assessing Reading Abilities**

*Analiz kapasite yon elèv pou li*

**High Frequency Bookwords**  
*Sèvi ak liv ki gen anpil mo kouran*

**Letter Identification Inventory**  
*Fè 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 elèv*

**Skills Inventories**  
*Inventè 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 Eperience & Interest Survey**  
*Egsperyans nan konn li ak preferans nan chwa liv*

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

**Parent Observations**  
*Sa paran obsève*