GRADE 2

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

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

A2. **Listening to Interact:** interpret 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 2, students will:

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

Teacher prompts: "Qu'est-ce que tu sais à propos de ce sujet? Est-ce que cela t'aide à mieux comprendre le message?" "Comment peux-tu t'assurer que tu as bien compris le message entendu?" "Comment est-ce que l'écoute de la première partie d'un texte audio peut t'aider à prédire la suite?"

Instructional tip: Teachers and students can co-construct success criteria for effective use of listening strategies, such as "Quand j'écoute attentivement : je regarde la personne qui parle, j'écoute les mots, je ne parle pas, je fais une prédiction, etc."

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

Teacher prompts: "Comment es-tu certain d'avoir bien accompli la tâche?" "Dans une séquence de directives verbales, quels sont les mots qui t'aident à effectuer une tâche dans le bon ordre?" "Quels sont les nouveaux mots que tu as appris?"

Instructional tip: Teachers can use temporal adverbs (e.g., "avant", "après", "premièrement") when giving instructions.

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

Teacher prompts: "Comment fais-tu pour indiquer que tu as bien compris le message?" "Comment est-ce que les mots du texte te permettent de t'exprimer?" "Comment peux-tu communiquer le message de ce texte?" "Comment peux-tu utiliser les arts pour illustrer le point de vue d'un individu?"

Instructional tip: Teachers can check for comprehension through the use of symbols or gestures (e.g., red light/green light, thumbs up/thumbs down) during or after the exploration of a read-aloud.

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

Teacher prompts: "Quelles sont les émotions véhiculées dans ce texte médiatique?" "Est-ce que le message était clair? Pourquoi ou pourquoi pas?" "Est-ce que tu as changé ton opinion après avoir écouté ce texte?"

Instructional tip: Teachers can model the use of regular adjectives that describe feelings (e.g., "triste", "content", "frustré") and their comparative forms (e.g., "plus triste", "moins content").

A2. Listening to Interact

By the end of Grade 2, students will:

A2.1 Using Interactive Listening Strategies: identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions *(e.g., watch for non-verbal cues; paraphrase to confirm understanding; ask questions for clarification; nod or use facial expressions to signal interest and understanding)*

Teacher prompts: "Comment le langage non verbal te permet-il de participer à une interaction?" "Comment peux-tu montrer que tu écoutes bien pendant une discussion?" "Comment est-ce que le fait de répéter le commentaire de ton partenaire t'aide à mieux comprendre son message?" "Comment peux-tu clarifier le message entendu?"

Instructional tip: Teachers and students can discuss and generate ideas for an anchor chart of strategies to use when communication breaks down between two people in a conversation.

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

Teacher prompts: "Qu'est-ce qui t'aide à mieux participer à une discussion?" "Comment le fait de poser des questions te permet-il d'enrichir tes connaissances?" "Quels types de phrases (interrogative, déclarative, exclamative, impérative) est-ce que tu peux utiliser pendant une entrevue? Comment choisis-tu le bon type de phrase pour ta réponse?"

Instructional tip: Teachers can create an anchor chart with sentence starters such as "Je comprends que…" and "Tu as dit que…" to guide students in their conversations.

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

Teacher prompts: "Comment la rétroaction te permet-elle d'améliorer tes habiletés d'écoute?" "Qu'est-ce que tu peux écrire dans un journal pour t'aider à choisir de bonnes stratégies d'écoute?" "Qu'est-ce que tu fais pour te préparer à bien écouter un enregistrement audio?" "Quelle est la meilleure stratégie te permettant de garder ton attention lors d'une conversation? Pourquoi?"

Instructional tip: Teachers can model and encourage students to use a variety of sentence types (affirmative, negative, interrogative) in their self-reflection.

A3. Intercultural Understanding

By the end of Grade 2, students will:

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

Teacher prompts: "Qu'est-ce que les gens de cette communauté font pour célébrer ou fêter/travailler?" "Qu'est-ce que tu as appris

à propos de cette communauté?" "Quels sont les différents rôles des enfants/des adultes dans cette communauté/dans ta communauté?"

Instructional tip: Teachers can introduce expressions used to make connections to a French-speaking community (e.g., "Je peux faire un lien personnel avec…"; "J'ai lu un texte qui me fait penser à…"; "J'ai entendu parler…").

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

Teacher prompts: "Comment est-ce que le langage corporel te permet de mieux comprendre le message?" "Quels sont les mots et expressions qu'on utilise pour présenter quelqu'un?" "Quels sont les mots clés du message qui t'aident à comprendre l'information?"

Instructional tip: Teachers can direct students to listen for familiar words and expressions used to introduce and describe someone (e.g., "Voici Malik! Il a huit ans. Il aime les sports et regarder la télé").

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

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;

B2. **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;

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.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 2, students will:

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

Teacher prompts: "Comment est-ce que les gestes t'aident à mieux exprimer ton message lorsque tu récites un poème devant la classe?" "Comment peux-tu capter l'attention de ton auditoire lors de ta présentation?" "Comment sais-tu que tu as bien choisi ton vocabulaire pour communiquer ton message?" "Pourquoi est-il important de pratiquer ta présentation orale?"

Instructional tip: Teachers can model how to use a graphic organizer to select vocabulary and ideas appropriate to the audience and situation.

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

Teacher prompts: "Quelles informations est-ce que tu vas partager avec ton auditoire dans ta présentation?" "Quels sont les mots de vocabulaire que tu peux utiliser pour décrire cet objet?" "Comment peux-tu expliquer les étapes d'une démarche avec clarté en utilisant des mots tels que 'avant', 'après', 'finalement', 'en premier', etc.?"

Instructional tips:
(1) Teachers can model the use of a variety of question forms such as "Est-ce que", inversion, and intonation and can encourage students to use them when asking for additional information.

(2) Teachers can model the use of effective questions to elicit feelings or opinions in a role play (e.g., "Comment te sens-tu quand…?"; "Que feras-tu la prochaine fois?"; "Que penses-tu du comportement de…?").

(3) Teachers can encourage students to use connecting words (e.g., "et", "alors", "puis") to link ideas during a presentation.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions *(e.g., recite a poem with appropriate expression, phrasing, and intonation; 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; use intonation as modelled by the teacher to ask questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)*

Teacher prompts: "Comment sais-tu que ton auditoire comprend bien les mots de ton message?" "Qu'est-ce que tu peux faire afin de garder l'attention de ton public lors de tes présentations?" "Quand tu présentes de l'information, pourquoi est-il important de parler clairement et assez fort?"

Instructional tip: Teachers can remind students to pay particular attention to silent letters (e.g., "s", "l", "-ent") when speaking.

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience *(e.g., create a video describing their morning routine; create and present an announcement about the importance of a healthy snack; create a video about items that can and cannot be recycled; record an explanation of their artwork for a multimedia art presentation; use sound effects to support the message in an advertisement)*

Teacher prompts: "Comment est-ce que tu peux présenter ta journée d'une manière engageante?" "Pourquoi est-ce qu'une annonce publique doit être claire et brève?"

Instructional tip: Teachers can model the use of a variety of familiar verbs in present, past, and future tenses to share feelings and ideas.

B2. Speaking to Interact

By the end of Grade 2, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations *(e.g., paraphrase to confirm understanding; use appropriate tone of voice for an interaction; consult classroom references to select appropriate words and sentence structures for their conversations)*

Teacher prompts: "Qu'est-ce que tu peux dire à ton ami pour lui montrer que tu portes attention à son message?" "Comment la situation de communication dicte-t-elle le ton de voix que tu utilises?" "Comment choisis-tu les structures de phrase et le vocabulaire que tu utilises selon le contexte?"

Instructional tip: Teachers can encourage students to use probing questions such as "Pourquoi…?", "Comment…?", "Peux-tu/Pourrais-tu…?" to explore a partner's ideas.

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest or daily routines *(e.g., ask and answer questions to understand someone's point of view and share their own; role-play different interactive situations in everyday life; introduce a classmate to another classmate)*

Teacher prompts: "Comment est-ce que les idées de tes amis t'aident à faire part de ton opinion?" "Comment une discussion avec tes pairs te permet-elle de développer tes habiletés de communication orale?" "Comment est-ce que les jeux de rôle te préparent-ils à communiquer clairement en classe?"

Instructional tips:
(1) Teachers can introduce common expressions such as "J'ai besoin de clarification", "J'ai bien compris ce que tu as dis", and "Je suis d'accord avec toi" to assist students in their discussions.

(2) Teachers can help students structure speech within the context of a dialogue by modelling the use of question words (e.g., "où", "comment", "combien", "quel/quelle", "qu'est-ce que", "qu'est-ce qui").

B2.3 Metacognition:
(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., share and discuss a strategy used to enhance their participation in a discussion; compare speaking situations to reflect on their own ability to communicate; consult classroom visuals and reference material to support the development of their speaking skills)*

Teacher prompts: "Est-ce que la discussion à propos des stratégies avec tes pairs t'aide à clarifier ton message?" "Qu'est-ce que tu peux observer lorsque tes amis ont une conversation? Quelles observations t'aident à mieux présenter tes idées?" "Quelle stratégie est-ce que tu utilises

pour organiser ce que tu veux dire?" "Qu'est-ce que tu fais quand les autres ne comprennent pas ce que tu dis en français?" "Quel est ton but d'amélioration? Qu'est-ce que tu peux faire pour l'atteindre?"

Instructional tip: Teachers can model the use of sentence stems such as "La prochaine fois, je vais essayer de…", "Je vais regarder la personne à laquelle je parle", "Quand je présente, je vais ajouter...", "Je vais clarifier le message par…" and can encourage students to use them when discussing next steps to improve their speaking.

B3. Intercultural Understanding

By the end of Grade 2, students will:

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

Teacher prompts: "Quels sont les mots et expressions de cette région francophone que tu trouves intéressants? Est-ce que cela t'aide à mieux connaître la vie et les gens de cette région?" "Quels liens peux-tu faire entre tes expériences personnelles et cette communauté francophone?" "Comment peux-tu communiquer l'information que tu as apprise?"

Instructional tips:
(1) Teachers can encourage students to use a variety of question words when discussing a French-speaking community with a partner or in a small group.

(2) Teachers can encourage students to use words and expressions that describe traditions, holidays, food, and clothing (e.g., "célébrer", "fêter", "manger", "porter", "préparer", "acheter", "créer", "chanter", "danser", "visiter", "cuire", "traditionnel", "cher", "coutumes").

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in spoken interactions *(e.g., greetings, leave-taking expressions, and expressions of courtesy – "bonjour","salut", "au revoir","à demain","oui","non","merci", "s'il vous plait","excusez-moi"– appropriate to the social context; gestures and other forms of non-verbal communication appropriate to the social context – bowing, shrugging, hand shaking; standard introductory phrases to give personal information –"Je m'appelle… J'habite…")*

Teacher prompts: "Quels sont les mots et les expressions que tu peux utiliser pour parler avec tes amis?" "Quels sont les outils de la classe qui t'aident à choisir les mots et les expressions qui te permettent de participer aux discussions?" "Qu'est-ce que tu vas dire quand tu partages de l'information personnelle?"

Instructional tips:
(1) Teachers can encourage students to use appropriate subject pronouns ("je", "tu", "il/elle", "nous", "vous", "ils/elles") when interacting with peers.

(2) Teachers and students can co-construct an anchor chart of various salutations that students can use in their interactions.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

C1. **Reading Comprehension:** determine meaning in a variety of French texts, using a few reading comprehension strategies;

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 forms;

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.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 2, students will:

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

Teacher prompts: "Quelles informations du texte sont importantes? intéressantes? Comment le sais-tu?" "Est-ce que tu as eu une expérience personnelle semblable à celle du personnage dans le texte? Est-ce que ton expérience te permet de mieux comprendre le message de l'auteur?" "Comment est-ce que ce texte est semblable à celui qu'on a lu la semaine dernière? Pourquoi est-ce que le texte de la semaine dernière nous aide à mieux comprendre le sujet de ce texte-ci?" "Quelles informations du texte t'aident à confirmer les prédictions?"

Instructional tip: During modelled, shared, and guided reading, teachers can model the use of think-aloud stems for making connections (e.g., "Ce texte me fait penser à…", "Je connais quelque chose à propos de ce sujet…", "Ce texte est comme un film que j'ai vu/un livre que j'ai lu…").

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

Teacher prompts: "Comment est-ce que les actions et les mots des personnages d'un texte narratif te permettent de bien comprendre l'histoire?" "Quels sont les mots descriptifs qui t'aident à mieux t'identifier à un personnage?" "Quelles questions est-ce que tu as après la lecture de ce texte? Quelles questions peux-tu poser à l'auteur pour mieux comprendre ses idées/son histoire?"

Instructional tip: During shared or guided exploration of a text, teachers can help students identify adjectives and adverbs that describe the main characters.

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues *(e.g., read text aloud with intonation based on punctuation; use knowledge of consonant blends and phonemes to read new words;*

participate in a reader's theatre; find words with a specific phoneme in independent reading selections)

Teacher prompts: "Comment est-ce que tu peux changer l'intonation de ta voix quand tu lis un texte?" "Comment est-ce que les parties des mots et les expressions familières que tu connais facilitent ta lecture?" "Comment peux-tu utiliser les sons que tu connais pour lire de nouveaux mots?"

Instructional tips:
(1) During shared and guided reading, teachers can encourage students to apply their knowledge of certain letter combinations when reading words with similar sounds.

(2) Teachers can select texts that foster the development of phonological awareness through rhymes and blending of phonemes.

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

Teacher prompts: "Quels sont les mots qui sont semblables aux mots que tu connais? Est-ce qu'il y a des mots qui sont semblables à des mots en anglais, en espagnol, en italien, en créole, en arabe?" "Comment est-ce que le radical d'un mot peut t'aider à en déterminer le sens?" "Quels éléments visuels t'aident à mieux comprendre le nouveau vocabulaire?" "Comment le fait de réfléchir au contexte t'aide-t-il à lire les mots non familiers?" "Quels sont les nouveaux mots ou les mots intéressants de ce texte? Comment est-ce que tu peux utiliser ces mots dans tes conversations et tes textes écrits?"

Instructional tip: Teachers can help students identify word patterns based on prefixes (e.g., "sous-vêtements", "sous-verre", "sous-marin"), sound (e.g., "pain", "bain", "main", "sain", "copain"), and related stems (e.g., "dire/redire", "faire/refaire", "coupe/découpe", "fait/défait").

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

Teacher prompts: "Quel est le message du texte? Quels sont les indices dans le texte qui t'aident à découvrir l'intention de l'auteur? Est-ce que tu es d'accord avec le message? Pourquoi?" "Quel est ton point de vue sur ce sujet? Est-ce que ton point de vue est différent de celui de l'auteur? Comment changerais-tu le texte pour mieux représenter tes idées?" "Qu'est-ce que l'auteur a fait pour communiquer son message?"

Instructional tip: Teachers can model and encourage students to use demonstrative and possessive adjectives when responding to media texts.

C2. Purpose, Form, and Style

By the end of Grade 2, students will:

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

Teacher prompts: "Comment choisis-tu le texte que tu vas lire si tu veux apprendre à bâtir une maison?" "Quel genre de texte te permettra d'apprendre des faits à propos d'un sujet qui t'intéresse?" "Pourquoi est-ce qu'on a des référentiels dans la salle de classe?"

Instructional tip: Teachers can select texts for modelled, shared, and guided reading that can serve as mentor texts/models for students to use when writing in the same form.

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher *(e.g.,* textbook – *table of contents, headings, and index to help locate information;* personal account – *personal experiences, past tense, first person;* fairy tale/folktale – *usually begins with "Il était une fois…", moral, hero(in)es;* website – *sidebars with subtitles to indicate information on linked pages;* sports/trading

card – *biographical information, statistics, team name;* recipe – *list of ingredients, numbered steps, description of procedure;* reader's theatre script – *character names followed by a colon to indicate who reads each line)*

Teacher prompts: "Comment les caractéristiques d'un texte t'aident-elles à mieux comprendre un texte donné?" "Comment peux-tu trouver des informations précises dans un texte?" "Quelles techniques l'auteur du texte utilise-t-il pour communiquer son message? Pourquoi a-t-il choisi de telles techniques?" "Où est-ce que tu peux trouver les ingrédients nécessaires pour suivre une recette?"

Instructional tip: Teachers can include a wide variety of non-continuous texts, such as train tickets and restaurant menus, to help students identify their characteristics (e.g., numbers, abbreviations, formats) and develop strategies that support comprehension of such texts.

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

Teacher prompts: "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 aussi?" "Quelles sont les prochaines étapes que tu devrais suivre?"

Instructional tip: Teachers can introduce a checklist of expressions and sentence starters to guide discussion during a student-teacher or peer conference regarding effective reading strategies.

C3. Intercultural Understanding

By the end of Grade 2, students will:

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

Teacher prompts: "En lisant un texte à propos d'une communauté francophone, quels liens peux-tu faire entre cette communauté et la tienne?" "Quelles sortes de textes français ou bilingues sont présents dans ta communauté?"

Instructional tip: Teachers can encourage students to identify and use the appropriate article ("le", "la", "les") and French name when describing countries where French is spoken.

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

Teacher prompts: "À qui est-ce que l'auteur a écrit ce texte? Comment le sais-tu?" "Quels sont les mots et expressions que tu trouves intéressants au sujet de cette communauté francophone?" "Quels sont les éléments d'une invitation? Où est-ce que l'événement aura lieu?" "Quelles informations sont incluses dans une carte de souhaits?"

Instructional tip: Teachers can direct students to identify the parts of an invitation that give specific information about the event.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

> **D1.** **Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
>
> **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;
>
> **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.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 2, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create *(e.g., to label a diagram or illustration; to fill in a registration form; to describe a friend using familiar adjectives and adverbs on a poster; to recommend a book to classmates; to collaborate with classmates on a friendly letter to an author; to respond to a read-aloud in a double-entry journal, following a model; to write personal opinions about images on the home page of a website; to create an advertisement about a favourite toy or an eco-friendly product; to produce an informative brochure on a local tourist attraction)*

Teacher prompts: "À qui écris-tu ce texte? Pourquoi écris-tu ce texte?" "Quel genre d'information dois-tu généralement donner lorsque tu remplis un formulaire d'inscription?" "Dans quelle situation serait-il utile de présenter de l'information sous forme d'affiche?"

Instructional tip: Teachers can model the use of verbs of preference (e.g., "aimer", "adorer", "détester", "préférer") and encourage students to use them when expressing opinions in their writing.

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form *(e.g., recount a family celebration; compose a poem for a greeting card; develop a class report on a social or environmental topic of interest; compose a persuasive slogan for a toy label; write a recipe; ask questions in a letter or note to a friend)*

Teacher prompts: "Dans un texte informatif, pourquoi est-il important de choisir les articles appropriés devant les noms communs que tu écris (masculin, féminin, pluriel)?" "Quels éléments dois-tu inclure dans une carte de souhaits pour attirer l'attention de ton destinataire?" "Comment est-ce que le modèle t'aide à écrire ton propre texte?"

Instructional tips:
(1) During modelled, shared, and guided writing, teachers can help students identify the masculine, feminine, and plural forms of adjectives, as well as present and past tenses of common verbs appropriate to the text form.

(2) Teachers can introduce expressions of quantity (e.g.,"assez de", "beaucoup de", "trop de", "un peu de" "une tasse de", "un verre de", "un kilo de") that students can use when writing recipes.

(3) Teachers can model and encourage the use of questions beginning with "quel", "quelle",

"quels", and "quelles" in a variety of situations (e.g., in an email, in a note, when offering choices, for a survey).

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

Teacher prompts: "De quelles expressions as-tu besoin pour communiquer ces informations?" "Où peux-tu trouver des mots et des expressions pour écrire ton texte?" "Quels mots peux-tu utiliser pour améliorer ton texte?"

Instructional tip: Teachers can encourage students to use available resources to explore synonyms for familiar words and expressions.

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

Teacher prompts: "Comment est-ce que tu vas partager tes sentiments et tes opinions avec le lecteur?" "Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?" "Comment sais-tu que les expressions et les images suscitent une réaction chez le lecteur?"

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

Teacher prompts: "Comment peux-tu communiquer l'information que tu dois donner au sujet de ton produit?" "Est-ce que la forme de texte que tu utilises sera efficace pour communiquer

ton message?" "Comment peux-tu utiliser des mots, des couleurs et des symboles pour créer un emblème?"

Instructional tip: Teachers can suggest students use reflexive verbs to describe daily routines (e.g., "Je me lève", "Tu te brosses les dents chaque jour après les repas", "Elle s'habille à 7h30", "Nous nous asseyons dans la classe à midi pour dîner", "Vous vous couchez à 20h30").

D2. The Writing Process

By the end of Grade 2, students will:

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (*e.g., use background knowledge and personal experiences to generate ideas about familiar topics; use pictures and graphic organizers to help them select and organize ideas; in pairs or groups, list ideas for shared or independent writing*)

Teacher prompts: "Comment choisis-tu tes idées pour écrire un texte?" "Comment sais-tu que ton texte est organisé de façon logique?" "Comment est-ce qu'une discussion avec des pairs contribue à générer des idées?"

Instructional tip: Teachers can explore the present tense of familiar "-er", "-ir", and "-re" verbs through oral activities and dramatic play to prepare students for writing about daily activities.

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (*e.g., use a teacher- or class-generated graphic organizer or model when planning their writing; reread, change, add, remove, and reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and their peers; use criteria co-constructed with the teacher and their peers to improve their writing*)

Teacher prompts: "Comment peux-tu varier le vocabulaire dans tes textes?" "Comment est-ce que tu décides quelles informations inclure dans ton texte?" "Comment est-ce que les suggestions de ton partenaire/ton enseignant te permettent de réviser ton texte?"

Instructional tip: Teachers can model and encourage the use of linking words such as "et" and "parce que" to create sentences of varying lengths.

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate *(e.g., proofread and correct their writing using a checklist or guiding questions provided by the teacher; 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, community members, animals, and living things in nature; use high-frequency verbs in the present tense to describe things that are happening to and around them)*

Teacher prompts: "Comment est-ce que tu détermines si ton travail est terminé?" "Dans la version finale de ton histoire, quels éléments pourrais-tu ajouter (titre, illustrations, bulles de texte...) pour enrichir ton texte?"

Instructional tip: Teachers can provide opportunities for students to interact with people in their community (e.g., classmates, parents, pen pals) through their written work.

D2.4 Metacognition:
(a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;
(b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and refer to feedback from their teacher and peers when planning next steps)*

Teacher prompts: "Qu'est-ce que tu vas noter dans ton journal d'écriture?" "Quelles ressources ont été les plus utiles quand tu écrivais ton rapport de recherche?" "Qu'est-ce que tu as dit à ton ami(e) à propos de son texte?" "Est-ce que tu peux utiliser les mêmes stratégies afin d'améliorer ton travail?" "Qu'est-ce que tu pourras faire la prochaine fois?"

Instructional tip: Teachers can encourage students to use a writer's notebook to help them monitor their goals, plan next steps, and record ideas for future writing tasks.

D3. Intercultural Understanding

By the end of Grade 2, students will:

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities *(e.g., write about customs and traditions of French-speaking communities; compare a festival in a French-speaking community with one from another cultural community, using information they recorded on a Venn diagram; describe the pastimes of children in a French-speaking community)*

Teacher prompts: "Quelles informations est-ce que tu vas partager à propos de cette communauté francophone?" "Quels sont les passe-temps des gens de cette communauté? Est-ce que tu fais quelque chose de semblable pendant ton temps libre?"

Instructional tip: Teachers can encourage students to identify familiar vocabulary and expressions they can use to describe the interests and hobbies of children in a particular French-speaking community.

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work *(e.g., regional expressions and words from a French-speaking community; varying levels of politeness in letter writing to different recipients; use of "tu" and "vous" in giving directions)*

Teacher prompts: "Quand tu écris une lettre amicale, quelles salutations peux-tu utiliser?" "Comment fait-on preuve de respect pour la culture des autres dans nos messages écrits?" "Comment la forme de politesse que tu choisis peut-elle influencer ton message?" "Comment vas-tu choisir ton niveau de langue selon la personne à qui tu t'adresses?"

Instructional tips:
(1) Teachers can teach the short forms of address (e.g., "monsieur", "madame", "mademoiselle") for students to incorporate in their letters.

(2) Teachers can suggest students use different levels of formality and politeness in various contexts, such as a letter to the principal or text messages to friends.