

# Haitian Creole Language Arts Curriculum Project

## Language Arts Standards Grade: Kindergarten

<i>1. Literacy Competencies</i>	<i>II. NLA Performance Indicators</i>	<i>III. Konpetans an Kreyòl</i>	<i>IV. Endikatè Pèfòmans</i>
<p><b>Phonological and Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Identify and produce spoken words that rhyme;</li> <li>Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families;</li> <li>Count or tap the number of syllables in spoken words.</li> <li><b>Phoneme Isolation</b> Isolate individual sounds within spoken words.</li> <li><b>Phoneme Identity</b> Identify the same sounds in different spoken words.</li> <li><b>Phoneme Categorization</b> Categorize the word in a set of three or four words that has a different sound.</li> <li><b>Phoneme Blending</b> Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound.</li> <li><b>Phoneme Segmentation</b> Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound</li> <li><b>Phoneme Deletion</b> Recognize the remaining word</li> </ul>	<p><i>Standard 1</i> <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, school bell or fire alarm;</li> <li>identify similarities in information about people, places, and events.</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>1. Konesans fonoloji ak konesans fonèm</b></p> <ul style="list-style-type: none"> <li>Idantifye epi pwononse mo ki rime;</li> <li>Marye son inisyal ak son final pou nou pwodui mo kouran ki fè pati fanmi mo rime. Egzanp: /p/ + /at/ = <b>pat</b>, /n/ + /at/ = <b>nat</b>, /r/ + /at/ = <b>rat</b>, /k/ + /at/ = <b>kat</b>, <i>d-at</i>, <i>pl-at</i>, <i>ch-at</i></li> <li>Konte (ak vwa ou, osnon nan frape men, frape pye) kantite silab ki nan yon mo.</li> </ul> <p><b>2. Pran chak son pou kont yo</b> Idantifye son nan nenpòt ki pozisyon nan on mo. Pa egzanp, nan mo ‘kap’ /kap/, idantifye premye son an (/k/), dzyèm son an (/a/), osnon twazyèm son an (/p/).</p> <p><b>3. Idantifye yon fonèm nan diferan mo</b> Idantifye menm son an nan diferan mo. Pa egzanp, son /an/ nan mo ‘matant’ ak ‘pantalon’.</p> <p><b>4. Gwoupe mo ki gen menm fonèm</b> Chwazi ki mo, nan yon gwoup twa ou kat mo, ki gen on son diferan ak lòt yo. Egzanp: <i>kan</i>, <i>dan</i>, <i>van</i>, <i>pen</i>.</p> <p><b>5. Mete fonèm ansanm</b> Sèvi ak diferan teknik pou nou re-</p>	<p><i>Estanda 1</i> <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 pèsonel nou ak enfòmasyon nou jwenn nan tèks ki pa rakonte istwa imajinè;</li> <li>rakonte on evennman dapre jan sa te dewoule;</li> <li>pale de sa nou obsève nan klas la, lakay nou ak nan kominote a;</li> <li>poze kesyon pou nou mande presizyon sou sijè yo anseye nan klas la, enstriksyon osnon regleman klas la;</li> </ol>

<p>when a phoneme is removed.</p> <ul style="list-style-type: none"> <li>• <b>Phoneme Addition</b> Make a new word by adding a phoneme to an existing word.</li> <li>• <b>Phoneme Substitution</b> Substitute one phoneme for another to make a new word.</li> </ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of print is to communicate;</li> <li>• Follow left-to-right and top-to-bottom direction when reading in English;</li> <li>• Distinguish between letters and words;</li> <li>• Distinguish between print and pictures;</li> <li>• Track print by pointing to written words when texts are read aloud by self or others;</li> <li>• Identify the parts of a book and their functions (e.g., front cover, back cover, and title page).</li> </ul> <p><b>Alphabet Recognition and Phonics</b></p> <ul style="list-style-type: none"> <li>• Recognize and name automatically all uppercase and lowercase manuscript letters;</li> <li>• Recognize that individual letters have associated sounds;</li> <li>• Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words;</li> <li>• Identify some consonant letter-sound correspondences;</li> <li>• Identify vowel letter-sound correspondence including digraphs representing nasal</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>4. recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment labels, and STOP signs</li> <li>5. distinguish between native language texts with stories from those with information</li> <li>6. draw on prior experience and cultural traditions to understand new data, facts, and ideas</li> <li>7. use a picture dictionary as a resource for vocabulary in the primary language</li> <li>8. select native language books, with teacher assistance, to meet informational needs.</li> </ol> <p><b>WRITE in order to:</b></p>	<p>prezante chak son nan yon mo epi mete son sa yo ansanm pou nou li mo a: /s/ /a/ /k/ → ‘sak’.</p> <p><b>6. Detache fonèm nan mo</b> Sèvi ak diferan teknik pou nou detache chak grenn son nan on mo. Pa egzanp, konbyen son nou tande nan mo ‘sak’?</p> <p><b>7. Elimine fonèm</b> Idantifye mo nouvo nou vin genyen lè nou elimine yon fonèm nan yon mo. Pa egzanp, ki mo nou vin genyen lè nou elimine fonèm /k/ nan ‘rak’.</p> <p><b>8. Ajoute fonèm</b> Ajoute yon fonèm nan yon mo pou nou ka fè yon mo nouvo. Pa egzanp, ki mo nouvo nou kreye lè n ajoute fonèm /k/ devan mo ‘lou’, osnon fonèm /p/ devan en?</p> <p><b>9. Ranplase fonèm</b> Mete yon fonèm nan plas yon lòt pou nou ka fè yon mo nouvo. Pa egzanp, lè nou ranplase fonèm // nan mo ‘lou’ ak fonèm /g/, ki mo nouvo nou kreye?</p> <p><b>10. Konprann prensil ak enpòtans sa ki ekri</b> Rive konprann mete mo sou papye se nan objektif kominike; Lè n ap li an Kreyòl, nou soti agoch, al adwat, anwo al anba; Fè distenksyon ant lèt ak mo; Fè distenksyon ant mo sou papye ak desen; Suiv mo ki nan papye a ak dwèt nou, lè n ap li osnon yon lòt moun ap li; Idantifye diferan pati nan yon liv,</p>	<p>7. reponn kesyon aloral;</p> <p>8. dekri enfòmasyon ki genyen sou on desen, on tablo, on grafik.</p> <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> <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 papye done, lide</li> </ol>
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<p>sounds.</p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read own name and names of family or friends;</li> <li>• Recognize and identify some sight words;</li> <li>• Read automatically a small set of high-frequency sight words;</li> <li>• Read familiar kindergarten-level texts at the emergent level.</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Learn the meaning of new words and use them in own speech;</li> <li>• Learn new words from books;</li> <li>• Use new vocabulary words to talk about life experiences;</li> <li>• Connect vocabulary and life experiences to ideas in books;</li> <li>• Use a picture dictionary to learn the meanings of words in books.</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Notice when sentences do not make sense;</li> <li>• Make predictions about story events;</li> <li>• Answer questions about text read aloud;</li> <li>• Retell or dramatize stories or parts of stories.</li> </ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts;</li> <li>• Read voluntarily familiar</li> </ul>	<p>1. copy words, phrases, and sentences from primary language books, magazines, signs, charts, and own dictation</p> <p>2. put own name on pictures, drawings, paintings, and written products</p> <p>3. write data, facts, and ideas gathered from personal experience in the first language</p> <p>4. use graphics (e.g., posters) to communicate information from personal experience</p> <p>5. maintain, with teacher assistance, a portfolio of informational writings and drawings in the home language.</p> <p><i>Standard 2</i></p> <p><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</li> </ol>	<p>tankou kouvèti, do liv la, tit yo, ak fonksyon pati sa yo.</p> <p><b>Konesans alfabè ak fonoloji</b></p> <p>Rekonèt lèt majiskil ak lèt miniskil ki fèt alamen otomatikman;</p> <p>Konprann tout lèt gen son ki mache avèk yo;</p> <p>Konprann sekans lèt nan mo ekri koresponn ak sekans son nan mo oral;</p> <p>Idantifye lanvè-landrèt son konsòn ak lèt ki mache avèk yo;</p> <p>Idantifye lanvè-landrèt son vwayèl ak lèt ki mache avèk yo, san nou pa bliye digraf ki reprezante son nasal yo.</p> <p><b>Li kouramman</b></p> <ul style="list-style-type: none"> <li>• Li non nou ak non fanmi nou osnon zanmi nou ;</li> <li>• Rekonèt sèten mo otomatikman. • Li ti istwa ki nan nivo timoun jadendanfan ki fenk kòmanse li</li> </ul> <p><b>Konesans ak devlopman vokabilè</b></p> <ul style="list-style-type: none"> <li>• Aprann sans mo nouvo, sèvi avèk yo lè y ap pale</li> <li>• Aprann mo nouvo nan liv</li> <li>• Sèvi ak mo nouvo pou yo pale de tout bagay</li> <li>• Konnekte mo nouvo, sa yo viv ak lide yo jwenn nan liv</li> <li>• Sèvi ak on diksyonè an foto pou yo aprann mo nouvo nan liv</li> </ul> <p><b>Teknik pou timoun konprann sa yo li</b></p>	<p>enfòmasyon nou ranmase nan esperyans ou fè.</p> <p>4. sèvi ak grafik pou nou kominike enfòmasyon nou ranmase nan esperyans nou fè;</p> <p>5. avèk èd pwofesè a prepare yon pòtfolyo kote nou mete tèks nou ekri ak desen/grafik nou kreye.</p> <p><b>Estanda 2</b></p> <p><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> <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 evennman 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> </ol>
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<p>kindergarten-level texts;</p> <ul style="list-style-type: none"> <li>Show familiarity with some book titles and authors.</li> </ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>Use left-to-right and top-to-bottom direction when writing in English;</li> <li>Use spacing between letters and words when writing on a line.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Use developing knowledge of letter-sound correspondences to spell independently;</li> <li>Use conventional spelling to spell some common or familiar words.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Write legibly some uppercase and lowercase letters</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Label drawings with letters or words;</li> <li>Write as part of play (e.g., playing school, store, restaurant);</li> <li>Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>Write voluntarily to communicate for different purposes;</li> <li>Share writing with others.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language (e.g., books read aloud,</li> </ul>	<p>adults and peers regarding pictures, books, experiences</p> <ol style="list-style-type: none"> <li>role-play characters or events from stories in the first language</li> <li>express feelings about a work of fiction or poetry</li> <li>respond to stories, legends, and songs from different cultural backgrounds</li> <li>compare stories from personal experience with stories heard or read in the home language</li> <li>dictate stories with a beginning, middle, and end</li> <li>express the mood or emotion of a story by using a variety of words</li> <li>describe the actions of characters in a story</li> <li>tell real or imaginative stories in the home language in response to illustrations</li> <li>retell familiar stories in a logical sequence</li> <li>ask for clarification of events in a story</li> <li>describe familiar persons, places, or objects in the primary language</li> <li>recite traditional short poems, nursery rhymes, and finger plays.</li> </ol> <p><b>Engage in PRE-READING and READING in order to:</b></p> <ol style="list-style-type: none"> <li>select books, tapes, and poems on the basis of personal interest or teacher-selected criteria such as a theme/topic</li> <li>make connections between personal experiences, cultural</li> </ol>	<ul style="list-style-type: none"> <li>Rekonèt lè yon fraz pa gen sans</li> <li>Di sa k pral pase nan yon istwa</li> <li>Reponn kesyon sou tèks pwofesè a li pou yo</li> <li>Rebay istwa osnon pati nan istwa yo fin tande; fè wòl ak istwa a.</li> </ul> <p><b>Motivasyon pou yo li</b></p> <ul style="list-style-type: none"> <li>Montre yo enterese nan li tout kalite liv nan nivo jadendanfan, tankou liv alfabè, liv istwa, liv pwezi ak tèks ki bay enfòmasyon</li> <li>Chwazi liv nivo jadendanfan pou kont yo pou yo li</li> <li>Montre yo rekonèt tit sèten liv ak sèten otè</li> </ul> <p><b>Konprann teknik ekriti</b></p> <ul style="list-style-type: none"> <li>Lè n ap ekri an Kreyòl, nou kòmanse agoch pou n al adwat, nou soti anwo pou n al anba</li> <li>Nou kite espas ant mo yo lè n ap ekri</li> </ul> <p><b>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 òtograf pou nou eple mo kouran.</li> </ul> <p><b>Ekriti</b></p> <ul style="list-style-type: none"> <li>Fòm lèt majiskil ak miniskil yo byen ekri otice when sentences do not make sense</li> </ul> <p><b>Redaksyon</b></p> <ul style="list-style-type: none"> <li>Sèvi ak lèt oubyen mo pou yo</li> </ul>	<ol style="list-style-type: none"> <li>bay reyaksyon nou sou istwa, kont, chante ki soti nan diferan kilti;</li> <li>konpare esperyans nou fè ak istwa nou tande osnon nou li;</li> <li>dikte lòt moun istwa ki gen kòmansman, mitan ak fen;</li> <li>itilize diferan kalite mo pou nou dekri anbyans ki nan yon istwa;</li> <li>dekri aksyon pèsonaj ki nan yon istwa;</li> <li>sèvi ak ilustrasyon pou nou rakonte istwa reyèl oubyen istwa imajinè;</li> <li>bay istwa nou konnen nan lòd istwa a ye a;</li> <li>mande pou yo klarifye evennman ki pase nan yon istwa;</li> <li>dekri moun, lokalite ak bagay nou konnen;</li> <li>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>chwazi liv, kasèt ak powèm baze sou gou nou osnon baze sou chwa pwofesè a;</li> <li>fè koneksyon ant esperyans pèsonèl nou, esperyans kiltirèl nou ak istwa nou li;</li> <li>fè koneksyon ant yon istwa osnon yon ilustrasyon ak yon istwa ki ekri nan lang nou;</li> <li>predi ki evennman ki ka rive nan yon istwa;</li> <li>fè konklizyon apre nou fin tande on istwa;</li> <li>idantifye pèsonaj, lokalite ak</li> </ol>
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<p>rhyming words, songs, video- and audio cassettes);</p> <ul style="list-style-type: none"> <li>• Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information);</li> <li>• Understand and follow oral directions;</li> <li>• Listen respectfully without interrupting others</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use kindergarten-level vocabulary and grammar in own speech;</li> <li>• Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event);</li> <li>• Speak audibly;</li> <li>• Speak with speed and expression appropriate for the purpose;</li> <li>• Take turns speaking in a group.</li> </ul>	<p>experiences, and stories read</p> <ol style="list-style-type: none"> <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 language</li> <li>8. distinguish between what is real and what is imaginary.</li> </ol> <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> <li>3. list a sequence of events in a story</li> <li>4. retell a story in the native language, using words and pictures</li> <li>5. identify the problem and solution in a simple story</li> <li>6. maintain, with teacher assistance, a portfolio of native language writings and drawings, in response to literature.</li> </ol>	<p>idantifye desen</p> <ul style="list-style-type: none"> <li>• Ekri mo ki gen rapò ak jwèt y ap jwe</li> <li>• Sèvi ak lèt oubyen mo ak desen pou yo fè diferan kalite redaksyon (rakonte istwa, di jan yo soti yo, bay enfòmasyon)</li> </ul> <p><b>Motivasyon pou yo ekri</b></p> <ul style="list-style-type: none"> <li>• Deside pou yo ekri pou konte yo pou diferan rezon</li> <li>• Montre lòt moun sa yo ekri</li> </ul> <p><b>Koute</b></p> <ul style="list-style-type: none"> <li>• Koute byen tout sa n tande (liv y ap li, mo ki rime, chante, tep kasèt ak videyo)</li> <li>• Koute byen pou n ka tande mo enpòtan ak pou nou jwenn enfòmasyon</li> <li>• Konprann/suiv esplikasyon yo ba ou nan bouch</li> <li>• Pran abitud koute lòt moun san nou pa entewonp li</li> </ul> <p><b>Pale</b></p> <ul style="list-style-type: none"> <li>• Sèvi ak mo ansanm ak prensip gramè ki nan nivo jadendanfan lè y ap pale</li> <li>• Pale pou moun ka tande yo</li> <li>• Pale on fason ki ale ak sitiyasyon an (ton vwa, mo, pale vit/pale dousman ...)</li> <li>• Tann tou pa yo pou yo pale</li> </ul>	<p>evennman nan yon istwa;</p> <ol style="list-style-type: none"> <li>7. rakonte yon istwa nou fin li osnon tande;</li> <li>8. fè diferans ant sa ki reyèl ak sa ki imajinè.</li> </ol> <p><b>EKRI tèks imajinè orijinal:</b></p> <ol style="list-style-type: none"> <li>1. sèvi ak desen ansanm ak kèk mo pou nou kreye yon istwa ki genyen kòmansman, mitan ak fen;</li> <li>2. sèvi ak desen ansanm ak kèk mo pou nou kreye powèm osnon djengèl.</li> </ol> <p><b>EKRI pou nou bay reyaksyon nou sou tèks:</b></p> <ol style="list-style-type: none"> <li>1. di sa nou santi osijè pèsonaj osnon evennman nan youn osnon plizyè istwa pifò moun konnen;</li> <li>2. dekri pèsonaj, lokalite ak evennman;</li> <li>3. fè lis evennman ki rive youn apre lòt nan yon istwa;</li> <li>4. sèvi ak mo ansanm ak desen pou nou rakonte yon istwa nou konnen;</li> <li>5. idantifye pwoblèm lan ak solisyon an nan yon istwa senp;</li> <li>6. avèk èd pwofesè a prepare yon pòtfolyo kote nou mete tèks nou ekri ak desen nou fè pou nou bay reyaksyon nou sou literati.</li> </ol> <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 anvivonnman nou pou nou bay</li> </ol>
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	<p><i>Standard 3</i>  <b>LISTEN in order to:</b>  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.</p> <p><b>SPEAK in order to:</b>  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  4. express an opinion about the color, form, and styles of illustrations  5. explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story  6. brainstorm to create an experience chart in the primary language  7. compare and contrast different</p>		<p>opinyon nou;  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 ;  3. rekonnèt diferans ki genyen ant de osnon plizyè vèsyon yon istwa osnon yon chante tout moun konnen;  4. koute pawòl, mizik ak efè sonò pou nou idantifye mesaj ki genyen nan reklam.</p> <p><b>PALE pou nou:</b>  1. di sa nou konnen, sa nou ta renmen konnen, sa nou deja aprann sou yon sijè;  2. bay opinyon nou sou yon istwa, yon powèm, yon postè osnon yon reklam;  3. konpare pèsonaj, lokalite ak evennman ki nan de osnon plizyè istwa ;  4. esprime opinyon nou sou koulè, fòm ak estil ilustrasyon;  5. espik 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</p>
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	<p>versions of the same story</p> <p>8. explain why two different characters view the same action or event differently</p> <p>9. compare and contrast events or characters in a story with their own lives and/or cultural background</p> <p>10. dramatize differences and similarities in characters.</p> <p><b><i>READ (engage in pre-reading and reading in order to:</i></b></p> <p>1. identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic</p> <p>2. use illustrations to assist in understanding the content of a native language text and anticipate what will happen next</p> <p>3. predict what could happen next or the outcome of a story or article</p> <p>4. change the sequence of events in a story to create a different ending</p> <p>5. compare a character in a story or article in the primary language to a person with the same career or experience</p> <p>6. form an opinion about the differences between events in a story and events in their own lives and cultural traditions</p> <p>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</p> <p>8. identify the characters in a notable</p>		<p>ki genyen ant pèsonaj.</p> <p><b><i>Aktivite anvan nou kòmanse li ak aktivite li pou nou:</i></b></p> <p>1. idantifye sa nou konnen, sa nou ta renmen konnen, sa nou aprann sou yon istwa osnon on yon sijè;</p> <p>2. sèvi ak ilustrasyon pou pèmèt nou konprann kontni tèks nan lang Kreyòl epi prevwa sa ki pral pase;</p> <p>3. predi sa k ta ka pase nan yon istwa osnon kòman sa ta ka fini;</p> <p>4. chanje sekans evennman nan yon istwa pou nou ka fè istwa a fini yon lòt jan;</p> <p>5. konpare on pèsonaj nan yon istwa osnon yon atik nan lang Kreyòl avèk on moun ki gen menm karyè osnon esperyans;</p> <p>6. bay opinyon nou sou diferans ant evennman nan yon istwa ak evennman nan pwòp vi nou ak tradisyon leve-jwenn nou;</p> <p>7. fè evalyasyon epi chwazi liv, powèm osnon tep baze sou enterè pèsonèl nou osnon baze sou chwa pwofesè a nan sijè, otè, ilustrasyon;</p> <p>8. idantifye pèsonaj nan yon istwa koni an Kreyòl, epi esplike ki wòl chak pèsonaj jwe nan istwa a;</p> <p>9. idantifye diferan jan diferan istwa yon otè koni ekri dewoule;</p> <p>10. fè distenksyon ant istwa reyèl ak istwa imajinè.</p> <p><b><i>EKRI pou nou:</i></b></p> <p>1. pataje sa nou konnen, sa nou ta renmen konnen ak sa nou deja aprann sou on sijè;</p>
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	<p>story in the home language, and explain how each contributes to the events of the story</p> <p>9. recognize different plots in books by the same noted native language author</p> <p>10. distinguish between real and imaginary stories.</p> <p><b>WRITE in order to:</b></p> <ol style="list-style-type: none"> <li>1. share what they know, want to know, and have learned (KWL process) about a theme or topic in the native language</li> <li>2. respond in pictures or words in the first language to an experience or event shared by a classmate</li> <li>3. depict an opinion in the primary language about statements, illustrations, characters, and events in written and visual texts</li> <li>4. compare characters, settings, and events within and between stories</li> <li>5. describe the connections between personal experiences, cultural traditions, ideas, and information in written and visual texts</li> <li>6. maintain, with teacher assistance, a portfolio of native language writings and drawings that express opinions and judgments</li> <li>7. describe the differences between real and imaginary experiences.</li> </ol> <p><i>Standard 4</i></p> <p><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> </ol>		<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, ilustrasyon, pèsonej ak evennman nan tèks ekri ak tèks vizyèl;</li> <li>4. konpare pèsonej, evennman ak kote yo dewoule nan yon istwa osnon nan plizyè istwa;</li> <li>5. dekri konnèksyon 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 ak istwa pèsonèl yo li;</li> <li>3. rekonèt ton vwa, kontni ak eleman kiltirèl ki endike kominikasyon amikal.</li> </ol> <p><b>PALE pou nou:</b></p> <ol style="list-style-type: none"> <li>1. patisipe nan ti gwou osnon gwo</li> </ol>
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	<p>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</p> <p>3. recognize the tone of voice and content and cultural markers that signal friendly communication.</p> <p><b><i>SPEAK in order to:</i></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 writer and each other.</li> </ol> <p><b><i>READ in order to:</i></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</li> </ol>		<p>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;</p> <ol style="list-style-type: none"> <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 pèsonek 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 pèsonek nou ak kanmarad nou osnon granmoun; pa egzanp, li ansanm an silans osnon a wotvwa;</li> <li>2. montre kou ka respekte ekriyen an selon laj li, tradisyon kiltirèl li, osnon si se fi oubyen gason li ye;</li> <li>4. rekonèt vokabilè kominikasyon sosyal—pa egzanp langaj salitasyon nan ouvèti ak fèmti lèt.</li> </ol> <p><b><i>EKRI pou nou:</i></b></p> <ol style="list-style-type: none"> <li>1. pataje kapasite nou pou nou ekri avèk kanmarad nou osnon granmoun; pa egzanp, ekri avèk on kanmarad osnon avèk on gwoup tèt ansanm;</li> </ol>
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	<p>language of salutations and closings.  <b>WRITE in order to:</b>  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  2.respect the age, gender, and culture of the recipient  3. write friendly letters to others, using linguistically appropriate salutations and closings  4.maintain, with teacher assistance, a portfolio of native language writings and drawings for social interaction.</p>		<p><b>2.</b> montre nou ka respekte destinatè a selon laj li, kilti li, osnon si se fi osnon gason li ye;  <b>3.</b> montre nou ka sèvi avèk salitasyon lengwistik apwopriye pou nou voye lèt amikal bay lòt moun;  <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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**Appendix**

**VI. Assessment**

**Reading Checklist**

***Lis Ladrès nan Lekti***

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

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

Often tries to read sight words, experience charts, labels

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

Compare/contrast Venn Diagrams

***Sèvi ak yon Dyagram Venn pou konpare lide***

Self-Evaluation Processes

***Refleksyon sou travay endividyèl***

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

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

### **Character**

*Karakte*

*Bay non pèsonaj nan yon istwa*

*Montre diferans ant divès pèsonaj nan yon istwa*

*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*

*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 karakte 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*

**Oral and Written Retellings**  
*Rebay istwa alekri ou aloral*

**Assess during Teaching Time**  
*Fè evalyasyon pandan leson*

**Teacher-Created “Tests”**  
*Egzamen prwofesè kreye*

**Rubric for scoring writing**  
*Metod pou evalye redaksyon*

**Miscue Analysis & Running Records**  
*Analiz Miskyoun ak Rannig Rekod*

**Assessing Reading Abilities**  
*Analiz kapasite yon elèv pou li*

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

**Letter Identification Inventory**  
*Inventè kapasite pou w idantifye lèt*

**Concepts of Words, Letters and Punctuation**  
*Konsèp: mo, lèt ak ponktiyasyon.*

**Print Concepts Checklist**  
*Konsèp: Ladrès nan konprann sak ekri*

**Anecdotal Record**  
Dosye komantè 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 elev 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**

*Dialog ant etidyan ak elèv nan yon kaye nòt*

**Parent Observations**

*Sa paran obsève*