Communication

Below is a description of fulfillment of each learning outcome at the end of each term (fully meeting expectations).

End of Term 1	End of Term 2	End of Term 3
• participate in classroom routines and activities conducted in French		
- offers responses to complete daily routines (incl. calendar) without prompting - participates in class activities with some prompting - responds mainly in full sentences modeled by the teacher; re-phrases with teacher prompting	- begins to assume responsibility for daily calendar routines - participates in class activities with occasional prompting - uses complete sentences when speaking with some degree of personalization; begins to self-correct	- assumes responsibility for daily routines - participates in class activities requiring little to no prompting - always uses complete sentences when speaking with some personalization; self-corrects
• ask for information or assistance		
- questions peers and teacher to complete daily activities, e.g., conducts a survey - uses basic modeled forms accurately to express ideas, e.g., "*Est-ce que tu as une soeur?*"	- questions peers and teacher to complete daily activities; begins to demonstrate spontaneity in questions, e.g., asking for school supplies etc. - uses basic modeled forms, begins to appropriate questions to express new ideas, e.g., "*Est-ce que tu as beaucoup d'énergie aujourd'hui?*"	- questions peers and teacher to complete daily activities; demonstrates spontaneity and applies new vocabulary in questioning - uses basic modeled forms confidently, uses new question formats to express new ideas, e.g., "*As-tu beaucoup d'énergie aujourd'hui?*"
• exchange and share information about oneself, one's activities and interests		
- provides information to a limited number of questions using modeled responses, e.g., "*Je suis né/e le 14 septembre*" - attempts with limited accuracy to personalize responses - responds to questions in present tense	- provides personalized information to a number of practised questions - uses a variety of modeled responses to respond to open-ended questions, e.g., "*Hier, j'ai lu mon livre.*" - begins to respond to questions in present, past and future tenses	- provides personalized information to a wide range of practised and unrehearsed questions, e.g., "*Je déteste le jazz parce que je n'aime pas la trompette.*" - uses a variety of modeled and spontaneous responses to respond to a wide variety of open-ended questions - responds to questions using present, past and future tenses with some accuracy, e.g., "*Ce weekend, je vais regarder un film.*"

End of Term 1	End of Term 2	End of Term 3
• demonstrate comprehension of oral texts from a variety of sources		
- demonstrates comprehension of a limited range of texts - responds to a limited range of questions focused on basic story details, e.g., "*De quelle couleur était son jouet?*"	- demonstrates comprehension of a range of texts; begins to read independently - responds to a range of questions focused on basic details and those requiring a deeper understanding, e.g., "*Dans l'histoire, pourquoi est-ce que le petit garçon était triste?*"	- demonstrates comprehension to a wide range of texts; demonstrates some comprehension of texts read independently - responds to a wide range of questions focused on basic details, those requiring a deeper understanding and those requiring a justification of opinion, e.g., *"À ton avis, quel personage était le plus intéressant? Pourquoi?*
• use various ways of representing what they know or have learned		
- represents ideas effectively in basic ways, e.g., a captioned illustration - uses a teacher generated model to represent what they have learned, personalizes responses from model, e.g., a framed journal entry	- represents ideas effectively in a variety of formats - uses teacher generated models as well as self-created ways to represent what they have learned	- represents ideas effectively in innovative ways -uses a wide variety of ways to represent their ideas, e.g., journal entries, storyboards, skits etc.
• express, with support, needs, desires, opinions, likes and dislikes		
- communicates messages effectively using limited vocabulary - uses basic sentences modeled in class to express themselves, e.g., "*Ça va mal.*" - contributes information in familiar situations	- communicates messages effectively using known vocabulary, begins to personalize message with new vocabulary - uses a range of sentences modeled in class, attempts to combine structures to express themselves, e.g., "*Ça va mal, parce que ...*" - contributes information in famliar and unfamiliar situations	- communicates messages effectively using known vocabulary; consistently personalizes messages with new vocabulary - uses a wide variety of sentences to express themselves in various situations, e.g., *"Je suis vraiment fatigué(e) aujourd'hui."* - contributes information in familiar and unfamiliar situations
• read texts aloud		
- reads simple texts using familiar language fluently; pronunciation of familiar language is easily understood	- reads simple texts using familiar and unfamiliar language fluently; pronunciation is easily understood; begins to read more complex texts	- reads simple and more complex texts fluently; pronunciation is easily understood; some words in complex texts may require assistance in articulation

End of Term 1	End of Term 2	End of Term 3
• predict meaning of a text by identifying contextual clues		
- predicts meaning within simple texts with some prompting and/or questioning	- predicts meaning of simple texts with little to no prompting; begins to predict meaning of more complex texts	- predicts meaning of simple and more complex texts with little prompting
• read texts for enjoyment		
- reads teacher-assigned texts at home that have already been modeled in class	- reads teacher assigned, modeled texts independently; begins to select texts independently	- reads and selects texts independently
• respond to texts in ways that involve general knowledge and personal experience		
- uses words and illustrations to show personal connections to a text	- uses a graphic organizer to connect text-based information with related facts (using framed language)	- links key elements of a text to related information from personal experience and other areas of learning
• represent the main idea of a story		
- using a teacher-generated model, represents ideas using modeled phrases and vocabulary - represents ideas in a limited range of mediums, e.g., journal entries, simple conversation activities	- using a teacher-generated model, represents ideas using a frame; begins to use new phrases and vocabulary - represents ideas in a variety of mediums, e.g., simple paragraphs and/or simple oral presentations	- using a teacher-generated model, represent ideas using both familiar and new phrases and vocabulary - represents ideas in a wide-variety of ways, e.g., written, oral, audio-visual presentations
• describe and sequence events and experiences in the present, past and future time		
- using texts and real events, describes sequence in present tense; may begin to use past tense - sequences events using framed language	- using texts and real events, describes sequence in present and past tense, begins to use future tense - begins to use simple connecting words to add detail to sequence, e.g., *premièrement, finalement*	- uses past, present and future to describe textual and real events - uses a range of connecting words and phrases to add detail to sequences, e.g., *alors, ensuite*
• transcribe into written form oral communication and oral texts based on familiar topics		
- creates text based on language modeled in class situations; personalizes work by changing simple vocabulary	- creates text based on language modeled in class situations; personalizes work by changing simple vocabulary; begins to vary phrasing of texts from initial model	• creates text based on language modeled in class situations; personalizes work by changing vocabulary and phrasing

End of Term 1	End of Term 2	End of Term 3
• use a systematic approach to creating and refining written work		
- checks work against teacher-generated model to verify punctuation, accents and adjective placement - uses classroom assistance to verify capitalization, agreements and spelling of high-frequency words, e.g., word-wall, verb posters - searches basic vocabulary in dictionary; demonstrates awareness of gender agreement e.g., basic nouns - edits peers' work using a very simple checklist	- checks work against teacher-generated model to verify punctuation, accents, adjective placement and sentence variety - uses classroom assistance to verify capitalization, agreements and spelling of high-frequency words, e.g., word-wall, verb posters - ability to search basic and more advanced vocabulary in dictionary - edits peers' work using a checklist	- checks work against teacher-generated model to verify punctuation, accents, adjective placement, sentence variety and paragraph structure - uses classroom assistance to verify capitalization, agreements and spelling of high-frequency words, e.g., word-wall, verb posters - ability to search a wide-range of vocabulary to refine writing - edits peers' work using a checklist, suggests changes of vocabulary and/or phrasing
• consult and make meaning from authentic texts		
- makes meaning of simple authentic texts using teacher assistance and modeling - applies simple language learning strategies and/or seeks help from peers	- makes meaning of simple authentic texts with some teacher assistance; navigates texts with unfamiliar vocabulary - applies a variety of language learning strategies and begins to consult resources independently for assistance	- makes meaning of authentic texts with little teacher assistance; navigates texts with unfamiliar vocabulary - applies a wide-variety of language learning strategies and/or consults resources for assistance
• research a topic of choice using media sources and information adapted from authentic sources		
- searches out modeled answers using guiding questions, e.g., weather report	- searches out modeled information to complete oral and/or written task, e.g., "*Quelle est la date de naissanace de ...?*"	- searches out information using guiding questions and broad topic range, e.g., *sites touristiques à Moncton*