

OVERVIEW

A continuum of proficiency in foundational **Français langue seconde – immersion** reading, writing, and oral language skills from Kindergarten through Grade 4.

The grade level proficiency descriptors highlight what key foundational learning may look like for a proficient student in relation to the **Français langue seconde – immersion** curriculum.

K-4 Foundational Français langue seconde – immersion Learning Progressions

Skill: Writing

Writing allows students to demonstrate their learning and communicate their thoughts in unique and expressive ways. **Handwriting** instruction should ensure accurate letter formation and spacing. Students should receive regular practice (5-10 minutes/day) to build **automaticity** which reduces cognitive load and frees up the brain to think about word choice, conventions and sentence formation. Writing instruction should focus on the joy of writing while naturally reinforcing reading and phonics instruction and begin with explicitly teaching sentence, then paragraph construction. Composition of **text** can take many shapes, including a focus on narrative, persuasive, informational (expository) and opinion **genres**.

For additional information on Composition related to developing and communicating ideas and information in a variety of ways, please see the [K-5 Cross Curricular Literacy Learning Progressions](#).

Each **SKILL** represents a set of foundational language arts knowledge.

A proficient student should be able to develop, practice, and demonstrate each skill.

All skills are important when building knowledge in language arts.

Each **SKILL DESCRIPTOR** provides additional information as to the skills developed within each **SKILL**.

Each **SUB-SKILL** further defines the foundational knowledge within each skill.

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term.

DEFINITIONS provide further explanation for key concepts found in the **foundational proficiency descriptors**.

Sub-skill	Proficiency Descriptor (for the end of the year)				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Printing <i>The formation of letters by hand, both upper and lowercase, including appropriate spacing, strokes, directionality and size.</i>	Holds and controls a pencil with appropriate grip most of the time. Prints all 26 upper- and lowercase letters, beginning to form them with appropriate strokes and directionality. Begins to use appropriate spacing between words (e.g., leaving a finger width).	Holds and controls a pencil with appropriate grip and pressure. Prints uppercase and lowercase letters using appropriate strokes, directionality, and size. Uses appropriate spacing between letters and words.	Forms upper- and lower-case letters conventionally with growing automaticity , using appropriate strokes, directionality, and size.	Legible handwriting with appropriate spaces between words.	
Composition <i>The formation of words, sentences and paragraphs to create a written piece of text, either fiction or non-fiction with appropriate grammar and mechanics.</i>	Represents their story with a detailed picture or using tactile materials (e.g., clay, popsicle sticks, wooden characters). Labels a picture with invented spelling. Completes a simple sentence starter following a model. (e.g., Voici... student adds "un ours"). Recognizes and consistently uses a capital letter at the beginning of their name. Begins to use non-conventional writing to convey a message and may begin to represent words with graphemes by writing the initial phonemes , final phonemes , and sometimes the medial phonemes (e.g., j'aime, written as jm).	Writes 2-3 sentences to express thoughts and ideas, or to describe a picture or situation. Uses invented spelling where the initial, medial, and final sounds are represented with an appropriate grapheme (e.g., bateau = bato). Writing is conversational, with simple descriptions and repeats simple patterns (e.g., Voici le chien. Le chien est noir. Le chien est gentil). Forms complete sentences with a subject and predicate in the present tense (e.g., Je joue au soccer). Begins to use capital letters at the beginning of sentences and punctuation marks, such as periods, to end most sentences.	Writes a short paragraph (4-5 sentences) to narrate a personal experience, describe a familiar topic, or explain an idea. Uses invented spelling with increasing accuracy; most syllables are represented, though spelling may still reflect oral pronunciation (e.g., bocou for beaucoup, mesme for même). Begins to connect ideas with simple linking words (e.g., et, mais, parce que). Writing reflects more detail and personal voice, with some attempts at varied sentence structures (e.g., Le chien noir est petit. Il est gentil. Il aime jouer à la balle). Fiction writing follows a taught story framework and may include some story language . Non-fiction writing is conversational, with an opening sentence that may signal the topic. It also includes some description and basic text features (e.g., bold or underlined headings).	Writes several connected paragraphs (6-8 sentences) to narrate, describe, or explain, with a clear beginning, middle, and end. Demonstrates increasing accuracy in conventional spelling of high-frequency and familiar words, with occasional errors in more complex words (e.g., animal vs. animau, beaucoup vs. bocou). Expands vocabulary and begins to substitute repetitive words with less common, more descriptive ones (e.g., grand → énorme, immense). Uses a wider range of connectors and transition words (e.g., ensuite, puis, finalement, d'abord). Constructs compound sentences using conjunctions (e.g., Je vais à la garderie quand mes parents travaillent.). Writing demonstrates greater cohesion and logical sequence of ideas.	Produces multi-paragraph compositions (8-12+ sentences) with an introduction, developed ideas, and a conclusion. Spells most words conventionally, including many irregular and less frequent words (e.g., chaud, toujours, travail, monsieur). Varies sentence structure for effect, incorporating both simple and compound sentence (e.g., Boum! Le chien s'est réveillé. Il a jappé et son maître est venu tout de suite voir pourquoi il y avait du bruit. Tout à coup, il a vu un énorme animal). Uses a broader set of transition words to guide the reader (e.g., cependant, par contre, de plus, par exemple). Integrates more complex vocabulary and descriptive detail to enhance writing.

Definitions

Note: Many of these terms are found in multiple Skills/Sub-Skills and across grades and the example included may or may not be appropriate for the grade you're referencing.

- adjective** – a word that gives information about a noun by describing its qualities, showing ownership, or identifying which one is being referred to
- adverb** – a word that shows when, where, how, or how often an action or state occurs
- conjunction** – a word that connects two clauses or phrases
- pronoun** – a word that replaces a noun
- subject** – the person or thing that is doing the action in a sentence
- verb** – a word that shows an action or state of being

Note: The International Phonetic Alphabet (IPA) is used in this document. Please share your feedback to let us know whether this notation is familiar to you and whether you find it useful.

Skill – Oral Language

In the French Immersion classroom context, oral language is the entry point to literacy. It is the foundational skill that comes before reading and writing when learning an additional language. Students begin by learning basic, everyday words (**vocabulaire de base**) that they encounter in daily classroom life and that are used in spoken language. As their confidence and understanding grow, they begin to use more complex words that are found in written language in the classroom and that are useful across many different content areas (**vocabulaire spécifique**). These words have high utility for students and build flexibility in how they are able to express ideas. Over time, they expand their French language skills further by learning vocabulary linked to specific subjects or learning themes (**vocabulaire académique**), introduced through classroom activities that integrate listening, speaking, and content learning. This progression supports their overall language proficiency and helps them communicate more freely and confidently in French.

The use of intentional **explicit instruction**, **scaffolding** techniques, and **multisensory instruction** that engages multiple **modalities** supports students in building vocabulary and developing strong language skills. Word choice depends on student needs, classroom context, and the texts being used, rather than a fixed list. Regular exposure to varied French **texts**—oral, written, and visual, both fiction and non-fiction—builds **oral fluency**, enriches vocabulary, and strengthens overall proficiency in speaking, reading, and writing, while fostering an appreciation for the French language, culture, and diverse forms of literacy.

- For Expressive Language Skills & Oral Storytelling: Across all grades, we want to encourage risk-taking (attempting to try), creativity, and informal conversation without placing emphasis on accuracy. The focus is on developing **oral fluency** and supporting the natural development of **pronunciation** in a gentle, supportive way, rather than expecting perfect accuracy.
- Vocabulary development is explicitly taught rather than expected to develop on its own.
- **Pronunciation** is supported through modeling and repetition, not correction.

Vocabulary instruction is integrated across the curriculum and adapted to students’ language proficiency levels. As students progress, certain vocabulary may shift from subject-specific usage to broader, everyday use, reflecting their expanding linguistic flexibility.

Sub-skill	Proficiency Descriptor <i>(for the end of the school year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Vocabulary <i>Understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts.</i>	<p>Understands and begins to use familiar and frequently used words in French (vocabulaire de base) (e.g., “bonjour”, “au revoir”, “merci”, “Madame”, “Monsieur”, etc.), acquired through independent word learning and explicit instruction, in various contexts, including numbers 1–10.</p> <p>Understands and begins to use simple words related to all learning areas (vocabulaire spécifique) (e.g., “carré”, “cercle”, “collation”, “hiver”, “pluie”, “chaud”, “tapis”).</p>	<p>Understands and uses familiar, frequently used words (vocabulaire de base) (e.g., “crayon”, “regarde”, “chat”) and begins to expand vocabulary by using words related to all learning areas (vocabulaire spécifique) (e.g., “bibliothèque”, “chaise”, “bureau”, “manteau”), acquired through independent word learning and explicit instruction, in various contexts, including numbers 1–20.</p> <p>Understands and uses simple subject-specific terms (vocabulaire académique) related to the curriculum of various learning areas (math, science, social studies, etc.) (e.g., “addition”, “lumière”, “tradition”, “racine”, “gaz”).</p>	<p>Uses vocabulaire de base, vocabulaire spécifique and vocabulaire académique, acquired through independent word learning and explicit instruction, in various contexts, including other learning areas.</p> <p>Expands vocabulary by using familiar classroom, personal, and thematic words in a sentence (e.g., “Je vais à la bibliothèque.”, “Je cherche mon crayon dans mon pupitre.”, “J’aime jouer au soccer dans la cour.”).</p> <p>Understands more subject-specific words (vocabulaire académique) and a variety of descriptive words in oral communication based on context (e.g., “J’ai un petit chien brun” instead of “J’ai un chien.”).</p>	<p>Uses vocabulaire de base, vocabulaire spécifique and vocabulaire académique, acquired through independent word learning and explicit instruction, in various contexts, including other learning areas.</p> <p>Expands vocabulary by using vocabulaire spécifique and vocabulaire académique in context (e.g., “Le personnage principal adore les chevaux.”, “Nous allons au parc après l’école.”).</p> <p>Uses a wider variety of descriptive words in oral communication (e.g., “C’est délicieux !” instead of “C’est bon.”).</p> <p>Uses linking words and connectors to enrich vocabulary in sentences (e.g., “car”, “alors”, “lorsque”).</p>	<p>Uses vocabulaire de base, vocabulaire spécifique and vocabulaire académique, acquired through independent word learning and explicit instruction, in various contexts, including other learning areas.</p> <p>Expands vocabulary by using vocabulaire spécifique and vocabulaire académique in context (e.g., Le castor construit sa hutte avec des branches et de la boue ; La planète Terre orbite autour du soleil).</p> <p>Uses a wider variety of descriptive words in oral communication (e.g., <i>joyeux</i> instead of <i>content</i>; <i>minuscule</i> instead of <i>petit</i>; <i>rapidement</i> instead of <i>vite</i>; <i>observer</i> instead of <i>regarder</i>).</p>

Sentence Construction (Syntax)

Formulating grammatically correct sentences helps students convey their thoughts logically and coherently in both spoken and written communication.

	<p>Begins to identify basic cognates between English and French (e.g., table, animal, minute, etc.).</p>	<p>Uses linking words and connectors as part of their vocabulary to add complexity to their sentences and overall expression (e.g., "et", "ou", "mais", "aussi". "parce que", "comme").</p> <p>Identifies and begins to understand basic cognates and cognates that may sound different between English and French (e.g., banana - banane, music - musique, important - important, solid - solide, cycle - cycle).</p>	<p>Identifies and begins to understand more challenging cognates between English and French, such as longer or subject-specific words (e.g., responsibility → responsabilité; thermal energy → énergie thermique; enemy → ennemi, ceremony - cérémonie).</p>	<p>Uses linking words and connectors to enrich vocabulary in sentences. (e.g., donc, cependant, toutefois).</p> <p>Consistently identifies and understands more challenging cognates between English and French, such as conceptually abstract or subject-specific words (e.g., <i>courageous</i> → <i>courageux</i>, <i>to invite</i> → <i>inviter</i>, <i>axis</i> → <i>un axe</i>, <i>nocturnal</i> → <i>nocturne</i>).</p>
<p>Uses some expressions of courtesy and greetings (e.g., "Merci", "Madame", "Comment ça va ?").</p> <p>Reproduces simple sentences to express ideas and needs (e.g., "Est-ce que je peux boire de l'eau ?").</p>	<p>Regularly uses expressions of courtesy and greetings (e.g., "Merci", "Madame", "Comment ça va ?").</p> <p>Communicates using words or simple sentences to express ideas and needs (e.g., "Je suis fatigué !", "J'ai une collation.").</p> <p>Asks and answers familiar questions using simple sentences or partial sentences (e.g., "Où est mon crayon ? Il est sur la table.").</p> <p>Uses descriptive adjectives to describe people, objects, and events (e.g., "Le crayon est rouge.", "Mon papa est grand.", "Je cours vite.").</p> <p>Reproduces simple sentences in the affirmative form with a subject, verb, and complement (e.g., "Le chien est brun.", "Je mange un bonbon.").</p>	<p>Produces simple sentences with correct subject-verb agreement and a complement in the present and past tenses (présent et passé composé) (e.g., "Il joue au parc. Il a lancé la balle.").</p> <p>Reproduces simple sentences using possessive adjectives and qualitative adjectives (e.g., "Mon sac est le plus grand.").</p> <p>Begins to use basic conjunctions (e.g., "et") to join two ideas in the affirmative and the negative. (e.g., J'aime / Je n'aime pas les chats et les chiens).</p> <p>Experiments with simple sentence starters using time or place (e.g., "Aujourd'hui, je vais chez mon ami. ", "Hier, je suis allé au magasin.", "Ce matin, j'ai mis mon manteau.", "Le livre est sur la table.", "Mon crayon est dans mon sac.").</p> <p>Shows accuracy with basic articles (definite and indefinite) (e.g., "un chien", "la table", "les pommes").</p>	<p>Produces complete sentences with a subject, verb, and complement in the present tense and begins to use the near future (futur proche) (e.g., "Nous allons regarder un film.").</p> <p>Develops more complex sentences using a wider range of conjunctions (e.g., "parce que", "mais", "quand") (e.g., "Je vais dehors parce qu'il fait beau.").</p> <p>Experiments with varied sentence starters to emphasize an idea (e.g., "Quand il pleut, je joue aux cartes.").</p> <p>Improves accuracy with gender and number for nouns and adjectives (e.g., "la petite maison", "les grands arbres").</p>	<p>Produces more complex sentences using learned tenses (<i>présent, futur proche and passé composé</i>) (e.g., <i>Hier, j'ai visité le musée avec ma classe</i>).</p> <p>Uses a variety of conjunctions to link ideas with greater clarity and accuracy (e.g., parce que, donc, si, lorsque) (e.g., Je fais mes devoirs avant de jouer aux jeux vidéo).</p> <p>Varies word order and sentence starters to create style and emphasis (e.g., Dans la bibliothèque, les élèves travaillent en silence).</p> <p>Shows growing accuracy with articles, gender, number, and agreement with adjectives and verbs (e.g., Les filles heureuses chantent une chanson).</p>

Expressive Language Skills and Oral Storytelling

The ability to tell stories and narrate events orally lays the groundwork for crafting engaging narratives in writing.

<p>Participates in French oral language activities (e.g., singing songs, choral speaking).</p> <p>Creates stories in their own language, inserting familiar French words (e.g., "maman", "ours").</p> <p>Uses sentence starters and is able to complete simple sentences (e.g., "Je vois...", "Voici...", "C'est...").</p> <p>Tries to repeat or self-correct when teacher models (e.g., Student says: "le book"; Teacher says: "le livre"; Student repeats: "le livre").</p>	<p>Actively participates in French oral language activities (e.g., singing songs, reciting nursery rhymes, choral speaking).</p> <p>Attempts to use frequent, familiar French words and simple sentences in conversation.</p> <p>Retells a story or personal event using a sentence starter (e.g., "cette fin de semaine...").</p> <p>Tries to repeat or self-correct when teacher models (e.g., Student says: "le rouge crayon"; Teacher says: "le crayon rouge"; Student repeats: "le crayon rouge").</p> <p>Pronounces familiar sounds with growing <i>accuracy</i> (e.g., u → le jus, eu → deux, on → la maison, é → l'école, an → enfant, in → matin).</p>	<p>Actively participates in French oral language activities (e.g., singing songs, readers' theatre, role play in drama games).</p> <p>Retells familiar stories in sequence using simple sentences and basic transition words (e.g., "Le lapin court. Ensuite, il tombe. Enfin, il dort.").</p> <p>Uses common temporal words to show order (e.g., "Aujourd'hui, je vais à l'école. Après, je mange mon lunch.").</p> <p>Includes key characters and main events (e.g., "Le chat et le chien jouent dans la maison.").</p> <p>Speaks clearly and can be understood by peers (e.g., "Je m'appelle Sophie.").</p> <p>Uses gestures and intonation to add meaning (e.g., [smiling] "J'aime les bonbons !").</p> <p>Tries to repeat or self correct when teacher models (e.g., Student says: "J'ai aller"; Teacher says: "Je suis allé"; Student repeats: "Je suis allé").</p> <p>Begins self-correcting when noticing mistakes (e.g., "Je suis 7 ans... non, j'ai 7 ans.").</p> <p>Pronounces familiar sounds with growing accuracy (e.g., gn → ligne, ail → travail, ille → famille, eil → soleil, ien → chien).</p>	<p>Actively participates in French oral language activities (e.g., singing songs, readers' theatre, role play in drama games).</p> <p>Retells or recounts events in logical order using a variety of sequencing words (e.g., "En premier, nous allons au parc. Puis, nous jouons au soccer. Enfin, nous rentrons à la maison.").</p> <p>Uses a greater variety of temporal words to add clarity to storytelling (e.g., "Le matin, je me lève. Plus tard, je vais faire mes devoirs.").</p> <p>Adds details about characters, settings, or actions (e.g., "La petite fille habite dans une grande maison avec sa famille.").</p> <p>Attempts to use simple dialogue during storytelling (e.g., "Le garçon a dit : « Je veux jouer ! »").</p> <p>Pronounces familiar sounds with growing accuracy (nasal vowels: on, an, in, etc.) (e.g., "J'habite dans une maison.").</p> <p>Speaks with greater oral fluency in routine situations (e.g., says "Est-ce que je peux aller aux toilettes ?" without hesitation, while using périphrase as a strategy when needed).</p> <p>Begins self-correcting when noticing mistakes (e.g., "Je allé... non, je suis allé.").</p> <p>Begins to use périphrase to describe or find another way to say something in French when the exact word is unknown, continuing to communicate without switching to English (e.g., Student says: "Je veux la chose pour mesurer."; Teacher says: "une règle").</p>	<p>Actively participates in French oral language activities (e.g., singing songs, drama activities such as readers' theatre, role play, skits, and short plays).</p> <p>Retells or creates stories with clear sequence and a wider range of transition words (e.g., "Au début...", "Ensuite...", "Finalement...").</p> <p>Uses a range of temporal words to show order and passage of time (e.g., "Hier soir, on a mangé au restaurant.").</p> <p>Consistently includes characters, setting, and key details when recounting events or stories (e.g., "Les élèves visitent le musée avec leur enseignante et découvrent de nouveaux tableaux.").</p> <p>Adds dialogue and expressive language to bring stories to life (e.g., "Le loup a crié : « Ouvre la porte tout de suite ! »").</p> <p>Uses clear pronunciation and better control of rhythm (e.g., "On entend la chanson dans la cour.").</p> <p>Speaks without hesitation in familiar conversations (e.g., "Je préfère lire parce que c'est relaxant.").</p> <p>Adjusts speech to be understood (self-corrects, rephrases) (e.g., "J'ai... euh... oublié mon cahier." → "Je n'ai pas mon cahier.").</p> <p>Uses périphrase to describe or find another way to say something in French when the exact word is unknown, continuing to communicate without switching to English.</p>
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Skill – Reading and Spelling: Word Level

Students learn to make sense of print, decode, read with comfortable fluency, and understand a variety of vocabulary while also discovering that reading is enjoyable, unlocks the imagination, and builds knowledge about the world. Students use the foundational skills of phonemic awareness (phoneme-level blending and segmenting) and **alphabetic knowledge** to begin to build their decoding and spelling skills. Spelling instruction should reinforce taught decoding skills through dictation, sentence generation and be connected to **text** writing. Once an understanding of the **alphabetic principle** is achieved, phonemic awareness instruction should be integrated with letters (e.g., using graphemes) to help students develop an understanding of how words can be changed to make new words.

Reading and spelling involve developing students' ability to recognize, **decode**, and **encode** words accurately using knowledge of phonics, spelling patterns, and word structures. Students learn to sound out letters and combinations, identify high-frequency words, and apply spelling rules while reading and writing. **Explicit instruction** supports these skills through modelling, repetition, rewording, and visualization of words and patterns, and through guided practice that builds both **fluency** and **automaticity**.

- Teachers are encouraged to follow a phonics program approved by their school or district to ensure systematic, consistent instruction in letter-sound correspondences, **blends**, **digraphs**, and **spelling patterns**. Research shows that phonics instruction is most effective when taught explicitly, systematically, and sequentially. Although research does not support the use of one specific "Scope and Sequence" over another, teachers are encouraged to follow a scope and sequence for phonics instruction
- The lists of examples are intended as a starting point to support teachers in planning a scope and sequence for French phonics instruction in K–4 Immersion. They are not prescriptive or exhaustive.
- Emphasize the importance of continuing **phonemic awareness** in Grades 2 and 3, as well as regularly reviewing previously taught phonics and maintaining explicit phonics instruction from Grades 2 to 4.

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Phonological Awareness and Phonemic Awareness <i>The ability to identify and manipulate individual sounds (phonemes) in spoken words.</i>	<p>Orally segments 2- and 3- syllables in simple words (e.g., teacher says: "moto," and student says: "mo - to").</p> <p>Orally blends 2- and 3-syllables in simple words (e.g., teacher says: "a - ni - mal," and student says: "animal").</p> <p>Orally identifies and produces the initial and final phonemes in simple CV, VC, CVCV, CVC, and CVCVC words (e.g., "bateau" - /b/ and /o/, "souris" /s/ and /i/)</p> <p>Orally blends 2 phonemes into spoken words (e.g., teacher says: /m/ /a/, and student says: "ma").</p> <p>Orally segments simple CV, VC, and CVC words into individual sounds (e.g., "ma" into /m/ /a/ and "sac" into /s/ /a/ /k/).</p>	<p>Orally segments and blends multisyllabic words (e.g., teacher says: "dinosaur," and student says: "di - no - saure"; teacher says: "bi - bli - o - thèque," and student says: "bibliothèque").</p> <p>Orally identifies and produces the middle sound in a CVC word (e.g., teacher says: "sac," and student says: /a/).</p> <p>Orally blends 3- and 4-phoneme CV, VC, CVCV, CVC, CCV, and CCVC words (e.g., teacher says: /b/ - /a/ - /t/ - /o/, and student says: "bateau").</p> <p>Orally segments phonemes in 3 and 4 phoneme words with consonant clusters in the initial or final position (e.g. "plage" - /p/ /l/ /a/ /j/).</p>	<p>Orally blends 4- and 5-phoneme words with consonant clusters and/or complex sounds (e.g., "pruneau", "planter", "travail").</p> <p>Orally segments phonemes in 4- and 5-phoneme words with consonant clusters and/or complex sounds (e.g., "pluie", "branche", "glisse").</p> <p>Manipulates sounds in words and makes deletions (e.g., teacher says: "Delete the final sound in the word "ruche" to make a new word," and student says: "rue").</p> <p>Manipulates phonemes in words and makes substitutions (e.g., teacher says: "Change the first sound of the word "veux" with /p/ to make a new word," and student says: "peux").</p>	<p>Orally blends and segments phonemes in words with complex syllable structures and sounds (e.g., "triangle", "framboise", "magicien", "écrivain").</p>	
	INITIAL PRACTICE WITH DECODABLE TEXTS DURING PHONICS INSTRUCTION		INCREASINGLY MORE COMPLEX FICTION AND NON-FICTION TEXTS		

<p>Phonics</p> <p><i>Decoding and encoding with grapheme-phoneme (letter-sound) correspondence.</i></p>	<p>Names all 26 letters of the alphabet (both uppercase and lowercase) and produces the corresponding sound (phoneme).</p> <p>Begins to produce more than one sound for letters that represent multiple sounds (e.g., two sounds for "c" as in "cave" /k/ and "cerise" /s/).</p> <p>Begins to decode and encode orthographic signs specific to French that change the sound. (e.g., accent aigu).</p> <p>Begins to read simple CV or VC words (e.g., "le", "ma", "il").</p>	<p>Names, and produces the corresponding sound (phoneme), for all 26 letters of the alphabet (both uppercase and lowercase) with automaticity and demonstrates knowledge of alphabetical order.</p> <p>Produces more than one sound for letters that represent multiple sounds (e.g., two sounds for c — /k/ as in "cave" and /s/ as in "cerise"; two sounds for g — /g/ as in "garage" and /ʒ/ as in "girafe").</p> <p>Begins to decode and encode with increasing accuracy phonemes represented by a shared grapheme, including c, g, y, s. (e.g., c → /k/ before a, o, u as in "carotte", "colline", "cube"; c → /s/ before e, i, y as in "cerise", "citron", "cycle"; g → /g/ before a, o, u as in "gâteau", "gomme", "guitare"; g → /ʒ/ before e, i, y as in "génie", "girafe", "gymnase"; y → /i/ vowel sound as in "stylo", "bicyclette", "cylindre", "recycler"; s → /s/ between vowels as in "passe", "souris"; s → /z/ between two vowels as in "maison", "rose").</p> <p>Begins to understand the difference between orthographic signs specific to French that can change the sound of a letter (e.g., é, è/ê, ç).</p> <p>Decodes and encodes words containing taught and high-frequency digraphs and trigraphs, including but not limited to: <i>au/eau, ou, eu, ai/ei, oi, ch, an/en, in, on, un, qu</i>, etc.</p> <p>Decodes and encodes words containing consonant blends, including but not limited to: <i>bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, vr</i>.</p>	<p>Automatically names letters and their corresponding sounds (phonemes), and decodes and encodes with automaticity multiple sounds for c and g in context (e.g., g → /g/ as in "gâteau" or "vague"; g → /ʒ/ as in "girafe" or "page"; c → /k/ as in "cadeau" or "école"; c → /s/ as in "ici" or "limace").</p> <p>Decodes and encodes words with increasing accuracy that contain a wider range of orthographic signs (e.g., accents on the letter e as in "école", "mère", "rêve"; the tréma as in "maïs", "Noël"; the cedille under c as in "garçon", "ça").</p> <p>Decodes and encodes with increasing accuracy, words containing a wider range of digraphs and trigraphs, including but not limited to: <i>au/eau, ou, eu, ai/ei, oi, ch, an/am/en/em, in/im, on/om, un/um, gu, gn, ph, ez, er, ien, oin</i>.</p> <p>Decodes and encodes words with automaticity that contain consonant blends, including but not limited to: <i>bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, vr</i>.</p> <p>Uses knowledge of predictable phonics patterns, decoding strategies, and word recognition to read unfamiliar words.</p>	<p>Decodes and encodes words containing a wider range of digraphs and trigraphs, including but not limited to: <i>au/eau, ou, eu, ai/ei, oi, ch, an/am/en/em, in/im, on/om, un/um, gn, ph, ez, er, ien, oin</i>.</p> <p>Decodes and encodes words with taught complex sound blends (e.g., <i>ouille, ill/ille, ail/aille, euil/euille, eil/eille</i>).</p> <p>Applies knowledge of consonant blends, digraphs, and vowel patterns to decode and encode longer and more complex words (e.g., "citrouille" → /si/ + /tʁu/ + /j/; "grotte" → /gʁ/ - /ɔt/).</p>	<p>Decodes and encodes with automaticity using prior knowledge of phonics.</p>
<p>Morphology</p> <p><i>Parts of a word that carry meaning including affixes, prefixes, suffixes, base words, and root words.</i></p>		<p>Begins to understand word families (e.g., 'chat/chatte', 'ami/amie', 'petit/petite').</p> <p>Begins to understand that words can change form (e.g., adding -s for plural: chat → chats).</p> <p>Begins to understand that some words are spelled with a silent final consonant (t, s, d, p, b, c) (e.g., "chat", "gros", "rond", "coup", "plomb", "blanc").</p>	<p>Expands vocabulary by making connections between word families and related derivatives (e.g., chant → chanter, chanson, chanteur).</p> <p>Begins to understand when reading that verbs ending in <i>-ent</i> indicate the plural and are written but not pronounced (e.g., "ils mangent" sounds the same as "il mange"; "elles jouent" sounds the same as "elle joue").</p> <p>Begins to understand the simple forms of the present indicative for verbs ending in -ER</p>	<p>Identifies base words and demonstrates an understanding that simple affixes change the meaning or form of a base word, including prefixes (e.g., re-, in-/im-, dé-) as in: "place" → "replace", "poli" → "impoli", "coupe" → "découpe", and suffixes (e.g., -e, -er, -ier, -on) as in: "chat" → "chatte", "chat" → "chaton", "ferme" → "fermier", "chant" → "chanter".</p> <p>Recognizes familiar base words within derived words and uses their meaning to understand related vocabulary (e.g., "ami" in "amitié" and "amical(e)").</p>	<p>Understands that more complex affixes change the meaning of the base word, including prefixes (e.g., re-, in-/im-, dé-) (e.g., "faire" → "refaire", "possible" → "impossible", "faire" → "défaire") and suffixes (e.g., -tion, -age, -ure, -ette) (e.g., "invente" → "invention", "affiche" → "affichage", "arme" → "armure", "table" → "tablette", "national" → "international").</p> <p>Uses <i>-ment</i> to form adverbs (e.g., "rapide" → "rapidement").</p>

Spelling

Making the connection between letters and their sounds, enhancing a student's ability to both read and write and leads to confidence in all skills of literacy.

		<p>(verbes du premier groupe) (e.g., je peux chanter → je chante).</p> <p>Begins to understand simple present-tense forms of the conjugated verbs avoir, être, and aller.</p> <p>Understands the gender (masculine/feminine) of nouns and the need for the correct article to precede the noun (e.g., "mon sac", "le pupitre", "sa chaise", "une chemise").</p> <p>Begins to understand that the letters 's' and 'x' at the end of nouns indicate the plural (e.g., "un chat" → "des chats"; "un cadeau" → "des cadeaux").</p>	<p>Applies strategies for decoding and for inferring the meaning of unfamiliar words using affixes, and base words.</p> <p>Understands that the letters 's' and 'x' at the end of nouns indicate the plural (e.g., "un ami" → "des amis"; "un manteau" → "des manteaux").</p> <p>Understands verb tenses and their conjugations (e.g., présent, futur proche, passé composé, imparfait).</p> <p>Begins to understand simple forms of the present indicative for verbs ending in -IR and -RE (deuxième et troisième groupes) (e.g., finir → je finis, vendre → je vends).</p> <p>Demonstrates an understanding of adjective agreement in gender and number (e.g., "le gros chat" / "la grosse chatte", "un ruban violet" / "une cravate violette" / "les sacs violets").</p>	<p>Develops strategies for decoding unfamiliar words using base words and affixes (e.g., "heureux" / "malheureux").</p> <p>Understands verb tenses and their conjugations (e.g., présent, futur proche, imparfait, passé composé).</p> <p>Applies complex sound-manipulation strategies, such as sound deletion and substitution of sounds in words, to support the development and use of morphological skills (e.g., student uses the stem (le radical) of the verb aimer (aim) and deletes or modifies the ending (la terminaison) to conjugate it in the present indicative tense based on the subject: aime, aimes, aimons, aimez, aiment).</p> <p>Applies adjective agreement in gender and number (e.g., "le gros chat" / "la grosse chatte", "un ruban violet" / "une cravate violette" / "les sacs violets").</p>
<p>Remembers the spellings of personally significant words after multiple exposures and practice (e.g., their own name and the names of family members: "maman", "papa", "Mme").</p> <p>Invented spelling matches some sounds in words with an appropriate grapheme (often the initial and final phonemes) (e.g., Lac = lk).</p>	<p>Spells taught and practiced high frequency CV and VC words (e.g., "la", "il").</p> <p>Begins to use spelling patterns to spell CV, VC, CVCV, CVC, CVCVC words.</p> <p>Uses conventional spelling for taught words and spelling patterns through orthographic mapping, while invented spelling may be used for words that have not yet been taught.</p> <p>Begins to demonstrate that when the /z/ sound is heard between two vowels, it is often written as 's' (e.g., "maison"), except in numbers (e.g., "douze").</p> <p>Begins to understand that when we hear the final consonant in a word, we often add a silent 'e' at the end (e.g., "école").</p>	<p>Uses spelling patterns to spell CV, VC, CVCV, CVC, CVCVC, CCV, CCVC words.</p> <p>Uses conventional spelling for taught words with common spelling patterns through orthographic mapping while invented spelling may be used for words that have not yet been taught.</p> <p>Uses spelling patterns with increasing accuracy and begins to recognize exceptions to the rules, such as:</p> <ul style="list-style-type: none"> the /o/ sound is often spelled 'eau' at the end of words (e.g., "bateau"). at the beginning of words, the /o/ sound is often spelled 'au' (e.g., "autobus"). the /è/ sound is spelled 'e' when it is followed by two consonants (e.g., "elle", "est", "raquette", "cette", "terre"). at the beginning of words, the /k/ sound is most often spelled with 'c', (e.g., "cloche", "cuisine"). 	<p>Uses conventional spelling for words with taught spelling patterns and recognizes exceptions to the rules, such as:</p> <ul style="list-style-type: none"> the letter 'n' changes to 'm' before m, b, and p in the graphemes 'an', 'en', 'in', 'on' (e.g., "lampe", "jambe", "chambre", "temps", "exemple", "simple", "timbre", "grimpe", "novembre", "tomber", "ombre"). the /in/ sound is often spelled 'in' at the end of words with two or more syllables (e.g., "sapin", "lapin"). <p>Understands and consistently applies the rule that the /sion/ sound at the end of a word is written '-tion', except in words ending in '-ission', '-ersion', or '-ession' (e.g., "attention", "récréation", "permission", "immersion", "expression").</p> <p>Begins to correctly spell and distinguish common homophones, including those whose meaning changes with the use of accents (e.g., où/ou, sur/sûr, a/à, du/dû, c'est/ces/ses).</p>	<p>Uses conventional spelling more consistently while applying spelling patterns, integrating knowledge of morphology and etymology as needed.</p> <p>Independently applies sound-symbol correspondences, accents, and gender and number agreement (ex. : petit(e), content(e), grand(s), chaton(s), maison(s), jeu(x), genou(x)).</p> <p>Uses morphological knowledge to spell related words (e.g., "chanter" → "chant", "chantons"; "national" → "internationale", "nationalité").</p> <p>Spells a variety of vocabulary from curricular themes with accuracy (e.g., "forêt", "rivière", "marin", "commerce").</p>

			<ul style="list-style-type: none"> when the /j/ sound is heard at the end of a word, it is usually spelled ‘-ge’ (e.g., “plage”). when the /k/ sound is heard at the end of a word, it is usually spelled ‘-que’ (e.g., “masque”). when the /s/ sound is heard at the beginning of a word, it is usually spelled ‘s’ (e.g., “sur”). 		
Applies developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode and spell (encode) words with irregularities					
Memorizes irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used					

Skill: Fluency

Fluency focuses on a student’s ability to read with accuracy, pace and expression to support comprehension. Emphasis should be on accuracy, with pace and expression developing as students gain **automaticity**. Instruction in comprehension should be embedded from the start and emphasized further as students gain independence in **decoding**.

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	INITIAL PRACTICE WITH DECODABLE TEXTS		INCREASINGLY MORE COMPLEX FICTION AND NON-FICTION TEXTS		
Fluency <i>As word reading (decoding) grows in automaticity, the ability to read texts fluently increases making space to focus on the meaning of the text.</i>	<p>Replicates expression and intonation in the fluent reading of a text modeled by the teacher (e.g., choral reading, poems, morning message).</p> <p>Recognizes and reads personally significant words after multiple exposures and practice (e.g., their own name and classmates’ names).</p> <p>Recognizes punctuation marks (e.g., period).</p>	<p>Develops fluency through repeated reading of texts with expression and intonation (e.g., poems, morning messages).</p> <p>Fluently reads high-frequency words (e.g., “c’est”, “un”, “les”, “elle”) and simple sentences.</p> <p>Begins to adjust voice or vocal inflections based on punctuation (e.g., rising intonation for questions).</p>	<p>Reads longer sentences and short paragraphs aloud with increasing accuracy, phrasing, and expression.</p> <p>Reads taught irregular words with automaticity when they appear in sentences (e.g., “La femme parle au monsieur”). Rereads words that are newly decoded to increase word reading fluency.</p> <p>Uses punctuation to guide pace of reading (e.g., pauses at a comma to prevent a run-on sentence).</p> <p>Recognizes and begins to apply basic liaisons in familiar word pairs (e.g., “un_ami”, “est-elle”, “il_était”).</p>	<p>Reads a variety of familiar and unfamiliar texts aloud with appropriate pacing, phrasing, and intonation to support comprehension.</p> <p>Demonstrates automaticity by fluently reading an increasing number of high frequency and familiar words, to support comprehension.</p> <p>Reads using appropriate intonation and emphasis, including punctuation (e.g., uses excitement in voice when reading exclamations, like: “Ouah, c’est incroyable !”).</p> <p>Begins to apply liaisons more consistently in common structures (articles + nouns, pronouns + verbs) (e.g., “des_oranges”, “ils_ont”, “nous_avons”, “mon_ami”, “les_enfants”).</p>	<p>Reads a variety of familiar and unfamiliar texts (e.g., narrative, informational, poetry) aloud with expression, phrasing, and fluency that reflect understanding of the text, including passages of dialogue (e.g., changes voice between narration and dialogue, like: “Qui a mangé les biscuits ?” demanda-t-elle. Les enfants ont répondu : “On ne sait pas.”).</p> <p>Demonstrates sustained fluency and accuracy when encountering unfamiliar vocabulary by applying decoding strategies to read new words, while showing automaticity with familiar words and using strategies to support comprehension.</p> <p>Applies liaisons accurately across a wider range of contexts, including less familiar vocabulary (e.g., “les_oiseaux”, “vous_êtes_arrivés”, “bons_amis”).</p>

Skill: Comprehension

Students develop their ability to understand and interpret **text**, including identifying main ideas, making predictions and summarizing information. Listening comprehension and reading comprehension should be emphasized from the beginning of reading instruction, even while students are still learning to decode words. While decoding is a prerequisite for full reading comprehension, students can engage in oral comprehension, **text** discussion, and predicting/infering before they become fluent readers.

For reading comprehension, the focus is on students' ability to make meaning and connections — whether they express their understanding through gestures, drawings, or spoken language. The production of complete sentences or the use of specific vocabulary is not the focus when assessing comprehension; evidence that students are understanding and engaging with **text** can be demonstrated through a range of **multimodal** responses. Teachers can support students' progress in their ability to demonstrate comprehension through spoken language by providing prompts, **scaffolding**, and explicit instructional support (e.g., sentence frames, teacher modeling) as well as guided vocabulary supports (e.g., sentence starters, checklists, visual aids).

Students should also have the opportunity to explore a variety of **texts** to develop **comprehension** across **genres**, experience various literary devices, and explore the elements of story that appear in diverse **texts**.

For additional information on comprehension, related to comprehending **texts** and applying understanding, please see the [K-5 Cross Curricular Literacy Learning Progressions](#) or [Les Progressions d'apprentissage en littératie de la maternelle à la 12e année](#).

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>Listening Comprehension</p> <p><i>Built through oral language experiences, the ability to process spoken language and understand its meaning, including identifying main ideas and relevant details in oral texts, conversations, and classroom interactions.</i></p>	<p>Demonstrates an understanding of basic verbal messages in French (e.g., carrying out instructions such as <i>Découpe le papier</i>; following routines such as <i>Range ton manteau, Lave les mains</i>; and responding to transition language such as <i>On vient au tapis, On se met en rang</i>).</p> <p>Understands frequently used classroom questions and simple expressions (e.g., "Assieds-toi", "Comment ça va", "Écoute", "Regarde", "Viens ici", "Range tes affaires", "Je ne sais pas", "J'ai fini", "Est-ce que je peux aller aux toilettes", "Qu'est-ce que c'est", "Quelle couleur", "Quel temps fait-il dehors").</p> <p>Begins to ask for repetition or clarification by using simple taught cues and, with support, by repeating modeled phrases (e.g., "Peux tu m'aider", "s'il te plaît").</p>	<p>Demonstrates an understanding of verbal messages in French (e.g., "colorie la maison en rouge").</p> <p>Understands multi-step verbal cues and prompts in French (e.g., "prends ton cahier et ouvre à la page...").</p> <p>Recognizes multi-step transition language (e.g., "on s'habille et on se met en ligne").</p> <p>Understands frequently used classroom questions and expressions (e.g., "Qu'est-ce que tu vois?", "Combien y a-t-il de jetons?").</p> <p>Begins to ask for repetition or clarification using short expressions (e.g., "Peux tu m'aider?").</p>	<p>Demonstrates an understanding of familiar verbal messages in French (e.g., carrying out instructions such as: "Entoure les mots qui commencent par une majuscule", "Travaille avec ton partenaire pour compléter l'activité.", "Classe les objets du plus petit au plus grand.", "Colle ta feuille dans ton cahier."; and following routines such as: "Range ton cahier et viens au tapis.", "Va chercher ton cahier et assieds toi à ta place.", "Apporte ton cahier et ton crayon à la bibliothèque.").</p> <p>Understands questions and responds appropriately using key words or simple sentences in French, with support as needed (e.g., Question: "Qu'est-ce que tu manges?" Answer: "Je mange une banane.").</p> <p>Identifies the main idea and some details when listening to short texts, stories, or conversations, with support as needed (e.g., "Le garçon joue au parc. Il voit un chien.").</p> <p>Asks for repetition or clarification when needed (e.g., "Quoi?", "Qu'est-ce que je dois faire?", "Je veux de l'aide!", "Peux-tu m'aider?").</p>	<p>Demonstrates an understanding of verbal messages and short classroom conversations in French (e.g., "Formez des équipes, ensuite trouvez des crayons et installez vous pour travailler.").</p> <p>Identifies the main idea and some supporting details when listening to conversations, longer texts, stories, or short novel read-alouds, including characters, setting, events, feelings, and resolution, and can respond in French with occasional support or prompting for vocabulary.</p> <p>Asks for repetition or clarification when needed (e.g., "Quoi?", "Pardon?", "Je ne comprends pas", "Peux-tu m'aider?", "Comment dit-on ... en français?").</p>	<p>Demonstrates an understanding of familiar verbal messages and subject-specific language in French (e.g., "Écrivez une phrase avec un adjectif pour décrire votre animal.").</p> <p>Identifies the main ideas and several supporting details when listening to conversations, longer texts, stories, or short novel read-alouds, making connections between characters, setting, events, feelings, and resolution. Can respond in French with increasing independence, using appropriate vocabulary and expressions with minimal support or prompting.</p> <p>Asks for clarification or repetition more independently (e.g., "Qu'est-ce que ça veut dire, "photosynthèse"?").</p>

<p>Reading Comprehension</p> <p><i>Built alongside word reading ability (see Fluency), the ability to process written text and understand its meaning, including literal, inferential and evaluative comprehension.</i></p>	<p>Understands that print carries meaning.</p> <p>Makes connections between their personal experiences and the text, and uses information from the text to make predictions.</p> <p>Answers who, what, when, where, and how questions about a simple story.</p> <p>Retells the main event or central idea of a text.</p>	<p>Identifies the main idea of a text.</p> <p>Makes personal connections to people, places, or events in the text.</p> <p>Makes predictions based on evidence from the text.</p> <p>Formulates simple questions based on texts they have heard.</p> <p>Retells the text in their own words.</p>	<p>Uses prior knowledge and personal experiences to make connections to oneself, other texts, or the world, and can explain these connections.</p> <p>Makes predictions based on evidence from the text, including text features, story elements, and prior knowledge.</p> <p>Asks questions based on character's feelings, motivations and information presented in the text.</p> <p>Summarizes the main points of a text.</p>	<p>Asks and responds to questions about presented information, characters, setting, and major events or key details.</p> <p>Retells a story or text with details and events in sequence.</p> <p>Makes connections (text-to-text, text-to-self, and text-to-world) between ideas and prior knowledge to build understanding.</p> <p>Understands the main idea or message of a text.</p> <p>Draws inferences from text features and story elements about feelings, motivations, and events (e.g., infers information not explicitly stated in the text).</p> <p>Begins to make inferences about a character's thoughts, feelings, and motivations in fictional texts.</p>	<p>Understands and recognizes the author's message or theme in a variety of genres and forms.</p> <p>Uses personal experiences, familiar ideas, and previously read texts to make connections (to self, to other texts, or to the world) and explains how these connections support their understanding of the text.</p> <p>Asks questions based on information acquired from a text (both fiction and non-fiction), demonstrates a shift in their existing perspective, and explains the reasoning for this change.</p> <p>Identifies the main ideas and supporting details in non-fiction text.</p> <p>Is able to summarize important information and draw conclusions.</p> <p>Makes inferences about a characters' feelings, motivations, decisions and actions in fiction writing.</p>
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Skill: Writing

Writing allows students to demonstrate their learning and communicate their thoughts in unique and expressive ways. **Handwriting** instruction should ensure accurate letter formation and spacing. Students should receive regular practice (5-10 minutes/day) to build **automaticity** which reduces cognitive load and frees up the brain to think about word choice, conventions and sentence formation. Writing instruction should focus on the joy of writing while naturally reinforcing reading and phonics instruction and begin with explicitly teaching sentence, then paragraph construction. Composition of **text** can take many shapes, including a focus on narrative, persuasive, informational (expository) and opinion **genres**.

For additional information on Composition, related to developing and communicating ideas and information in a variety of ways, please see the [K-5 Cross Curricular Literacy Learning Progressions](#) or [Les Progressions d'apprentissage en litt ratie de la maternelle   la 12e ann e](#).

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>Printing</p> <p><i>The formation of letters by hand, both upper and lowercase, including appropriate spacing, strokes, directionality and size.</i></p>	<p>Holds and controls a pencil with appropriate grip most of the time.</p> <p>Prints all 26 upper- and lowercase letters, beginning to form them with appropriate strokes and directionality.</p> <p>Begins to use appropriate spacing between words (e.g., leaving a finger width).</p>	<p>Holds and controls aa pencil with appropriate grip and pressure.</p> <p>Prints uppercase and lowercase letters using appropriate strokes, directionality, and size.</p> <p>Uses appropriate spacing between letters and words.</p>	<p>Forms upper- and lower-case letters conventionally with growing automaticity, using appropriate strokes, directionality, and size.</p>	<p>Legible handwriting with appropriate spaces between words.</p>	

Composition

The formation of words, sentences and paragraphs to create a written piece of text, either fiction or non-fiction with appropriate grammar and mechanics.

<p>Represents their story with a detailed picture or using tactile materials (e.g., clay, popsicle sticks, wooden characters).</p> <p>Labels a picture with invented spelling.</p> <p>Completes a simple sentence starter following a model. (e.g., "Voici... ", student adds: "un ours").</p> <p>Recognizes and consistently uses a capital letter at the beginning of their name.</p> <p>Begins to use non-conventional writing to convey a message and may begin to represent words with graphemes by writing the initial phonemes, final phonemes, and sometimes the medial phonemes (e.g., "j'aime", written as "jm").</p>	<p>Writes 2-3 sentences to express thoughts and ideas, or to describe a picture or situation.</p> <p>Uses invented spelling where the initial, medial, and final sounds are represented with an appropriate grapheme (e.g., "bateau" written as "bato").</p> <p>Writing is conversational, with simple descriptions and repeats simple patterns (e.g., "Voici le chien. Le chien est noir. Le chien est gentil.").</p> <p>Forms complete sentences with a subject and predicate in the present tense (e.g., "Je joue au soccer.").</p> <p>Begins to use capital letters at the beginning of sentences and punctuation marks, such as periods, to end most sentences.</p>	<p>Writes a short paragraph (4–5 sentences) to narrate a personal experience, describe a familiar topic, or explain an idea.</p> <p>Uses invented spelling with increasing accuracy; most syllables are represented, though spelling may still reflect oral pronunciation (e.g., "bocou" for "beaucoup", "mesme" for "même").</p> <p>Begins to connect ideas with simple linking words (e.g., "et", "mais", "parce que").</p> <p>Writing reflects more detail and personal voice, with some attempts at varied sentence structures (e.g., "Le chien noir est petit. Il est gentil. Il aime jouer à la balle.").</p> <p>Fiction writing follows a taught story framework and may include some story language.</p> <p>Non-fiction writing is conversational, with an opening sentence that may signal the topic. It also includes some description and basic text features (e.g., bold or underlined headings).</p> <p>Begins to use nouns and verbs, and may expand sentences with additional descriptive words (adjectives) (e.g., "Le canard nage sur le grand étang.").</p> <p>Forms complete sentences with a subject and a predicate (e.g., "Le cochon court dans la ferme.").</p> <p>Begins to use present and past tense verbs correctly (e.g., "Je joue au soccer. J'ai joué au soccer.").</p> <p>Begins to use pronouns (e.g., "Le chat grimpe dans l'arbre." → "Il grimpe dans l'arbre. ").</p> <p>With a prompt from the teacher, re-reads and checks for simple punctuation and capitalization (e.g., period, exclamation mark, question mark). Applies capitalization rules for beginning of sentences and proper nouns.</p>	<p>Writes several connected paragraphs (6–8 sentences) to narrate, describe, or explain, with a clear beginning, middle, and end.</p> <p>Demonstrates increasing accuracy in conventional spelling of high-frequency and familiar words, with occasional errors in more complex words (e.g., "animal" instead of "animau", "beaucoup" instead of "bocou").</p> <p>Expands vocabulary and begins to substitute repetitive words with less common, more descriptive ones (e.g., "grand" → "énorme", "immense").</p> <p>Uses a wider range of connectors and transition words (e.g., "ensuite", "puis", "finalement", "d'abord").</p> <p>Constructs compound sentences using conjunctions (e.g., "Je vais à la garderie quand mes parents travaillent.").</p> <p>Writing demonstrates greater cohesion and logical sequence of ideas.</p> <p>Fiction writing follows a logical sequence with a clear purpose.</p> <p>Applies capitalization rules for beginning of sentences and proper nouns. Uses question marks and exclamation points to change the tone or emphasis.</p> <p>With a prompt from the teacher, re-reads and checks for simple punctuation and capitalization (e.g., period, exclamation mark, question mark).</p> <p>Begins to use quotation marks in dialogue (e.g., "Il a dit : "Allons au parc!"").</p> <p>Uses nouns and verbs correctly, and may expand sentences using additional descriptive words (adjectives). Non-fiction writing has a topic sentence with some development that connects to opinions, experiences, or feelings.</p> <p>Begins to understand and use common homophones (e.g., 'c'est' → it is; 'je sais' → I know; 'ses choses' → his/her things).</p>	<p>Produces multi-paragraph compositions (8–12+ sentences) with an introduction, developed ideas, and a conclusion.</p> <p>Spells most words conventionally, including many irregular and less frequent words (e.g., "chaud", "toujours", "travail", "monsieur").</p> <p>Varies sentence structure for effect, incorporating both simple and compound sentence (e.g., "Boum! Le chien s'est réveillé. Il a jappé et son maître est venu tout de suite voir pourquoi il y avait du bruit. Tout à coup, il a vu un énorme animal.").</p> <p>Uses a broader set of transition words to guide the reader (e.g., "cependant", "par contre", "de plus", "par exemple").</p> <p>Integrates more complex vocabulary and descriptive detail to enhance writing.</p> <p>Writing demonstrates clear organization, with improved coherence and flow of ideas.</p> <p>Writing uses some key features of the form, including, plot characters, dialogue, conflict, and setting.</p> <p>Fiction writing follows a logical sequence with a clear purpose.</p> <p>Non-fiction writing elaborates on main ideas and uses a variety of connecting words, supporting details, and explanations.</p> <p>Uses quotation marks in dialogue (e.g., Il s'est exclamé : "Je veux aller chez mon ami!").</p> <p>Completes sentences when provided with a sentence stem containing a subordinate conjunction (e.g., "Je ne peux pas aller au parc parce que...").</p> <p>With a prompt from the teacher, begins to proofread and correct grammar, punctuation, and spelling errors.</p>
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Definitions

Note: Many of these terms are found in multiple Skills/Sub-Skills and across grades and the example included may or may not be appropriate for the grade you're referencing.

- **adjective** – a word that gives information about a noun by describing its qualities, showing ownership, or identifying which one is being referred to
 - **possessive adjectives** – words that show ownership or belonging and agree in gender and number with the noun they describe (e.g., “mon”, “ma”, “mes”)
 - **qualitative adjectives** – words that describe a quality or characteristic of a noun, such as size, colour, or shape (e.g., “grand”, “petit”, “rouge”)
- **adverb** – a word that describes a verb (e.g., “rapidement”, “facilement”, “heureusement”)
- **affixes** – added to the beginning (prefixes) or end (suffixes) of a word to change its meaning (e.g., The prefix ‘un-’ changes the meaning of the word “happy” to “unhappy”)
- **appropriate grip** – three-finger tripod grip is considered by many to be the most appropriate pencil grip for both right and left-handed writers as it allowed the fingers and wrist to work together to provide a more free-flowing movement. Most students naturally develop a pencil grip that is comfortable for them, a grip is only a problem if a child has difficulty writing legibly and at a fluent speed. General guidelines for an appropriate grip include:
 - the pencil is held in a stable position between the thumb, index and middle fingers
 - the ring and little fingers are bent and rest comfortably on the table
 - the index fingers and thumb form an open space
 - the wrist is bent back slightly, and the forearm is resting on the table
 - the pencil is held about 1-2 centimetres from the tip
- **article (a determiner)** – a word that precedes a noun to show whether it is specific or non-specific, as well as its gender (masculine or feminine) and number (singular or plural). The article always agrees in gender and number with the noun it accompanies.
- **Automaticity** – ability to rapidly, effortlessly and accurately recognise letter-sound correspondence, letter formation, words, phrases, text etc. reading with accuracy, pace and expression to support comprehension. As word reading (**decoding**) grows in automaticity, the ability to read text fluently increases making space to focus on the meaning of the text
- **base words** – the basic word that has no prefix or suffixes (e.g., in the word “malheureux”, the prefix “mal-” is added to the base word “heureux”, creating the opposite meaning (*heureux* → *malheureux*))
- **blends** – the ability to combine individual phonemes to form words (e.g., /s/ /a/ /k/ = “sac”)
- **character** – a person within a story or piece of text
- **CV, VC, CVC, CVCV, CCV, CCVC, CVCVC** – the letters in a word (C=consonant or V=vowel)
 - **CV** – consonant-vowel (e.g., “ma”, “la”)
 - **CVC** – consonant-vowel-consonant (e.g., “sac”)
 - **CCV** – consonant-consonant-vowel (e.g., “clé”)
 - **CCVC** – consonant-consonant-vowel-consonant (e.g., “gros”, “gris”, “bras”)
 - **CVCV** – consonant-vowel-consonant-vowel (e.g., “papa”, “bébé”)
 - **CVCVC** – consonant-vowel-consonant-vowel-consonant (e.g., “salade”, “minute”, “petite”)
 - **VC** – vowel-consonant (e.g., “il”)
- **Cognates** – words in two languages that look similar, sound similar, and have the same meaning (e.g., animal/animal, chocolat/chocolate, music/musique)
- **Complement** – a word or group of words that completes the meaning of the verb by adding extra information such as where, when, how, what, or who
- **complex sounds** – sounds in French that are made up of multiple letters and may not follow predictable phonetic patterns, often requiring explicit instruction and practice to master (e.g., ‘eau’ in “château”, ‘oin’ in “coin”, ‘ien’ in “chien”)
- **complex sentence(s)** – a sentence that includes additional information introduced by a subordinating conjunction or a simple preposition and adds more detail to the main idea (e.g., “J’arrive en retard parce que j’ai marché avec ma classe.”)
- **conjugate** – to change the verb form so it fits the subject and the time (tense) of the action
- **conjunctions** – a word that combines clauses (e.g., using “and” or “but” to form a compound sentence)
- **consonant clusters** – two or more consonants that appear together in a word without any vowels between them (e.g., ‘fr’ in “frais”, ‘bl’ in “blanc”, ‘cl’ in “clown”)
- **decode** – reading words using phonemes and **graphemes** by blending letter sounds
- **digraphs** – a pair of letters that together represent a single sound (phoneme). In French, digraphs are common and may differ from English ones. (e.g., ‘ch’ in “chat”, ‘ou’ in “fou”, ‘ai’ in “maison”)
- **encode** – taking a word, segmenting it into its sounds, and representing each sound with a **grapheme**
- **etymology** – the origin of a word and the development of its meaning
- **explicit instruction** – direct, intentional teaching of language and literacy skills using modelling, guided practice and independent practice (I do, we do, you do model)
- **fluency** – the ability to read with accuracy, pace, and expression to support comprehension, with emphasis on accuracy first and pace and expression developing as students gain automaticity.
- **Form** – the structure of a piece of writing, how its constructed and organized (e.g., narrative, exposition, report)
- **Genre** – literary or thematic categories with similarities in form or style (e.g., fantasy, humour, adventure or biography)
- **grapheme(s)** – written representation of a sound, using individual letters or combinations of letters (e.g., “c” → /k/ in “carotte”)
- **handwriting** – as used in the BC Curriculum, handwriting refers to the ability to write by hand. K-2 uses “printing” while Grade 3 moves to “handwriting” – cursive writing may be taught at this level, but it is not a requirement of the learning standard
- **homophones** – words that sound the same but have different meanings (e.g., “c’est”, “ces”, “ses”)
- **initial phoneme** – the beginning sound of a word (e.g., /l/ in “lac”)
- **liaison** – a feature of spoken French in which a normally silent final consonant is pronounced when the following word begins with a vowel sound, creating a single connected pronunciation across the two words (e.g., “les_amis”, “vous_avez”)
- **modalities** – kinesthetic/motor, tactile, visual, auditory (e.g., gestures connected to vocabulary, tracing or manipulating objects, visual supports such as print or images, and auditory strategies such as pacing of speech, repetition, intonation, and rephrasing)
- **morphology** – the study of meaningful units of language, called morphemes, and how they combine to form words (e.g., the word “malchanceux” can be broken up as ‘mal-chance-eux’, with the prefix ‘mal-’ (bad), the root word ‘chance’ (luck), and the suffix ‘-eux’ (a descriptive adjective ending))

- **multimodal** – ways of responding or communicating that draw on more than one possible mode — such as oral language, gestures, drawings, visuals, or written words — to support students in expressing their understanding. In literacy learning, multimodal responses allow students to demonstrate comprehension even when their oral or written language skills are still developing
- **multisensory Instruction** – an instructional approach that engages two or more sensory modalities simultaneously to reinforce comprehension and support language acquisition (e.g., students may listen to French words, see them in print, trace them with their fingers, and act them out).
- **multisyllabic words** – words that contain two or more syllable segments (e.g., "autobus" – 3 syllables – /au/ /to/ /bus/)
- **noun** - person, place or thing (e.g., "Olivia", "maison", "chaise")
- **orthographic mapping** – a cognitive process where a word's letter string, sound sequence, and meaning are linked to support permanent storage
- **oral Fluency (aisance)** – the ability to communicate a spoken message with appropriate pace, clarity, and smoothness
- **orthographic signs** – written symbols that indicate pronunciation, distinguish meaning, or clarify spelling (e.g., accents, the cédille, hyphens, apostrophes) and help readers decode and understand words correctly
- **personally significant** – words that appear in a student's everyday life – including their name, a friend's name, Mom, Grandpa or the name of classroom subjects (Math, Gym)
- **perspective** – a student's particular attitude or belief on a topic or event; a point a view
- **phoneme deletion** – the ability to recognize and manipulate sounds in spoken words by removing a phoneme and identifying the resulting word (e.g., removing the /s/ from "sac" → "ac"; removing the /m/ from "main" → "ain"), a skill that supports phonemic awareness and spelling development
- **phoneme substitution** – the ability to recognize and manipulate sounds in spoken words by removing or replacing a phoneme and identifying the resulting word (e.g., replacing the initial sound in "veux" with /p/ → "peux"), a skill that supports phonemic awareness and spelling development
- **phoneme(s)** – the individual sounds of a language, represented by the 26 letters of the alphabet on their own or in combinations of letters (e.g., /s/ /a/ /k/ in "sac"; /ʃ/ /a/ in "chat")
- **phonemic awareness** – a subset of phonological awareness that refers to the ability to hear, identify, and manipulate individual phonemes (sounds) in spoken words
- **phonics patterns** – common letter combinations found in words; taught phonics patterns help students decode and encode words (e.g., consonant blends, syllable patterns (open, closed etc.), vowel sounds, prefixes, suffixes etc.) *NOTE: Grade-specific phonics patterns can be found within the Phonics sub-skill proficiency descriptors*
- **phonological awareness** – the ability to identify and manipulate the sound structures of spoken language, including awareness of words, syllables, and phonemes.
- **plot** – the main events within a story or piece of text
- **predicate** – what the subject is doing or what is happening
- **pronunciation** – the way the sounds of a language are produced, including articulation, intonation, rhythm, and stress
- **périphrase** – a communication strategy where a person describes an idea or object using different words when they do not know (or cannot recall) the exact word, allowing them to keep communicating in the same language without pausing or switching languages
- **scaffolding** – temporary instructional support that is gradually reduced as students gain independence, often by breaking learning into smaller steps as needed (e.g., gestures and body language, chunking information, repetition and rephrasing, use of first language)
- **segments/segmenting** – breaking words into individual phonemes or sounds (e.g., "sac" = /s/ /a/ /k/)
- **sequencing words** – words or phrases used to show the order in which events or steps happen, helping readers and listeners understand what occurs first, next, and last (e.g., "d'abord", "ensuite", "puis", "enfin")
- **setting** – the place or type of surrounding where a story or piece of text takes place
- **simple sentences** – a sentence that contains a subject, a verb, and a complement
- **spelling patterns** – follow the taught rule (spelling rules from previous grades can be reviewed/taught as needed)
 - **Grade 2**
 - the /o/ sound is often spelled 'eau' at the end of words (e.g., "bateau")
 - at the beginning of words, the /o/ sound is often spelled 'au' (e.g., "autobus")
 - the /è/ sound is spelled 'e' when it is followed by two consonants (e.g., "elle", "raquette", "cette", "terre")
 - at the beginning of words, the /k/ sound is most often spelled with 'c' (e.g., "cloche", "cuisine")
 - when the /j/ sound is heard at the end of a word, it is usually spelled '-ge' (e.g., "plage")
 - when the /k/ sound is heard at the end of a word, it is usually spelled '-que' (e.g., "masque")
 - when the /s/ sound is heard at the beginning of a word, it is usually spelled 's' (e.g., "sur")
 - **Grade 3**
 - the letter 'n' changes to 'm' before m, b, and p in the graphemes 'an', 'en', 'in', 'on' (e.g., "lampe", "jambe", "chambre", "temps", "exemple", "simple", "timbre", "grimpe", "novembre", "tomber", "ombre")
 - the /in/ sound is often spelled 'in' at the end of words with two or more syllables (e.g., "sapin", "lapin")
 - the /sion/ sound at the end of a word is written '-tion', except in words ending in '-ission', '-ersion', or '-ession' (e.g., "attention", "récréation", "permission", "immersion", "expression")
- **story framework** – an approach to creating narratives that can include elements such as character, plot, conflict and resolution
- **story language** – a narration of an incident or series of events that occurred within the story (e.g., mention of characters, setting, events, problems, ending etc.)
- **story elements** – the parts of a story that are essential to ensuring your story is well-developed and engaging (e.g., character, plot, setting, conflict, theme)
- **subject** – who or what a sentence is about
- **subordinating conjunction** – a word or phrase that links a dependent clause to an independent clause (e.g., "Je ne peux pas aller au parc *parce que* je suis malade".)
- **temporal words** – words or phrases that indicate time, sequence, or the order in which events happen (e.g., "d'abord", "ensuite", "puis", "après", "avant", "enfin", "hier", "aujourd'hui", "demain")
- **terminal (final) phoneme** – the end sound of a word (e.g., /k/ in "sac")
- **text(s)** – generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs
 - Written texts include novels, articles, and short stories
 - Visual texts include posters, photographs, and other images

- Digital texts include electronic forms of all the above
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **text features** – elements of the text that are not considered the main body (e.g., typography (bold, italics, underline), font style, guide words, titles, headings, diagrams, captions, labels, maps, charts, illustrations, photographs, tables etc.)
- **transition words** – words or phrases that help connect ideas by showing the relationship between them, making writing or speech easier to follow (e.g., “cependant”, “par contre”, “de plus”, “par exemple”)
- **trigraphs** – a group of three letters that together represent a single sound (e.g., ‘eau’ in “beau”, ‘euil’ in “feuille”, ‘oin’ in “loin”)
- **VC** – vowel-consonant (e.g., “il”)
- **Verb** – an action word (e.g., “walk”, “play”, “think”)
- **vocabulaire académique** – vocabulary related to a specific subject area or theme; these words are less common in everyday oral language and often require explicit instruction (e.g., in science: “photosynthèse”, “migration”, “érosion”, “atome”; in mathematics: “numérateur”, “dénominateur”, “fraction décimale”; in social studies: “confédération”, “démocratie”, “hiéroglyphes”)
- **vocabulaire de base** – basic, everyday words that are simple, frequent, and concrete, appearing in students’ daily school life and oral communication and learned primarily through use and interaction (e.g., nouns: “chat”, “maison”, “pomme”, “école”; verbs: “manger”, “courir”, “dormir”, “parler”; adjectives: “grand”, “petit”, “rouge”, “content”)
- **vocabulaire spécifique** – more complex words that can apply to multiple contexts or change meaning depending on the context (e.g., “cherche”, “regarde”, “collation”, “pâte”, “éclair”)

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