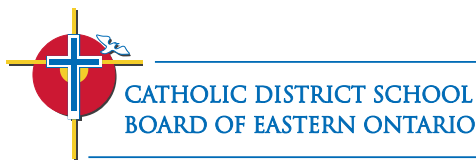




Programme de base de français

pour appuyer l'enseignement et l'apprentissage de la 1^{re} à la 3^e année



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Core French

Supporting Teaching and Learning

Grades 1 to 3



Programme de base de français pour appuyer l'enseignement et l'apprentissage de la 1^{re} à la 3^e année

Core French Supporting Teaching and Learning Grades 1 to 3

Core French in Ontario schools is mandated in grades 4 to 8. Many Eastern Ontario School Boards offer a Core French program at the primary level. Six of these school boards collaborated to write overall and specific expectations for grades 1 to 3. To ensure alignment, this document was based on The Ontario Curriculum: *French as a Second Language, Core French - Grades 4-8, Extended French - Grades 4-8, French Immersion - Grades 1-8*, 2013. The overall and specific expectations were written by a team of coaches and consultants. Grade 4 expectations were used as the starting point for writing grade appropriate expectations in grades 1 to 3. Educators were involved in the writing of teacher prompts to ensure the feasibility of the suggestions in this section.

The « Programme de base de français pour appuyer l'enseignement et l'apprentissage de la 1^{re} à la 3^e année » is intended to:

- support the delivery of Core French programs, grades 1 to 3;
- show progression and depth from grades 1 to 4;
- provide examples, teacher prompts and instructional tips to ensure rich and engaging Core French experiences for all students; and
- align with best practices for purposeful planning, instruction, assessment and evaluation.

The following Eastern Ontario School Boards were involved in the writing of this document: Algonquin and Lakeshore Catholic School Board, Catholic District School Board of Eastern Ontario, Limestone District School Board, Ottawa-Carleton District School Board, Renfrew County District School Board and Upper Canada District School Board.

TABLE OF CONTENTS

REPORTING PROCEDURES FOR CORE FRENCH PRIMARY

EXCERPT FROM THE FSL ONTARIO CURRICULUM

PREFACE

Elementary Schools for the Twenty-First Century
Supporting Students' Well-Being and Ability to Learn

INTRODUCTION

Vision and Goals of the French as a Second Language Curriculum
The Importance of French as a Second Language in the Curriculum
Enduring Ideas in the French as a Second Language Curriculum
Roles and Responsibilities in French as a Second Language

THE PROGRAMS IN FRENCH AS A SECOND LANGUAGE

Overview of French as a Second Language Programs
Curriculum Expectations
The Strands in the French as a Second Language Curriculum

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Basic Considerations
The Achievement Chart for French as a Second Language

CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

Instructional Approaches
Cross-Curricular and Integrated Learning
Planning French as a Second Language Programs for Students with
Special Education Needs
Program Considerations for English Language Learners
Environmental Education in French as a Second Language
Healthy Relationships and French as a Second Language
Equity and Inclusive Education in French as a Second Language
Financial Literacy in French as a Second Language
Literacy, Mathematical Literacy, and Inquiry in French as a Second Language
Critical Thinking and Critical Literacy in French as a Second Language
The Role of the School Library in French as a Second Language Programs
The Role of Information and Communications Technology in French
as a Second Language
Education and Career/Life Planning through the French
as a Second Language Curriculum
Health and Safety in French as a Second Language

THE CORE FRENCH PROGRAM, GRADES 1-4

Listening

Speaking

Reading

Writing

Reporting Procedures for Core French

Primary

Oral communication (listening and speaking) remains a priority in Core French across all grades at the elementary level 1-8. To ensure the continued focus on oral communication and language acquisition at the primary level, a gradual increase in the reporting of all four strands in Core French through the primary grades has been established as follows:

Term / Grade	Report 1	Report 2
Grade 1	Listening Speaking	Listening Speaking
Grade 2	Listening Speaking Reading	Listening Speaking Reading Writing
Grade 3	Listening Speaking Reading Writing	Listening Speaking Reading Writing

Note: Reporting procedures may vary according to school board policy.

Excerpt from the FSL Ontario Curriculum

The following section is the front matter extracted directly from The Ontario Curriculum: *French as a Second Language, Core French - Grades 4-8, Extended French - Grades 4-8, French Immersion - Grades 1-8*, 2013.

PREFACE

This document replaces *The Ontario Curriculum, French as a Second Language: Core French, Grades 4–8, 1998* and *The Ontario Curriculum, French as a Second Language: Extended French, Grades 4–8; French Immersion, Grades 1–8, 2001*. Beginning in September 2015, all elementary French as a second language (FSL) programs will be based on the expectations outlined in this document.

ELEMENTARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

Ontario elementary schools strive to support high-quality learning while giving every student the opportunity to learn in the way that is best suited to his or her individual strengths and needs. The Ontario curriculum is designed to help every student reach his or her full potential through a program of learning that is coherent, relevant, and age appropriate. It recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including FSL, and that learning in turn contributes to their overall well-being.

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student

learning, and it is important to be aware of them as factors contributing to a student's performance.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),¹ identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an “enduring (yet changing) core” – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- ***cognitive development*** – brain development, processing and reasoning skills, use of strategies for learning
- ***emotional development*** – emotional regulation, empathy, motivation
- ***social development*** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- ***physical development*** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early_learning_for_every_child_today.aspx, and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx.

The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.²

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

2. The Ministry of Education is making materials available to Ontario schools and school boards to support educators in this regard.

INTRODUCTION

VISION AND GOALS OF THE FRENCH AS A SECOND LANGUAGE CURRICULUM

All programs in the French as a second language curriculum at the elementary and secondary levels share a common vision, as follows:

Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

Vision

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

Goals

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.

In order to achieve the goals of the elementary and secondary FSL curriculum, students need to:

- acquire a strong oral foundation in the French language and focus on communicating in French;
- understand the value of learning another language;
- develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to build relationships and interact positively with others, and to use critical and creative thinking processes.

THE IMPORTANCE OF FRENCH AS A SECOND LANGUAGE IN THE CURRICULUM

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.

While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity. Learning French equips students to communicate with French-speaking Canadians and millions of French speakers around the world.

In addition to strengthening students' ability to communicate, learning another language develops their awareness of how language and culture interconnect, helping them appreciate and respect the diversity of Canadian and global societies. When a student is exposed to another culture through its language, he or she begins to understand the role that language plays in making connections with others. Learning an additional language not only challenges a mind, it also teaches understanding, encourages patience, and fosters open-mindedness.

Knowledge of an additional language strengthens first language skills. The ability to speak two or more languages generally enhances cognitive development, as well as reasoning and creative-thinking skills. It also enhances the student's confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations. For example, second-language learners tend to be more divergent thinkers, with improved memory and attention span.

Positive outcomes for students in the FSL curriculum include:

- increased mental flexibility;
- improved problem-solving skills;
- a better understanding of aspects of a variety of cultures;
- a greater awareness of global issues, including those related to the environment and sustainability;
- expanded career opportunities.

The ability to speak both of Canada's official languages helps prepare students for their role as active and engaged citizens in today's bilingual and multicultural Canada. Moreover, the language learning strategies that students develop in the FSL program can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so. Such abilities benefit the individual; but Canadian society – as well as the global community – also stands to gain from having plurilingual citizens.³

ENDURING IDEAS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM

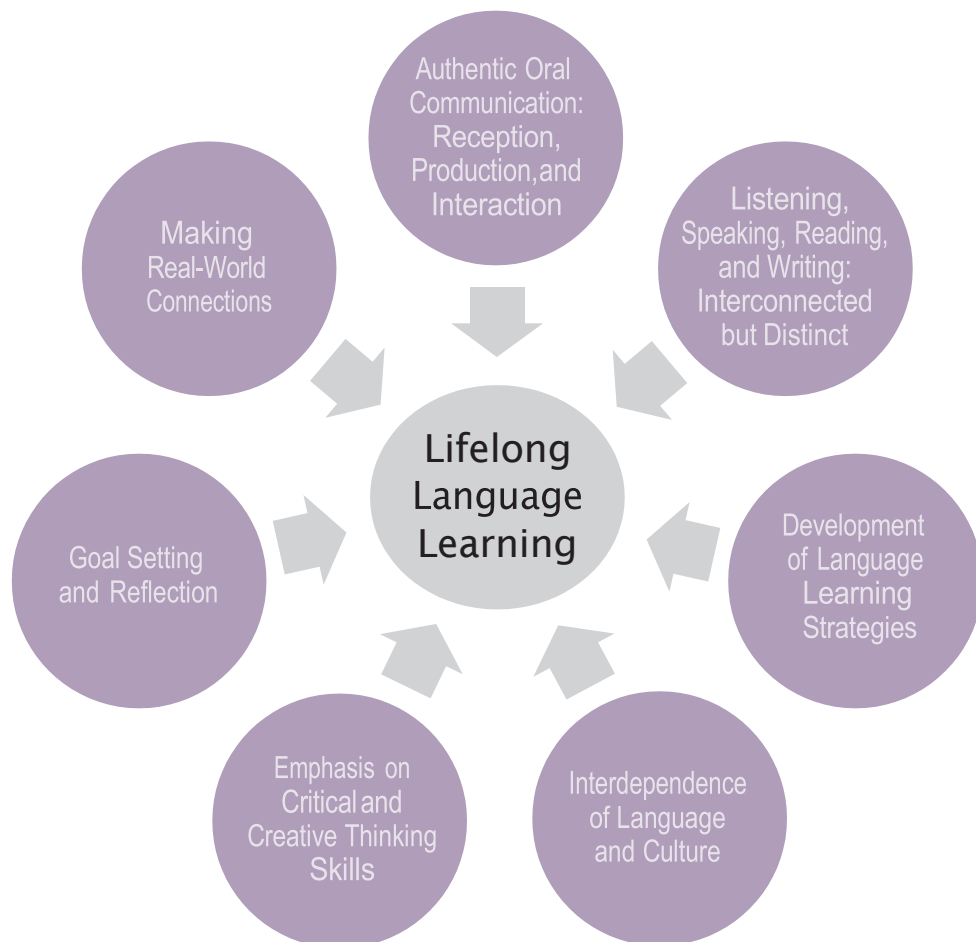
By studying a second language, students learn a great deal about interacting effectively with others, because they have to focus closely on what it is they are trying to communicate; what they need others to understand, and why; how their oral or written expression is received and interpreted; and what others are trying to communicate to them, and why. As they learn to exchange information and ideas in another language, they also learn about other ways of thinking, other ways of doing things, and other ways of living – in short, about other people and other cultures.

3. For more information on plurilingualism, see Council of Europe, *Plurilingual Education in Europe: 50 Years of International Co-operation*, Strasbourg, February 2006; available at www.coe.int/t/dg4/linguistic/Source/PlurilingualEducation_En.pdf.

The French as a second language curriculum emphasizes communicating a message by using knowledge of vocabulary, language conventions, and grammar while taking into consideration the purpose, the audience, and the situation or context. This focus on the sociolinguistic and cultural aspects of language allows students to apply their language knowledge in a variety of real-world situations and contexts.

Through the study of French, students experience multiple opportunities to communicate for authentic purposes in real-life situations. These opportunities enable students to build on and apply their knowledge of French in everyday academic and social situations, thus developing effective communication skills. Students can take control of their learning through observation, listening, and rehearsing with others; refining their use of language; and making thoughtful and meaningful connections to the world around them. If students see aspects of the FSL curriculum modelled and reinforced by educators, family members, and community members, their learning is reinforced and validated as more relevant to their lives.

The FSL curriculum strives, ultimately, to foster an interest in language learning that continues not only during a student's time in school but later in life. The FSL curriculum is therefore founded on seven fundamental concepts, or "enduring ideas", which focus, from Grade 1 to Grade 12, on the development of skills that are also necessary as a basis for lifelong language learning. These enduring ideas are discussed below.



Authentic Oral Communication: Reception, Production, and Interaction

The main purpose of learning a language is communication. Communication is a social act. In order to learn French, therefore, students need to see themselves as social actors communicating for real purposes. Teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities.

To reach their potential, students need to hear, see, use, and reuse French in meaningful yet developmentally appropriate contexts. One of the key terms in second-language learning is “comprehensible input”. It is the teacher’s responsibility to provide comprehensible input, ensuring that the messages that students receive are understandable. Making the input *relevant* – to the learner, the context, the situation – is one way of doing this. Repetition and recycling are also integral to making input comprehensible. Effective comprehensible input must be slightly challenging in order to provide the scaffolding students need to be able to begin “producing” – that is, speaking and writing – French in an authentic way. In order to go beyond receptive skills, students need to use and negotiate the input they receive by conversing in authentic situations.

Interaction in French is pivotal in this curriculum. Research indicates that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. It is therefore recommended that teachers and students use French both inside the classroom and, when feasible, beyond it.

Listening, Speaking, Reading, and Writing: Interconnected but Distinct

In order to develop the skills necessary to become lifelong language learners, students will be given multiple opportunities to:

- listen and respond to texts and to others;
- speak and interact with others;
- read, view, and respond to a variety of texts;
- write a variety of texts for many different purposes and audiences.

Listening and speaking skills are the springboards to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second-language acquisition. If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.

Development of Language Learning Strategies

Successful French language learners use a number of strategies to learn more effectively. These language learning strategies are often categorized as cognitive, metacognitive, and social/affective. Cognitive strategies involve the direct manipulation of the language itself, such as remembering information and understanding or producing messages in French. Metacognitive strategies involve planning, thinking about the learning process as it is taking place, and monitoring and evaluating one’s progress. Social and affective

strategies enhance cooperation and help students regulate their emotions, motivations, and attitudes as they learn French through interacting with others.

Most students will benefit from explicit classroom instruction regarding the use of French language learning strategies in authentic and relevant contexts. It is important to note that the language learning strategies are not grade or program specific and that they are used to help students communicate effectively and make meaning in their daily interactions and activities. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be able to monitor their use of the strategies, set goals for improvement, and become more motivated and more effective French language learners.

Interdependence of Language and Culture

Language and culture are strongly intertwined. Language is not only a major aspect of culture, but also a means of accessing other cultural manifestations. Understanding the language is a major advantage when exploring other aspects of a culture. When studying a language, and the cultures in which it is spoken, students need to recognize that cultures are not homogeneous: diversity exists not only between but also within cultures. It is important for FSL educators to help students develop their understanding of, and appreciation and respect for, diverse cultures. Two essential elements of the FSL curriculum are intercultural awareness and intercultural competence. Educators encourage students to develop their intercultural awareness by exploring diverse cultures and expanding their ability to differentiate between personal, cultural, and universal behaviours, traditions, and beliefs. In addition, educators encourage students to develop the attitudes, knowledge, and skills, including their French-language skills, needed to interact with people in French-speaking cultures effectively and respectfully.

Throughout the FSL curriculum, expectations that deal with the development of intercultural understanding are included in each of the four interconnected strands (Listening, Speaking, Reading, and Writing). These expectations help students make connections and relate to diverse French-speaking communities and other societies. Students will develop skills in accessing and understanding information about various French-speaking communities and cultures, and will apply that knowledge for the purposes of interaction. Intercultural awareness and understanding are key aspects of global citizenship, which encompasses citizenship at all levels, from the local school and community to Canada and the world beyond.

Emphasis on Critical and Creative Thinking Skills

Learners of a second language are engaged in critical and creative thinking on a daily basis. In order to make sense of what they are hearing, reading, and viewing, and to communicate their messages clearly, students need to solve problems, for example. Problem-solving skills are thus an integral part of learning and interacting in a second language.

Initially, students will be exposed to a variety of texts with simplified language and will need support and guidance to understand and interpret their messages. As students become more proficient in French, they will use a range of strategies to comprehend and respond to texts. When students think critically about what they are hearing, reading, and viewing, they also begin to develop critical literacy skills.

Goal Setting and Reflection

Students need to take responsibility for their learning by being aware of their abilities and monitoring their progress. Goal setting and reflection are thus important aspects of the FSL curriculum that will serve students both in the classroom and beyond.

When teachers communicate clear learning goals and criteria for successful achievement in a particular activity or task, students can understand the purpose for their learning. Descriptive feedback from teachers and peers helps students monitor their learning and use of French, set goals, and identify their own strengths and areas in need of improvement. As students reflect on their learning and the achievement of their goals, they will be able to determine what strategies contributed to their success and how they can apply, adapt, and/or modify these strategies as they pursue their goals for future learning.

Making Real-World Connections

The learning across all strands of the FSL curriculum is highly connected and relevant to the lives of students, helping them see and articulate the immediate and long-term benefits of learning French. Through the exploration of themes and topics related to other subject areas, students will see that communicating in French is an important skill that is applicable beyond the FSL classroom. In addition, meaningful contact with French-speaking individuals in their community enables students to develop their language learning skills in real-life situations.

When students are unable to interact with French speakers in their community, teachers can use authentic materials, electronic communications, and multimedia resources to support language learning. Teachers can also facilitate student participation in exchanges, language camps or immersion experiences, and field trips or longer excursions. Schools or communities can be twinned, or visitors invited into the school.

ROLES AND RESPONSIBILITIES IN FRENCH AS A SECOND LANGUAGE

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, take risks in using French, and work respectfully with peers. Students will have ongoing practice in using French in contextualized, meaningful, and age-appropriate situations. Through reflection on their use of French, students will deepen their appreciation and understanding of the French language as well as of themselves and others.

In addition to their learning experiences in the classroom, students should be encouraged to:

- pursue opportunities outside the classroom to listen to and speak French;
- seek out recreational reading materials and multimedia works in French, as well as in their first language, to extend their knowledge of the world around them;
- discuss with their parents what they are reading, writing, and learning.

Parents

Parents⁴ play an important role in their children’s learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the FSL curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents’ ability to discuss their children’s work with them, to communicate with teachers, and to ask relevant questions about their children’s progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and will enhance their ability to work with teachers to improve their children’s learning.

Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and cultural, spiritual, and personal beliefs and traditions, and they are their children’s first role models. It is therefore important for parents to communicate to their children the value of learning French, and for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people’s education.

Effective ways in which parents can support their children’s learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to complete their assignments and to practise new skills or apply new learning at home.

In connection with their children’s learning of French, parents can also:

- encourage their children to talk, read, and write at home in their first language to strengthen their first-language skills, which are the foundation for learning French;
- read aloud to their children either in their first language or in French;
- encourage their children to write in French (e.g., shopping lists, stories, a letter);
- go to the library with their children to borrow books, music, and DVDs in their first language and in French, and talk about them with their children;
- join a local group to meet other parents and to find out about French resources and cultural opportunities in the community.

Teachers

Teaching is key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the FSL curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students’ needs and ensuring sound learning opportunities for

4. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

every student. The attitude with which teachers approach FSL is critical, as teachers are important role models for students.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their knowledge of and skills in communicating in French in authentic contexts. These learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

Teachers have the important role of being a French-language model for their students and the disseminator of information about French-speaking cultures. Often FSL teachers are the students' first contact with the French language. It is essential that French be the language of communication in all classroom interactions so that students receive constant exposure to the language in a variety of situations. Teachers also need to expose students to the many social and geographical varieties of French through a range of authentic materials, as well as through speakers of different ages and geographic origins and from various sociocultural groups. This will help students develop an understanding and appreciation of the diversity within French-speaking cultures.

Active engagement in meaningful, age-appropriate, and cognitively stimulating tasks and projects is key to motivating FSL students. Students are more likely to engage in learning when they have a certain degree of choice and can express preferences for the themes and activities in lessons. Being involved in controlling the learning process puts students at the centre of their own learning and is critical in developing their engagement, motivation, and success.

As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed. Such communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Strong connections between the home and the school support student learning and achievement.

Teachers provide students with frequent opportunities to communicate their understanding, practise their skills, apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further develop and refine their learning. By assigning tasks that promote the development of critical and creative thinking skills, teachers also help students become thoughtful and effective communicators. Opportunities to relate knowledge and skills in FSL to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. The principal is a community builder who creates an environment that is welcoming to all, and who ensures that all members of the school community are kept well informed.

To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including FSL, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals can support students' learning in FSL by promoting the value of learning French. They can foster an atmosphere of collegiality among all staff members, and include FSL teachers/educators in school improvement planning and in professional learning communities concerning student learning and the use of evidence-based strategies. Principals also can ensure that information about FSL programs and events is included in school newsletters, in yearbooks, on school bulletin boards, in awards assemblies, and in letters to parents. They can also encourage students to participate in such extracurricular activities as student clubs in which French is spoken.

Community Partners

Community partners are an important resource for a school's FSL program. Relationships with universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations can benefit not only the students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting instruction and in promoting a focus on French inside and outside the school. Community partners can be included in events held in the school, including presentations by guest speakers who are part of the local French-speaking community. School boards can collaborate with leaders of existing community-based programs for youth, such as camps, programs offered in public libraries or community centres, or events sponsored by French-language organizations. Many local, provincial, and national institutions can provide valuable resources and can serve as rich environments for field trips and for exploration of French-speaking communities.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants.

THE PROGRAMS IN FRENCH AS A SECOND LANGUAGE

OVERVIEW OF FRENCH AS A SECOND LANGUAGE PROGRAMS

The primary goal of the three French as a second language programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to communicate in French. The programs also enable students to better understand the stages of language learning and the use of language learning strategies to acquire the language.

Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French. For this reason, FSL programs often exceed the minimum requirements discussed below.

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a *minimum* of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8. School boards are encouraged to consider alternative timetabling for Core French program delivery to maximize learning for students.

School boards have the option of offering an Extended French and/or a French Immersion program based on local demand and resources; where such a program is offered, students may enrol in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools.

In an **Extended French** program, French must be the language of instruction for a *minimum* of 25 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 1260 hours of instruction in French by the end of Grade 8. The program must include the study of French as a second language and the study of at least one other subject taught in French. That subject must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.

In a **French Immersion** program, French must be the language of instruction for a *minimum* of 50 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Although the French Immersion curriculum is written for a Grade 1 start, many immersion programs starting in Grade 1 provide instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English.⁵ Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.

School boards may choose to start an Extended French or French Immersion program at various grade levels. Regardless of the grade in which these programs begin, all boards must ensure that the policy and program requirements described above are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations outlined in this document for the relevant program. Administrative teams can also consider ways of supporting students in making use of their knowledge of French outside the classroom.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.

In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in Core French, Extended French, or French Immersion, they must be given the opportunity to continue in an uninterrupted program to Grade 8.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level. The expectations that form the basis of the secondary school curriculum build on the knowledge and skills that students acquire in their elementary programs.⁶

A Framework for French as a Second Language in Ontario Schools

In order to help school boards and schools in Ontario maximize opportunities for students to reach their full potential in FSL, the Ministry of Education has published *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*. The document presents a call to action to strengthen FSL programming. It articulates the overarching vision and goals for FSL in Ontario, which are aligned with those of the FSL curriculum, and also provides guiding principles and strategies to inform

5. Students who start their study of English in Grade 3 or 4 will be expected to achieve the curriculum expectations outlined in *The Ontario Curriculum, Grades 1–8: Language, 2006* between Grade 3 or 4 and Grade 8.

6. Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied in Extended French or French Immersion programs at the elementary level should receive special consideration when selecting an appropriate pathway in the Core French program.

decision making. The framework is available online at www.edu.gov.on.ca/eng/amenagement/frameworkFSL.pdf.

CURRICULUM EXPECTATIONS

The Ontario Curriculum, French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013 identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each grade in each *strand*, or broad area of the curriculum, in FSL for Grades 1 to 8. (The strands are numbered A, B, C, and D.) *Taken together, the overall and specific expectations represent the mandated curriculum.*

The three *overall expectations* in each strand describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop various lessons and learning activities for their students.

The *specific expectations* reflect the progression in knowledge and skills from grade to grade through (1) the wording of the expectation itself, (2) the examples that are given in parentheses in the expectation, and/or (3) the “teacher prompts” and “instructional tips” that may follow the expectation. Most of the specific expectations are accompanied by examples, teacher prompts, and instructional tips, as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. The instructional tips provide instructional strategies and authentic contexts for the effective modelling, practice, and application of language in real-world situations.

The examples, teacher prompts, and instructional tips have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. They are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples, prompts, and tips that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 18 shows all of the elements to be found on a page of curriculum expectations.

A *numbered subheading* introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectation (e.g., “A1. Listening to Understand” relates to the first overall expectation in strand A, Listening).

The *overall expectations* describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade. Three overall expectations are provided for each strand in every grade. The numbering of overall expectations indicates the strand to which they belong (e.g., A1 through A3 are the overall expectations for strand A).

Each grade is organized into four *strands*, numbered A, B, C, and D.

CORE FRENCH

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

A1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;

A2. Listening to Interact: interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 7, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker’s tone of voice to help interpret messages accurately)

Teacher prompts: “Pourquoi faut-il poser des questions avant, pendant et après l’écoute d’un texte?” “Comment est-ce que la connaissance des différents types de texte t’aide à faire des prédictions?” “Comment est-ce que tu organises les informations entendues pour t’aider à comprendre un texte?” “Comment est-ce que tu peux utiliser les idées des membres de ton groupe pour t’aider à formuler ta propre opinion?”

Instructional tips:

(1) Teachers can have students create a personal reference log of new vocabulary and expressions heard in oral texts.

(2) Teachers can encourage students to use future tenses when making predictions.

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges’ opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day)

Teacher prompts: “Quels détails de l’annonce t’aident à planifier ta participation aux activités parascolaires?” “Comment peux-tu partager le message principal de ce balado?”

Instructional tip: Teachers can model the pronunciation of the different endings in feminine and masculine adjectives to give students practice in listening for gender distinctions.

The *specific expectations* describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectation to which it relates (e.g., A1.1 and A1.2 relate to the first overall expectation in strand A).

The *examples* help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear within parentheses and are set in italics.

Teacher prompts illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the expectation and examples.

Instructional tips are given for many of the specific expectations. They suggest teaching and/or learning strategies and contexts. Instructional tips are illustrations only, not requirements. They follow the teacher prompts.

THE STRANDS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The expectations for FSL are organized into four distinct but interrelated strands:

- A. Listening
- B. Speaking
- C. Reading
- D. Writing

The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. Students can develop skills covered in multiple strands by engaging in richly integrated tasks such as participating in a debate on a current issue, discussing strategies for organizing ideas in a writing assignment, or offering constructive and descriptive feedback about work produced by their peers. A high-quality FSL program should provide daily opportunities for students to engage in various oral activities in connection with expectations in all four strands.

The curriculum at all levels is designed to develop a range of essential skills in the four interconnected strands, incorporating the use of analytical, critical, and metacognitive thinking skills. Because students learn best when they are provided with opportunities to monitor and reflect on their learning, each strand includes an expectation that calls for such reflection. Each strand also includes expectations on the development of intercultural understanding.

Listening

Well-developed listening skills in French are essential for students' development of language proficiency. French language learners need to develop listening skills for a variety of purposes, including their interactions with others; comprehension of classroom presentations, radio or television broadcasts, or audiobooks; and numerous other social and school purposes. In the early stages of instruction, students might be expected to understand basic directions, instructions, and school announcements; later, as their competence grows, students might demonstrate their listening skills by taking point-form notes during classroom presentations or providing summaries of multimedia presentations.

To develop their listening and interaction skills, French language learners need extensive, daily opportunities to listen to people's opinions on, discuss, and reflect on a range of subjects, including personally relevant topics, school subjects, and current affairs. Students need to hear their teachers and peers speak French in a variety of interactive settings (e.g., in pairs, in groups, and in whole class discussions/activities). It is important that teachers contextualize listening interactions and activities for students. This can be done through brainstorming to identify what students already know about the topic of a new text they are about to hear, view, or read. French programs should provide many cognitively challenging opportunities for students to engage in listening activities.

Speaking

French language learners need to speak and interact daily in French in a purposeful way – for example, through collaborative learning in pairs and small groups that allows them to engage in speaking and listening for authentic purposes. Through multiple rich opportunities to speak in various groupings, students not only enhance their competence in communicating information, but also explore and come to understand ideas and concepts; identify and solve problems; and express and clarify their thoughts, feelings, and opinions.

In developing their speaking skills, students benefit from having the language model provided by their teachers. Not only do teachers offer students instruction and supportive feedback related to speaking, but they also demonstrate communication conventions that are appropriate in both academic and social contexts. Teachers must take into account differences in the norms and conventions associated with oral communication in different cultures to ensure that all students benefit from the opportunities provided for speaking.

Reading

An effective reader not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the student must be able to think clearly, creatively, and critically about the ideas and information encountered in texts. He or she can then understand, analyse, and absorb them and recognize their relevance in other contexts. The FSL curriculum develops the knowledge, strategies, and skills that will enable students to become effective readers in both of Canada's official languages. Students will learn to apply a range of comprehension strategies as they read a wide variety of texts in French.

Students may come to the task of reading French equipped with skills developed in reading their first language. However, as they learn to read in French, students are acquiring new vocabulary and language structures as well as a new phonological awareness of the sound system of French. Students build on their experiences with listening to and speaking French and apply that knowledge to determining the meaning of written texts.

Initially, students will be exposed to texts with simplified language that is appropriate to their age and language development. With teacher guidance and support, students will begin to understand the meaning of the texts they read. As students develop their reading skills, they will be able to read texts of increasing complexity and will have many opportunities to read for a variety of purposes (e.g., to get directions or advice, for personal interest or enjoyment, for practice, to build vocabulary, to satisfy curiosity, or for research).

Reading is a complex process that involves the application of many strategies before, during, and after reading. Teachers need to model the use of such strategies, engage students in shared and guided exploration of texts, and foster the independent application of reading strategies. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

It is important that students read a range of authentic materials illustrating the many uses of writing, because these texts serve as models for texts that they will create. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of

the curriculum will also help students discover, pursue, and develop their interests and abilities. The reading program should therefore include a wide variety of literary, informational, and graphic texts – for example, picture books and novels; poetry; myths, fables, and folktales; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopedia entries; advertisements; websites; graphs, charts, and diagrams in textbooks or magazine articles; recipes, instructions, and manuals; graphic novels, comic books, and cartoons; newspaper articles and editorials; and essays and reports.

Writing

Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively in writing. The process of writing in turn enables them to clarify their thinking and express their thoughts and feelings. Writing activities should also give students opportunities to sort out and develop their thoughts, opinions, and ideas orally in French.

To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various tasks associated with the writing process. To this end, teachers need to establish a well-balanced writing program that uses a variety of strategies to support students throughout the writing process.

While students are learning a second language, the planning stage of the writing process is critical. Students must become skilled at choosing the correct French vocabulary while selecting and organizing their ideas. They must also keep in mind the purpose for which they are writing and the audience they are addressing. To communicate clearly and effectively, they need to learn to use standard written forms and French language conventions. However, learning to write as clearly, correctly, and precisely as possible is only part of the goal of writing instruction. Students should be given opportunities to produce interactive writing, different types of creative writing, and writing that addresses topics that are of interest to them and that reflects their capacity for independent critical thought. Writing activities that are meaningful to students and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting command of the essential skills of writing.

For more information about effective instruction in the four strands, consult the following ministry resource documents:

- *A Guide to Effective Literacy Instruction in Reading, Kindergarten to Grade 3, 2003*
- *A Guide to Effective Literacy Instruction in Writing, Kindergarten to Grade 3, 2005*
- *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volumes 1–7, 2006 to 2008*
- *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12, 2013*

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement⁷ of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to elementary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

7. "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to parents and the student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject and discipline (see pages 28–29). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;

- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the school year, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (assignments for evaluation, culminating activities, tests), combined with the teacher’s professional judgement and consideration of factors such as the number of tests/examinations or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence. The grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

Reporting Student Achievement

Three formal report cards are issued in Ontario’s publicly funded elementary schools, as described below.

The Elementary Progress Report Card shows a student’s development of learning skills and work habits during the fall of the school year, as well as the student’s general progress in working towards achievement of the curriculum expectations in each subject (reported as “progressing very well”, “progressing well”, or “progressing with difficulty”).

The Elementary Provincial Report Card shows a student’s achievement at specific points in the school year. The first provincial report card reflects student achievement of the overall curriculum expectations introduced and developed from September to January/February of the school year, as well as the student’s development of learning skills and work habits during that period. The second reflects achievement of curriculum expectations introduced or further developed from January/February to June, as well as further development of learning skills and work habits during that period. The provincial report card for Grades 1–6 uses letter grades; the report card for Grades 7 and 8 uses percentage grades.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

THE ACHIEVEMENT CHART FOR FRENCH AS A SECOND LANGUAGE

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in FSL. The components of the chart are explained below. (See also the section “Content Standards and Performance Standards”, on page 23.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers focus not only on students’ acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding.** Subject-specific content acquired in each subject or course (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking.** The use of critical and creative thinking skills and/or processes.
- **Communication.** The conveying of meaning and expression through various forms.
- **Application.** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different subjects, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the FSL curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content
- understanding of content

Thinking

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes, skills, and strategies

Communication

- expression and organization of ideas and information in oral, visual, and written forms
- communication of meaning and ideas for different audiences and purposes in oral, visual, and written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

Application

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a subject in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and a *high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary and expressions; language structures and conventions; concepts, ideas, opinions, facts; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., establishing a focus; setting goals; observing; generating ideas; formulating questions; gathering and organizing information; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; analysing; evaluating; visualizing; interpreting; summarizing; integrating; classifying; revising and refining)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., using inquiry and problem-solving strategies; manipulating information and ideas; forming and justifying conclusions)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
	The student:			
<p>Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to interact, to raise awareness, to inform, to entertain, to persuade, to express feelings and ideas, to collaborate, to solve problems) in oral, visual, and written forms</p> <p>Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)</p>	<p>communicates for different audiences and purposes with limited effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p>	<p>communicates for different audiences and purposes with some effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p>	<p>communicates for different audiences and purposes with considerable effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p>	<p>communicates for different audiences and purposes with a high degree of effectiveness</p> <p>uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p>
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<p>Application of knowledge and skills (e.g., strategies, concepts, processes) in familiar contexts</p> <p>Transfer of knowledge and skills (e.g., strategies, concepts, processes) to new contexts</p> <p>Making connections within and between various contexts (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages)</p>	<p>applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>transfers knowledge and skills to new contexts with limited effectiveness</p> <p>makes connections within and between various contexts with limited effectiveness</p>	<p>applies knowledge and skills in familiar contexts with some effectiveness</p> <p>transfers knowledge and skills to new contexts with some effectiveness</p> <p>makes connections within and between various contexts with some effectiveness</p>	<p>applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>transfers knowledge and skills to new contexts with considerable effectiveness</p> <p>makes connections within and between various contexts with considerable effectiveness</p>	<p>applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>transfers knowledge and skills to new contexts with a high degree of effectiveness</p> <p>makes connections within and between various contexts with a high degree of effectiveness</p>

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

INSTRUCTIONAL APPROACHES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., “Minds On, Action, and Consolidation”) is often used to structure these elements.

Instructional Approaches in French as a Second Language

Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students. Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.

The Value of Oral Language

To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world.

Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in French:

- *Informal talk* is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.
- *Discussion* involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding. Discussions may involve responding to ideas in a story or other piece of fiction or exchanging opinions about current events or issues in the classroom or community.
- *Formal talk* involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role playing, oral reports, book talks, interviews, debates, and multimedia presentations.

For more information on developing oral language skills, see the list of ministry resource documents on literacy on page 21.

Instructional Strategies in French as a Second Language

Teachers should use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on “next steps” and goals.

Teachers need to provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students’ interests, needs, and desire to communicate will achieve the best results in a classroom. As facilitator, the teacher selects the communicative situation, models the effective use of language, and plans activities to enable students to continually develop their communication skills in various contexts.

By providing guidance to students as they carry out practice activities and work on tasks and projects, teachers also assume the role of coach. Teachers coach, for example, when they guide a group in a discussion of the advantages and disadvantages of learning another language or when they model sentence structure and fluency while speaking with students.

Well-designed lessons include a variety of instructional strategies, such as structured simulations, guided inquiry, cooperative learning, and open-ended questions. Teachers should conduct frequent comprehension checks to ensure that students understand the information being conveyed, including both general concepts and specific vocabulary. Teachers can use various tools, such as body language, gestures, and auditory or visual supports, to support student comprehension. Teachers should encourage students to develop their self-expression in and spontaneous use of French, eliciting talk that increases in fluency, accuracy, and complexity over time. Teachers should also model the use of a variety of strategies that students can use for requesting clarification and assistance when they have difficulty understanding.

As stated earlier, it is essential that French be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in French. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking French to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- present information in smaller, more manageable pieces;
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in French;
- use a variety of strategies to selectively correct students' errors in speaking and writing;
- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to communicate in French in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support French language learners in their acquisition of French. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;
- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;

- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader’s theatre);
- value and acknowledge the importance of students’ literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

Teachers can also make use of classroom and school resources to enrich students’ learning. For example, teachers can:

- introduce vocabulary and illustrate concepts using picture books, visuals, age-appropriate informational texts and media, and real objects (e.g., magazine pictures, photos, posters, flyers, brochures, advertisements, forms, timetables, schedules, money, models, and maps);
- reinforce vocabulary in various ways (e.g., using word walls, visuals, or anchor charts) to increase students’ understanding and enhance their ability to communicate;
- use technology to support language and literacy development;
- demonstrate the use of a variety of graphic organizers.

CROSS-CURRICULAR AND INTEGRATED LEARNING

In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, all subjects, including FSL, can be related to the Language curriculum. In FSL, students use a range of language skills: they build subject-specific vocabulary; they use words, images, and actions to communicate feelings and share and interpret information; and they read about current issues and research new information. As students develop intercultural awareness in FSL, links can be made to aspects of culture in the arts and to aspects of society in social studies, history, and geography. Similarly, environmental issues studied in science and technology can be discussed in French in FSL lessons. Authentic materials such as websites, advertisements, brochures, maps, and graphs can be used to make real-world connections and allow students to apply their language skills and strategies in various subjects across the curriculum.

In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. There are clear connections, for example, between the expectations in FSL and those in subject areas such as language, the arts, health and physical education, social studies, history, and geography, and science and technology.

In integrated learning, teachers need to ensure that *the specific knowledge and skills for each subject are taught*. For example, if students are communicating their response to French texts, artwork, music, or media, they can use drama techniques to convey feelings and opinions. Additionally, students can listen to presentations on or speak, read, or write about topics or themes from social studies, history, and geography or science and technology using language specific to the discipline, in order to gain a better understanding of the world around them.

Integrated learning can also be a solution to problems of fragmentation and isolated skill instruction – that is, in integrated learning, students can learn and apply skills in a meaningful context. In such contexts, students also have an opportunity to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.

PLANNING FRENCH AS A SECOND LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft, 2011) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning FSL programs need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design⁸ and differentiated instruction⁹ are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

8. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

9. Differentiated instruction, as discussed on page 31 of this document, is effective instruction that shapes each student’s learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

In planning FSL programs for students with special education needs, teachers should begin by examining both the curriculum expectations for the student's appropriate grade level and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations¹⁰ or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a grade and which constitute alternative programs.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs,¹¹ can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.ontario.ca/edu.)

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the grade-level curriculum expectations. The accommodations required to facilitate the student's learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.

10. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

11. Alternative programs are identified on the IEP by the term "alternative (ALT)".

- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004* for more examples).

If a student requires “accommodations only” in FSL, assessment and evaluation of his or her achievement will be based on the regular grade-level curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s progress report card and provincial report card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In FSL, modified expectations for most students with special education needs will be based on the regular grade-level curriculum, with an increase or decrease in the number and/or complexity of expectations. Modification may also include the use of expectations at a different grade level. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate independently and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Elementary Provincial Report Card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in FSL, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the progress report card and the provincial report card, the IEP box must be checked for any subject in which the student requires modified expectations, and, on the provincial report card, the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 61, must be inserted. The teacher’s comments should include relevant information on the student’s demonstrated learning of the modified expectations, as well as next steps for the student’s learning in the subject.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the children in Ontario’s English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other

English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development, and FSL teachers can contribute to their understanding of the importance of literacy more generally in the context of learning French.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language, and there are important educational and social benefits associated with continued development of their first language while they are learning English and French. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English and French. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

In the context of FSL, research confirms that a prior language learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in French, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between themselves and their peers may be much greater. In other words, the study of French offers them a context in which they can soon function on the same level as their English-speaking peers. In addition, the positive experience of succeeding in learning French has been shown to help English language learners improve their English-language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These children generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for children with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English and French to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students’ English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers who speak the students’ first language may also be helpful in supporting English language learners in the FSL classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations for FSL include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of French proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; previewing of key vocabulary; peer tutoring; strategic use of students’ first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams, word walls with French vocabulary, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; demonstration of learning through participation in movement activities, songs, or chants; use of portfolios, demonstrations, visual representations or models).

Teachers may need to adapt the program for English language learners as they acquire English and French proficiency. For students in the early stages of language acquisition, teachers may need to modify the curriculum expectations in some or all curriculum areas. For example, if an English language learner begins the study of French in Grade 7, it may be desirable to modify the expectations to meet the student’s level of readiness and needs. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the progress report card and the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). Unlike when the IEP box is checked, there is no required statement that must be added to the “Comments” section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *Supporting English Language Learners, Grades 1 to 8: A Practical Guide for Ontario Educators, 2008*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005*

ENVIRONMENTAL EDUCATION IN FRENCH AS A SECOND LANGUAGE

Ontario’s education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

There are many opportunities to integrate environmental education into the teaching of FSL. Some examples related to environmental education have been included in examples and teacher prompts in the curriculum. Teachers are encouraged to select French texts about environmental topics, enabling students to learn about issues of concern to different communities around the world. Throughout the FSL curriculum, students can be encouraged to read about, discuss, listen to programs about, or make presentations on environmental issues that are of interest to them.

A resource document – *The Ontario Curriculum, Grades 1–8, and Kindergarten Programs: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in subjects across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the *context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/curriculum/elementary/environ18curr.pdf.

HEALTHY RELATIONSHIPS AND FRENCH AS A SECOND LANGUAGE

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

Communication and social skills, as well as intercultural awareness, are significant components of the FSL curriculum. These skills and this awareness contribute to the students’ ability to form and maintain healthy relationships. Students have many opportunities to practise relating positively and respectfully as they interact in the classroom in French.

EQUITY AND INCLUSIVE EDUCATION IN FRENCH AS A SECOND LANGUAGE

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethno cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range

of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

FINANCIAL LITERACY IN FRENCH AS A SECOND LANGUAGE

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

A resource document – *The Ontario Curriculum, Grades 4–8: Financial Literacy, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies curriculum expectations and related examples and prompts, in various subjects from Grade 4 through Grade 8, that provide opportunities through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY IN FRENCH AS A SECOND LANGUAGE

Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.

Reach Every Student: Energizing Ontario Education, 2008, p. 6

Literacy instruction must be embedded across the curriculum. All teachers of all subjects ... are teachers of literacy.

Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003, p. 10

As these quotations suggest, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry and research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives.

As they learn French, students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms.

As stated earlier, oral communication skills are fundamental to the development of FSL literacy and are essential for thinking and learning. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a new topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

Activating prior knowledge and connecting learning to past experiences help students acquire French literacy skills. Making connections to the literacy skills and strategies students already possess in their first language contributes to their literacy development in both languages. A focus on developing strategies that help students understand, talk, and write about texts that are authentic, interesting, challenging, and age appropriate yet linguistically accessible will increase student engagement, motivation, and success in FSL.

In addition to providing opportunities for literacy development, FSL also reinforces mathematical literacy, particularly in areas involving problem solving, data management, and graphing. For example, calculations and graphing are often used when reporting the results of surveys or exploring everyday financial transactions.

Whether students are talking, writing, or showing their understanding in FSL, teachers can prompt them, through questioning, to explain the reasoning that they have applied to a particular solution or strategy, or to reflect on what they have done. Because rich, open-ended questioning is the starting point for effective inquiry or for addressing a problem, it is important that teachers model this style of questioning for their students and allow students multiple opportunities to ask, and find answers to, their own questions.

Inquiry and research are at the heart of learning in all subject areas. In FSL, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. Careful structuring of learning opportunities and teacher questioning can encourage the development of these inquiry skills in students, whether they are interacting with others, interpreting oral or written texts, or producing their own writing. In FSL, students are encouraged to explore diverse social, economic, and environmental topics, and to conduct research into and suggest possible ways to address local, national, and global issues. Students solve problems in order to communicate in French. Solving problems enables students to explore, discover, create, experiment, and arrive at solutions.

Different kinds of questions can be used to stimulate thinking. These include:

- *simple content and/or skill-related questions*, which elicit purposeful feedback and develop skill awareness (e.g., *Which strategy was the most helpful in understanding the text? What information should you be looking for when reading/viewing this text?*)
- *analytical questions*, which develop decision-making and problem-solving skills with respect to an issue by asking how or why (e.g., *How might you present your information for your selected audience? Which text is more informative and helpful? Why?*)
- *review questions*, which develop thinking skills related to reflecting on an activity or on the development of knowledge or skills and devising ways to improve on the activity or approach (e.g., *What could you change in this activity so that everyone has more of a chance to be involved? What did you like about that presentation? What skills are you developing by interacting with others? What might you do differently next time?*)

The ability to respond to such questions helps students build their confidence and competence as they develop their French literacy skills. The teacher's questioning also provides students with a model for developing their own habits of inquiry.

As they advance through the grades, students acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and evaluate the quality of information allows a student to become an independent, lifelong learner.

CRITICAL THINKING AND CRITICAL LITERACY IN FRENCH AS A SECOND LANGUAGE

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, hypothesizing, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in FSL when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. The development of these skills is fostered in the expectations in all four strands.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students, including many First Nations, Métis, and Inuit students, may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

In developing critical-thinking skills in FSL, students must ask themselves effective questions in order to interpret information, detect bias in their sources, determine why a source might express a particular bias, and consider the values and perspectives of a variety of groups and individuals.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical

literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, school and other communities, education, experiences), intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).

In FSL, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of “texts”, which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, and other means of expression. Such discussions empower students to understand how the authors of texts are trying to influence them as members of society. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Another aspect of critical thinking is metacognition, which involves developing one’s thinking skills by reflecting on one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills related to critical literacy across all disciplines. In FSL, metacognitive skills are developed in a number of ways across the four strands. Initially, students may find themselves relying on their first language in this process. Through ongoing modelling and practice, students will develop proficiency in using French to reflect on their thinking processes and on their skill in the use of the language.

THE ROLE OF THE SCHOOL LIBRARY IN FRENCH AS A SECOND LANGUAGE PROGRAMS

The school library program can help build and transform students’ knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the FSL curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of artworks, fiction, and informational texts produced by French-speaking artists and writers in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of FSL to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access information, databases, demonstrations, and a variety of texts and performances in French;
- design inquiry questions for research for FSL projects;
- create and produce single-medium or multimedia presentations.

Teachers of FSL are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., storybooks on a theme or topic to inspire role play in the primary grades; picture books for inspiration; culture-specific image collections; informational videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

In addition to resource materials in the school library, teachers may be able to access specialized libraries of copyright-free authentic texts in French, including audiobooks and music from a variety of cultures in which French is spoken. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN FRENCH AS A SECOND LANGUAGE

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning in FSL. ICT tools include multimedia resources, databases, websites, digital cameras, and an extensive array of specialized software. Computer programs can help students to collect, organize, and sort the data they gather, and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technologies into the FSL program represents a natural extension of the learning expectations. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. For example, online dictionaries, thesauri, encyclopedias, and other reference works may be helpful tools for students when conducting research or editing and revising, and digital cameras and projectors can be used in creative work, such as multimedia presentations. Teachers and students may also be able to access authentic texts by French-speaking people from a variety of cultures through ICT.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

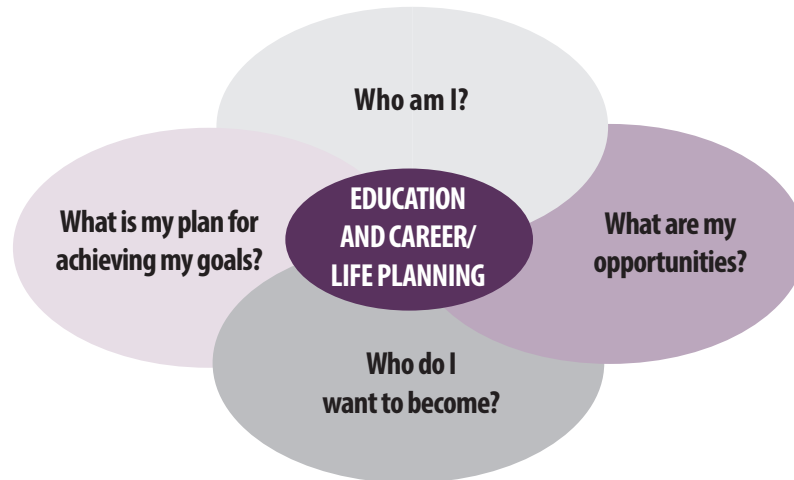
ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in FSL are licensed through the ministry; they are listed at www.osapac.org/db/software_search.php?lang=en.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?.



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in FSL provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

HEALTH AND SAFETY IN FRENCH AS A SECOND LANGUAGE

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Teachers must consider safety issues before students participate in a field trip. A field trip can provide an exciting and authentic dimension to students' learning experiences, but teachers must assess potential dangers and implement measures to protect students from risks. Safety considerations related to field trips include assessing risks related to attending cultural events or festivals in the community or visiting museums.

The school principal must ensure that parents have informed the school of any medical conditions that might affect their children, either in the regular classroom or during field trips. Teachers must take students' medical conditions into consideration when planning activities both inside and outside the classroom.

Listening

This section organizes the Listening Strand expectations as a continuum from grade 1 to 4. The Grade 4 expectations were used as the starting point for writing grade appropriate expectations in grades 1 to 3.

This section:

- presents specific expectations for grades 1-4 Core French;
- offers examples of what specific expectations can look like in a learning environment;
- suggests teacher prompts educators might pose in relation to the requirement specified in the expectations.

The overall expectations describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade.

The specific expectations describe the expected knowledge and skills in greater detail.

Overall expectation A1 Listening to Understand

- Specific expectation A1.1 Using Listening Comprehension Strategies
- A1.2 Demonstrate Understanding

Overall expectation A2 Listening to Interact

- Specific expectation A2.1 Using Interactive Listening Strategies
- A2.2 Interacting
- A2.3 Metacognition

Overall expectation A3 Intercultural Understanding*

- Specific expectation A3.1 Intercultural Awareness
- A3.2 Awareness of Sociolinguistic Conventions

*evaluated and reported starting in grade 3

Overall expectations

Grade 1	Grade 2
<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p>	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p>

Specific Expectations

A1. Listening to Understand

	Grade 1	Grade 2
Specific Expectation	A1.1 Using Listening Comprehension Strategies: identify a few listening comprehension strategies and use them appropriately to understand oral French texts	A1.1 Using Listening Comprehension Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., activate prior knowledge, adopt a listening stance; listen for familiar words and phrases; pay attention to non-verbal cues such as facial expressions, gestures and tone of voice to support understanding etc.)</i>	<i>(e.g., activate prior knowledge; adopt a listening stance; identify familiar words and phrases; look for non-verbal cues such as facial expressions, gestures and tone of voice to support understanding and make connections to personal experiences; create a mental picture while listening to songs, poems, etc.)</i>
Teacher prompts: illustrations, not requirements	“As-tu entendu des mots apparentés ? Lesquels? Ex.: banana/banane, farm/la ferme, etc. » « Que fais-tu pour montrer que tu écoutes attentivement? Ex.: Je m’arrête. Je regarde. J’écoute. (accompagné de gestes) « Qui peut montrer comment faire?»	“Qu’est-ce que tu imagines quand je dis... » «Quels mots connais-tu dans le -poème? » « Quand je lis le texte, quelles images vois-tu dans ta tête? »
Instructional tip: suggests teaching and learning strategies and contexts	Teachers and students can use visuals to show on an anchor chart what good listeners do. “Quand j’écoute attentivement : « Je regarde la personne qui parle. » « J’écoute les mots. » « Je ne parle pas.»	Teachers can use visualization to help students create a mental picture to construct meaning.

Overall expectations

Grade 3	Grade 4
<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>

Specific Expectations

A1. Listening to Understand

	Grade 3	Grade 4
Specific Expectation	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., activate prior knowledge; identify familiar words, phrases and frequently used expressions; use clues in oral texts such as the speaker's body language and tone of voice, to confirm or clarify meaning; make connections to personal experiences to confirm understanding; visualize, sketch, or draw to record information and ideas)</i>	<i>(e.g., identify familiar words and phrases and frequently used expressions; use contextual and/or visual clues in oral texts, including the speaker's body language and tone of voice, to confirm or clarify meaning; activate prior knowledge and make connections to personal experiences to confirm understanding; ask questions to obtain additional information; visualize, sketch, or draw to record information and ideas)</i>
Teacher prompts: illustrations, not requirements	« À quoi te fait penser l'histoire? » « Qu'imagnes-tu dans ta tête quand je lis...? » « Comment les mots amis (mots apparentés) ou les mots familiers t'aident à comprendre le message ou le texte entendu? »	« À quoi te fait penser l'histoire? » « Qu'imagnes-tu dans ta tête quand je lis...? » « Comment les mots amis (mots apparentés) ou les mots familiers t'aident à comprendre le message ou le texte entendu? »
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can model how to make connections to personal experiences when listening to oral French texts by using sentence starters such as "Quand j'entends le texte, cela me fait penser à..." Quand j'entends l'histoire, je visualise..."	Teachers can model how to make connections to personal experiences when listening to oral French texts by using sentence starters such as "Quand j'entends le texte, cela me fait penser à..." Quand j'entends l'histoire, je visualise..."

	Grade 1	Grade 2
Specific Expectation	A1.2 Demonstrating Understanding: demonstrate an understanding of the meaning of oral French texts containing familiar and new words and expressions about themselves, family and friends, with contextual and visual support	A1.2 Demonstrating Understanding: demonstrate an understanding of the meaning of oral French texts containing familiar and new words and expressions about themselves, family and friends, with contextual and visual support
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., follow classroom routines; based on oral texts, make drawings to illustrate basic understanding; recognize a few word/sound patterns in “comptines”, songs, etc.; make meaningful gestures to demonstrate understanding)</i>	<i>(e.g., follow classroom routines; based on oral texts, make drawings to illustrate understanding and sequence a group of pictures or images for a storyboard; recognize word/sound patterns in songs, poems, read-alouds, “comptines”, and rhymes; listen to a description and identify familiar words and phrases)</i>
Teacher prompts: illustrations, not requirements	« Qu’est-ce que tu dois faire quand je dis...? Montre-moi! » « Quels gestes peux-tu faire pour accompagner la comptine ou la chanson? » « Quel animal est dans l’histoire, dessine-le. » « Quel est le son initial (médián ou final) du mot que tu as entendu? »	« Peux-tu placer les illustrations du scénarimage en ordre? Pourquoi as-tu choisi cet ordre? » « Quels mots riment avec ...dans la comptine ou la chanson? » « Quels mots t’aident à comprendre l’histoire que tu as entendue? »
Instructional tips: suggests teaching and learning strategies and contexts	(1) Teachers can help students develop new vocabulary when listening to directions (2) Teachers can ask students to point at a picture of a person, an object, an animal, etc. when listening to an oral text (3) Teachers can ask students to clap their hands when they hear a word that starts with.... ».	(1) Teachers can model how to order pictures in a storyboard and ask students to use “au début”, “au milieu” and “à la fin” (2) Teachers can use storyboards and/or pictograms to help students demonstrate their understanding of oral texts (3) Teachers can encourage students to demonstrate their understanding of unfamiliar words by using strategies (gestures, drawings, sounds, cognates, etc.).

	Grade 3	Grade 4
Specific Expectation	A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and topics of personal interest, with contextual and visual support	A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., follow classroom directions; based on oral texts, use a variety of strategies to demonstrate understanding; identify word/sound patterns in songs, poems, advertisements, read-alouds, etc; listen to an oral text and identify familiar words and phrases)</i>	<i>(e.g., follow classroom directions; follow a series of Total Physical Response [TPR] commands; sequence a group of pictures or images for a storyboard, based on a description; make drawings to illustrate objects in an oral description; find a specific classroom object by following directions from the teacher and class; identify refrains, rhyme schemes, and other word/sound patterns in songs, poems, read-alouds, chants, and rhymes; listen to a description and identify the object described)</i>
Teacher prompts : illustrations, not requirements	« Quels mots ou phrases du texte entendu t'aident à comprendre le message? » « Pourquoi l'auteur a dit...? » « Quelle est l'intention de l'auteur? »	“Qu'est-ce que tu as compris de l'histoire ou de la description? Montre-moi.” “Comment est-ce que tu peux démontrer ta compréhension de la description d'un objet/d'un animal/d'une personne?”
Instructional tips : suggests teaching and learning strategies and contexts	<p>(1) Teachers can model the use of a word web to identify words or sentences that are used to convey the message in an oral text</p> <p>(2) Teachers can model how to determine the author's intention</p> <p>(3) Teachers can encourage students to make inferences when listening to an oral text to demonstrate their understanding.</p>	<p>(1) Teachers can help students build on known vocabulary to understand new vocabulary and recognize the use of the <i>impératif</i> when listening to directions:</p> <p>Step 1: The teacher gives instructions for the class to follow: “Marchez! Arrêtez! Attendez! Indiquez!”</p> <p>Step 2: The teacher gives more detailed instructions for the class to follow: “Marchez vers la porte! Arrêtez! Attendez une autre instruction! Indiquez la porte de la classe!”</p> <p>Step 3: The teacher gives instructions for individual students to follow: “Sebastian, marche vers la porte.”</p> <p>Step 4: Students develop their own instructions for one or more classmates to follow.</p> <p>(2) Teachers can help students recognize familiar words and cognates (<i>mots apparentés</i>) from English and/or their first language as they listen to a read-aloud or a song.</p>

A2. Listening to Interact

	Grade 1	Grade 2
Specific Expectation	A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies in a variety of situations	A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies in a variety of situations
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; use background knowledge, gestures, etc. to indicate understanding)</i>	<i>(e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; make personal connections to what is being said; ask for repetition, confirmation, or clarification of what they have heard; use gestures to indicate understanding)</i>
Teacher prompts: illustrations, not requirements	« Comment sais-tu que ton partenaire a terminé de parler? » « Que fais-tu pour montrer que tu écoutes? » « Que fais-tu pour montrer que tu comprends ce que tu as entendu? »	« Que fais-tu quand tu ne comprends pas ce que ton partenaire dit? » « Que fais-tu si ton partenaire ne comprend pas ce que tu dis? » « Comment sais-tu que c'est à ton tour de parler? »
Instructional tip: suggests teaching and learning strategies and contexts	(1) Teachers can model the use of a symbol such as a listening ear and a speech bubble for listening and speaking. (2) Teachers can demonstrate the use of “présent de l’indicatif” when interacting. (Je m’arrête - la main devant. Je regarde - la main au-dessus des yeux. J’écoute - la main derrière l’oreille. (3) Teachers may take pictures of students demonstrating interactive listening strategies to use as an anchor chart.	(1) Teachers and students can co-construct anchor charts using visuals that represent interactive strategies. (2) Teachers can use a variety of strategies to monitor understanding (thumbs up or down, traffic lights, etc.)

A2. Listening to Interact

	Grade 3	Grade 4
Specific Expectation	A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies to suit a variety of situations while participating in structured interactions in academic and social contexts	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; begin to make connections between personal experiences and what is being said; identify different points of view after hearing what others say; restate a partner's ideas to confirm understanding; ask for repetition, confirmation, or clarification of what they hear; use gestures such as a nod to indicate understanding and/or agreement)</i>	<i>(e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; make connections between personal experiences and what is being said; reconsider their point of view after hearing what others say; repeat a partner's ideas in their own words as a way of confirming understanding; ask for repetition, confirmation, or clarification of what they hear using phrases such as "Un instant...Je ne comprends pas. Pourriez-vous répéter cela, s'il vous plaît? Qu'est-ce que cela veut dire...?"; use body language such as a nod to indicate understanding and/or agreement)</i>
Teacher prompts: illustrations, not requirements	« Quelle(s) stratégie(s) utilises-tu avant, pendant ou après l'écoute? » « Peux-tu redire le message de ton ou ta partenaire? » « Quels liens peux-tu faire avec tes expériences? »	“Qu'est-ce que tu as en commun avec ton partenaire? Comment est-ce que le fait de faire des liens avec tes expériences personnelles t'aide à participer à la conversation?” “Comment est-ce que tu utilises le langage corporel pour montrer ta compréhension pendant une conversation?”
Instructional tips : suggests teaching and learning strategies and contexts	Teachers and students can co-construct anchor charts of listening strategies that could be used before, during, and after interactions.	Teachers can remind students to listen for descriptive words/adjectives (e.g., “jeune”, “beau”, “blond”, “marron”, “roux”, “frisé”, “petit”, “noir”) to help them understand information in exchanges with the teacher and peers about culture, family, and friends.

	Grade 1	Grade 2
Specific Expectation	A2.2 Interacting: respond with understanding to what others say while participating in interactions about everyday topics and daily routines	A2.2 Interacting: respond with understanding to what others say while participating in interactions about everyday topics and daily routines
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., answer simple questions on familiar topics; respond to a partner's ideas by using gestures, visual aids, familiar words in phrases)</i>	<i>(e.g., answer questions on familiar topics; respond to a partner's ideas in think-pair-share sessions using gestures, visual aids, familiar words in phrases)</i>
Teacher prompts : illustrations, not requirements	« Quels gestes fais-tu pour répondre à la question de ton partenaire? » « Quel(s) mot(s) clé(s) utilises-tu pour répondre à la question? Ex. : « Comment t'appelles-tu? Je m'appelle... »	« Comment montres-tu que tu as compris un message, une question, etc.? »
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of gestures when interacting. (2) Teachers can model using sentence stems from questions to reuse them when answering questions.	(1) Teachers can model proper intonation when asking a question to prompt students to answer. (2) Teachers can model how to answer questions by using sentence stems (words from the questions). Ex.: « Quel est ton animal préféré? Mon animal préféré est... ».

	Grade 3	Grade 4
Specific Expectation	A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support	A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., respond to questions requiring a brief answer in paired and small-group interactions on familiar topics;; builds upon a partner's ideas in think-pair-share sessions using gestures, visual aids, and or familiar words in phrases)</i>	<i>(e.g., respond appropriately to questions requiring a brief answer in paired and small-group interactions on familiar topics; respond constructively to a partner's ideas in think-pair-share sessions, using gestures, visual aids, and/or familiar words and phrases; share reactions to a partner's plans for a celebration or for the weekend)</i>
Teacher prompts: illustrations, not requirements	«Que réponds-tu si une question commence par <i>qui</i> (une personne), <i>où</i> (un lieu, un endroit), etc.?»	“Comment vas-tu réagir aux idées d’un partenaire?” “Après avoir entendu les suggestions des membres de ton groupe, quelle sera ta suggestion d’activité pour la récréation?”
Instructional tips: suggests teaching and learning strategies and contexts	(1) Teachers can highlight question words such as “ <i>qui</i> ”, “ <i>quand</i> ”, “ <i>comment</i> ”, “ <i>pourquoi</i> ”, “ <i>où</i> ”, “ <i>quoi</i> ”. Ex.: « Quand je pose une question qui commence par “ <i>Où?</i> ”, il y aura un lieu dans la réponse. » (2) Teachers can model how to use non-verbal cues to demonstrate understanding when interacting with a partner.	None provided by Ministry.

	Grade 1	Grade 2
Specific Expectation	A2.3 Metacognition: identify a few strategies they found helpful when listening	A2.3 Metacognition: identify a few strategies they found helpful when listening
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., in teacher led discussions, identify a few strategies that helped them listen such as gestures, visual aids, familiar words in phrases)</i>	<i>(e.g., in teacher-led discussions, identify a few strategies that helped them listen; begin to self-monitor listening during a group discussion)</i>
Teacher prompts : illustrations, not requirements	« Qu'est-ce qui t'aide à comprendre? »	« Que fais-tu pour écouter attentivement? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can model how body language and tone of voice can help to understand a message.	Teachers can model thinking out loud about strategies that help them listen. e.g.: "Quand j'écoute, je regarde la personne qui parle." "Je prête attention aux mots apparentés."

	Grade 3	Grade 4
Specific Expectation	A2.3 Metacognition: (a) begin to describe, in conversation with the teacher and their peers, a few 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	A2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., discuss with a partner a few strategies and tools that helped them improve their listening skills; self-monitor listening during a group discussion)</i>	<i>(e.g., discuss with a partner some strategies and tools that have helped them improve their listening skills; self-monitor listening during a group discussion)</i>
Teacher prompts: illustrations, not requirements	« Comment montres-tu que tu écoutes? » « Que fais-tu quand tu ne comprends pas le message entendu? »	“Quelle stratégie t’aide à identifier l’idée principale d’une présentation ou d’une conversation?” “Pourquoi est-il utile de faire des prédictions avant d’écouter?” “Comment est-ce qu’une discussion avec un ou une partenaire peut t’aider à clarifier ce que tu as entendu?” “Quelle nouvelle stratégie d’écoute veux-tu essayer la prochaine fois?”
Instructional tips: suggests teaching and learning strategies and contexts	(1) Teachers and students can co-construct an anchor chart of strategies that will help students to better understand the message. (2) Teachers can give students a checklist menu of strategies for the purpose of self-reflection and peer feedback.	None provided by Ministry.

A3. Intercultural Understanding

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts: illustrations, not requirements	N/A	N/A
Instructional tips: suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of local French-speaking communities and make connections to personal experiences and their own and other communities	A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., listen to regional French stories, songs, poems, etc.)</i>	<i>(e.g., listen to directions and locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in their immediate environment – such as the bilingual version of the national anthem sung at sports events; listen to a peer describe a family tradition and make connections to a similar tradition in their own family)</i>
Teacher prompts: illustrations, not requirements	<i>“Qu’est-ce que tu as appris au sujet de cette communauté?» «Comment est-ce pareil et différent de ta communauté? »</i>	<i>“Qu’est-ce que tu as appris en écoutant la description des communautés francophones?” “Où est-ce que tu entends parler le français dans ta vie quotidienne (à l’école/à la maison/grâce à la technologie médiatique)?” “Comment est-ce que le fait d’écouter les histoires des autres t’aide à les connaître?”</i>
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can encourage students to use graphic organizers to compare similarities and differences of traditions, songs and stories of local French-speaking communities and their own such as: birthdays, celebrations, national holidays, etc.	Teachers can model the use of the comparative forms of adverbs such as “moins...que”, “aussi...que”, “plus...que”, “autant...que” for making comparisons between cultural elements.

	Grade 3	Grade 4
Specific Expectation	A3.2 Awareness of Sociolinguistic Conventions: begin to identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations	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 communities.*
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., appropriate forms of salutation in a few situations; brief expressions used to introduce themselves and others; non-verbal cues such as gestures and tone of voice appropriate to different environments)</i>	<i>(e.g., 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 versus classroom contexts; brief expressions used to introduce themselves and others)</i>
Teacher prompts: illustrations, not requirements	<i>« Quels mots entends-tu quand je parle avec Mme ... (la directrice)? Quels mots entends-tu quand je te parle? Qu’est-ce qui est pareil? Qu’est-ce qui est différent? »</i>	<i>“Quand dit-on ‘bonjour’ et ‘salut’?” “Comment est-ce que les indices non verbaux utilisés par un individu t’aident à comprendre son message?” “Comment montres-tu du respect à la personne avec qui tu parles?”</i>
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can direct students to listen attentively to determine the variety of expressions used, depending on the audience (principal, friend, grand-parent, etc...).	Teachers can model the appropriate behaviour and expressions used when meeting or introducing someone new (e.g., “Bienvenue”, “Je te présente...”).

*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

NOTES:

Speaking

This section organizes the Speaking Strand expectations as a continuum from grade 1 to 4. The Grade 4 expectations were used as the starting point for writing grade appropriate expectations in grades 1 to 3.

This section:

- presents specific expectations for grades 1-4 Core French;
- offers examples of what specific expectations can look like in a learning environment;
- suggests teacher prompts educators might pose in relation to the requirement specified in the expectations.

The overall expectations describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade.

The specific expectations describe the expected knowledge and skills in greater detail.

Overall expectation B1 Speaking to Communicate

- Specific expectation B1.1 Using Oral Communication Strategies
- B1.2 Producing Oral Communications
- B1.3 Speaking with Fluency

Overall expectation B2 Speaking to Interact

- Specific expectation B2.1 Using Speaking Interaction Strategies
- B2.2 Interacting
- B2.3 Metacognition

Overall expectation B3 Intercultural Understanding*

- Specific expectation B3.1 Intercultural Awareness
- B3.2 Awareness of Sociolinguistic Conventions

*evaluated and reported only in Grade 3

OVERALL EXPECTATIONS

Grade 1	Grade 2
<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a few speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and audiences.</p>	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a few speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and audiences.</p>

Specific Expectations

B1. Speaking to Communicate

	Grade 1	Grade 2
Specific Expectation	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 audiences	Identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and audiences
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g. restate and use familiar words and phrases; use gestures, verbal and non-verbal cues when speaking to support and clarify meaning; refer to classroom visuals such as pictures to help make their message understood)</i>	<i>(e.g. use and reuse familiar words and phrases; use body language, verbal non-verbal cues such as gestures, facial expression, eye contact and tone of voice when speaking to support and clarify meaning; refer to classroom visuals such as pictures to help make their message understood)</i>
Teacher prompts: illustrations, not requirements	<i>“Quelle(s) stratégie(s) utilises-tu pour communiquer? Ex. : « J'utilise des mots apparentés.» « Je regarde les illustrations.»</i>	<i>“Quelle(s) stratégie(s) utilises-tu pour communiquer? Ex. : « J'utilise des mots apparentés.» « Je regarde les illustrations.»</i>
Instructional tips: suggests teaching and learning strategies and contexts	Teacher and students can co-construct anchor charts to support students' choice and use of oral communication strategies.	Teacher and students can co-construct anchor charts to support students' choice and use of oral communication strategies.

OVERALL EXPECTATIONS

Grade 3	Grade 4
<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a few speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

Specific Expectations

B1. Speaking to Communicate

	Grade 3	Grade 4
Specific Expectation	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	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g. use and reuse familiar words and phrases; use non-verbal and verbal cues such as gestures, facial expression, body position, eye contact and tone of voice to support and clarify meaning; refer to classroom visuals such as anchor charts to help make their message understood)</i>	<i>(e.g., use and reuse familiar language structures and patterns, such as repetition, and incorporate previously learned words and phrases to clarify the meaning of oral messages; use visual, non-verbal cues such as gestures, facial expression, body position, and eye contact – pointing, smiling, nodding, leaning forward – and vocal effects such as changes in pitch, tone, pace, and volume to support and clarify meaning; refer to classroom visuals such as anchor charts to help them clarify a message)</i>
Teacher prompts: illustrations, not requirements	<i>“Quels gestes t’aident à exprimer clairement ton message?” « Qu’est-ce que ça veut dire si je mets mon doigt sur ma bouche? »</i>	<i>“Qu’est-ce que tu fais quand tu parles français et que la classe ne comprend pas?” “Quels gestes ou aides visuels peux-tu utiliser pour aider les autres à comprendre ton message?” “Qu’est-ce que tu peux faire pour capter l’attention de ton auditoire, et pourquoi?”</i>
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of oral communication strategies such as gestures. (2) Teachers and students can co-construct and use anchor charts.	None provided by Ministry.

	Grade 1	Grade 2
Specific Expectation	B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and topics of personal interest	B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and topics of personal interest
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., ask and answer simple questions pertaining to classroom routines and themselves; express needs to teacher and peers; record brief messages using technology; repeat simple poems, songs, etc.)</i>	<i>(e.g., talk about classroom routines, themselves and their family; express needs to the teacher and their peers; record brief messages using technology; discuss preferences; recount simple events that they have experienced)</i>
Teacher prompts : illustrations, not requirements	« Quel animal aimes-tu? » « Qu'est-ce que tu aimes manger? » « Quel sport pratiques-tu? »	« Peux-tu me prêter un crayon? » « Comment vas-tu demander de l'aide? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can model and encourage the use of familiar expressions such as: "Comment t'appelles-tu? Je m'appelle ...", etc...	Teachers can provide sentence stems and structures to guide students' oral communication. E.g.: "J'aime... Je n'aime pas...", etc...

Specific Expectation	B1.3 Speaking with Fluency: speak, in a comprehensible manner, about themselves, family, friends, etc.	B1.3 Speaking with Fluency: speak, in a comprehensible manner, about themselves, family, friends, etc.
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., use accepted pronunciation for familiar words and phrases in authentic situations; pronounce new and unfamiliar words and phrases smoothly when participating in chants, rhymes, choral speaking and/or shared reading)</i>	<i>(e.g., use accepted pronunciation for familiar words and phrases in authentic situations; pronounce new and unfamiliar words and phrases smoothly when participating in chants, rhymes, choral speaking and/or shared reading activities; use intonation as modelled by the teacher to convey a message; speak at a comfortable pace to make themselves understood)</i>
Teacher prompts : illustrations, not requirements	« Peux-tu essayer de dire ceci en français? »	« Peux-tu essayer de dire ceci en français? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can introduce and model common sentence structures and pronunciation of words and phrases in authentic situations.	Teachers can introduce and model common sentence structures and pronunciation of words and phrases in authentic situations.

	Grade 3	Grade 4
Specific Expectation	B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and topics of personal interest, with contextual, auditory, and visual support	B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., describe classroom routines; speak about themselves, family members, and/or pets; recount a sequence of events from a personal experience or familiar events; share brief oral messages; give directions to a classmate describing how to perform an action or find an object)</i>	<i>(e.g., describe classroom routines; prepare and deliver a presentation introducing themselves, family members, and/or pets; recount a sequence of events from a fictional or news story; deliver brief, rehearsed oral presentations; give concise directions to a classmate describing how to perform an action or find an object)</i>
Teacher prompts: illustrations, not requirements	« Quel est ton livre préféré? Pourquoi? » « Que fais-tu quand la cloche sonne? » « Décris ton meilleur ami. »	“Comment est-ce que tu peux décrire cet objet ou ton ami?” “Comment est-ce que tu peux communiquer clairement tes besoins, tes émotions et tes idées?”
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can model and encourage the use of familiar words and expressions. E.g.: explain why they like/dislike a book/song, talk about their birthday and other celebrations, etc.	Teachers can model the use of possessive pronouns (e.g., “mon”, “ma”, “mes”, “notre”, “nos”) and the <i>présent</i> when introducing themselves and others.

Specific Expectation	B1.3 Speaking with Fluency: speak using a combination of rehearsed and spontaneous phrases in brief communications about themselves, family, friends and topics of personal interest with a smooth pace and clarity	B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., use accepted pronunciation for familiar words and phrases in brief messages; pronounce new and unfamiliar words and phrases smoothly as modelled by the teacher when participating in chants, rhymes, choral speaking and/or shared reading activities; use intonation as modelled by the teacher when speaking; speak at a comfortable pace to make themselves understood)</i>	<i>(e.g., use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; accurately pronounce familiar vocabulary when introducing themselves or their friends and family; speak at a comfortable pace in short, rehearsed question-and-answer routines about familiar topics; pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, rhymes, and newly acquired vocabulary and when participating in choral speaking and/or shared reading activities; use intonation as modelled by the teacher to ask at a smooth pace with appropriate phrasing and emphasis)</i>
Teacher prompts : illustrations, not requirements	« De quel sujet peux-tu parler en français? » « Quels mots et phrases vont t’aider à parler de...? »	“Quand est-ce que tu as confiance de parler en français? Lorsque tu parles à un partenaire? En petits groupes? Devant la classe?” “Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t’aide à parler avec confiance?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model pronunciation and intonation when using different types of sentences such as questions and exclamations. (2) Teachers can provide numerous opportunities for students to use and reuse oral language to promote fluency.	Teachers can model the acceptable pronunciation of singular and plural nouns and verbs during shared reading or in an inside/outside circle.

B2. Speaking to Interact

	Grade 1	Grade 2
Specific Expectation	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., take turns; stay on topic; adjust tone and volume to the situation; use a combination of words and non-verbal cues)</i>	<i>(e.g., take turns in a conversation when working with a partner or small group, use a combination of verbal and non-verbal cues to interact; use facial expressions, tone of voice, and gestures that are appropriate to the context and audience)</i>
Teacher prompts: illustrations, not requirements	« Quel(s) geste(s) utilises-tu pour aider ton partenaire à comprendre ce que tu dis? » « Quel(s) geste(s) utilise-t-il pour montrer qu'il te comprend? »	« Que fait ton partenaire quand il ne te comprend pas? » « Que fais-tu pour montrer comment tu te sens? (triste, content/contente, surpris/surprise, etc.) »
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can model the use of non-verbal cues such as body language, gestures, etc., when interacting.	Teachers can encourage students to use verbal and non-verbal cues when interacting such as using a talking stick in large and small group interactions.

Specific Expectation	B2.2 Interacting: engage in brief spoken interactions, using familiar words and isolated expressions, with teacher modelling and support in daily routines	B2.2 Interacting: engage in brief spoken interactions, using familiar words and expressions, with teacher modelling and support in daily routines
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., ask and answer questions about themselves, their families, each other and their neighbourhoods)</i>	<i>(e.g., ask and answer questions about themselves, their families, each other and their neighbourhoods; rehearse a conversation with a partner)</i>
Teacher prompts: illustrations, not requirements	« Quels gestes vas-tu faire pour répondre à la question de ton partenaire? » « Quel(s) mot(s) utilises-tu pour répondre à la question : Ex.: « Comment t'appelles-tu? Je m'appelle... »	Que vas-tu répondre à la question : « Qu'as-tu mangé pour souper hier? Hier, j'ai mangé ... »
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can model the use of key words and sentence stems on familiar topics during knee-to-knee conversations.	(1) Teachers can encourage students to answer questions by using sentence stems and adapting answers to make it relevant. (2) Teachers can guide students' interactions by modeling the use of familiar action verbs in the <i>passé composé</i> with the personal pronouns "je" and "tu".

B2. Speaking to Interact

	Grade 3	Grade 4
Specific Expectation	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., take turns in a conversation, use a combination of verbal and non-verbal cues to interact e.g.: facial expression, tone of voice, and gestures that are appropriate to the context and audience)</i>	<i>(e.g., restate the contributions of other group members to confirm understanding and share preferences; use facial expressions, tone of voice, and gestures that are appropriate to the context and audience; ask questions to clarify the context and purpose for exchanging information)</i>
Teacher prompts: illustrations, not requirements	« Quelle(s) stratégie(s) utilises-tu avant, pendant ou après une interaction orale? » « Peux-tu redire le message de ton partenaire dans tes propres mots? »	“Pourquoi est-ce qu’il faut connaître son sujet avant de parler?” “Comment est-ce que tes gestes aident à clarifier ton message quand tu oublies un mot ou une expression?”
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can encourage students to use a combination of verbal and non-verbal cues when interacting in authentic situations.	None provided by Ministry.

Specific Expectation	B2.2 Interacting: engage in spoken interactions, using familiar words and expressions in daily routines and in a variety of situations	B2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., ask and answer questions about themselves, their families, and their neighbourhoods; rehearse a conversation with a partner in which they take on a particular role; plan a group project with classmates)</i>	<i>(e.g., contribute brief oral instructions and responses in interactive games and role plays; ask and answer questions in surveys and interviews; participate in simulated telephone conversations; answer the teacher’s or their classmates’ questions about their oral presentations)</i>
Teacher prompts: illustrations, not requirements	«Que réponds-tu si une question commence par <i>qui</i> (une personne), <i>où</i> (un lieu, un endroit), etc.?»	“Comment est-ce que le fait de participer à une discussion t’aide à mieux parler aux autres?” “Pourquoi est-ce que c’est important de parler en français avec les autres dans la classe?”
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can highlight question words such as “ <i>qui</i> ”, “ <i>quoi</i> ”, “ <i>quand</i> ”, “ <i>où</i> ”, “ <i>comment</i> ”, “ <i>pourquoi</i> ”. Ex.: « Quand je pose une question qui commence par <i>où</i> , il y aura un lieu dans la réponse. ».	Teachers can model the use of question words such as “ <i>où</i> ”, “ <i>comment</i> ”, “ <i>combien</i> ”, “ <i>quel/quelle</i> ”, “ <i>qu’est-ce que</i> ”, and “ <i>qu’est-ce qui</i> ” to ask for clarification, identify gaps in communication, and ask for additional information.

	Grade 1	Grade 2
Specific Expectation	B2.3 Metacognition: begin to identify, in conversation a few strategies they found helpful when speaking	B2.3 Metacognition: identify, in conversation a few strategies they found helpful when speaking
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., take turns; stay on topic; adjust tone and volume to the situation; use a combination of words and non-verbal cues)</i>	<i>(e.g., evaluate their use of French in daily interactions with peers and the teacher orally, on a check-list, etc.)</i>
Teacher prompts : illustrations, not requirements	« Comment sais-tu quand c'est à ton tour de parler? »	« Qu'est-ce qui t'aide à t'exprimer clairement? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can model thinking out loud about the strategies they use when speaking.	Teachers can ask students to use key words and phrases when speaking about the strategies that help them to communicate.

	Grade 3	Grade 4
Specific Expectation	<p>B2.3 Metacognition: (a) begin to describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers</p>	<p>B2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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</p>
Example: suggests the intended depth and level of complexity of the specific expectation	<p><i>(e.g., evaluate their use of French in daily interactions with peers and the teacher orally, on a check-list, etc.; provide feedback on a peer's oral presentation and listen to peers' comments about their own presentations)</i></p>	<p><i>(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 the teacher)</i></p>
Teacher prompts: illustrations, not requirements	<p>« Qu'est-ce que tu peux faire pour t'exprimer clairement et de manière efficace? Ex.: Je peux utiliser des mots apparentés. » « Que peux-tu dire à ton partenaire pour qu'il ou elle s'exprime plus clairement? » « Comment tes gestes t'aident-ils à rendre ton message plus clair? »</p>	<p>“Quels sont les éléments d'une présentation orale efficace?” “Comment est-ce que la rétroaction que tu donnes à tes pairs peut t'aider à améliorer ton travail?” “Qu'est-ce que tu vois pendant la conversation? Comment est-ce que cet exemple te permet de mieux parler avec les amis?” “Comment les commentaires de tes pairs t'aident-ils à planifier tes prochaines étapes?” “Quel sera ton but d'amélioration? Qu'est-ce que tu dois faire pour l'atteindre?”</p>
Instructional tips: suggests teaching and learning strategies and contexts	<p>Teachers can model the use of “I can” statements to signal self-reflection.</p>	<p>(1) Teachers can model and encourage the use of the <i>futur proche</i> (“aller” with the <i>infinitif</i>) when guiding students in their goal setting. (2) Teachers can provide a template with sentence starters or stems (e.g., “Dans les cours en français, je parle français: toujours, parfois, jamais”) to guide student self-assessment. (3) Teachers can model sentence stems that signal self-reflection (e.g., “Je me demande...”, “Je pense que...”, “Je crois que...”, “Je sais...”, “Je veux essayer...”).</p>

B3. Intercultural Understanding

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts: illustrations, not requirements	N/A	N/A
Instructional tips: suggests teaching and learning strategies and contexts	N/A	N/A

B3. Intercultural Understanding

	Grade 3	Grade 4
Specific Expectation	B3.1 Intercultural Awareness: communicate information orally about local French-speaking communities, and make connections to personal experiences and their own and other communities	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., talk about the roles of French-speaking members of various communities in Ontario; describe family and school life in Franco-Ontarian communities)</i>	<i>(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; repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; give brief oral presentations describing traditions and festivals such as le Bal de Neige in Ottawa; use a T-chart to organize information and guide discussions about aspects of Franco-Ontarian cultures, such as family, school life, traditions, and festivals, and make connections to their own culture)</i>
Teacher prompts: illustrations, not requirements	<i>“Que sais-tu au sujet des francophones dans ta communauté?” «Comment est-ce pareil et différent de ta communauté? »</i>	<i>“Quels aspects des cultures franco-ontariennes (famille, vie scolaire, traditions, festivals) peux-tu relier à ta famille?” “Selon toi, pourquoi le français est-il important au Canada?” “Quels liens personnels as-tu faits avec les expériences des autres?”</i>
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can encourage students to communicate information orally about traditions, songs and stories of local French-speaking communities and their own such as: birthdays, celebrations, national holidays, etc.	Teachers can model the use of familiar phrases and expressions to describe and share information gained from research (e.g., “Ce que j’ai trouvé”, “J’ai lu”, “J’ai remarqué”).

Specific Expectation	B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions in social interactions	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
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., use greetings, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au revoir”, “à demain”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi” – as appropriate to the social context)</i>	<i>(e.g., use greetings, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au revoir”, “à demain”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi” – as appropriate to the social context; use the verb “avoir” to state their age; use gestures and other forms of non-verbal communication as appropriate to the social context – bowing, shrugging, hand shaking; use standard introductory phrases to give personal information – “Je m’appelle... J’habite...”)</i>
Teacher prompts: illustrations, not requirements	<i>« Quels mots est-ce que j’utilise quand je parle avec Mme ... (la directrice)? Quels mots est-ce que j’utilise quand je te parle? Qu’est-ce qui est pareil? Qu’est-ce qui est différent? »</i>	<i>“Comment est-ce que vous saluez un ami? Un professeur? Votre frère?” “Quels indices non verbaux sont utiles pendant une conversation?”</i>
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can model various ways of introducing and/or addressing people using a variety of expressions and adapting to the targeted audience (principal, friend, grand-parent, etc...).	Teachers can model various ways of introducing others, as appropriate to the social context: for example, “C’est Rose et Nyan” or “Voilà Laura”, versus “Je vous présente Eric et Omar”.

*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

NOTES:

Reading

This section organizes the Reading Strand expectations as a continuum from grade 1 to 4. The Grade 4 expectations were used as the starting point for writing grade appropriate expectations in grades 1 to 3.

This section:

- presents specific expectations for grades 1-4 Core French;
- offers examples of what specific expectations can look like in a learning environment;
- suggests a variety of teacher prompts teachers might pose in relation to the requirement specified in the expectations.

The overall expectations describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade.

The specific expectations describe the expected knowledge and skills in greater detail.

Overall expectation C1 Reading Comprehension

- Specific expectation C1.1 Using Reading Comprehension Strategies
- C1.2 Reading for Meaning
- C1.3 Reading with Fluency
- C1.4 Developing Vocabulary

Overall expectation C2 Purpose, Form and Style

- Specific expectation C2.1 Purpose of Text Forms
- C2.2 Characteristics of Text Forms
- C2.3 Metacognition

Overall expectation C3 Intercultural Understanding*

- Specific expectation C3.1 Intercultural Awareness
- C3.2 Awareness of Sociolinguistic Conventions

*evaluated and reported only in grade 3

Overall expectations

Grade 1	Grade 2
<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using beginning reading strategies;</p> <p>C2. Purpose, Form, and Style: recognize the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world.</p> <p>*Reading is not reported on in grade 1; however, reading remains a component of a balanced second language literacy program. The following expectations provide teachers with guidelines for teaching and modelling reading</p>	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: recognize the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world.</p>

Specific Expectations

C1. Reading Comprehension

	Grade 1	Grade 2
Specific Expectation	C1.1 Using Reading Comprehension Strategies: identify a few reading strategies and use them appropriately when reading to understand texts	C1.1 Using Reading Comprehension Strategies: identify a few reading strategies and use them appropriately before, during, and after reading to understand texts
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., use picture cues, visualization, decoding skills, familiar and high frequency words to unlock texts)</i>	<i>(e.g., use visualization to help understand texts; activate prior knowledge; use decoding skills, pictures and contextual clues when reading)</i>
Teacher prompts: illustrations, not requirements	« Que vois-tu dans l'image? » « Qu'est-ce que tu penses va se passer dans l'histoire? » « Quels mots du texte ont le même son initial (médián ou final)? » « Quel(s) mot(s) riment avec...? »	« Comment les images t'aident à comprendre le texte? » « Quelle est l'idée principale du texte? » « Quels sont les mots clés? » « Peux-tu donner des détails? »
Instructional tips: suggests teaching and learning strategies and contexts	(1) Teachers can model how to use pictures to demonstrate understanding of texts. (2) Teachers can model making predictions.	(1) Teachers can encourage students to read familiar words in the classroom and in texts. (2) Teachers can model the use of activating prior knowledge.

Overall expectations

Grade 3	Grade 4
<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: recognize the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media form;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>

Specific Expectations

C1. Reading Comprehension

	Grade 3	Grade 4
Specific Expectation	C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., activate and relate prior knowledge to topics in texts; use visualization to help clarify meaning in a variety of texts; use pictures and contextual clues to predict meaning and confirm understanding of texts.)</i>	<i>(e.g., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; preview vocabulary to identify familiar words and cognates; create key questions as a class before reading; relate prior knowledge and personal experiences to topics in texts; discuss how they visualize a character or a scene in a text; discuss, draw, or write about evidence in the text that can be used to predict possible outcomes; use pictorial clues to predict meaning and confirm understanding of a text; use contextual clues to determine the meaning of new words; recognize relationships between words with common spelling patterns and use them to determine the meaning of new words, as in “an/année/anniversaire”; use visual clues such as illustrations, photos, and charts to help clarify meaning)</i>
Teacher prompts: illustrations, not requirements	« Quels indices te donnent les images et les mots clés dans le texte lu? » « Quels sont les détails et les idées les plus importants de ce texte? Comment le sais-tu? » « Est-ce que cette information est nécessaire pour comprendre le texte? » ou « Est-ce tout simplement un fait intéressant? »	“Pourquoi est-il important de regarder la couverture et la page titre d’un livre/d’un catalogue/d’un magazine et d’en discuter avant de lire?” “Quels mots et expressions t’aident à visualiser le personnage de l’histoire?” “Pourquoi est-ce que c’est important d’analyser le titre et les illustrations avant de commencer à lire un livre?”
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can model the use of reading comprehension strategies such as thinking out loud to make learning visible.	(1) Teachers can model the use of pre-reading strategies that will assist students to make meaning and activate their prior knowledge before the exploration of a text. (2) Teachers can model the use of reading comprehension strategies using think-aloud stems and/or sentence starters (e.g., “Le texte dit...donc je sais...”, “L’image que je vois dans ma tête...”, “Le texte me fait penser à...”) during read-alouds and shared reading activities.

	Grade 1	Grade 2
Specific Expectation	C1.2 Reading for Meaning: demonstrate an understanding of some familiar and high frequency words in French texts	C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals, familiar names, words, expressions and high frequency words
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., mime actions from “comptines”, songs and other short texts; identify some symbols and read environmental print)</i>	<i>(e.g., mime actions from “comptines”, songs and other short texts; identify some symbols and read environmental print)</i>
Teacher prompts : illustrations, not requirements	« Quels sont les mots apparentés dans le texte? » « Quels gestes peux-tu faire pour accompagner la comptine? » « Quels symboles reconnais-tu dans ta communauté? »	« Quels sont les mots apparentés dans le texte? » « Quels gestes peux-tu faire pour accompagner la comptine? » « Quels symboles reconnais-tu dans ta communauté? »
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model how to read environmental print. (2) Teachers can encourage students to use gestures, facial expressions, etc... to demonstrate understanding of “comptines”, songs and short texts	(1) Teachers can model how to read environmental print. (2) Teachers can encourage students to use gestures, facial expressions, etc... to demonstrate understanding of “comptines”, songs and short texts.

Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program	C1.3 Reading with Fluency: read familiar texts containing high-frequency and familiar names, words, and expressions to demonstrate an understanding of the meaning of the text
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	<i>(e.g., fiction and non-fiction texts in various contexts; word wall/ tabletop word wall, anchor charts, stories, songs, poems etc.)</i>
Teacher prompts: illustrations, not requirements	N/A	« Quels mots reconnais-tu dans le texte? » « Comment peux-tu utiliser les sons que tu connais pour lire des mots nouveaux? »
Instructional tips: suggests teaching and learning strategies and contexts	N/A	(1) Teachers can read poems out loud to model fluency and the rhythm of language. (2) Teachers can direct student attention to consonant blends and vowel sounds to develop their ability to decode new words.

	Grade 3	Grade 4
Specific Expectation	C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals, familiar names, words, expressions and high frequency words	C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., draw pictures to retell a story; restate the main idea in a text using familiar vocabulary; create a tableau to dramatize a scene from a story they have read; use drama, music to respond to texts)</i>	<i>(e.g., draw pictures to retell a story; restate the main idea in a text using familiar vocabulary; create a tableau to dramatize a scene from a story they have read; use drama, music, or visual arts to respond to an issue raised in a text)</i>
Teacher prompts: illustrations, not requirements	« Dans quel ordre vas-tu mettre les images pour raconter l'histoire? » « Quelle chanson représente le texte lu? »	“Quel est le message du texte?” “Quelles images choisistu pour représenter les idées principales du texte?” “Quelle est la scène la plus importante du texte?” “Comment vas-tu jouer le rôle du héros de l'histoire?”
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can suggest using a graphic organizer such as <i>début-milieu-fin</i> to support the retelling of a text in order.	None provided by Ministry.

Specific Expectation	C1.3 Reading with Fluency: read texts containing high-frequency words, familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate understanding of the overall sense of the text	C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., read familiar texts, both fiction and non-fiction, in various contexts; word wall/ tabletop word wall, anchor charts, stories, songs, poems etc. during various reading situations; read with appropriate pauses, stops, and starts as indicated by the punctuation)</i>	<i>(e.g., recognize high-frequency words, most regularly used words, and words of personal interest; recognize the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on writing, and in a variety of fonts; make oral reading sound like spoken language, with appropriate pauses, stops, and starts as indicated by the punctuation)</i>
Teacher prompts: illustrations, not requirements	« Est-ce que lire à haute voix t'aide à mieux comprendre le texte? » « Comment la ponctuation t'indique l'intonation à mettre dans ta voix en lisant le texte? »	“Pourquoi est-ce qu'il faut identifier les mots familiers quand on lit?” “Pourquoi est-ce que c'est important de continuer à lire même si tu ne comprends pas un des mots?” “Quand est-ce qu'il faut sauter un mot et continuer à lire, ou chercher la définition d'un mot avant de continuer?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) During shared reading, teachers can direct students' attention to punctuation, expression and rate. (2) Teacher can provide multiple opportunities for students to read the same text to develop fluency and confidence.	During shared and guided exploration of texts, teachers can read aloud and encourage students to echo their phrasing and expression, to help students sound more natural and confident while reading aloud in French.

	Grade 1	Grade 2
Specific Expectation	C1.4 Developing Vocabulary: begin to use a few vocabulary-acquisition strategies	C1.4 Developing Vocabulary: begin to use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of unfamiliar words
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., relating pictures to words, environmental print, familiar words)</i>	<i>(e.g., visual dictionary, anchor charts, word /sentence wall)</i>
Teacher prompts : illustrations, not requirements	« <i>Quels mots/symboles/images reconnais-tu dans ce texte?</i> »	« Où peux-tu trouver des mots nouveaux? » « Quels sont les mots familiers et les mots apparentés dans le texte? » « Comment ces mots t'aident à comprendre le texte? » « Comment l'information du texte t'aide à comprendre les mots nouveaux? »
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can ask students to illustrate words. (2) Teachers can model the use of pictures to support understanding of words.	(1) Teachers can scaffold students' vocabulary development by having them skim and scan a text to find familiar and new words. (2) Teachers and students can co-construct anchor charts with vocabulary they have found helpful to understand texts.

C2. Purpose, Form, and Style

	Grade 1	Grade 2
Specific Expectation	C2.1 Purposes of Text Forms: begin to identify the purpose(s) of a few simple text forms, including fictional, informational, graphic, and media forms	C2.1 Purposes of Text Forms: begin to identify the purpose(s) of a few simple text forms, including fictional, informational, graphic, and media
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., invitation- to make a list of friends to invite for a birthday party, environmental print- sign to advise of safety, picture books, songs, "comptines"-to entertain, labels- to inform etc.)</i>	<i>(e.g., invitation- to make a list of friends to invite for a birthday party, environmental print- sign to advise of safety, picture books, songs, "comptines"-to entertain, labels- to inform, etc.)</i>
Teacher prompts : illustrations, not requirements	« Pourquoi lis-tu une liste/un menu/un message du jour? » « À quoi sert une carte? »	« Pourquoi lis-tu un texte narratif/informatif? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can introduce a variety of text forms and their purposes.	Teachers can introduce a variety of text forms for various purposes.

	Grade 3	Grade 4
Specific Expectation	C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of unfamiliar words	C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., develop lists of cognates to expand vocabulary, explore word roots to determine meaning of unfamiliar words, use context clues to uncover meaning)</i>	<i>(e.g., develop a bank of sight words using visual dictionaries; make word lists of personally relevant vocabulary; use memorization and visualization strategies and verbal and written repetition to consolidate learning of new words; develop lists of cognates to expand vocabulary; identify the tense of familiar verbs in the present, past, and future by their suffixes)</i>
Teacher prompts : illustrations, not requirements	“Comment le mur de mots/ de phrases t’aide-t-il à comprendre un texte » « Que fais-tu quand tu ne comprends pas un mot? » « Quels mots t’aident à comprendre le texte? (mots apparentés , mots familiers, mots de la même famille, etc.)»	“Comment est-ce que le mur de mots t’aide à élargir ton vocabulaire?” “Qu’est-ce qui t’aide à te rappeler d’un nouveau mot de vocabulaire ou d’une nouvelle expression?” “Qu’est-ce que tu fais quand tu ne comprends pas un mot?” “Comment est-ce que les mots apparentés t’aident à apprendre le français?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of the word/sentence wall to support understanding of texts. (2) Teachers and students can co-construct anchor charts of cognates.	(1) Teachers can scaffold students’ vocabulary development by having them skim and scan a text to find familiar and new words. (2) Teachers can support students’ vocabulary development by pointing out synonyms (e.g., “énorme”, “géant”, “gigantesque”) and antonyms (e.g., “grand/petit”, “triste/heureux”, “derrière/devant”) during various reading interactions.

C2. Purpose, Form, and Style

	Grade 3	Grade 4
Specific Expectation	C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media form	C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., to illustrate survey results in a graph, to inform someone of choices in a menu, to persuade someone to buy something in an advertisement, write a recipe to show understanding of the purpose of procedural texts, to present statistical information about a person for example a sport’s card, etc.)</i>	<i>(e.g., poem/song – to express ideas or convey a mood in figurative, evocative language; pattern book story – to entertain and/or explore problems, characters, and ideas; menu – to describe food offerings; calendar, list, or chart – to communicate information in an organized, easy-to-understand form; non-fiction book – to explain or describe something or explore an issue or topic; greeting card – to send good wishes or convey thanks; sign – to attract attention and/or give directions; advertisement – to attract attention and persuade)</i>
Teacher prompts: illustrations, not requirements	« Comment sais-tu qu’un texte est narratif ou informatif? »	“Comment est-ce que les paroles d’une chanson aident l’auteur à exprimer ses idées?” “Pourquoi est-ce qu’on lit un texte informatif, une pancarte ou une annonce publicitaire?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model how to determine which text form to use for various purposes. (2) Teachers can select mentor texts for modeled, shared and guided reading to serve as a model for students to use when writing.	Teachers can model the use of a variety of verbs for identifying different purposes for reading (e.g., “se divertir”, “s’amuser”, “s’informer”, “s’exprimer”, “persuader”, “convaincre”, “communiquer”, “expliquer”).

	Grade 1	Grade 2
Specific Expectation	C2.2 Characteristics of Text Forms: begin to recognize some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms	C2.2 Characteristics of Text Forms: begin to recognize some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., party invitations-illustrations, text organization; road signs-shape and colour; picture books-title page, illustrations, font; songs-rhyme, labels-colour, font etc...)</i>	<i>(e.g., greeting cards-illustrations, text organization; poems/ songs -rhyming or non-rhyming patterns; posters-colour, illustration, font, etc...)</i>
Teacher prompts : illustrations, not requirements	« Quel type de texte est-ce? Comment le sais-tu? »	« Quel type de texte est-ce? Comment le sais-tu? »
Instructional tips : suggests teaching and learning strategies and contexts	Teachers can model how to identify elements of informational texts.	Teachers can ask students to identify elements in a greeting card.

	Grade 3	Grade 4
Specific Expectation	C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms	C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., restaurant menus-sub-section, groupings; advertisements-text organization, font; recipes- text organization, lists and numbered steps, sport cards-biographical information, statistics, photo, graphs/survey-labels, legend, etc...)</i>	<i>(e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words and phrases, description of characters/setting/ conflict, possible resolution; menu – subsections listing offerings of salads/main courses/desserts/ beverages, prices, illustrations; calendar, list, or chart – table or column format; greeting card – brief text message in special fonts, illustrations/ graphics; non-fiction book – table of contents, illustrations, and captions; sign – distinctive fonts, colours, and symbols related to the content of the message; advertisement – eye-catching graphics, fonts, colours, and illustrations)</i>
Teacher prompts: illustrations, not requirements	« Quel type de texte est-ce? Comment le sais-tu? » « Quels éléments de ce texte attirent ton attention? »	“Quels sont les éléments d’une histoire à structure répétitive qui rendent cette dernière intéressante à lire?” “Quels sont les éléments d’une carte de voeux qui rendent cette dernière attrayante pour un lecteur?” “Quelles sont les différences entre un texte informatif et un texte graphique?”
Instructional tips: suggests teaching and learning strategies and contexts	Teachers can ask students to identify the elements of procedural texts.	Teachers can model the use of vocabulary relating to the characteristics and stylistic elements of texts, such as “la police”, “les caractères gras”, “les images”, “les titres”, “les sous-titres”.

	Grade 1	Grade 2
Specific Expectation	C2.3 Metacognition: begin to identify, in conversation, a few strategies that help them read	C2.3 Metacognition: begin to identify, in conversation, a few strategies that help them read
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., discuss pre-reading and reading strategies such as looking at pictures to determine meaning in texts)</i>	<i>(e.g., discuss pre-reading and reading strategies such as looking at pictures to determine meaning in texts)</i>
Teacher prompts: illustrations, not requirements	« <i>Quelles stratégies as-tu utilisées pour lire le texte. As-tu regardé les images? As-tu trouvé des mots familiers? »</i>	« <i>Quelles stratégies as-tu utilisées pour comprendre le texte? As-tu regardé les illustrations? As-tu trouvé des mots apparentés/familiers? »</i>
Instructional tip: suggests teaching and learning strategies and contexts	Teachers can model thinking out loud about the strategies they use when reading a story.	Teachers can ask students to talk about the strategies that help them read and understand texts.

	Grade 3	Grade 4
Specific Expectation	<p>C2.3 Metacognition: (a) describe, 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</p>	<p>C2.3 Metacognition: (a) describe, 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</p>
Example: suggests the intended depth and level of complexity of the specific expectation	<p><i>(e.g., discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers)</i></p>	<p><i>(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)</i></p>
Teacher prompts: illustrations, not requirements	<p>“Quelles sont les stratégies de lecture les plus efficaces pour toi?” « Quelles sont les stratégies qui ne t’ont pas aidé? » « Quelle stratégie t’aide à prédire ce qui va se passer dans l’histoire? » « Comment les images t’aident-elles à comprendre le message lu? » « Comment l’ordre des images t’aide-t-il à comprendre l’histoire? »</p>	<p>“Quelles sont les stratégies de lecture les plus efficaces?” “Parmi les suggestions de stratégies de lecture que tu as données aux autres, quelles sont celles qui peuvent t’aider?” “Quelles sont tes prochaines étapes?”</p>
Instructional tips: suggests teaching and learning strategies and contexts	<p>Teachers can ask students to explain a strategy they use before reading a text.</p>	<p>Teachers can introduce a checklist of expressions and sentence starters to guide discussion during a student-teacher or peer conference regarding effective reading strategies.</p>

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	C3.1 Intercultural Awareness: using information from a few French texts, develop an awareness of French-speaking communities locally and in Ontario and make connections to personal experiences	C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., identify places where they might read French signs or texts, identify examples of bilingual signs and texts in their community, French language restaurant menus, local festival flyers, local tourist attractions)</i>	<i>(e.g., information about traditions, powwows, and festivals such as le Bal de Neige or le Festival des tulipes – Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, sporting events such as les Jeux franco-ontariens, children’s games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis, such as Marcel Labelle and Christian Pilon, and identify some of their accomplishments)</i>
Teacher prompts: illustrations, not requirements	«Dans le texte, qu’est-ce que tu as appris au sujet de cette communauté?» «Qu’est-ce qui est semblable et/ou différent de la tienne?»	“Comment est-ce que les détails des histoires d’une communauté peuvent t’aider à mieux connaître cette dernière?” “Comment est-ce que le Bal de Neige à Ottawa représente les activités d’hiver favorites des Canadiens?” “Pourquoi est-ce que c’est important pour les jeunes Franco-ontariens de participer aux ‘Jeux franco-ontariens’?” “Quels liens est-ce que tu as faits entre la communauté franco-ontarienne et tes expériences personnelles?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can ask students to identify places in their community where French is evident. (2) Teachers can model the use of graphic organizers when comparing and contrasting information. (3) Teachers can model the use of comparative words such as “pareil”, “différent”, “semblable”, “similaire”, when consolidating their thinking.	Teachers can model the use of words and expressions for identifying similarities and differences between cultural celebrations in different communities (e.g., “Je fais la même chose”, “C’est différent”, “On ne fait pas cela”, “semblable”, “le contraire”, “similaire”).

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a few social situations	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 in diverse French-speaking communities*
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., greetings, expressions of courtesy, abbreviations)</i>	<i>(e.g., the use of “Salut” instead of “Bonjour”, “la fin de semaine” instead of “le week-end”, “mon mari/ma femme” instead of “mon époux/mon épouse”, “mon amie/mon ami” instead of “ma copine/mon copain”)</i>
Teacher prompts : illustrations, not requirements	“Quels mots/expressions/phrases indiquent que l’auteur a écrit une lettre formelle ou informelle, etc.?” « Quels sont les éléments d’une invitation? Où est-ce que l’événement aura lieu? »	Comment peux-tu identifier le narrateur du texte? “Comment est-ce qu’on sait si le texte s’adresse à une personne ou à plusieurs personnes?” “Comment est-ce que la langue utilisée dans un texte reflète le contexte régional?” “Comment est-ce que la connaissance des mots d’une communauté t’aide à élargir ton vocabulaire?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can ask students to highlight examples of greetings in their reading. (2) Teachers can direct students to identify the parts of an invitation that give specific information about the event.	None provided by Ministry.

*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

NOTES:

Writing

This section organizes the Writing Strand expectations as a continuum from grade 1 to 4. The Grade 4 expectations were used as the starting point for writing grade appropriate expectations in grades 1 to 3.

This section:

- presents specific expectations for grades 1-4 Core French;
- offers examples of what specific expectations can look like in a learning environment;
- suggests a variety of teacher prompts teachers might pose in relation to the requirement specified in the expectations.

The overall expectations describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade.

The specific expectations describe the expected knowledge and skills in greater detail.

Overall expectation D1 Purpose, Audience, and Form

- Specific expectation D1.1 Identifying Purpose and Audience
- D1.2 Writing in a Variety of Forms

Overall expectation D2 The Writing Process *

- Specific expectation D2.1 Generating, Developing and Organizing Content
- D2.2 Draft and Revising
- D2.3 Producing Finished Work
- D2.4 Metacognition

Overall expectation D3 Intercultural Understanding*

- Specific expectation D3.1 Intercultural Awareness
- D3.2 Awareness of Sociolinguistic Conventions

*evaluated and reported only in grade 3

Overall expectations

Grade 1	Grade 2
<p>D1. Purpose, Audience, and Form: use strategies appropriate for beginning writing;</p> <p>D2. The overall expectation <i>The Writing Process</i> begins in grade 3.</p>	<p>D1. Purpose, Audience, and Form: use strategies appropriate for beginning writing;</p> <p>D2. The overall expectation <i>The Writing Process</i> begins in grade 3.</p>

Specific Expectations

D1 Purpose, Audience, and Form

	Grade 1	Grade 2
Specific Expectation	D1.1 Identifying Purpose and Audience: begin to experiment with writing	D1.1 Identifying Purpose and Audience: experiment with writing for different purposes and audiences
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., to make a list of friends to invite for a birthday party, to express gratitude in a thank you card, to invite a friend to a birthday party, to make a list of rules to ensure safety, etc.)</i>	<i>(e.g., to write lists, to send an invitation to a celebration, to express friendship in birthday wishes, create a poster that shows how to do an everyday activity such as brushing teeth, etc.)</i>
Teacher prompts : illustrations, not requirements	“Quel titre vas-tu donner à ta liste?” “Quels mots affichés dans la classe sont utiles pour créer notre liste?” “Quels mots ou expressions t’aident à écrire une carte de remerciement, ou une carte de fête?”	“Quels mots sont importants pour ton invitation?” “Quels mots ou expressions t’aident à écrire cette affiche?” «Qu’est-ce que tu vois sur les affiches dans la classe qui va t’aider à créer ton affiche?»
Instructional tips : suggests teaching and learning strategies and contexts	<p>(1) Teachers can model the writing of a thank you message to the principal.</p> <p>(2) Teachers and students can co-construct a list of safety rules to observe.</p> <p>(3) Teachers can use a T-chart and pictures of clothes, toiletries, etc. to help students create a list of items to pack their suitcase for a visit at their grandparents’ house.</p>	<p>(1) Teachers can ask students to write an invitation to other students in the school to attend a presentation during education week.</p> <p>(2) Teachers can ask students to use numbered steps to explain how to do an everyday activity.</p> <p>(3) Teachers can use a T-chart and pictures of clothes, toiletries, etc. to make a list of items to pack for a sleepover.</p>

Overall expectations

Grade 3	Grade 4
<p>D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<p>D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

Specific Expectations

D1 Purpose, Audience, and Form

	Grade 3	Grade 4
Specific Expectation	D1.1 Identifying Purpose and Audience experiment with writing for different purposes and audiences	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
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., to illustrate survey results in a graph, to inform someone of choices in a menu, to persuade someone to buy something in an advertisement, write a recipe to show understanding of the purpose of procedural texts, to present statistical information about a person for example a sport's card, etc.)</i>	<i>(e.g., to convey best wishes to a friend in a card/email/note; to complete a registration form or provide personal information in an application to a summer sports camp; to share a list of favourite activities with a friend in an email or text message; to communicate information in a report; to persuade people to protect the environment or to buy an environmentally responsible product in an advertisement)</i>
Teacher prompts: illustrations, not requirements	« À qui écris-tu? » « Pourquoi est-il important de penser à ça quand tu écris? » « <i>Qui va lire ton travail?</i> »	“Quels sont le sujet, le destinataire et l'intention de ton travail?” “À qui t'adresses-tu quand tu écris? Pourquoi est-il important de penser à ça quand tu écris?” “Comment vas-tu partager l'information avec tes camarades?”
Instructional tips: suggests teaching and learning strategies and contexts	(1) Teachers can model the use of question words such as: “Qui? Quoi? Comment? Quand? Pourquoi? Où?” while writing a biographical card such as a hockey card. (2) Teachers can encourage students to use technology to produce a graph to display and share results of a survey.	None provided by Ministry.

	Grade 1	Grade 2
Specific Expectation	D1.2 Writing in a Variety of Forms: begin to experiment with a variety of simple writing forms	D1.2 Writing in a Variety of Forms: experiment with a variety of simple writing forms
Example: suggests the intended depth and level of complexity of the specific expectation	(e.g., making lists, invitations, birthday wishes, holiday cards, etc.)	(e.g., writing lists, biographical cards, invitations, birthday wishes, holiday cards, poems, road signs, etc.)
Teacher prompts : illustrations, not requirements	“Pourquoi est-ce que l’on signe une invitation?” « Qu’est-ce que tu vas écrire dans une carte d’invitation? »	« Comment utiliserais-tu des symboles dans ton travail? » “Quels sont les éléments clés pour créer une affiche indiquant où se rendre pour assister à une présentation? »
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model how to organize information on a list. (2) During shared writing, teachers can encourage students to write familiar expressions on a birthday card. (3) Teachers and students can co-construct: an anchor chart by brainstorming objects that could be in a schoolbag (un cahier, un livre, une gomme à effacer), labels for learning materials in the class.	(1) Teachers can encourage students to use pictures or pictograms to create a sign to direct people to different places in the school. (2) Teachers can encourage students to write labels for different places in the school (e.g.: le bureau du directeur).

	Grade 3	Grade 4
Specific Expectation	D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form	D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., restaurant menus - subsections, groupings; recipes- ingredients, numbered steps; letters- the elements of a letter; advertisements-text organization, font; graphs/surveys- title, legends, labels; sport's card-biographical information, statistics, photos; etc.)</i>	<i>(e.g., postcard/greeting card/email/announcement/ invitation – salutation and closing and a clear message; information sentence on a topic of interest – sentence starter followed by specific details; captions for a series of photographs of a class activity – classmates' names and information about what they are doing; recipe for an easy-to-prepare meal, such as corn soup – lists of ingredients and instructions for combining them; survey/questionnaire – numbered questions in list format, with subsections for different subtopics, interrogative pronouns to introduce questions; shopping list – names of items, categories, prices)</i>
Teacher prompts : illustrations, not requirements	<i>“Quelles sont les parties d'une lettre?” « Quelles sont les questions que l'on peut poser pour réaliser une fiche biographique? »</i>	<i>“Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?” “Quels sont les éléments nécessaires dans un formulaire demandant des informations personnelles?” “Quels types de questions vas-tu proposer pour un sondage?” “Quels éléments sont nécessaires pour rédiger une recette?”</i>
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of procedural text elements while writing a recipe. (2) Teachers can introduce the use of various fonts, colours, etc to emphasize and convey a message on an advertisement, a poster, etc.	None provided by Ministry.

D2. The Writing Process

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts: illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

D2. The Writing Process

	Grade 3	Grade 4
Specific Expectation	D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies during modeled, shared, guided writing activities	D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modeled, shared, guided, and independent writing activities
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., activate prior knowledge about personal, family, and community experiences through brainstorming and think-alouds; think-pair-share of ideas with a partner, gather ideas for writing from read-alouds and shared reading, jot down plans and draft an outline)</i>	<i>(e.g., brainstorm ideas for writing using visual prompts; gather ideas for writing from shared classroom experiences such as read-alouds and shared reading; activate prior knowledge about personal, family, and community experiences through brainstorming and think-alouds; do research to identify key ideas related to a topic; use graphic organizers to create a list of words related to a topic and/or to sort and classify ideas; discuss the topic with peers and the teacher to focus thinking; draw or sketch to formulate ideas and thoughts; jot down plans and draft an outline)</i>
Teacher prompts: illustrations, not requirements	“Que fais-tu avant de rédiger un texte? « Quel type de texte vas-tu écrire? (marche à suivre, menu, biographie, etc...)” « À quoi te fait penser ce mot, cette image? Justifie ta réponse. »	“Comment est-ce que tu choisis le vocabulaire pour ton travail?” “Comment est-ce que tu te prépares pour écrire?” “Pourquoi est-il important de développer et d’organiser tes pensées avant d’écrire?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of a word web to generate a list of family members. (2) Teachers can model the use of adjectives to describe family members. (3) Teachers can encourage students to turn and talk about an idea with a partner before writing.	(1) Teachers can encourage students to use different coloured highlighters to sort, select, and prioritize information, during or after brainstorming about a particular topic. (2) Teachers can model the creation of word webs (circular diagram with words related to seeing, feeling, touching, and doing) as a strategy for identifying vocabulary related to a particular topic.

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	D2.2 Drafting and Revising: plan and produce drafts following a model (<i>e.g., email, postcard, procedure, directions to determine location</i>), and revise their writing using a few strategies, with teacher support	D2.2 Drafting and Revising: plan and produce drafts following a model (<i>e.g., email, postcard, procedure, directions to determine location</i>), and revise their writing using a variety of strategies, with teacher support
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., reread, change, add, subtract, and/or reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and peers)</i>	<i>(e.g., reread, change, add, subtract, and/or reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and peers)</i>
Teacher prompts : illustrations, not requirements	« <i>Quelles stratégies t’aident à réviser un texte?</i> » « <i>Que dois-tu améliorer dans ton travail selon les critères d’évaluation?</i> » « <i>Peux-tu combiner deux phrases en utilisant le mot et?</i> »	“Pourquoi est-ce que c’est une bonne idée de lire ton ébauche à un ou plusieurs camarades ou au professeur?” “Quels commentaires de tes camarades ou de ton enseignant ou enseignante vont t’aider à améliorer ton travail?” “Quels mots choisis-tu pour clarifier ton message?”
Instructional tips : suggests teaching and learning strategies and contexts	<p>(1) Teachers can model revising a draft by using various strategies such as a checklist, coloured highlighters, peer conferencing, etc.</p> <p>(2) Teachers can encourage students to refer to co-constructed success criteria while revising drafts.</p> <p>(3) Teachers can model the use of connecting words such as “parce que”, “et”, “alors”, etc. while developing ideas in writing.</p>	<p>(1) During modelled, shared, and guided writing, teachers can demonstrate for students the correct use of the masculine and feminine singular and plural forms of adjectives, as well as the appropriate use of the present, past, and future tenses of common verbs, as required by the context.</p> <p>(2) Teachers can remind students to use a variety of sentence types (e.g., declarative, exclamatory, interrogative) to add interest to their writing.</p> <p>(3) Teachers can encourage students to identify synonyms for familiar words and use them to add variety and interest to their descriptions.</p> <p>(4) Teachers can refer students to anchor charts or word lists containing common words and expressions that they can use in daily writing tasks.</p>

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts: illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example: suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructinal tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	D2.3 Producing Finished Work: make improvements to their written work with teacher support, using knowledge of written French	D2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., spell some high frequency and familiar words and verbs correctly; use the correct subject pronouns to refer to family members, friends, and community members), and use a few elements of effective presentation to produce a polished product for publication (e.g., a larger font for headings; bold/italics/underlining for emphasis)</i>	<i>(e.g., spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, and community members; use high-frequency verbs in the present tense to describe things that are happening to and around them), and use a few elements of effective presentation to produce a polished product for publication (e.g., a larger font for headings; bold/italics/ underlining for emphasis)</i>
Teacher prompts: illustrations, not requirements	« Pourquoi est-il important de relire tes travaux écrits? » “Est-ce qu’il y a quelque chose dans la salle de classe qui t’aide à publier ton texte?” « Quels éléments de présentation vas-tu inclure dans ton texte? »	“Comment est-ce que tu utilises le vocabulaire familier affiché dans la classe pour vérifier l’orthographe des mots et améliorer ton travail écrit?” “Quels éléments de présentation (souligner, caractères gras) peux-tu incorporer avant de remettre un travail écrit?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can encourage students to refer to various classroom resources to polish their finished work. (2) This is exactly the same as the expectation....could we say... Teachers and students can co-create an anchor chart of nouns and pronouns for family members, etc.	Teachers can remind students to check for subject-verb agreement when making final corrections to their drafts.

Specific Expectation	D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills	D2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., when conferencing 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)</i>	<i>(e.g., when conferencing 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)</i>
Teacher prompts : illustrations, not requirements	“Comment discuter de tes idées (avant, pendant ou après l’écriture) avec ton ou ta partenaire t’aide à écrire un texte plus efficacement?” « Que peux-tu faire pour améliorer...? » “Comment vas-tu utiliser les commentaires de ton partenaire pour améliorer ton texte? »	“Comment est-ce que tes commentaires à propos du travail d’un partenaire te permettent d’améliorer ton travail?” “Comment la discussion peut-elle clarifier les étapes de la rédaction?” “Comment peux-tu vérifier la clarté de ton message?” “Quels sont tes forces et tes défis comme écrivain?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can encourage students to refer to success criteria while conferencing with a partner to plan next steps. (2) Teachers can model how the use of a word web helps throughout the writing process.	(1) Teachers can model effective sentence starters for students to provide feedback to peers such as “J’aime ta description”, “Tu peux ajouter plus de détails”, “N’oublie pas les lettres majuscules”. (2) Teachers can model the correct use of “je peux” sentence stems during reflection and goal-setting activities.

D3. Intercultural Understanding

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

D3. Intercultural Understanding

	Grade 3	Grade 4
Specific Expectation	D3.1 Intercultural Awareness: in their written work, begin to communicate information about French-speaking local communities	D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Ontario, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
Example : suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., family, school environment, neighbourhood, etc.)</i>	<i>(e.g., select pictures of a Franco-Ontarian, Aboriginal, or Métis community such as Sturgeon Falls, Verner, Noelville, or Mattawa and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; research a famous Franco-Ontarian legend, myth, or story and write a poem about it)</i>
Teacher prompts : illustrations, not requirements	“Quels sont les passe-temps des gens dans cette communauté? Est-ce que tu fais quelque chose de semblable pendant ton temps libre? » « Quels renseignements vas-tu partager au sujet de cette communauté franco-ontarienne? »	“Comment peux-tu utiliser le vocabulaire pour créer des étiquettes descriptives pour un photoreportage sur une communauté franco-ontarienne?” “Comment peux-tu bien représenter les gens de cette communauté?”
Instructional tips : suggests teaching and learning strategies and contexts	(1) Teachers can model the use of new vocabulary and expressions to describe people and places in the community. (2) Teachers can encourage students to make connections to their own and school community when creating a classroom /school diversity bulletin board reflecting the diverse cultures of their community and of Franco-Ontarian communities.	None provided by Ministry.

	Grade 1	Grade 2
Specific Expectation	Not evaluated or reported in Grade 1 but remains a component of a comprehensive literacy program.	Not evaluated or reported in Grade 2 but remains a component of a comprehensive literacy program.
Example : suggests the intended depth and level of complexity of the specific expectation	N/A	N/A
Teacher prompts : illustrations, not requirements	N/A	N/A
Instructional tips : suggests teaching and learning strategies and contexts	N/A	N/A

	Grade 3	Grade 4
Specific Expectation	D3.2 Awareness of Sociolinguistic Conventions: begin to identify a few examples of sociolinguistic conventions associated with a few social situations and use them appropriately in their written work	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
Example: suggests the intended depth and level of complexity of the specific expectation	<i>(e.g., personal messages, notes, reports, email, text messages, etc.)</i>	<i>(e.g., greetings and expressions of courtesy such as "bonjour", "au revoir", "non", "merci", "s'il vous plaît"; standard formats for personal letters, postcards, emails; conventions for writing the date)</i>
Teacher prompts: illustrations, not requirements	<i>"Comment le fait de connaître le destinataire de ton texte t'aide à choisir les mots que tu utilises?"</i> <i>« Quand tu écris une lettre formelle ou informelle, quelles salutations peux-tu utiliser? »</i>	<i>"Comment est-ce qu'on écrit une salutation appropriée?"</i> <i>"Pourquoi est-il important de connaître la structure d'une lettre, d'une carte postale ou d'un courriel?"</i> <i>"Comment est-ce que la date en français est écrite différemment de la date en anglais?"</i>
Instructional tips : suggests teaching and learning strategies and contexts	(1) During shared writing, teachers can model different levels of formality and politeness in various contexts such as <i>a letter to the principal or a postcard to a friend</i> , and encourage students to use them appropriately. (2) Teachers can suggest that students match pre-written letters to their intended recipients based on the sociolinguistic conventions used (e.g. A letter to the principal, a letter to mother, a text to a friend).	None provided by Ministry.

*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

NOTES:

NOTES:

NOTES:
