

Haitian Creole Language Arts Curriculum Project

Language Arts Standards

Grade: Fourth Grade

<p><i>I. Ki sa nou aprann Literacy Competencies</i></p>	<p><i>II. Ki sa nou konnen NLA Performance Indicators</i></p>	<p><i>III. Konpetans an Kreyòl Examples in Haitian Creole</i></p>	<p><i>IV. Endikatè Pèfòmans Performance Indicators</i></p>
<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar words <ul style="list-style-type: none"> Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words Integrate sources of information when word reading to decode and cross-check <p>Fluency</p> <ul style="list-style-type: none"> Read automatically high-frequency words and subject-area specific words (See Haitian Creole Social Studies, Math and Science Glossaries) Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> Learn grade-level vocabulary 	<p><i>STANDARD 1</i> LISTEN in order to:</p> <ol style="list-style-type: none"> acquire information and/or understand procedures in the primary language identify essential details in nonfiction native language texts determine the sequence of steps given identify main ideas and supporting details from native language sources identify a conclusion that summarizes the main idea interpret information by drawing on prior knowledge and experience from the home culture collect information from informational texts in the native language. <p>SPEAK in order to:</p> <ol style="list-style-type: none"> provide directions; express an opinion; ask questions; summarize; provide a sequence of steps; describe a problem and suggest one or more solutions present a short oral report, using at least two sources of information in the native language, such as a person, book, magazine article, television program, or electronic text use appropriate native language structures, with age- and content- 	<p>Demele sans mo: Analiz son ak Analiz fraz</p> <ul style="list-style-type: none"> Sèvi ak konesans rapò lèt-son pou nou pwononse gwoup son ansanm lè n ap li mo en-koni [eskonbrit, deblozay, de-braye, branka, krabinen, de-krase, jenn breng, sekrè, kre-yon, plato, preche, prensip, prensès, blese, anbrase, flan-ke, flèdizè, flannen] Sèvi ak estrateji demele son (tankou konesans jan silab ak jan mo bati) pou pèmèt nou rive li mo enkonni: <i>izin, kizin, kouzin, kaswòl, pawòl, adisyon, soustraksyon, miltiplikasyon, divizyon</i> <p>Li kouraman</p> <ul style="list-style-type: none"> Li kouraman mo kouran ki nan nivo klas la ansanm ak mo nan domèn tankou syans, syans sosyal ak matematik. Mo tankou: <i>inondasyon, tranblemanntè, idantifikasyon, bulldozè, divizyon, fwontyè, ekwa-</i> 	<p>ESTANDA 1 KOUTE pou nou:</p> <ol style="list-style-type: none"> ranmase enfòmasyon, konprann esplikasyon nan lang kreyòl jwenn detay esansyèl nan tèks enfòmasyon detèmine sekans enfòmasyon jwenn lide prensipal ak detay nan materyèl ki an kreyòl. jwenn konklizyon ki rezime lide prensipal la sèvi ak konesans nou genyen deja ak esperyans nou fè nan kilti pa nou pou nou entèprete enfòmasyon ranmase enfòmasyon nan tèks ennfòmasyon ki an kreyòl <p>PALE pou nou:</p> <ol style="list-style-type: none"> bay esplikasyon; esplike yon opinion; poze kesyon; fè rezime; bay diferan etap nan yon sekans; dekri yon pwoblèm epi sijere youn oubyen plizyè solisyon

<p>through a variety of means</p> <ul style="list-style-type: none"> • Use word structure such as roots, prefixes, and suffixes to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading books and other print sources • Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties • Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts with understanding • Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text • Work cooperatively with others to determine meaning • Use text structure to recognize differences among a variety of texts • Ask questions to clarify understanding of grade-level texts • Read grade-level texts and answer literal, inferential, and 	<p>appropriate vocabulary</p> <p>4. use logical order in presentations in the first language.</p> <p>READ in order to:</p> <ol style="list-style-type: none"> 1. locate and use library media resources, with assistance, to acquire information 2. independently read native language texts to collect and interpret data, facts, and ideas 3. understand written directions find information from native language sources that is needed to solve a problem 4. identify main ideas and supporting details 5. recognize and use organizational features of texts in the native language, such as table of contents, index, page numbers, headings/subheadings 6. relate data and facts from informational texts to prior information and experience 7. compare and contrast information written in the home language on one topic from two different sources 8. identify a conclusion that summarizes a main idea 9. select books in the native language independently to meet informational needs 10. identify and interpret significant facts taken from maps, graphs, charts, and other visuals 11. use graphic organizers to record significant details from native language informational texts. <p>WRITE in order to:</p> <ol style="list-style-type: none"> 1. use at least two native language sources of information for a report 2. take notes to record data, facts, and ideas, both by following teacher direction and by writing independently 	<p><i>syon, nimeratè, denominate, anbasadè, jeografi</i></p> <ul style="list-style-type: none"> • Li tèks ki nan nivo klas la ak on vitès nòmàl; li tèks la ak presizyon. Bay tèks la ton lè n ap li l. <p>Konesans nou deja genyen ak devlopman vokabilè</p> <ul style="list-style-type: none"> • Sèvi ak diferan mwayen, dife-ran teknik pou nou etidye vokabilè ki nan nivo klas la; • Sèvi avèk jan on mo bati pou nou jwenn sans li: idantifye rasin la, prefiks la ak sifiks la; • Sèvi ak konesans ansanm ak esperyans nou deja genyen pou nou konprann lide ak vokabilè nou dekouvri nan liv; • Anrichi vokabilè nou nan li liv ak lòt dokiman ekri; • Sèvi ak estrateji kontwòl pou nou idantifye mo vokabilè nou gen difikilte pou n konprann; • Sèvi avèk kontèks, diksyonè ak lòt sous pou nou jwenn sans mo enkonni. <p>Teknik pou nou konprann sa nou li</p> <ul style="list-style-type: none"> • Li, ak konpreyansyon, tout kalite tèks ki nan nivo klas nou. • Sèvi ak teknik ki pou ede nou kontwole si nou konprann sa nou li, tankou reli yon pasaj, tcheke vokabilè. • Travay an gwoup pou nou chache sans tèks n ap li. 	<ol style="list-style-type: none"> 2. prezante yon rapò tou kout aloral ki genyen omwen de sous enfòmasyon an kreyòl, tankou yon moun, yon liv, yon atik nan yon magazin, yon pwogram televizyon oubyen yon tèks elektwonik 3. sèvi ak langaj ki apwopriye pou laj nou kit se nan kontni oubyen vokabilè a 4. sèvi ak yon lòd ki lojik lè n ap fè prezantasyon an kreyòl <p>Li pou nou:</p> <ol style="list-style-type: none"> 1. itilize resous ki nan biliyotèk pou nou chèche enfòmasyon 2. chwazi tèks kreyòl poukont nou pou nou ranmase/entèprete done, enfòmasyon ak lide 3. konprann espikasyon ki ekri, chèche enfòmasyon nou bezwen nan materyèl an kreyòl pou nou rezoud yon pwoblèm 4. Idantifye lide prensipal ak detay 5. kapab idantifye/itilize diferan eleman nan òganizasyon tèks tankou lis sa ki nan liv la, endèks, nimewo paj, antèt, eksetera 6. fè koneksyon ant done ki nan liv enfòmasyon ak esperyans pa nou 8. idantifye konklizyon ki rezime yon lide prensipal 9. chwazi liv kreyòl poukont nou
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<p>evaluative questions</p> <ul style="list-style-type: none"> • State a main idea and support it with details from the text • State a point of view and support it with details from the text • Participate in discussions about grade-level texts • Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations • Recognize the theme or message of a text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, both literary and informational • Read voluntarily for differing purposes • Be familiar with titles and authors of well-known grade-level texts • Engage in independent silent reading <p>WRITING</p> <p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words previously studied 	<ol style="list-style-type: none"> 3. state a main idea and support it with facts and details in the first language 4. use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order 5. connect personal experiences and observations to new information from school subject areas 6. use native language dictionaries and/or computer software to spell words correctly, if available 7. produce clear, well-organized, and well-developed explanations, reports, accounts, and directions in the primary language to demonstrate understanding of a topic 8. support interpretations and explanations with evidence from text 9. maintain a portfolio that includes informational writing in the native language as a method of reviewing work with teachers and parents/caregivers. <p>STANDARD 2</p> <p><i>LISTEN in order to:</i></p> <ol style="list-style-type: none"> 1. identify elements of character, plot, and setting in celebrated native language literary texts to understand author’s message or intent 2. connect imaginative texts in the primary language to previous reading and life experiences to enhance cultural understanding and appreciation 3. identify author’s use of rhythm, repetition, and rhyme as it relates to the first language 4. compare and contrast ideas of others to own 5. use note-taking and webbing strategies to organize information and ideas recalled from stories read aloud. 	<ul style="list-style-type: none"> • Aprann karakteristik ki pèmèt yo idantifye diferan tèks. • Poze kesyon pou nou kapab klarifye konpreyansyon diferan tèks. • Li tèks ki nan nivo klas nou epi reponn kesyon ki pa mande entèpretasyon, kesyon ki mande enferans ak kesyon ki mande rezonman kritik. • Idantifye lide prensipal, epi kore chwa a ak detay ki nan tèks la. • Bay on pwennvi, on opiniyon, epi kore l ak detay nan tèks la. • Patisipe nan diskisyon sou tèks ki nan nivo klas nou. • Sèvi ak tèks nou ekri, jwe wòl, fè prezantasyon aloral pou nou montre nou konprann tèks ki nan nivo klas la • Fè enferans sou tèks oubyen mesaj ki pa anba nan tèks la <p>Motivasyon pou nou li</p> <ul style="list-style-type: none"> • Montre nou enterese nan li tout kalite liv ki nan nivo klas la, liv ki gen tèks literè tankou liv ki gen tèks enfòmasyon. • Li poukont nou pou diferan kalite objektif. • Montre nou rekonèt tit sèten liv otè popilè nou li nan nivo klas la. • Li poukont nou, an silans. <p>EKRI</p> <p>Eple</p> <ul style="list-style-type: none"> ▪ Eple kòrèkteman mo nou aprann 	<p>pou nou chèche enfòmasyon nou bezwen</p> <ol style="list-style-type: none"> 10. idantifye/entèprete enfòmasyon enpòtan nou jwenn nan kat, grafik, tablo ak lòt materyèl vizyèl 11. sèvi ak materyèl òganizasyon grafik pou make detay enpòtan nou jwenn nan tèks enfòmasyon an kreyòl <p>EKRI pou nou:</p> <ol style="list-style-type: none"> 1. sèvi omwen ak de sous enfòmasyon pou fè yon rapò 2. pran nòt pou nou make done, enfòmasyon ak lide lè n ap suiv esplikasyon pwofesè a ak lè n ap ekri poukont nou 3. bay lide prensipal yon tèks ansanm ak detay yo an kreyòl 4. sèvi ak yon sistèm òganizasyon lè n ap ekri, tankou konparezon, koz/konsekans, tan/sekans 5. konekte esperyans pèsonèl, sa nou viv ak nouvo enfòmasyon nou jwenn nan liv lekòl 6. sèvi ak diksyonè kreyòl oubyen lojisye pou nou kapab konnen kouman pou nou eple mo nou pa konn eple 7. ekri esplikasyon, rapò ki klè ki byen òganize an kreyòl pou nou montre nou konprann yon sijè. 8. sèvi ak pasaj oubyen lide ki nan yon tèks pou nou defann jan
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<p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast • Use a variety of media, such as print and electronic, when writing • Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and varied sentence structure • Develop ideas by writing sentences that are in logical order and organized into paragraphs • Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense • Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing • Exhibit personal voice when writing • Begin to use literary devices 	<p><i>SPEAK in order to:</i></p> <ol style="list-style-type: none"> 1. present original works of note in the first language, such as folktales, stories, poems, and plays, to classmates 2. give book reviews about celebrated native language literary texts 3. describe characters, setting, and plot make inferences and draw conclusions in the native language 4. compare imaginative texts and performances to personal experience, prior knowledge, and cultural traditions 5. explain cultural and ethnic features in imaginative texts 6. ask questions to clarify and interpret imaginative texts and performances 7. discuss themes of well-known imaginative texts in the home language. <p><i>READ in order to:</i></p> <ol style="list-style-type: none"> 1. select literature on the basis of personal needs and interests from a variety of genres and by different and notable authors of native language texts 2. engage in purposeful oral reading in small and large groups 3. enjoy print-based and electronic imaginative texts independently and silently on a daily basis 4. recognize the differences among the genres of stories, poems, and plays, particularly as they relate to cultural/ethnic/linguistic characteristics 5. relate setting, plot, and characters in notable literature in the native language to own lives 6. explain the difference between fiction and nonfiction 7. use prior reading, life experiences, and cultural traditions to understand and compare literature in the primary language 8. make predictions, and draw 	<p>deja osnon mo nou sèvi souvan nan klas la.</p> <ul style="list-style-type: none"> • Eple kòrèkteman mo ki menm òganizasyon lèt ak silab ak mo nou etidye deja. <p>Ekriti</p> <ul style="list-style-type: none"> • Fòm lèt nou byen, pou moun ka li sa nou ekri. <p>Redaksyon</p> <ul style="list-style-type: none"> • Reponn alekri kesyon yo poze nou apre nou fin li tèks literè ak tèks enfòmasyon. • Sèvi ak diferan modèl òganizasyon pou nou ekri nan divès kalite estil—modèl tankou lòd kwonolòjik, rapò kòz/konsekans, konparezon resanblans/diferans... • Sèvi ak tout kalite sous ak sipò enfòmasyon, tankou dokiman ekri ak dokiman elektwonik, lè n ap ekri. • Sèvi ak demach preparasyon redaksyon (planifye, fè bwouyon, revize, korije, edite, mete opwòp). • Sèvi ak vokabilè kikoresponn ak nivo klas; sèvi avèk fraz ki prezante diferan konstriksyon. • Ekri fraz ki òganize nan lòd lòjik ak paragaf kòdyòm pou nou devlope lide nou. • Revize poukont nou redaksyon nou ekri pou nou korije fot òtograf, ponktiyasyon, pwoblèm majiskil/miniskil, fòm vèb yo... 	<p>nou entèprete tèks la</p> <p>9. sèvi ak pòtfolyo ki genyen tèks nou ekri an kreyòl pou bay enfòmasyon, kòm mwayen pou nou revize travay nou fè ak pwofèsè nou oubyen granmoun nou.</p> <p>ESTANDA 2</p> <p><i>KOUTE pou nou:</i></p> <ol style="list-style-type: none"> 1. idantifye eleman nan tèks literè yo bay valè, eleman tankou pèsònaj, kote istwa a dewoule ak fon istwa a—pou nou kapab konprann mesaj osnon entansyon otè a; 2. fè koneksyon ant istwa imajinè ak sa nou li deja ansanm ak esperyans pèsònèl nou, on jan pou nou amelyore konpreyansyon ak apresyasyon kiltirèl nou; 3. idantifye fason otè a sèvi ak rim, repetisyon pou l bay tèks la kadans; 4. konpare lide lòt moun ak lide pa nou; 5. sèvi ak estrateji pran nòt ak estrateji dyagram/chema pou nou òganize enfòmasyon ak lide ki soti nan istwa yo te li pou nou. <p><i>PALE pou nou:</i></p> <ol style="list-style-type: none"> 1. prezante pou kondisip nou travay orijinal moun fè nan lang lan, tankou istwa, kont, powèm ak pyèsteyat; 2. di sa n panse, bay apresyasyon nou sou tèks literè yo bay enpòtans nan lang lan; 3. dekri pèsònaj, kote istwa a dewou-
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<p>such as simile and figurative language</p> <ul style="list-style-type: none"> • Use at least two sources of information when writing a report • Review writing with teachers and peers and be able to respond to feedback <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes • Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet <p>LISTENING</p> <ul style="list-style-type: none"> • Listen attentively and respond appropriately to books read aloud • Listen attentively for different purposes and for an extended period of time • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak <p>SPEAKING</p> <ul style="list-style-type: none"> • Speak in response to the reading of a variety of texts • Use age-appropriate vocabulary to communicate ideas 	<p>conclusions and inferences, about events and characters</p> <ol style="list-style-type: none"> 9. identify cultural influences in texts and performances 10. recognize the value of illustration in classic or notable imaginative texts in the home language 11. maintain a personal reading list to reflect reading accomplishments and goals 12. use specific evidence from stories written in the primary language to identify themes; describe characters, and their actions and motivations; and relate sequence of events 13. apply knowledge of story structure, story elements, and key vocabulary to interpret stories 14. use graphic organizers to record significant details about characters and events in notable or classic stories in the native language. <p>WRITE in order to:</p> <ol style="list-style-type: none"> 1. create original imaginative texts in the native language with: <ul style="list-style-type: none"> • characters, simple plot, and setting • rhythm and rhyme to create short poems and songs • dialogue to create short plays • vivid and playful language • descriptive language to create an image 2. develop interpretive and responsive essay responses to native language stories in order to: <ul style="list-style-type: none"> • identify title, author, and illustrator of notable or classic tales • describe literary elements such 	<ul style="list-style-type: none"> • Varye ton, vokabilè ak konstriksyon fraz selon piblik n ap ekri pou li a, selon objektif redaksyon an. • Fè tande pwòp vwa pa nou nan redaksyon nou. • Kòmanse sèvi ak zouti literè tankou simili ak langaj figire. • Sèvi ak de sous enfòmasyon pou pi piti lè n ap ekri on rapò. • Revize redaksyon nou ak pwofesè nou ansanm ak kondisip nou yo, epi reyaji sou kòmantè yo fè. <p>Motivasyon pou nou ekri</p> <ul style="list-style-type: none"> ▪ Deside pou nou ekri poukont nou pou nou fè diferan kalite moun konnen lide nou ak santiman nou ▪ Deside pou nou ekri poukont nou pou diferan rezon (pa egzanp pou nou rakonte istwa, separe enfòmasyon, bay esplikasyon) ▪ Pibliye travay ekri ki kapab ekspoze diferan kote—nan klas la, nan lekòl la, osnon nan entènèt. <p>KOUTE</p> <ul style="list-style-type: none"> • Koute avèk atansyon liv yo li pou nou, epi bay repons kòdyòm • Koute avèk atansyon pandan yon bon bout tan, epi pou diferan rezon • Bay repons ki mache ak sa 	<p>le, fon istwa a, epi fè konklizyon sou sa nou konprann nan istwa a;</p> <ol style="list-style-type: none"> 4. konpare tèks imajinè/pèfòmans ak esperyans pèsonèl nou/konesans nou genyen deja/tradisyon kiltirèl nou; 5. esplike aspè kiltirèl ak aspè etnik ki genyen nan tèks imajinè ; 6. poze kesyon ki pèmèt nou klari-fye/entèprete tèks imajinasyon ak pyèsteyat; 7. bay pwennvi nou sou tèm nou jwenn nan istwa imajinè moun bay valè. <p>LI pou nou:</p> <ol style="list-style-type: none"> 1. chwazi diferan kalite liv, diferan ekri an enpòtan ki ekri an kreyòl, baze sou sa ki enterese nou 2. Li an gwoup (ti gwoup osnon gwo gwoup) ak yon objektif ki klè; 3. pran plezi pou nou li nan kè nou, chak jou, tèks imajinasyon ki sou papye osnon sou fòm elektwonik; 4. rekonèt diferans ki genyen ant kalite istwa, powèm, pyèsteyat—selon referans kiltirèl, etnik, lengwistik nou; 5. fè koneksyon ant kote on istwa pase, jan l dewoule, pèsonaj ki ladan l yo ak reyalyite lavi nou; 6. esplike diferans ki genyen ant tèks fiksyon ak tèks ki pa fiksyon; 7. sèvi ak lekti nou fè deja, esperyans lavi nou, tradisyon kilti nou pou nou konprann/konpare tèks literè nan lang nou; 8. di sa k pral pase nan yon istwa, di ki konklizyon nou fè sou evennman
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<ul style="list-style-type: none"> • Use grammatically correct sentences when speaking • Include details that are relevant for the audience • Communicate ideas in an organized and cohesive manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication • Respond respectfully and avoid interrupting when speaking in a group • Participate in group discussions on a variety of topics • Offer feedback to others <p style="text-align: center;"><i>a</i></p>	<ul style="list-style-type: none"> • as plot, setting, and characters • describe themes of imaginative texts • express a personal response to literature • compare and contrast elements of native language texts <p>3. produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from notable or classic stories in the native language</p> <p>4. produce imaginative stories and personal narratives that show insight, development, organization, and effective language</p> <p>5. use resources such as personal experiences and themes from other texts and performances to stimulate own writing</p> <p>6. utilize a computer to create, respond to, and interpret imaginative texts</p> <p>7. maintain a portfolio that includes imaginative and interpretive writing in the home language as a method of reviewing work with teachers and parents/caregivers.</p> <p>STANDARD 3 <i>LISTEN in order to:</i></p> <p>1. distinguish between information in media texts such as native language live action news coverage, and fictional material in notable dramatic productions in the home language</p> <p>2. form a personal opinion about the quality of texts read aloud, on the basis of criteria such as characters, plot, and setting</p> <p>3. recognize the perspectives of others</p>	<p>nou tande a</p> <ul style="list-style-type: none"> • Koute avèk respè san nou pa entèwonp lòt moun k ap pale. <p>PALE</p> <ul style="list-style-type: none"> • Pale pou nou bay opinion nou sou tout kalite tèks nou li • Sèvi ak vokabilè ki an rapò ak laj nou pou nou kominike lide nou • Sèvi ak fraz ki kòrèk sou plan gramè lè n ap pale • Ajoute detay ki enpòtan pou moun k ap koute yo • Kominike lide nou nan on fason òganize ki fè sans • Sèvi ak nivo langaj diferan selon moun k ap koute nou, selon sa n ap pale a • Pale sou ton ki nòmal, nan rit nòmal, ak volim nòmal selon moun k ap koute, selon sa n ap pale • Reponn ak respè, epi evite dekoupe lòt moun k ap pale nan gwoup la • Patisipe nan diskisyon k ap fèt nan gwoup sou diferan kalite sijè • Bay lòt moun opinyon nou sou travay yo 	<p>yo ak pèsonaj yo;</p> <p>9. idantify enfliyans kiltirèl nan tèks ak nan cho (pyèsteyat);</p> <p>10. rekonèt enpòtans ilistrasyon nan tèks imajinsyon;</p> <p>11. fè on lis kote nou make liv nou li pou nou ka suiv pwogrè nou fè nan lis lekti nou;</p> <p>12. sèvi ak prèv nou jwenn nan istwa nou li pou nou kapab idantifye tèm, dekri pèsonaj ak aksyon yo, rezon ki esplike aksyon yo, epi pou nou kapab rakonte sekans evennman;</p> <p>13. sèvi ak konesans nou genyen sou jan istwa dewoule, sou diferan aspè yon istwa, sou mo kle nan istwa pou nou entèprete istwa;</p> <p>14. sèvi avèk chema, avèk dyagram pou nou make detay enpòtan sou pèsonaj ak evennman nan istwa ki ekri nan lang nou.</p> <p><i>EKRI pou nou:</i></p> <p>1. kreye tèks imajinasyon pa nou ki genyen:</p> <ul style="list-style-type: none"> * pèsonaj, on fon tou senp, kote istwa a ap pase; * kadans ak rim pou kreye ti powèm ak chante tou kout; * dyalòg pou kreye ti pyèsteyat tou kout; * langaj ki vivan; * langaj ki kapab dekri on bagay, ki gen fòs pou kreye imaj; <p>2. fè analiz literè sou fòm entèprestasyon, sou fòm repons parapò ak istwa ki nan lang matènèl nou pou nou ka:</p>
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	<p>form an opinion about the message of advertisements</p> <p>4. distinguish between fact and opinion</p> <p>5. evaluate the speaker's style of delivery by using criteria such as volume and tone of voice appropriate for the home country's cultural norms.</p> <p><i>SPEAK in order to:</i></p> <ol style="list-style-type: none"> 1. explain the reasons for a character's actions, considering both the situation and the motivation of the character 2. express an opinion or judgment in the primary language about a character, setting, and plot in a variety of works 3. discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences as they relate to the home language and culture 4. express an opinion about school or community issues 5. use personal experience and knowledge to analyze and evaluate new ideas 6. express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text 7. role-play to communicate an interpretation or evaluation of real or imaginary people or events 8. use appropriate eye contact and gestures in presentations and responses 9. speak with a rate and volume appropriate for the cultural and linguistic expectations of the audience 10. ask and respond to questions. <p><i>READ in order to:</i></p> <ol style="list-style-type: none"> 1. evaluate the content by identifying: the author's purpose; important and 		<ul style="list-style-type: none"> * idantifye tit, otè, ilistratè istwa moun bay valè; * dekri eleman literè tankou fon istwa a, kote l pase, pèsonaj yo; * dekri tèm tèks imajinasyon; * bay entèpretasyon pèsonèl nou sou yon istwa; * konpare eleman nan diferan tèks; <ol style="list-style-type: none"> 3. fè analiz ki klè, byen fèt pou istwa nou li osnon nou tande, analiz ki montre nou konprann tèm, pèsonaj avèk evennman dapre detay ki soti nan istwa a; 4. pwodui istwa imajinè ak istwa esperyans pèsonèl nou ki montre konpreyansyon, devlopman, òganizasyon ak langaj ki adapte pou sitiya-syon an; 5. sèvi avèk resous tankou esperyans pèsonèl ak tèm nou pran nan lòt tèks, nan lòt cho kòm motivasyon pou nou kòmanse ekri; 6. sèvi ak òdinatè pou nou kreye, entèprete, bay repons sou tèks imajinasyon; 7. prepare on pòtfolyo ki genyen travay ekri ki baze sou imajinasyon osnon entèpretasyon, travay ki pral sèvi pou nou fè revizyon ni ak pwofèsè ni ak granmoun ki reskonsab nou. <p>ESTANDA 3</p> <p>KOUTE pou nou:</p> <ol style="list-style-type: none"> 1. rekonèt diferans ki genyen ant tèks medya tankou nouvèl an dirèk ak tèks imajinè tankou pawòl nou tande nan yon pyès
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	<p>unimportant details; whether events, actions, characters, and/or settings are realistic; recurring themes across works in print and media</p> <ol style="list-style-type: none"> compare and contrast characters, plot, and setting in two notable native language literary works analyze ideas and information on the basis of prior knowledge, personal experience, and linguistic/cultural background recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience. <p>WRITE in order to:</p> <ol style="list-style-type: none"> organize ideas and information through the use of prewriting tools such as semantic webs and concept maps state a main idea, theme, or opinion and provide supporting details from native language media or text use relevant examples, reasons, and explanations to support ideas express opinions and make judgments that demonstrate a personal point of view analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual native language texts, including linguistic and cultural influences create an advertisement in the home 		<p>teyat pifò moun konnen</p> <ol style="list-style-type: none"> develope opinyon nou sou kalite yon tèks nou tande, devlope opinyon nou parapò ak pèsonaj ki nan istwa a, ki jan istwa a dewoule ak ki kote li dewoule rekonèt opinyon lòt moun, devlope opinyon sou mesaj nou tande nan reklam rekonèt diferans ki genyen ant reyalite ak opinyon evalye estil moun k ap pale a. Èske li pale fò ase? Ki jan ton vwa li ye? Èske li respekte koutim peyi kote yo pale lang lan? <p>PALE pou nou:</p> <ol style="list-style-type: none"> esplike pou ki sa yon pèsonaj aji jan li aji a lè nou konsidere sitiasyon an ak sa ki dèyè tèt pèsonaj la bay opinyon nou nan lang manmanm nou sou yon pèsonaj, sou kote yon istwa dewoule ak sou kouman li dewoule. Nou dwe kapab fè sa pou diferan kalite travay literè Gade efè vokabilè, fòma, ilistrasyon ak tit genyen nan evalye lide/ enfòmasyon / esperyans ki gen rapò ak lang manman elèv la ansanm ak kilti li bay opinyon nou sou lekòl la oubyen sou pwoblèm kominotè
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	<p>language, using appropriate words and pictures, in order to illustrate an opinion about a product</p> <p>7. use effective vocabulary appropriate for the linguistic/cultural background of the audience in persuasive and expository writing</p> <p>8. use details from stories or informational texts in the native language to predict, explain, or show relationships between information and events</p> <p>9. use ideas from two or more sources of information to generalize about causes, effects, or other relationships</p> <p>10. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments as a method of reviewing work with teachers and parents/caregivers.</p> <p>STANDARD 4</p> <p><i>LISTEN in order to:</i></p> <p>1. respect the age, gender, and culture of the speaker</p> <p>2. get to know the writer and/or classmates and fellow listeners through friendly notes, cards, letters, and personal narratives read aloud</p> <p>3. recognize the tone of voice and content appropriate to the linguistic and cultural norms that signal friendly communication.</p> <p><i>SPEAK in order to:</i></p> <p>1. respect the age, gender, and interests of the listener</p> <p>2. discuss the content of friendly notes,</p>		<p>5. sèvi ak konesans ansanm ak espreyans pèsonèl pou nou analize/ evalye lide ki nouvo</p> <p>6. bay opinyon nou sou sa ki kòrèk / sa ki pa kòrèk, sa ki vre / sa ki pa vre nan difrean kalite travay literè, nan editoryal, nan kritik literè, nan reklam. Nou dwe sèvi ak enfòmasyon ki nan diferan kalite tèks yo lè n ap bay opinyon nou</p> <p>7. jwe wòl diferan pèsonaj pou nou fè yon entèpretasyon oubyen yon evalyasyon sou moun ak sou evenman ki reyèl oubyen imajinè</p> <p>8. fè prezantasyon, bay reyaksyon nou yon jan ki koresponn ak sitiyasyon an (gade / pa gade moun nan je, fè jès / pa fè jès)</p> <p>9. Pale yon jan ki montre nou respekte lang ak kilti moun k ap koute yo (pale vit / pale dousman, pale fò, pa pale fò)</p> <p>10. poze kesyon, reponn kesyon</p> <p>LI pou nou:</p> <p>1. evalye yon tèks: entansyon moun k ap ekri a, detay ki enpòtan ak sa ki pa enpòtan. Èske evenman yo, pèsonaj yo, sa pèsonaj yo fè, lokalite kote istwa a ap dewoule a parèt reyèl? Èske gen tèm ki reparèt nan tèks ekri ak nan tèks odyovizyèl?</p> <p>2. konpare pèsonaj, dewoulman</p>
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	<p>cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other</p> <p>3. follow appropriate linguistic and cultural norms in social conversation.</p> <p>READ in order to:</p> <ol style="list-style-type: none"> 1. share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud 2. respect age, gender, and linguistic/cultural traditions of the writer 3. recognize the types of language appropriate to social interaction; for example, appropriate linguistic norms for communicating informally with others. <p>WRITE in order to:</p> <ol style="list-style-type: none"> 1. share the process of writing with peers or adults; for example, write with a partner 2. respect the age, gender, position, and linguistic and cultural traditions of the recipient for social communication 3. develop a personal voice that enables the reader to get to know the writer 4. use culturally appropriate tone, vocabulary, and linguistic structures for informal communication 5. maintain a portfolio in the native language that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers. 		<p>ak lokalite nan de travay literè anpil moun konnen</p> <ol style="list-style-type: none"> 3. analize lide ak enfòmasyon sou baz sa nou konnen deja, sou baz esperyans pèsonèl, sou baz lang / kilti 4. rekonèt kouman yo sèvi ak langaj ansanm ak ilustrasyon pou yo konvenk moun nan reklam ki nan televizyon ak nan tèks tankou lèt yo voye bay direksyon jounal 5. sèvi ak èd paran nou, granmoun nou pou nou evalye sa ki vre / sa ki pa vre, sa ki kòrèk / sa ki pa kòrèk nan yon tèks. Kon sa, nou kapab gen bon jan enfòmasyon ki pou pèmèt nou devlope opinyon nou 6. sèvi ak opinyon ansanm ak reyaksyon pwofesè, elèv pou nou evalye jan nou entèprete lide, enfòmasyon ak esperyans <p>EKRI pou nou:</p> <ol style="list-style-type: none"> 1. òganize lide ak enfòmasyon. N ap sèvi ak zouti tankou rezo semantic (semantic web) ak dyagram konsèp (concept maps) pou nou fè sa 2. chèche lide prensipal, tèm, opinyon ak detay ki kore lide prensipal, tèm ak opinyon sa yo nan materyèl odyovizyèl oubyen nan tèks 3. sèvi ak bon jan egzanj,
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			<p>rezónman ak esplikasyon pou nou kore yon lide</p> <p>4. bay opinyon nou, sèvi ak jijman nou pou nou demontre nou gen pwòp pozisyon pa nou</p> <p>5. analize / evalye jan ekri an sèvi ak lokalite, dewoulman, pèsonaj, rim, rit ak langaj nan tèks ekri ak nan tèks vizyèl. Analize efè lang ak kilti sou ekri an</p> <p>6. fè yon reklam nan lang manman nou. Sèvi ak mo ki ale ak sitiyasyon an ansanm ak foto pou nou bay opinyon nou sou yon pwodui</p> <p>7. sèvi ak yon vokabilè ki ale ak lang ansanm ak kilti moun k ap li a lè n ap fè redaksyon pou nou konvenk moun oubyen pou nou prezante yon sijè</p> <p>8. sèvi ak detay ki nan istwa oubyen tèks ki bay enfòmasyon pou nou fè prediksyon, bay esplikasyon oubyen montre rapò ki genyen ant enfòmasyon ak evenman</p> <p>9. sèvi ak lide ki soti nan de oubyen plizyè sous enfòmasyon pou nou fè jeneralizasyon sou kòz, konsekans oubyen lòt rapò ki egziste ant diferan bagay</p> <p>10. kenbe (ak konkou pwofesè a) yon katab ki gen desen ak tèks nou ekri ladan l. Se tèks ak desen</p>
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			<p>kote n ap fè opinyon nou oubyen jijman nou pase. Se yon fason pou nou revize travay nou ak pwofesè a, paran/granmoun nou</p> <p>ESTANDA 4</p> <p>KOUTE:</p> <ol style="list-style-type: none"> 1. on jan ki montre nou gen respè pou laj, sèks ak kilti moun k ap pale a; 2. on jan pou nou ka dekouvri ki moun ekriyen an osnon kondisip nou an ye apati istwa pèsònèl, sou fòm ti nòt, kat, lèt, yo li pou nou; 3. on jan pou nou ka detekte ton vwa ak kalite pawòl ki montre lè on moun ap pale sou ton zanmitay avèk nou. <p>PALE (pou nou):</p> <ol style="list-style-type: none"> 1. on jan ki montre nou gen respè pou laj, sèks ak sijè ki enterese oditè a; 2. fè kòmantè sou ti nòt amikal, kat, lèt, istwa pèsònèl ak on kondisip osnon nan ti gwoup pou nou ka dekouvri ki moun ekriyen an ye, ki moun nou chak ye; 3. on jan ki montre nou ka suiv bon jan prensip lengwistik ak kiltirèl lè nou nan konvèsasyon ak lòt moun. <p>LI (pou nou):</p> <ol style="list-style-type: none"> 1. on jan pou nou pataje esperyans lekti ki pou pèmèt nou devlope bon jan relasyon ak ti zanmi nou osnon ak granmoun—pa egzanp lè n ap li ansanm, nou chak nan kè nou osnon
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			<p>awotvwa;</p> <p>2. on jan ki montre nou gen respè pou laj, sèks ak tradisyon lengwistik/kiltirèl ekriven an;</p> <p>3. dekouvri kalite langaj ki kòrèk nan pale ak lòt moun—pa egzanp bon jan prensip nou dwe suiv lè nou nan konvèsasyon enfòmèl ak lòt moun.</p> <p><i>EKRI (pou nou):</i></p> <p>1. pataje aktivite ekri a avèk on asosye, granmoun osnon timoun—pa egzanp ekri avèk on asosye;</p> <p>2. on jan ki montre nou gen respè pou laj, sèks, pozisyon, tradisyon lengwistik/kiltirèl moun n ap ekri pou li a;</p> <p>3. on jan pou nou devlope pwòp estil ekri pa nou, k ap pèmèt lektè a rekonèt nou;</p> <p>4. on jan pou nou montre nou kapab sèvi ak ton, vokabilè, ak fòm lengwistik ki kòrèk pou kominikasyon enfòmèl;</p> <p>5. prepare on pòtfolyo ki gen ladan li tèks nou ekri pou entèraksyon sosyal—travay ki pral sèvi pou nou fè revizyon ni ak pwofesè ni ak granmoun ki reskonsab nou.</p>
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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 façon d'enseigner*. Editions Université Caraïbes Assessment

Reading Checklist

Lis Ladrès nan Lektì

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 lidè

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...

Komanse 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 islistasyon 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 redaksyon

Eleman Literè nan yon istwa

Character

Karaktè

Bay non pèsonaj nan yon istwa

Kapab montre diferan ant divès pèsonaj nan yon istwa

Kapab eksprime 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
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 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

Assess during Teaching Time

Fè evalyasyon pandan leson

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

Rubric for scoring writing

Metòd pou evalye redaksyon

Miscue Analysis & Running Records

Analiz Miskyon 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 elèv idantifye lèt

Concepts of Words, Letters and Punctuation

Konsèp: mo, lèt ak ponktiyasyon.

Print Concepts Checklist

Konsèp: Ladrès nan konpran 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 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

Elèv yo ap

Fè rapò alekri sou sa yo wè nan yon videyo.

Reponn kesyon sou fòm yon rapò alekri. Yap sèvi ak rapò an pou yo fè yon prezantasyon a loral. Yap prepare yo pou yo reponn kesyon sou prezantasyon yo.

Portfolio
Pòtfolyo

Self-selected samples of work
Elèv yo ap chwazi travay yo vle mete nan pòtfolyo yo.

**Samples of writing activities
that reflect reading comprehension**
Bay ekzanp travay alekri ki montre si elèv yo konprann sa yo ekri

Bay reyaksyon yo alekri sou diferan aktivite yo te fè.

Journal
Jounal sou sa chak elèv aprann

Learning Log
Dosye kòmante sou travay elèv

Interviews
Entèvyou

Book Logs
Jounal sou sa elèv yo li

Anecdotal records of student's performance
Dosye kòmante sou pefòmans elèv

Write a diary
Ekri yon jounal

Write recommendation
Ekri rekòmandasyon

Dramatization of a skit
Fè dramatization yon skit

Letters
Lèt