

# Haitian Creole Language Arts Curriculum Project

Language Arts Standards

Grade: Second Grade

<i>I. Literacy Competencies</i>	<i>II. NLA Performance Indicators</i>	<i>I. Konpetans an Kreyòl</i>	<i>II. Endikatè Pèfòmans</i>
<p><b>Decoding Including Phonics and Structural Analysis</b></p> <ul style="list-style-type: none"> <li>Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs</li> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar multisyllabic grade-level words</li> <li>Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words</li> <li>Decode grade-level words using knowledge of word structure, contractions</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 book parts and their purposes including identification of author, illustrator, title page, table of</li> </ul>	<p><i>STANDARD 1</i> <b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>acquire information and/or understand procedures in the primary language</li> <li>identify essential details in nonfiction native language texts</li> <li>determine the sequence of steps given</li> <li>identify main ideas and supporting details from native language sources</li> <li>identify a conclusion that summarizes the main idea</li> <li>interpret information by drawing on prior knowledge and experience from the home culture</li> <li>collect information from informational texts in the native language.</li> </ol> <p><b>SPEAK in order to:</b></p> <ol style="list-style-type: none"> <li>provide directions; express an opinion; ask questions; summarize; provide a sequence of steps; describe a problem and suggest one or more solutions</li> <li>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</li> <li>use appropriate native language structures, with age- and content-appropriate vocabulary</li> </ol>	<p><b>Demele sans mo: Analiz son ak analiz fraz</b></p> <ul style="list-style-type: none"> <li>Idantifye/pwononse tout lèt-son ki koresponn youn ak lòt tankou digraf konsòn ak digraf vwayèl</li> <li>Sèvi ak konesans lèt ak son pou nou melanje son. Kon sa, nou kapab li mo ki gen plizyè silab e ki nan nivo klas nou ye a</li> <li>Sèvi ak mo nou konnen deja e ki sanble pou nou li mo nou poko konnen e ki nan nivo klas nou ye a (<i>e.g. doudou, chouchou, sousou, koukou, toutou, moumou</i>)</li> <li>Demele sans mo ki nan nivo nou baze sou konesans fason mo bati ak sou konesans prensip kontraksyon (<i>e.g., kachte (kach-te), bannann (ban-nann), m ale (mwen ale), li li l (li li li)</i>)</li> <li>Sèvi ak kontèks pou nou demele sans mo e pou nou korije tèt nou</li> </ul> <p><b>Konprann prensip ak enpòtans</b></p>	<p><b>ESTANDA 1</b> <b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>ranmase enfòmasyon, konprann esplikasyon nan lang kreyòl</li> <li>jwenn detay esansyèl nan tèks enfòmasyon</li> <li>detèmine sekans enfòmasyon</li> <li>jwenn lide prensipal ak detay nan materyèl ki an kreyòl.</li> <li>jwenn konklizyon ki rezime lide prensipal la</li> <li>sèvi ak konesans nou genyen deja ak esperyans nou fè nan kilti pa nou pou nou entèprete enfòmasyon</li> <li>ranmase enfòmasyon nan tèks ennfòmasyon ki an kreyòl</li> </ol> <p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>bay esplikasyon; esplike yon opinion; poze kesyon; fè rezime; bay diferan etap nan yon sekans; dekri yon pwoblèm epi sijere youn oubyen plizyè solisyon</li> </ol>

<p>contents, index, and chapter headings</p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read automatically grade-level, common, high-frequency words</li> <li>• Read automatically grade-level texts words at appropriate speed, accuracy, and expression</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Study antonyms and synonyms, and to learn new grade-level vocabulary</li> <li>• Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary</li> <li>• Connect words and ideas in books to spoken language vocabulary and background knowledge</li> <li>• Learn new words indirectly from reading books and other print sources.</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 with comprehension and for different purposes</li> <li>• Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text</li> <li>• Work cooperatively with peers (e.g., peer pairs or groups) to</li> </ul>	<p>4. use logical order in presentations in the first language.</p> <p><b>READ in order to:</b></p> <ol style="list-style-type: none"> <li>1. locate and use library media resources, with assistance, to acquire information</li> <li>2. independently read native language texts to collect and interpret data, facts, and ideas</li> <li>3. understand written directions find information from native language sources that is needed to solve a problem</li> <li>4. identify main ideas and supporting details</li> <li>5. recognize and use organizational features of texts in the native language, such as table of contents, index, page numbers, headings/subheadings</li> <li>6. relate data and facts from informational texts to prior information and experience</li> <li>7. compare and contrast information written in the home language on one topic from two different sources</li> <li>8. identify a conclusion that summarizes a main idea</li> <li>9. select books in the native language independently to meet informational needs</li> <li>10. identify and interpret significant facts taken from maps, graphs, charts, and other visuals</li> <li>11. use graphic organizers to record significant details from native language informational texts.</li> </ol> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. use at least two native language sources of information for a report</li> <li>2. take notes to record data, facts, and ideas, both by following teacher direction and by writing independently</li> <li>3. state a main idea and support it with</li> </ol>	<p><b>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 ilustratè 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 presizyon. Bay tèks la ton lè n ap li l</li> </ul> <p><b>Konesans ak devlopman vokabilè</b></p> <ul style="list-style-type: none"> <li>• Aprann kontrè ak sinonim. Aprann nouvo mo vokabilè ki nan nivo nou</li> </ul> <p><i>Sinonim: egal – menm; diferan – depaman; kanpe – rete; netwaye – pwòpte;</i></p> <p><i>Kontrè: lou – lejè; frèt – cho; malad – byen; grangou – vant plen; laj – etwa; kout –wo; devan –dèyè; ouvè – fèmen</i></p> <ul style="list-style-type: none"> <li>• Aprann mo nan diferan domèn (transpò, espò) pou nou devlope vokabilè ki nan nivo klas la</li> <li>• Konekte mo, lide nou pran nan liv ak vokabilè langaj pale, ak konesans jeneral</li> <li>• Li liv ak lòt tèks pou nou aprann nouvo mo endirèkteman</li> <li>• Sèvi ak yon diksyonè pou nou aprann sans mo</li> </ul> <p><b>Teknik pou nou konprann sa</b></p>	<ol style="list-style-type: none"> <li>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</li> <li>3. sèvi ak langaj ki apwopriye pou laj nou kit se nan kontni oubyen vokabilè a</li> <li>4. sèvi ak yon lòd ki lojik lè n ap fè prezantasyon an kreyòl</li> </ol> <p><b>Li pou nou:</b></p> <ol style="list-style-type: none"> <li>1. itilize resous ki nan bibliyotèk pou nou chèche enfòmasyon</li> <li>2. chwazi tèks kreyòl poukont nou pou nou ranmase/entèprete done, enfòmasyon ak lide</li> <li>3. konprann esplikasyon ki ekri, chèche enfòmasyon nou bezwen nan materyèl an kreyòl pou nou rezoud yon pwoblèm</li> <li>4. Idantifye lide prensipal ak detay</li> <li>5. kapab idantifye/itilize diferan eleman nan òganizasyon tèks tankou lis sa ki nan liv la, endèks, nimewo paj, antèt, eksetera</li> <li>6. fè koneksyon ant done ki nan liv enfòmasyon ak esperyans pa nou</li> <li>8. idantifye konklizyon ki rezime yon lide prensipal</li> <li>9. chwazi liv kreyòl poukont nou</li> </ol>
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<p>comprehend text</p> <ul style="list-style-type: none"> <li>Organize text information by using graphic or semantic organizers</li> <li>Compare and contrast similarities and differences among characters and events across stories</li> <li>Compare and contrast similarities and differences in information from more than one informational text</li> <li>Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs</li> <li>Ask questions when listening to or reading texts</li> <li>Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts</li> <li>Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing</li> <li>Support point of view with text information</li> <li>Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)</li> <li>Demonstrate comprehension of grade-level text through</li> </ul>	<p>facts and details in the first language</p> <ol style="list-style-type: none"> <li>use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order</li> <li>connect personal experiences and observations to new information from school subject areas</li> <li>use native language dictionaries and/or computer software to spell words correctly, if available</li> <li>produce clear, well-organized, and well-developed explanations, reports, accounts, and directions in the primary language to demonstrate understanding of a topic</li> <li>support interpretations and explanations with evidence from text</li> <li>maintain a portfolio that includes informational writing in the native language as a method of reviewing work with teachers and parents/caregivers.</li> </ol> <p>STANDARD 2 <b>LISTEN in order to:</b></p> <ol style="list-style-type: none"> <li>identify elements of character, plot, and setting in celebrated native language literary texts to understand author's message or intent</li> <li>connect imaginative texts in the primary language to previous reading and life experiences to enhance cultural understanding and appreciation</li> <li>identify author's use of rhythm, repetition, and rhyme as it relates to the first language</li> <li>compare and contrast ideas of others to own</li> <li>use note-taking and webbing strategies to organize information and ideas recalled from stories read aloud.</li> </ol>	<p><b>nou li</b></p> <ul style="list-style-type: none"> <li>Li tèks ak liv ki nan nivo klas nou ye a pou nou konprann sa nou li; li pou diferan rezon</li> <li>Sèvi ak teknik ki pou ede nou suiv si nou konprann sa nou li, pou nou klarifye sans tèks la (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>Konpare sa ki menm ak sa ki pa menm pami pèsonaj ak evenman nan diferan istwa</li> <li>Konpare sa ki menm ak sa ki pa menm nan enfòmasyon nou jwenn nan diferan tèks ki bay enfòmasyon</li> <li>Chèche konprann/Entèprete enfòmasyon nou jwenn nan òganizatè grafik tankou dyagram, tablo ak graf</li> <li>Poze kesyon lè n ap koute moun k ap li pou nou, lè n ap li tèks</li> <li>Reponn kesyon ki pa mande entèpretasyon, kesyon ki mande pou fè enferans ak kesyon ki mande pou fè rezonman kritik apre ou fin koute/li tèks imajinasyon ak tèks ki bay enfòmasyon</li> <li>Rezime lide prensipal ak detay nan tèks imajinasyon ak tèks ki</li> </ul>	<p>pou nou chèche enfòmasyon nou bezwen</p> <ol style="list-style-type: none"> <li>identifye/entèprete enfòmasyon enpòtan nou jwenn nan kat, grafik, tablo ak lòt materyèl vizyèl</li> <li>sèvi ak materyèl òganizasyon grafik pou make detay enpòtan nou jwenn nan tèks enfòmasyon an kreyòl</li> </ol> <p><b>EKRI pou nou:</b></p> <ol style="list-style-type: none"> <li>sèvi omwen ak de sous enfòmasyon pou fè yon rapò</li> <li>pran nòt pou nou make done, enfòmasyon ak lide lè n ap suiv esplikasyon pwofesè a ak lè n ap ekri poukont nou</li> <li>bay lide prensipal yon tèks ansanm ak detay yo an kreyòl</li> <li>sèvi ak yon sistèm òganizasyon lè n ap ekri, tankou konparezon, koz/konsekans, tan/sekans</li> <li>konekte esperyans pèsonèl, sa nou viv ak nouvo enfòmasyon nou jwenn nan liv lekòl</li> <li>sèvi ak diksyonè kreyòl oubyen lojisyèl pou nou kapab konnen kouman pou nou eple mo nou pa konn eple</li> <li>ekri esplikasyon, rapò ki klè ki byen òganize an kreyòl pou nou montre nou konprann yon sijè.</li> <li>sèvi ak pasaj oubyen lide ki nan yon tèks pou nou defann jan</li> </ol>
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<p>creative response, such as writing, drama, and oral presentation</p> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts</li> <li>• Read voluntarily for own purposes and interests</li> <li>• Show familiarity with the title and author of grade-level books</li> <li>• Read independently and silently</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell correctly previously studied words (e.g., grade-level multisyllabic words content and high-frequency words) in writing</li> <li>• Use spelling patterns (e.g., word families) in writing</li> <li>• Represent all the sounds in a word when spelling independently</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Write legibly all uppercase and lowercase manuscript letters</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Write in response to the reading of imaginative and informational texts</li> <li>• Write a variety of compositions with assistance, using different</li> </ul>	<p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. present original works of note in the first language, such as folktales, stories, poems, and plays, to classmates</li> <li>2. give book reviews about celebrated native language literary texts</li> <li>3. describe characters, setting, and plot make inferences and draw conclusions in the native language</li> <li>4. compare imaginative texts and performances to personal experience, prior knowledge, and cultural traditions</li> <li>5. explain cultural and ethnic features in imaginative texts</li> <li>6. ask questions to clarify and interpret imaginative texts and performances</li> <li>7. discuss themes of well-known imaginative texts in the home language.</li> </ol> <p><b><i>READ in order to:</i></b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. engage in purposeful oral reading in small and large groups</li> <li>3. enjoy print-based and electronic imaginative texts independently and silently on a daily basis</li> <li>4. recognize the differences among the genres of stories, poems, and plays, particularly as they relate to cultural/ethnic/linguistic characteristics</li> <li>5. relate setting, plot, and characters in notable literature in the native language to town lives</li> <li>6. explain the difference between fiction and nonfiction</li> <li>7. use prior reading, life experiences, and cultural traditions to understand and compare literature in the primary language</li> <li>8. make predictions, and draw</li> </ol>	<p>bay enfòmasyon. Fè rezime yo aloral e alekri</p> <ul style="list-style-type: none"> <li>• Kore opinyon nou ak enfòmasyon nou pran nan tèks</li> <li>• Sèvi ak diferan estrateji (tankou poze kesyon, mande esplikasyon sou sa nou pa konprann, kore opinyon nou, rezime enfòmasyon) pou nou mennen/patisipe nan diskisyon sou tèks ki nan nivo klas la</li> <li>• Sèvi ak tèks nou ekri, jwe wòl, fè prezantasyon aloral pou nou montre nou konprann tèks ki nan nivo klas la</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 woman istorik, woman <i>syans fiksyon</i>, kont, liv pwezi ak tèks ki bay enfòmasyon</li> <li>• Chwazi liv ki nan nivo klas nou ye a poukont nou pou nou li selon sa ki enetrese nou oubyen dapre enfòmasyon n ap chèche</li> <li>• Montre nou rekonèt tit sèten liv ak sèten otè ki nan nivo klas la</li> <li>• Li poukont nou an silans</li> </ul> <p><b>Eple mo</b></p> <ul style="list-style-type: none"> <li>▪ Eple mo nou aprann deja. Eple mo ki gen plizyè silab ak mo nou rankontre souvan alekri</li> <li>▪ Aprann eple mo ki sanble tankou sapen, lapen, malen, sènen, maten, kantin, machin, ravin, kizin</li> <li>▪ Repezante tout son ki nan yon</li> </ul>	<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><b><i>KOUTE pou nou:</i></b></p> <ol style="list-style-type: none"> <li>1. idantifye eleman nan tèks literè yo bay valè, eleman tankou pèsonaj, kote istwa a dewoule ak fon istwa a— pou nou kapab konprann mesaj osnon entansyon otè a;</li> <li>2. fè koneksyon ant istwa imajinè ak sa nou li deja ansanm ak esperyans pèsonèl nou, on jan pou nou amelyore konpreyansyon ak apresyasyon kiltirèl nou;</li> <li>3. idantifye fason otè a sèvi ak rim, repetisyon pou l bay tèks la kadans;</li> <li>4. konpare lide lòt moun ak lide pa nou;</li> <li>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.</li> </ol> <p><b><i>PALE pou nou:</i></b></p> <ol style="list-style-type: none"> <li>1. prezante pou kondisip nou travay orijinal moun fè nan lang lan, tankou istwa, kont, powèm ak pyèsteyat;</li> <li>2. di sa n panse, bay apresyasyon nou sou tèks literè yo bay enpòtans nan lang lan;</li> <li>3. dekri pèsonaj, kote istwa a dewou-</li> </ol>
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<p>organizational patterns (e.g., informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories)</p> <ul style="list-style-type: none"> <li>• Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)</li> <li>• Make judgments about relevant and irrelevant content to include in writing</li> <li>• Write sentences in logical order and use paragraphs to organize topics</li> <li>• Use capitalization, punctuation, and spelling rules to produce final products</li> <li>• Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)</li> <li>• Begin to convey personal voice in writing</li> <li>• Participate in writing conferences with teachers and peers to improve own writing and that of others</li> </ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Write voluntarily to communicate ideas and emotions to a variety of audiences</li> <li>• Write voluntarily for different purposes (e.g., tell stories, share information, give directions)</li> </ul>	<p>conclusions and inferences, about events and characters</p> <p>9. identify cultural influences in texts and performances</p> <p>10. recognize the value of illustration in classic or notable imaginative texts in the home language</p> <p>11. maintain a personal reading list to reflect reading accomplishments and goals</p> <p>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</p> <p>13. apply knowledge of story structure, story elements, and key vocabulary to interpret stories</p> <p>14. use graphic organizers to record significant details about characters and events in notable or classic stories in the native language.</p> <p><b>WRITE in order to:</b></p> <p>1. create original imaginative texts in the native language with:</p> <ul style="list-style-type: none"> <li>• characters, simple plot, and setting</li> <li>• rhythm and rhyme to create short poems and songs</li> <li>• dialogue to create short plays</li> <li>• vivid and playful language</li> <li>• descriptive language to create an image</li> </ul> <p>2. develop interpretive and responsive essay responses to native language stories in order to:</p>	<p>mo lè n ap eple poukont nou</p> <p><b>Ekriti</b></p> <ul style="list-style-type: none"> <li>▪ Nou dwe fòme lèt majiskil ak lèt miniskil byen lè n ap sèvi ak kalite ekriti ki mande pou nou ekri chak lèt degrennen nan yon mo (manuscript letters)</li> </ul> <p><b>Redaksyon</b></p> <ul style="list-style-type: none"> <li>▪ Ekri sa nou panse sou yon tèks imajinasyon oubyen sou yon tèks ki bay enfòmasyon</li> <li>▪ Sèvi ak diferan teknik òganizasyon (rapò ki bay enfòmasyon, konparezon, sekans evenman, aktivite korespondan, istwa imajinasyon) pou nou ekri diferan kalite redaksyon ak èd yon lòt moun</li> <li>▪ Sèvi ak teknik <i>ekri pa etap la</i> (plan, premye vèsyon, revizyon, koreksyon, edite) pou nou ekri tèks ki original</li> <li>▪ Deside ki sa pou nou mete ak ki sa pou nou pa mete nan yon tèks n ap ekri</li> <li>▪ Ekri fraz ki anndan yon paragraf nan yon lòd ki lojik. Sèvi ak paragraf pou nou òganize lide nou</li> <li>▪ Sèvi ak lèt majiskil kote nou dwe mete yo, sèvi ak siy ponktiyasyon yo byen, suiv règ òtograf yo lè n ap mete travay nou opwòp</li> <li>▪ Chanje nivo langaj nou selon</li> </ul>	<p>le, fon istwa a, epi fè konklizyon sou sa nou konprann nan istwa a;</p> <p>4. konpare tèks imajinè/pèfòmans ak esperyans pèsonèl nou/konesans nou genyen deja/tradisyon kiltirèl nou;</p> <p>5. esplike aspè kiltirèl ak aspè etnik ki genyen nan tèks imajinè ;</p> <p>6. poze kesyon ki pèmèt nou klari-fye/entèprete tèks imajinasyon ak pyèsteyat;</p> <p>7. bay pwennvi nou sou tèm nou jwenn nan istwa imajinè moun bay valè.</p> <p><b>LI pou nou:</b></p> <p>1. chwazi diferan kalite liv, diferan ekri an kreyòl, baze sou sa ki enterese nou</p> <p>2. Li an gwoup (ti gwoup osnon gwo gwoup) ak yon objektif ki klè;</p> <p>3. pran plezi pou nou li nan kè nou, chak jou, tèks imajinasyon ki sou papye osnon sou fòm elektwonik;</p> <p>4. rekonèt diferans ki genyen ant kalite istwa, powèm, pyèsteyat—selon referans kiltirèl, etnik, lengwistik nou;</p> <p>5. fè koneksyon ant kote on istwa pase, jan l dewoule, pèsonaj ki ladan l yo ak reyalite lavi nou;</p> <p>6. esplike diferans ki genyen ant tèks fiksyon ak tèks ki pa fiksyon;</p> <p>7. sèvi ak lekti nou fè deja, esperyans lavi nou, tradisyon kilti nou pou nou konprann/konpare tèks literè nan lang nou;</p> <p>8. di sa k pral pase nan yon istwa, di ki konklizyon nou fè sou evenman</p>
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<ul style="list-style-type: none"> <li>• Share writing with others (e.g., participate in author’s circle)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language, including grade-level books read aloud</li> <li>• Listen attentively for different purposes</li> <li>• Listen respectfully without interrupting when others speak</li> <li>• Attend to a listening activity for a specified period of time</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak in response to the reading of imaginative and informational texts</li> <li>• Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)</li> <li>• Use conventional grammar in own speech</li> <li>• Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)</li> <li>• Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience</li> <li>• Take turns in conversation and respond respectfully when speaking in a group</li> <li>• Participate in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• identify title, author, and illustrator of notable or classic tales</li> <li>• describe literary elements such as plot, setting, and characters</li> <li>• describe themes of imaginative texts</li> <li>• express a personal response to literature</li> <li>• compare and contrast elements of native language texts</li> </ul> <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><b>STANDARD 3</b> <b><i>LISTEN in order to:</i></b></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</p>	<p>rezon ki fè nou ekri tèks la (pa egzanzp lèt pou yon zanmi, rapò)</p> <ul style="list-style-type: none"> <li>▪ Fè estil nou pase nan sa n ap ekri a</li> <li>▪ N ap patisipe nan konferans ak pwofesè nou pou nou amelyore tèks nou menm ak lòt moun ekri</li> </ul> <p><b>Motivation pou nou ekri</b></p> <ul style="list-style-type: none"> <li>▪ Deside pou nou ekri poukont nou pou nou fè diferan kalite moun konnen lide nou ak santiman nou</li> <li>▪ Deside pou nou ekri poukont nou pou diferan rezon (pa egzanzp pou nou rakonte istwa, separe enfòmasyon, bay esplikasyon)</li> <li>▪ Separe sa nou ekri ak lòt moun (pa egzanzp patisipe nan aktivite lekti tankou “author’s circle”</li> </ul> <p><b>Koute</b></p> <ul style="list-style-type: none"> <li>▪ Koute byen lè n ap tande sa moun ap di tankou lè y ap li liv ki nan nivo nou pou nou</li> <li>▪ Koute byen pou diferan rezon</li> <li>▪ Pran abitid 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>▪ N ap di sa nou panse lè nou fin koute tèks imajinè ak tèks ki bay enfòmasyon</li> <li>▪ Sèvi ak yon vokabilè ki nan nivo klas n ap fè a pou nou pale</li> </ul>	<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"> <li>* pèsonaj, on fon tou senp, kote istwa a ap pase;</li> <li>* kadans ak rim pou kreye ti powèm ak chante tou kout;</li> <li>* dyalòg pou kreye ti pyèsteyat tou kout;</li> <li>* langaj ki vivan;</li> <li>* langaj ki kapab dekri on bagay, ki gen fòs pou kreye imaj;</li> </ul> <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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<ul style="list-style-type: none"> <li>• Offer feedback to others during conferences</li> </ul>	<p>language</p> <ol style="list-style-type: none"> <li>2. form a personal opinion about the quality of texts read aloud, on the basis of criteria such as characters, plot, and setting</li> <li>3. recognize the perspectives of others form an opinion about the message of advertisements</li> <li>4. distinguish between fact and opinion</li> <li>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.</li> </ol> <p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. explain the reasons for a character's actions, considering both the situation and the motivation of the character</li> <li>2. express an opinion or judgment in the primary language about a character, setting, and plot in a variety of works</li> <li>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</li> <li>4. express an opinion about school or community issues</li> <li>5. use personal experience and knowledge to analyze and evaluate new ideas</li> <li>6. express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text</li> <li>7. role-play to communicate an interpretation or evaluation of real or</li> </ol>	<p>de lide nou, santiman nou ak esperyans nou pou diferan rezon (bay lide nou sou esperyans pèsònèl nou, sou liv nou li ak sou tèks nou ekri)</p> <ul style="list-style-type: none"> <li>▪ Suiv règ gramè konvansyonèl lè nou pran lapawòl</li> <li>▪ N ap chanje nivo langaj la selon ak kiyès n ap pale (konvèsasyon ak ti kanmarad nou, prezantasyon pou granmoun)</li> <li>▪ Pale on fason ki ale ak sitiyoasyon an, sijè a ak moun k ap koute yo (espresyon, volim, pale vit/pale dousman, jès)</li> <li>▪ Rekonèt sa ki ka enterese/sa ki pap enterese yon gwoup moun lè y ap pale ak yo</li> <li>▪ Fè lide yo pase sou yon fòm òganize, yon fòm lojik</li> <li>▪ Lè n ap fè konvèsasyon an gwoup, n ap tann tou pa nou pou nou pale epi n ap reponn ak respè</li> <li>▪ Patisipe nan diskisyon an gwoup</li> <li>▪ Bay opinion nou lè nou nan konferans</li> </ul>	<ul style="list-style-type: none"> <li>* idantifye tit, otè, ilistratè istwa moun bay valè;</li> <li>* dekri eleman literè tankou fon istwa a, kote l pase, pèsònaj yo;</li> <li>* dekri tèm tèks imajinasyon;</li> <li>* bay entèpretasyon pèsònèl nou sou yon istwa;</li> <li>* konpare eleman nan diferan tèks;</li> </ul> <ol style="list-style-type: none"> <li>3. fè analiz ki klè, byen fèt pou istwa nou li osnon nou tande, analiz ki montre nou konprann tèm, pèsònaj avèk evennman dapre detay ki soti nan istwa a;</li> <li>4. pwodui istwa imajinè ak istwa esperyans pèsònèl nou ki montre konpreyansyon, devlopman, òganizasyon ak langaj ki adapte pou sitiyoasyon an;</li> <li>5. sèvi avèk resous tankou esperyans pèsònèl ak tèm nou pran nan lòt tèks, nan lòt cho kòm motivasyon pou nou kòmanse ekri;</li> <li>6. sèvi ak òdinatè pou nou kreye, entèprete, bay repons sou tèks imajinasyon;</li> <li>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.</li> </ol> <p><b>ESTANDA 3</b></p> <p><b>KOUTE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. rekonèt diferans ki genyen ant tèks medya tankou nouvèl an dirèk ak tèks imajinè tankou pawòl nou tande nan yon pyès</li> </ol>
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	<p>imaginary people or events</p> <p>8. use appropriate eye contact and gestures in presentations and responses</p> <p>9. speak with a rate and volume appropriate for the cultural and linguistic expectations of the audience</p> <p>10. ask and respond to questions.</p> <p><b>READ in order to:</b></p> <p>1. evaluate the content by identifying: the author's purpose; important and unimportant details; whether events, actions, characters, and/or settings are realistic; recurring themes across works in print and media</p> <p>2. compare and contrast characters, plot, and setting in two notable native language literary works</p> <p>3. analyze ideas and information on the basis of prior knowledge, personal experience, and linguistic/cultural background</p> <p>4. recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor</p> <p>5. judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions</p> <p>6. use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience.</p>		<p>teyat pifò moun konnen</p> <p>2. devlope 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</p> <p>3. rekonèt opinyon lòt moun, devlope opinyon sou mesaj nou tande nan reklam</p> <p>4. rekonèt diferans ki genyen ant reyalite ak opinyon</p> <p>5. 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> <p><b>PALE pou nou:</b></p> <p>1. esplike pou ki sa yon pèsonaj aji jan li aji a lè nou konsidere sityasyon an ak sa ki dèyè tèt pèsonaj la</p> <p>2. 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</p> <p>3. 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</p> <p>4. bay opinyon nou sou lekòl la oubyen sou pwoblèm kominotè</p>
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	<p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. organize ideas and information through the use of prewriting tools such as semantic webs and concept maps</li> <li>2. state a main idea, theme, or opinion and provide supporting details from native language media or text</li> <li>3. use relevant examples, reasons, and explanations to support ideas</li> <li>4. express opinions and make judgments that demonstrate a personal point of view</li> <li>5. 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</li> <li>6. create an advertisement in the home language, using appropriate words and pictures, in order to illustrate an opinion about a product</li> <li>7. use effective vocabulary appropriate for the linguistic/cultural background of the audience in persuasive and expository writing</li> <li>8. use details from stories or informational texts in the native language to predict, explain, or show relationships between information and events</li> <li>9. use ideas from two or more sources of information to generalize about causes, effects, or other relationships</li> <li>10. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments as a</li> </ol>		<ol style="list-style-type: none"> <li>5. sèvi ak konesans ansanm ak espreyans pèsonèl pou nou analize/ evalye lide ki nouvo</li> <li>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</li> <li>7. jwe wòl diferan pèsonaj pou nou fè yon entèpretasyon oubyen yon evalyasyon sou moun ak sou evenman ki reyèl oubyen imajinè</li> <li>8. fè prezantasyon, bay reyaksyon nou yon jan ki koresponn ak sitiyasyon an (gade / pa gade moun nan je, fè jès / pa fè jès)</li> <li>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)</li> <li>10. poze kesyon, reponn kesyon</li> </ol> <p><b>LI pou nou:</b></p> <ol style="list-style-type: none"> <li>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?</li> <li>2. konpare pèsonaj, dewoulman</li> </ol>
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	<p>method of reviewing work with teachers and parents/caregivers.</p> <p><b>STANDARD 4</b></p> <p><b><i>LISTEN in order to:</i></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</li> <li>3. recognize the tone of voice and content appropriate to the linguistic and cultural norms that signal friendly communication.</li> </ol> <p><b><i>SPEAK in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. respect the age, gender, and interests of the listener</li> <li>2. 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</li> <li>3. follow appropriate linguistic and cultural norms in social conversation.</li> </ol> <p><b><i>READ in order to:</i></b></p> <ol style="list-style-type: none"> <li>1. share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud</li> <li>2. respect age, gender, and linguistic/cultural traditions of the writer</li> <li>3. recognize the types of language appropriate to social interaction; for example, appropriate linguistic norms for communicating informally with others.</li> </ol>		<p>ak lokalite nan de travay literè anpil moun konnen</p> <ol style="list-style-type: none"> <li>3. analize lide ak enfòmasyon sou baz sa nou konnen deja, sou baz esperyans pèsonèl, sou baz lang / kilti</li> <li>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</li> <li>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</li> <li>6. sèvi ak opinyon ansanm ak reyaksyon pwofesè, elèv pou nou evalye jan nou entèprete lide, enfòmasyon ak esperyans</li> </ol> <p><b>EKRI pou nou:</b></p> <ol style="list-style-type: none"> <li>1. òganize lide ak enfòmasyon. N ap sèvi ak zouti tankou rezo semantic (semantic web) ak dyagram konsèp (concept maps) pou nou fè sa</li> <li>2. chèche lide prensipal, tèm, opinyon ak detay ki kore lide prensipal, tèm ak opinyon sa yo nan materyèl odyovizyèl oubyen nan tèks</li> <li>3. sèvi ak bon jan egzanj,</li> </ol>
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	<p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. share the process of writing with peers or adults; for example, write with a partner</li> <li>2. respect the age, gender, position, and linguistic and cultural traditions of the recipient for social communication</li> <li>3. develop a personal voice that enables the reader to get to know the writer</li> <li>4. use culturally appropriate tone, vocabulary, and linguistic structures for informal communication</li> <li>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.</li> </ol>		<p>rezónman ak espplikasyon pou nou kore yon lide</p> <ol style="list-style-type: none"> <li>4. bay opinyon nou, sèvi ak jijman nou pou nou demontre nou gen pwòp pozisyon pa nou</li> <li>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</li> <li>6. fè yon reklam nan lang manman nou. Sèvi ak mo ki ale ak sityasyon an ansanm ak foto pou nou bay opinyon nou sou yon pwodui</li> <li>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</li> <li>8. sèvi ak detay ki nan istwa oubyen tèks ki bay enfòmasyon pou nou fè prediksyon, bay espplikasyon oubyen montre rapò ki genyen ant enfòmasyon ak evenman</li> <li>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</li> <li>10. kenbe (ak konkou pwofesè a) yon katab ki gen desen ak tèks nou ekri ladan l. Se tèks ak desen</li> </ol>
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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><b>KOUTE:</b></p> <ol style="list-style-type: none"> <li>1. on jan ki montre nou gen respè pou laj, sèks ak kilti moun k ap pale a;</li> <li>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;</li> <li>3. on jan pou nou ka detekte ton vwa ak kalite pawòl ki montre lè on moun ap pale sou ton zanmitay avèk nou.</li> </ol> <p><b>PALE (pou nou):</b></p> <ol style="list-style-type: none"> <li>1. on jan ki montre nou gen respè pou laj, sèks ak sijè ki enterese oditè a;</li> <li>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;</li> <li>3. on jan ki montre nou ka suiv bon jan prensip lengwistik ak kiltirèl lè nou nan konvèsasyon ak lòt moun.</li> </ol> <p><b>LI (pou nou):</b></p> <ol style="list-style-type: none"> <li>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</li> </ol>
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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><b>EKRI (pou nou):</b></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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**III. Resous an Kreyòl  
Resources/Materials**

1. Dejan, Iv: *Ann etidye lang nou an*. Editions: Demen Miyò, 1995. P-A-P, Haiti.

2. *Haitian Creole Language Arts Series*. Editions EducaVision 1980. Coconut Creek, FLA

3. *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts*. New York State Education Dept. (NYSED) 2004.

4. *English Language Arts Core Curriculum*. NYSED 2005.

5. Trouillot, Jocelyne: *Anseye yon lòt jan/Une nouvelle facon d'enseigner*. Editions Université Caraïbes

## **Appendix Assessment**

### **Reading Checklist**

#### ***Lis Ladrès nan Lekti***

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

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

Often tries to read sight words, experience charts, labels

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

Compare/contrast Venn Diagrams

***Sèvi ak yon Dyagram Venn pou konpare 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 islistrasyon 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 devlope yon redaksyon

Eleman Literè Nan yon Istwa

## **Character**

*Karaktè*

*Bay non pèsonaj nan yon istwa*

*Montre diferan ant divès pèsonaj nan yon istwa*

*Kapab eksprime sa yon pèsonaj santi*

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

## **Assess during Teaching Time**

*Fè evalyasyon pandan leson*

## **Kote istwa ap pase (sèn)**

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

*Sevi ak mo, ak fraz ki ka kreye imaj*

## **Konfli**

*Ki sa ki konfli prensipal*

*Devlopman konfli pwen pa pwen*

*Desisyon kap rezoud konfli an*

*Jan karaktè prensipal aji oubyen Jan yo santi yo lò konfli an rezoud*

**Story Map for Retellings**

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

**Story Map for Retellings**

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

**Oral and Written Retellings**

*Rebay istwa alekri ou aloral*

**Teacher-Created “Tests”**

*Egzamen prwofesè kreye*

**Rubric for scoring writing**

*Metòd pou evalye redaksyon*

**Miscue Analysis & Running Records**

*Analiz Miskyoun ak Rannig Rekod*

**Assessing Reading Abilities**

*Analiz kapasite yon elèv pou l li*

**High Frequency Bookwords**

*Sèvi ak liv ki gen anpil mo kouran*

**Letter Identification Inventory**

*Inventè kapasite pou w idantifye lèt*

**Concepts of Words, Letters and Punctuation**

*Konsèp: mo, lèt ak ponktiyasyon.*

**Print Concepts Checklist**

*Konsèp: Ladrès nan 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 ladres yon an 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**

*Dialog ant etidyan ak elèv nan yon kaye nòt*

**Parent Observations**

*Sa paran obsève*