Primary French Immersion (Grade 1 to Grade 3)
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade One (ages 6-7)

Listening

A1. Listening to Understand. By the end of Grade 1, students will:

A1.1 Using Listening Comprehension Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask questions to clarify meaning; review key vocabulary related to the topic before listening to an oral text; use background and prior knowledge to enhance understanding; restate important information to confirm or monitor understanding; pay attention to non-verbal cues such as facial expression, gestures, and tone of voice to aid comprehension)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a few specific situations (e.g., for enjoyment; to hear and identify the sounds of the French language in songs, chants, and poems; to increase vocabulary; to perform a task; to follow instructions; to learn about others; to understand information heard during a presentation in class; to participate in a class discussion)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., follow directions for daily routines; record information heard using pictures, words, and short sentences; demonstrate comprehension of “comptines” or songs from a variety of French-speaking communities through dramatization; ask and answer
questions during a group discussion; identify the purpose and intended audience of an advertising jingle; use key words to explain the author’s message)

A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., draw pictures or use mime to show how they feel after viewing/listening to a video report or song; give “oui” or “non” answers to questions about what they did or did not like about a video clip/film; describe the impact of sound effects on their own feelings; compare media texts to describe their effectiveness)

A2. Listening to Interact. By the end of Grade 1, students will:

A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (e.g., watch for non-verbal cues; look at and pay attention to the speaker; wait until the speaker has finished speaking before responding; identify appropriate moments to share relevant thoughts or ideas in a class discussion)

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., respond to a peer’s request in the classroom, using words, gestures, and/or visual aids; ask relevant questions during a conversation; listen to understand a peer’s point of view when resolving a conflict)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., refer to an anchor chart or other classroom resources to compare postures that are conducive and not conducive to attentive listening; reflect on their ability to respond to specific cues that signal the need for attentive listening)

A3. Intercultural Understanding. By the end of Grade 1, students will:
A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to French songs or “comptines” from a variety of communities and compare them to similar texts from their own community; listen to information on family life in diverse French-speaking communities and describe what they heard)

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., appropriate forms of salutation in different situations; formal/plural versus informal/singular forms of address; non-verbal cues such as body language and tone of voice)

Speaking

B1. Speaking to Communicate. By the end of Grade 1, students will:

B1.1 Using Oral Communication Strategies: identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use body language, including gestures and facial expressions, as well as changes in tone to support and clarify their message; practice with a partner; use vocabulary that is familiar to their audience; record a message and review it to improve their delivery)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment, with contextual, auditory, and visual support (e.g., recount events and key information; express wishes and needs to the teacher and their peers; record brief messages using technology; describe a character from a video clip and explain what makes the character appealing or not appealing; identify the message in an advertisement and describe how the colours used influence their response)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use intonation when asking a question; incorporate familiar vocabulary in
presentations; retell a story using a familiar structure such as beginning, middle, and end; perform a favourite family song or “comptine” for the class)

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., present a slideshow accompanied by verbal descriptions of the members of their family; create an audio advertisement for an event; record a mock interview of a favourite performer or athlete with a classmate)

B2. Speaking to Interact. By the end of Grade 1, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns; stay on topic; adjust tone and volume to the situation; use a combination of words and non-verbal cues)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest or daily routines (e.g., ask and answer questions about themselves, their families, and their neighbourhoods; rehearse a conversation with a partner in which they take on particular roles; plan a group project with classmates)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., determine the elements of effective presentations; provide feedback on a peer’s oral presentation and listen to peers’ comments about their own presentations; evaluate their use of French in daily interactions with peers and teachers)

B3. Intercultural Understanding. By the end of Grade 1, students will:

B3.1 Intercultural Awareness: communicate information orally about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal
experiences and their own and other communities (e.g., communicate information
about Franco-Ontarian foods, songs, children’s games, or sports that they have
collected from various sources, including French-speaking members of the school
community; make personal connections between aspects of life in French-speaking
communities and their own lives)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic
conventions associated with a variety of social situations in French-speaking
communities, and use them appropriately in spoken interactions (e.g., standard
greetings and leave-taking expressions; polite versus informal forms of address;
ways of politely joining a conversation)

Reading

C1. Reading Comprehension. By the end of Grade 1, students will:

C1.1 Using Reading Comprehension Strategies: identify a few reading
comprehension strategies and use them appropriately before, during, and after
reading to understand a variety of French texts, with teacher support (e.g., use
visualization to help clarify descriptions of scenes in a story; preview vocabulary
to identify familiar words and cognates; use pictures and contextual clues to
predict meaning and confirm understanding of a text; use knowledge of form to
understand the author’s purpose)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and
meaning of French texts containing familiar words and expressions and dealing
with everyday topics, with contextual and visual support (e.g., mime actions from a
descriptive poem or “comptine”; retell a story they have read; describe some
symbols and words used on signs in their community and explain what they mean;
make connections between a story they have read and a personal experience;
identify who is missing from an advertisement for a toy, and explain how that child
might feel; explain why some information on a product is given in large, bold type
and other information is given in smaller type)

C1.3 Reading with Fluency: read French texts containing familiar words, names,
expressions, and language structures, and dealing with everyday topics, at a
sufficient rate and with sufficient ease to convey the sense of the text, using a
variety of cues (e.g., connect letter combinations to specific sounds in high-
frequency words; recognize common spelling patterns; recognize familiar words, phrases, sentences, and visuals that connect to existing knowledge of oral and written language; recognize marks of punctuation and use them to understand the relationship between words, phrases, and sentences; read confidently and accurately when participating in shared reading of pattern books, “comptines”, and poems; recognize and read numbers to thirty, written in numerals and in words)

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (e.g., identify cognates [mots apparentés] and familiar words; recognize smaller words within larger words; refer to an interactive word wall to determine the meaning of a word; use a concept map to list related vocabulary; use context and knowledge of familiar words to infer the meaning of unfamiliar words)

C1.5 Responding to and Evaluating Media Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (e.g., give reasons why they think an advertisement is effective; explain why they do or do not believe the message in an advertisement; describe or draw a picture to show how a poster, an advertisement, or the packaging for a video makes them feel; explain why the words, expressions, and colours on a cereal box might make it appealing to a young person; create a collage promoting healthy eating habits after visiting a website)

C2. Purpose, Form, and Style. By the end of Grade 1, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., poem/song – to express ideas or convey a mood; picture book – for entertainment and reflection; pattern book story – to entertain and/or explore characters, ideas, and problems; “comptine” – for enjoyment of the rhythmic and musical qualities of language and for practice in recognizing letter-sound relationships and basic sentence structures; labels – for information; restaurant menu – to describe food offerings; greeting card – to send good wishes or to say thank you; advertisement – to attract attention and persuade; account or report – to describe an experience or event)
C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words, phrases, and sentence structures; science book – titles and subtitles as key organizational features; greeting card – special fonts, illustrations, colours; restaurant menu – subsections grouping offerings of main courses/beverages/desserts, prices, illustrations)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., ask a peer to comment on their reading of a text; listen to peers’ comments about their expressiveness when reading; consider book recommendations from the teacher and peers to expand their choices for independent reading)

C3. Intercultural Understanding. By the end of Grade 1, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., identify some features of a French-speaking community, using information from stories; identify places in their community where they might read French signs or texts; describe social and cultural customs depicted in a pattern book; compare regional traditions and festivals, children’s games, popular songs, and family traditions)

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., different forms of greetings used with peers and adults; expressions of courtesy; expressions for indicating agreement or disagreement; words used for the same item in different communities; variations in pronunciation of the same word in different communities)
Writing

D1. Purpose, Audience, and Form. By the end of Grade 1, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to compile a menu of healthy foods for a class celebration; to share information about their family in an entry in the class book; to thank a community visitor in a letter for making a presentation to the class; to invite the principal to attend a classroom celebration; to describe an animal’s appearance and behaviour for a science project; to label a picture in a reading response, using familiar and new vocabulary; to describe family members using a family tree)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., compose a personal account of a class event or outing; create a “how-to” book; compile a list of signs of fall/winter/spring/summer following an exploration of the neighbourhood; share preferences in a report; participate in shared writing of a class book, list, poem, poster, or speech bubbles for a graphic story; incorporate some elements of familiar texts in their own writing)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use a personal word list with familiar names, places, people, and objects; use classroom anchor charts, word lists, and dictionaries with pictures; consult with peers; discuss and use previous knowledge to expand vocabulary; analyse written texts to find new vocabulary related to familiar topics; ask and answer questions before writing a text; break words into phonemes and identify cognates; integrate new words into their writing after studying a written story)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use the narrative pattern in a familiar story to write a story of their own; use pictures and words that convey their intended mood or message; adopt a point of view when writing about a familiar topic)
D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., analyse a media text to explore basic elements and the author’s techniques, and incorporate some of these elements into their own writing; use technology to advertise or write about an event in their community; use images, symbols, and words to express personal likes and dislikes on a poster)

D2. The Writing Process By the end of Grade 1, students will:

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., brainstorm to generate ideas for writing; use word walls to identify vocabulary related to their topic; create a sketch to help them focus ideas and clarify thoughts; use graphic or visual organizers to help them to classify and sort ideas)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use words and pictures to write texts related to familiar topics; consider feedback from the teacher and their peers when making revisions; use punctuation for specific effects, such as an exclamation mark to show enthusiasm; refer to classroom resources such as anchor charts and checklists when making revisions; share writing with a peer to help them revise their text)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., proofread and correct their writing using guiding questions provided by the teacher; consult a checklist co-constructed with the teacher; use some appropriate elements such as proper spacing between words, graphics, pictures, different fonts, 213GRADE 1 WRITING headings, and captions in the finished product to add to the effectiveness of their presentation)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., in a conference with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their
peers to plan next steps; reflect on their ability to represent familiar words in writing)

D3. Intercultural Understanding. By the end of Grade 1, students will:

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., use words and pictures to communicate information about a French-speaking community; write a dialogue taking place in a French shop, using a question-and-answer format; list places in their community where they can read and/or listen to French; incorporate French names from diverse French-speaking communities in their story writing)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., the appropriate uses of different salutations and leave-taking expressions, such as “bonjour”, “salut”, “bonsoir”, “à bientôt”, “au revoir”, “adieu”, “amitiés”, “ton ami(e)”; informal and polite forms of address; use of terms of endearment in a letter or note)
Grade 2 (ages 7-8)

Listening

A1. Listening to Understand. By the end of Grade 2, students will:

A1.1 Using Listening Comprehension Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., adopt an attitude conducive to listening during a presentation; restate information to confirm understanding; use context and background knowledge to make predictions while listening to a read-aloud; create a mental picture while listening to a song)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a few specific situations (e.g., to receive instructions for a task; to be able to respond to questions; to understand a presentation; to identify rhymes, words, and language patterns)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., share information heard using pictures, words, and sentences; create visual art in response to an oral text; ask questions after listening to a presentation; follow oral directions to participate in a game during daily physical activity/activité physique quotidienne; list key words and expressions that were used to describe important ideas in an oral presentation; identify key messages heard in a poem; reconstruct a story from a read-aloud using pictures)

A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., compare and analyze how sound effects support the spoken messages in an advertisement or film; evaluate the effectiveness of the choice of words in a variety of oral media texts; name the product in an advertisement and list the reasons given for why they should buy it)

A2. Listening to Interact. By the end of Grade 2, students will:
A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (e.g., watch for nonverbal cues; paraphrase to confirm understanding; ask questions for clarification; nod or use facial expressions to signal interest and understanding)

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., participate in a group discussion; ask questions to gather information at a francophone or Aboriginal celebration; listen to various points of view to resolve conflicts in classroom community circles; ask and answer questions about local animals and plant life in an inside/outside circle)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., role-play examples of attentive and inattentive listening; record in a journal situations in which they were successful and challenged when listening; identify strategies to address distractions in listening situations)

A3. Intercultural Understanding. By the end of Grade 2, students will:

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., compare music from a French-speaking community to their own; listen to stories, songs, or “comptines” to learn interesting facts and historical information about a particular French-speaking community, including First Nations, Métis, and Inuit communities; recognize the use of French words, expressions, and names of people and places in their community)

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., formal and informal forms of address required for different audiences; standard ways to introduce someone; non-verbal cues when listening in interactive situations)
Speaking

B1. Speaking to Communicate. By the end of Grade 2, students will:

B1.1 Using Oral Communication Strategies: identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use body language such as position and eye contact to support their message; refer to anchor charts and classroom visuals to find appropriate words and sentence structures; rehearse with a peer before presenting a brief message)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment, with contextual, auditory, and visual support (e.g., express opinions and responses in complete sentences; give directions for a procedure; share information about a favourite toy; describe familiar events and personal experiences; discuss personal feelings about the main character in a story; share different points of view about the same media text; ask questions in a role play between characters in a film; share a grandparent’s or Elder’s story)

B3. Intercultural Understanding. By the end of Grade 2, students will:

B3.1 Intercultural Awareness: communicate information orally about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., role-play and ask questions about the traditions in a particular French-speaking community; share information about a Frenchspeaking community during a group presentation; describe an artefact from a particular Frenchspeaking region and share its significance)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in spoken interactions (e.g., greetings, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au
Reading

C1. Reading Comprehension. By the end of Grade 2, students will:

C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with teacher support (e.g., use questions to select information when reading; use personal experiences to make inferences during reading; make text-to-text connections between fiction and non-fiction texts on the same topic; divide words into syllables; use details and information from text to confirm predictions)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., use drama to explore the personality traits of a character in a story they are reading; share personal experiences to support their understanding of the implicit message in a text; draw a picture to illustrate a text’s main idea or key message)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read text aloud with intonation based on punctuation; use knowledge of consonant blends and phonemes to read new words; participate in a reader’s theatre; find words with a specific phoneme in independent reading selections)

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (e.g., refer to personal dictionaries and vocabulary lists; find synonyms, cognates, and familiar words in a text; record the use and context of new and interesting words; use visual elements from the text to help
them determine the meaning of new vocabulary; use context to help them understand new words; use new vocabulary when sharing information from a text)

C1.5 Responding to and Evaluating Media Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (e.g., evaluate the effectiveness of a newspaper advertisement, and state why they agree or disagree with its message; determine the intent of a poster; explain how a movie advertisement influences their decision about whether or not to watch the film; discuss the effectiveness of word choice and the amount of text on the packaging of products for children)

C2. Purpose, Form, and Style. By the end of Grade 2, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., procedural text – to provide instructions on how to accomplish a task; non-fiction – to convey information; personal account/narrative – to prompt discussions around thought-provoking questions; strategy/anchor chart – to note information from oral discussions)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., textbook – table of contents, headings, and index to help locate information; personal account – personal experiences, past tense, first person; fairy tale/folktale – usually begins with “Il était une fois…”, moral, hero(in)es; website – sidebars with subtitles to indicate information on linked pages; sports/trading card – biographical information, statistics, team name; recipe – list of ingredients, numbered steps, description of procedure; reader’s theatre script – character names followed by a colon to indicate who reads each line)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use book reviews written by peers to expand choices for independent reading; discuss useful strategies for
understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson)

C3. Intercultural Understanding. By the end of Grade 2, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read articles online and in magazines to collect information about social and cultural customs in a French-speaking community; identify and correctly read city and country names in French on a map and compare those to their names in English; read about a local French-speaking community; identify examples of bilingual signs and texts in their community)

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., forms of address; regional words and expressions from different communities; conventions for an invitation or greeting card; conventions for a registration form)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 2, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to label a diagram or illustration; to fill in a registration form; to describe a friend using familiar adjectives and adverbs on a poster; to recommend a book to classmates; to collaborate with classmates on a friendly letter to an author; to respond to a read-aloud in a double-entry journal, following a model; to write personal opinions about images on the home page of a website; to create an advertisement about a favourite toy or an eco-friendly product; to produce an informative brochure on a local tourist attraction)
D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., recount a family celebration; compose a poem for a greeting card; develop a class report on a social or environmental topic of interest; compose a persuasive slogan for a toy label; write a recipe; ask questions in a letter or note to a friend)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., incorporate interesting words and expressions from their reading or from the word wall in their written texts; brainstorm vocabulary related to familiar and relevant topics; record and organize new vocabulary for a project in a mind map or word web; share new words and expressions with a peer; sort new words into categories to use in a piece of writing)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use rhyme or repetition to emphasize an idea; use words to convey meaning, an attitude, or a feeling; use pictures or charts to add context to writing)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., explore information on a cereal box to identify key elements necessary to create a product box of their own; write a weather report containing symbols and a legend; create a web page or a captioned slideshow describing a typical day in Grade 2; create a personal or family emblem; create a poster or write a blog post sharing instructions for caring for a plant or pet)

D2. The Writing Process. By the end of Grade 2, students will:

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., use background knowledge and personal experiences to generate ideas about familiar topics; use pictures and graphic organizers to help them select and organize ideas; in pairs or groups, list ideas for shared or independent writing)
D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use a teacher- or class-generated graphic organizer or model when planning their writing; reread, change, add, remove, and reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and their peers; use criteria co-constructed with the teacher and their peers to improve their writing
Grade 3 (ages 8-9)

Listening

**A1. Listening to Understand.** By the end of Grade 3, students will:

A1.1 Using Listening Comprehension Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., activate prior knowledge; restate information to confirm understanding; identify key words related to the subject/message/theme of a song; ask for repetition and clarification during and after listening)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a few specific situations (e.g., to participate in group work; to follow detailed or multi-step instructions for a task; to identify language patterns or expressions; to formulate questions about a presentation)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., record information during an oral presentation or a literature circle; ask questions about the topic after listening to a media text; note important ideas using key words and sentences from the text; restate the author’s feelings and opinions; select appropriate clothing for an upcoming event based on a weather report; identify the importance of a special event mentioned in an announcement or radio commercial)

A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., analyze the elements in a movie trailer or advertisement and discuss how they convey the intended messages; list the words and expressions in a song that evoke mental pictures; articulate personal connections to the messages presented in a commercial; comment on the speaker’s/author’s point of view in a public service announcement or radio commercial)

**A2. Listening to Interact.** By the end of Grade 3, students will:
A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (e.g., adopt a respectful posture during conversations; ask questions for clarification; identify appropriate moments to encourage peers; maintain engagement; make connections to respond to and validate what someone says; acknowledge another point of view in conversation).

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., discuss plans for future events; participate in collaborative inquiry; respond to oral feedback during a writer’s workshop; ask and answer questions in a conversation).

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and the teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening).

A3. Intercultural Understanding. By the end of Grade 3, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities locally and across Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to stories and songs from a range of Franco-Ontarian communities and make connections to their own community; re-create cultural artefacts based on oral instructions; record information heard in a presentation or a report to identify FrancoOntarian symbols, traditions, and/or celebrations, such as le drapeau franco-ontarien, le Festival franco-ontarien, and la Fête de la Sainte-Catherine; identify some contributions of French-speaking and Aboriginal communities to Canadian culture, such as street/place names, historic sites, festivals, and items such as the canoe or maple syrup).

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking contexts.
communities* (e.g., language registers used in different French-speaking communities; formal and informal expressions of courtesy, such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings or classroom discussions; brief expressions used to introduce themselves and others)

Speaking

B1. Speaking to Communicate. By the end of Grade 3, students will:

B1.1 Using Oral Communication Strategies: identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., share background knowledge and personal experiences to make connections to a topic; use body language and facial expressions to keep the audience’s attention; rehearse with a partner before an oral presentation; incorporate key words and expressions heard in oral communications; identify and practice structures and expressions that are challenging)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment, with contextual, auditory, and visual support (e.g., use appropriate vocabulary and a variety of sentence types and structures to express personal preferences and ideas; ask questions to inquire about a variety of everyday situations; incorporate new and familiar vocabulary in their discourse; describe a past or future event; discuss the effectiveness of various features in a children’s magazine; describe their favorite animal; explain their use of graphics on a poster)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, and/or rhymes, when using newly acquired vocabulary, and when participating in choral speaking and/or shared reading activities; deliver a
rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., use vocabulary and expressions from mentor texts that they have viewed, heard, or read in their own media text; create and share a multimedia text using technology; justify the use of sound effects and music to enhance a slideshow presentation)

B2. Speaking to Interact. By the end of Grade 3, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., intervene politely in a conversation; use an object such as a talking stick to determine whose turn it is to talk; paraphrase a peer’s comment to confirm understanding of his or her idea before adding their own; use language specific to their role in a cooperative group task)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest or daily routines (e.g., use a variety of familiar words and expressions when engaged in conversations; ask and answer questions about other communities; share ideas, opinions, and feelings and encourage others to share their points of view during a literature circle)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., refer to feedback from the teacher and peers when revising oral presentations; determine which strategies were helpful when presenting their message; plan to incorporate effective communication strategies to enhance interactions with others)

B3. Intercultural Understanding. By the end of Grade 3, students will:
B3.1 Intercultural Awareness: communicate information orally about French-speaking communities locally and across Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; sing or repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; explain how symbols on a flag help to represent a community; give brief oral presentations describing family, school life, traditions, and festivals in Franco-Ontarian communities and comparing them to their own)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., language registers used by community members in various situations; body language and gestures appropriate to different audiences; appropriate expressions to signify agreement)

Reading

C1. Reading Comprehension. By the end of Grade 3, students will:

C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with teacher support (e.g., use background knowledge and personal experiences to infer implicit messages; ask questions when analysing a character’s actions; identify and highlight key words, phrases, and information in a non-fiction text; explain the message in a descriptive poem, citing specific words, phrases, or images from the text to support their interpretation; use visualization to clarify details of a scene)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., in a double-entry journal, compare personal opinions to an author’s viewpoint; use words and pictures to express feelings and opinions about a written text; dramatize the main event in a narrative text; determine the included and excluded points of view)
C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., group words into meaningful phrases; read aloud with some intonation and expression; recognize various spellings of the same sound in independent reading selections; participate in shared or echo reading)

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (e.g., use cognates to understand the meaning of new words; use context clues to infer meaning of new words; refer to classroom visual supports and resources such as subject-specific word banks)

C1.5 Responding to and Evaluating Media Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (e.g., analyse the text, illustrations, and techniques used in an advertisement and discuss their effectiveness in representing a product or a group of people; explain how the elements on the cover of a magazine might persuade someone to read or buy it; discuss how a media text on a subject of public interest could lead to action; analyse how specific features communicate the message in a tourism brochure; make informed decisions and healthy choices after reading food labels; identify the intended audience for an advertisement for a toy, and explain whether the advertisement is effective; describe how animals or environmental images are used to evoke emotions in print advertisements)

C2. Purpose, Form, and Style. By the end of Grade 3, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., book review – to help others decide whether to read a book; poem – to express ideas or convey a mood or image; graph of survey results – to show patterns in information)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., procedural text – temporal and sequential words; persuasive text – a stated point or opinion followed by supporting ideas; map – pictures, symbols,
legends, and use of different colours; fairy tale/folktale – a moral or lesson, a hero or heroine, descriptive language, personification of animals or objects)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres)

C3. Intercultural Understanding. By the end of Grade 3, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities locally and across Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., recognize and correctly read the names of cities with French origins on a map of Ontario; describe ideas, themes, and characters depicted in Franco-Ontarian music, stories, and legends; research and share findings about a cultural tradition or celebration in a Franco-Ontarian community; read about Franco-Ontarian personalities and/or historical figures and describe some of their accomplishments; identify cultural elements in a brochure about a French-speaking community in Ontario)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., abbreviations such as M., Mme, Dr., Boul.; appropriate use of “tu” and “vous”; salutations and leave-taking expressions used in letters, emails, and postcards)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 3, students will:
D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to label and add legends with precise vocabulary to maps of communities; to collaborate with classmates on a persuasive letter to a school newspaper; to critique a piece of artwork; to write a sequel to or continuation of a story read in a favorite class read-aloud, following a model; to recount a grandparent’s childhood story)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., recount their participation in a school-wide activity; write a personal adventure based on a familiar story; write a letter or email to an author to share their opinions about a book; compose a reader’s theatre script about conflict resolution; retell a story from various points of view; write a sketch of a character from a popular movie; create the invitations, menu, and program for a party for their favorite fictional character; compose a list of actions to conserve and protect water, such as shutting off the tap while brushing teeth)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., vary word choice with synonyms of frequently used words such as “dit”, “grand”, or “personne”; incorporate words and expressions heard or read; use word webs to help them develop and organize ideas)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., incorporate elements from mentor texts into their own writing; use words, visual aids, and a variety of sentence structures to convey their message; use verbs of conviction such as “devoir”, “croire”, “être nécessaire” to express their point of view on a familiar topic of public interest)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., create a comic strip about a school event for a class newsletter; compose an electronic greeting card for someone special; design a poster to recommend a favourite movie; create a pamphlet recommending actions for Earth Day or Earth Hour; draft and distribute an email petition about an environmental issue)
D2. The Writing Process. By the end of Grade 3, students will:

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., brainstorm ideas for writing about a familiar topic; describe illustrations or objects to generate ideas for writing; share and discuss prior knowledge and experiences related to a topic; gather information on a topic from texts used in independent or class reading; sort and organize ideas using labels, titles, pictures, graphic organizers, and/or software; record and develop ideas on various topics and for various purposes in a personal journal)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., choose or create and use a graphic organizer to help them plan a short story; reread and change, add, remove, or reorganize content; read their text aloud to a peer to ensure fluency; refer to feedback from a writing conference with a teacher or peer when revising and editing a text)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use dashes in a dialogue to indicate a change in speaker; verify agreement in number and gender of nouns, verbs, and adjectives; use specific action verbs in a description of an activity; use a checklist, coconstructed with the teacher and peers, when editing their text; read their text aloud to their peers or teacher and use their feedback when checking that they have met all the specified criteria)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., record writing successes and challenges in a personal journal; refer to a class-developed anchor chart to guide them when providing feedback to a partner; share and discuss with peers revision strategies that they find useful)
D3. Intercultural Understanding. By the end of Grade 3, students will:

D3.1 Intercultural Awareness: communicate information in writing about French-speaking communities locally and across Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., select pictures from a Franco-Ontarian community and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; incorporate references to Franco-Ontarian cultural elements or artefacts in personal writing; write a postcard to a French-speaking pen pal, asking questions about his or her cultural traditions; write about historic voyageur routes and related modern Métis communities, such as Mattawa)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., standard formats for personal letters, postcards, emails; conventions for writing the date; language registers for formal and informal communication in familiar contexts)