
Ayiti Li Kreyol (ALiK)

Explainer Guide

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AYITI LI KREYOL

What is it?

With the need for quick and reliable methods to formulate teaching plans on reading days, ACE Haiti developed a simple informal assessment to help guide instruction. Ayiti Li has implemented reading blocks that allow 90 mins of unscripted sessions. Reading blocks are meant to be an interactive and filled with read alouds, vocabulary development, reading centers, and focused small groups with the teacher. This tool helps equip teachers in developing the best individual plan for his or her students.

The ALIK assessment is an individually administered tool designed to evaluate the different aspects of students' reading performance. This helps the teacher understand the problems a child may have while reading and target what can be done to help strengthen skills. This tool is intended to be used alongside Ayiti Li classroom libraries.

ALIK consists of 2 pre-evaluative language components (vocabulary and listening comprehension) and 4 reading levels (letters, words, short paragraph, and long paragraph with comprehension questions). The student is assigned to the level which he or she can complete with minimal errors.

Description of Components:

Vocabulary:

The teacher starts assessment by asking the student to identify parts of an action picture. This section assesses student's oral vocabulary and tells the teacher the gaps that a student may have with language.

Listening Comprehension:

After measuring student's oral vocabulary an evaluation is completed to factor student's cognitive and language abilities through a read aloud text. Student is only provided a picture for reference during the read aloud then asked comprehension questions.

Short Paragraph inventory:

Student is commissioned to read a 17 word paragraph orally to review the essence of their reading ability. This begins the leveling process.

Word recognition inventory:

If the student fails the short paragraph inventory, the student is asked to complete a 9 word recognition exercise. This section assesses the student's ability to decode words. This necessary skill helps the teacher in understanding student gaps in accuracy and automaticity.

Phonemic inventory:

If the student fails the word recognition inventory, the student is asked to complete the phonemic and alphabetic principle inventory. This section assesses a student's ability to recognize that words make up a series of connected sounds and phonemes.

Longer paragraph inventory with reading comprehension:

A student is only asked to complete this section if he or she passes the short paragraph inventory, listening comprehension, and vocabulary section with a minimum of 80% or above. In this section a student will be required to read a longer paragraph and answer 7 comprehension questions.



Assessment should not be included in a student's grade nor should it be used to judge a teacher's performance.

ALiK Classroom Library Levels



Level one – student was given the phonemic inventory and struggled



Level two- student was given word recognition inventory but struggled



Level three- student was given short paragraph inventory but struggled



Level four- student was given longer paragraph inventory but struggled

The charts below will assist the teacher in meeting the reading skills for reading sessions using the books from the classroom libraries. Based on the level of the student (using the ALiK assessment) teachers can read a story above student current level, ask listening comprehension questions and then ask the student to read a book on their level covering a specific skill. The sessions will allow the student to not only build decoding and fluency but also oral comprehension as well as vocabulary skills.

Note:

These are just a sample of books that can be used based on the specific skill but any book at the student level can be used for practice.



Literacy Focus	High	Low	Teacher Oral Reading Book Title	Student Practice Book Title
Reading Comprehension				
Preview text and formulate questions	x	x	Mwen kòn vil pwovens	
Activate and use prior knowledge	x	x	on konnchenn sipriz	
Makes predictions	x	x	Mwen kòn ale laplaj	Yon poul
Support text predictions with prior knowledge	x	x	Ana ap fè manje	
Answer clarifying questions: who, what, why, what if, and how	x	x	Ana pral nan lanmè	Ti zwazo a vole
Recall and retell stories	x	x	Fidex vle jwe	
Identify beginning, middle, and end of a story	x	x	Tonton kayiman	
Recognize and describe actions and feelings in a story	x	x	Istwa Anita chapo wouj	
Identify the setting of a story	x	x	Ana pral andeyò	
Writing				
Dictates stories for others to write	x			
Participates in interactive writing		x	Beniswa chanpyon vitès	Mwen pito fwi
Uses appropriate word choice to describe a story	x	x		



LEVEL TWO-First Grade

Literacy Focus	High	Low	Teacher Oral Reading Book Title	Student Practice Book Title
Concepts of Print				
Identifies order of the alphabet		x		Imajye
Demonstrate one to one correspondence between oral and printed words		x		Imajye
Distinguish between letters, words, and sentences		x		Yon vye moso chabon
Phonological and Phonemic Awareness				
Count syllables in spoken word		x		Ti kana yo
Blend sounds orally		x		Mwen konnen vil pwovens
Manipulate sounds in words		x		Konte sou mwen
Phonics, decoding and word recognition		x		Yon poul
Matches sounds to letters		x		Yon vye sak chabon
Able to self correct while reading aloud		x		Ki jan tan an ye jodi a
Reads leveled materials aloud fluently with accuracy, comprehension, and expression		x		Mwen reve Kouri, naje, vole
Vocabulary Concept and Development				
Develops vocabulary through read alouds	x	x	Mezi, kiyè a kafe, kiyè a tab	Mezi, kiyè a kafe, kiyè a tab
Uses context to develop meaning of unfamiliar words	x	x	Adaptasyon plant	Adaptasyon plant
Uses pictures to understand meaning	x	x	Victo ak Leo	Imajye, Ki jan tan an ye jodi a
Uses new words to write sentences	x	x	Ana ale nan zou	Ana ale nan zou
Uses reference sources to learn new words	x	x	Mwen kapab sèvi ak zouti lasyans	Lajounen ak lannwit



Literacy Focus	High	Low	Teacher Oral Reading Book Title	Student Practice Book Title
Reading Comprehension				
Preview text and formulate questions	x	x	Beniswa chanpyon vitès	Mwen kòn vil pwovens
Activate and use prior knowledge	x	x	Anna va à la mer	on konnchenn sipriz
Makes predictions	x	x	Beniswa an vakans	Mwen kòn ale laplaj
Support text predictions with prior knowledge	x	x	Anna va a l'ecole	Ana ap fè manje
Answer clarifying questions: who, what, why, what if, and how	x	x	Ana ale nan yon zou	Ana pral nan lanmè
Recall and retell stories	x	x	Dino yon ti tripòt	Fidex vle jwe
Identify beginning, middle, and end of a story	x	x	Kote linèt Mèmè	Tonton kayiman
Recognize and describe actions and feelings in a story	x	x	Simityè bòlèt	Istwa Anita chapo wouj
Identify the setting of a story	x	x	Ana pral andeyò	Mwen ale nan fèt
Writing				
Dictates stories for others to write		x		Fidex vle jwe
Draws picture to relay story response		x		
Participates in interactive writing	x	x	Mwen kòn Mata Janklòd	Mwen kòn Mata Janklòd
Uses appropriate word choice to describe a story	x	x	Yon ti pa sou chemen an	
Writes sentences to respond to story	x		Yon ti pa sou chemen an	Istwa twa ti grenn pwa



LEVEL THREE-First Grade

Literacy Focus	High	Low	Teacher Oral Reading Book Title	Student Practice Book Title
Vocabulary and Concept Development				
Develops vocabulary through read alouds	x	x	Yon ti kabrit mèg, mèg	
Uses context to develop meaning of unfamiliar words	x			Gravite
Uses pictures to understand meaning		x		Flote ak koule
Uses new words to write sentences	x	x		Mwen itilize machin senp
Uses reference sources to learn new words	x	x		Myèl polèn ak semans
Reading Comprehension				
Preview text and formulate questions	x	x	Dino petit curieux	Dino yon ti tripòt
Activate and use prior knowledge	x	x	Anna va a l'ecole	Ti kanna ap chèche fanmi l
Makes predictions	x	x		Yon ti pa sou chemen an
Support text predictions with prior knowledge	x	x	Anna s'habille	
Answer clarifying questions: who, what, why, what if, and how	x		Anna va à la mer	Anna va à la mer
Recall and retell stories	x	x		Ana ale nan yon zou
Identify beginning, middle, and end of a story	x			Simityè bòlèt
Recognize and describe actions and feelings in a story	x	x	Mwen damou pou Vava	Mwen damou pou Vava
Identify the setting of a story	x	x		Beniswa chanpyon vitès
Writing				
Participates in interactive writing	x	x	Mwen kòn Mata Janklòd	Mwen kòn Mata Janklòd
Uses appropriate word choice to describe a story	x	x		
Writes short story response	x		Kote linèt Mèmè	



LEVEL FOUR-First Grade

Literacy Focus	High	Low	Teacher Oral Reading Book Title	Student Practice Book Title
Vocabulary and Concept Development				
Develops vocabulary through read alouds	x		Anna va a la bibliotheque	
Uses context to develop meaning of unfamiliar words	x	x	Benisoit champion de vitesse	Beniswa chanpyon vitès
Uses pictures to understand meaning		x		Istwa Sentaniz
Uses new words to write sentences	x	x	Entelijans wobè	Entelijans wobè
Uses reference sources to learn new words	x	x	Anna visite le zoo	Anna visite le zoo Ana ale nan yon zou
Reading Comprehension				
Preview text and formulate questions	x	x		Yon tòti vini lekòl
Activate and use prior knowledge	x	x	Anna va à la mer	Ana pral nan lanmè
Makes predictions	x	x	Konsyans	Konsyans
Support text predictions with prior knowledge			Anna fait la cuisine	
Answer clarifying questions: who, what, why, what if, and how	x			Mwen damou pou Vava
Recall and retell stories		x	Dino petit curieux	Dino yon ti tripòt
Identify beginning, middle, and end of a story			Bien fait pour Garoulou	
Recognize and describe actions and feelings in a story		x	Bouqui, Malice et zanmi	Sezisman sou sezisman
Identify the setting of a story		x		Beniswa an vakans
Writing				
Dictates stories for others to write in French		x	Anna s'habille	
Uses pictures, letters, and transitional spelling to convey meaning in French		x	Anna va a l'ecole	
Participates in interactive writing in French and Haitian Creole	x	x		
Uses appropriate word choice to describe a story	x	x		Eritaj Mata Janklòd
Selects vocabulary using word wall or reference sources to orally dictate a story for reader's theatre	x		Anna va a la campagne	
Prewrites using teacher lead strategies	x			Latè se richès