***Français* 2**

Can Dos by Unit

**Introduction**
Intercultural Competencies

I can find my world language classroom without having to ask another student or a teacher for directions.

***Chapitre 1 : L'identité francophone***
Interpretive Reading

I can begin to understand why French is an important world language after reading the infographic.
I can understand basic information in an advertisement for foreigners interested in working in French schools.
I can understand basic information on an infographic.
I can understand basic information related to the description of a house.
I can understand information in an article about school in France.
I can understand some key words and phrases and the main idea of an infographic on a worldwide health issue.
I can understand words and phrases on a website about genealogy.

Interpretive Listening
I can learn about what school is like in France as I listen to French students talk about school.
I can understand information I hear when a person introduces themselves.
I can understand many things as I listen to a French person talk about themselves and their family.
I can understand many words and phrases as I listen to a video about how to clean your room.
I can understand most of what is said in a video in which a woman talks about things she likes to do.
I can understand most of what is said in a video in which a woman talks about things she likes to do.
I can understand some of what a family says about their family members and experiences in a new country.
I can understand statements giving basic personal information such as name, age, and where and when someone was born.
I can understand the main idea in a video that talks about an organization related to the cultural identity of Canadian people.
I can understand when someone names the members of their family.

Presentational Speaking
I can describe a family member, giving details about their name, their nationality, where they live, their job, and what they are like.
I can describe my house or apartment.
I can introduce myself to a group.
I can say where I am from, give my age, describe my school, and why I like or don't like Paris.
I can talk about my classes and why I like or don't like them.
I can talk about routine activities I like and chores I have to do.
I can tell basic information about a family member as I introduce them to a friend.
I can describe people I see in pictures.
I can give information about my classmates to a new student.
I can say someone's nationality.
I can say someone's birthday.

Presentational Writing
I can describe my friends' appearances.
I can describe photos of myself and others.
I can write a brief description of myself and say where I live and give a brief description of my home.

Interpersonal Writing
I can answer questions about and write a description of my family.
I can give a written description of people in my family.
I can read and understand an email message about school and write about my school day.
I can write a letter introducing myself in French.
I can write about my activities during the week, including household chores, in an email message to a French-speaking friend.
I can write about the subjects I am taking in school and after-school activities.

Interpersonal Speaking
I can ask and answer questions about school and my likes/dislikes.
I can create and hold a conversation about my school and my courses.
I can have a conversation that would occur when meeting a new person.
I can understand and answer basic questions asking about my name, age, nationality, languages I speak, email and home addresses, and phone number.
I can interview people in my school.
I can ask and answer questions about my family.
I can compare my family with another family.
I can make plans to see a movie.
I can plan a time to meet with my classmates.
I can say what professions my family members have and which professions interest me most.
I can talk about chores my parents have asked me to do.
I can talk about what I want to do during a school break.
I can talk about what students do in their free time.

***Chapitre 2 : Vive les vacances !***
Interpretive Reading

I can recognize clothing words in an article.
I can understand many words and phrases on a website about camping experiences for children.
I can understand many words and phrases related to reserving a room in a hotel.
I can understand many words related to food on a dessert menu.
I can understand many words related to food on a menu.
I can understand some basic information about monuments, places to visit, festivals, and regional foods when reading a travel website.

Interpretive Listening
I can gain an idea of what the city of Geneva is like while watching a travel video.
I can hear and understand many words related to food and eating in a restaurant as I watch a video on a French restaurant chain.
I can understand basic information about the main foods a country is known for, and about a favorite holiday that is celebrated there.
I can understand many ideas expressed in a video in which people talked about traveling.
I can understand most of what a woman says in a video in which she talks about vacationing in France.
I can understand most of what is said in a video in which a man describes a vacation he used to take when he was young.
I can understand the main idea in a video about a camp for children.
I can understand the main idea of a video for tourists.
I can understand words for clothing and weather expressions while listening to a video about a vacation weekend.

Presentational Speaking
I can describe where I'm from, my trip, saying the countries and places I have gone to, things I have done, and things I'm going to do on vacation.
I can explain to a friend that I am busy, and invite them to do something tomorrow.
I can give directions to someone on the street.
I can talk about a mountain vacation.
I can talk about a trip I am going to take to Europe, what countries I am going to visit, and what I am going to do there.
I can talk about a vacation I am going to take.

Presentational Writing
I can write about a beach vacation in a foreign country.
I can write about a vacation I took with my family.
I can write about what I ate in a French café and what souvenirs I bought.
I can write about what I saw and the things I did during a vacation to an interesting city.
I can write an email message telling someone I would like to stay in contact.
I can write information about myself and my relationship to someone, where I have traveled and things I have done during my trip, and what I am going to do in the near future.

Interpersonal Writing
I can write a text message in which I ask a new friend for basic information and if he wants to stay in touch.
I can write directions that tell someone how to get somewhere.

Interpersonal Speaking
I can answer questions about where I am going and what I am going to do on vacation.
I can ask and answer a variety of simple questions about my travels.
I can have a conversation in which I make plans to do something with a friend.
I can have a conversation with a new person I have just met.
I can have a conversation with a receptionist about reserving a room in a hotel.
I can have a conversation with a salesperson about purchasing a gift or a souvenir.
I can hold a conversation about a vacation I am going to take.
I can order food in a restaurant or café.
I can order food in a restaurant.
I can ask questions about a new student.
I can assign tasks to my classmates to get ready for an event.
I can give recommendations about where to go and how to get there.
I can introduce myself and ask some questions.
I can plan an outing with my classmates.
I can say what I did on vacation last year.
I can say where I went over the weekend.
I can talk about a vacation I'm taking.
I can talk about what classmates are bringing for a banquet.
I can talk about what I should pack for vacation.
I can talk about where I want to go on a dream vacation.
I can talk about where I will go on vacation.

***Chapitre 3 : Qu'est-ce qu'on fait en ville ?***
Interpretive Reading

I can read and understand certain facts in an article on Québec City.
I can read and understand some travel information on an Air France webpage.
I can understand the main idea and some useful information from a website about visiting the Louvre.
I can understand the main idea of an article on a tourist site.

Interpretive Listening
As I watch a video in which people talk about things they do in Paris, I can understand many of the things they say.
I can learn about the culture of Québec and Canada and about what Québec City is like as I watch a video on these topic.
I can understand many ideas as I listen to a video in which a girl talks about her neighborhood in French.
I can understand most of what a girl says in a video in which she talks about what she likes to do in Paris.
I can understand spoken vocabulary and expressions related to things to do in a city as I listen to a video about Montreal.
I can understand the main idea of a travel video as I associate scenes from the video with the language I hear.
I can understand when I hear people give directions.
I can understand words and phrases associated with taking the metro as I listen to a video.
I can understand words and phrases related to art as I listen to a video about a museum.

Presentational Speaking
I can give information about what activities I have done.
I can tell someone the directions needed to get somewhere in a city.
I can describe works of art.
I can suggest the best route to a destination using a metro map.
I can tell my partner about what I did on vacation.
I can ask and answer questions about where the supermarket is.

Presentational Writing
I can describe the steps necessary to get to some place in the city.
I can write a description of a neighborhood using vocabulary words for typical buildings that are found there.
I can write a description of a painting.
I can write about a museum visit, and a play and movie I saw.
I can write about a vacation to Québec City.
I can write about places I went to and what I did there.
I can write in the past tense about where I went and things I did while visiting an interesting city.

Interpersonal Speaking
I can answer questions about my preferences, give directions, and describe the location of a place.
I can have a conversation with a friend about things to do downtown in a big city.
I can have a conversation with a friend about visiting a museum and choosing a play and a movie to see.
I can speak with a clerk regarding the purchase of a ticket or pass for the metro.
I can talk about what I would like to do on a trip downtown.
I can talk about what kinds of TV shows and movies I like to watch.
I can ask and answer questions about the places I went on vacation.
I can ask and answer questions about places I'm familiar with.
I can compare my family's habits with my partner's.
I can give directions to a meeting place.
I can turn down an invitation, giving a reason why I am busy.

***Chapitre 4 : En plein air***
Interpretive Reading

I can recognize many words and expressions as I read through information about a campground.
I can recognize words and phrases commonly used on a website.
I can recognize words and phrases related to animals and farm activities as I read information about a farm visit.
I can understand many ideas as I read about activities to do at a mountain resort.
I can understand, recognize, or guess the meanings of common words used on a website.

Interpretive Listening
I can recognize and understand the meanings of vocabulary related to nature and outdoor sports as I listen to a video.
I can recognize certain words and phrases as I listen to a video about a campground.
I can recognize words that refer to animals as I watch a video.
I can understand many ideas as I listen to a video in which someone talks about the weekend she spent in a natural setting.
I can understand many ideas in a video in which people talk about visits to the country or the mountains.
I can understand many ideas when I listen to a video in which people talk about life in the country or on a farm.
I can understand the main idea of what is being said in a video.

Presentational Speaking
I can give information about my travels.
I can talk about a summer camp that I am going to attend.
I can talk about when I am going to leave for somewhere, how long I am going to stay, and when I am going to return.
I can tell a group about activities they are going to do at a farm.
I can describe characteristics of nature that I see in a photograph.

Presentational Writing
I can describe where I have been, what animals I've seen, and what activity I've enjoyed the most.
I can write a description of a farm in the past tense.
I can write about a farm visit.
I can write about a mountain vacation in the past.
I can write about a week I spent at a summer camp.
I can write about a weekend trip I took to the mountains.
I can write about things I did at a nature camp.

Interpersonal Speaking
I can answer questions about doing farm activities.
I can introduce myself and provide basic personal information, ask questions about a farm, and say which farm activities I prefer.
I can talk about a vacation I took in a natural area, including the things I saw and did.
I can understand and answer questions about setting up a campsite.
I can ask and answer questions about things I see.
I can ask and answer questions about the animals I will see on a farm.
I can ask questions to clarify what my partner said.
I can compare two towns and decide which one I'd rather visit.
I can describe objects I see.
I can have a discussion about my vacation preferences.
I can talk about my classmates' talents and strengths.
I can talk about the animals I want to see in the zoo.
I can talk about what I'd like to do on my vacation.
I can talk about what items I'm missing.
I can talk about where other people and I are sleeping on a camping trip.
I can describe where I went and what I did there.

***Chapitre 5 : Les fêtes, les célébrations et les moments spéciaux***

Interpretive Reading

I can understand many ideas as I read an article about planning a birthday party.
I can understand many ideas in an article about wedding traditions in France.
I can understand some important information about the Saint Nicholas Day celebration by reading an article about it in French.
I can understand some important information in an article about a cultural celebration.

Interpretive Listening
I can understand a number of words and phrases as I watch a video about the Saint Nicholas Day celebration.
I can understand many ideas when I listen to people talk about their favorite holiday in a video.
I can understand many words and phrases as I listen to a girl talk about party suggestions.
I can understand many words and phrases in a song about a holiday story.
I can understand many words and phrases while listening to a children's video about a holiday tradition.
I can understand most of what a person says in a video in which he talks about France's national holiday.
I can understand someone describe a holiday.
I can understand the main idea, including the cultural significance, of the role of the baby shower in American and French cultures.

Presentational Speaking
I can say some things I do on Thanksgiving Day.
I can talk about a typical American celebration, like a graduation or a baby shower.
I can talk about the New Year's celebration.

Presentational Writing
I can write a description about a party I organized and attended.
I can write about a wedding in France that I attended.
I can write about a wedding, anniversary celebration, family reunion, or other special family celebration I have attended.
I can write about Christmas in France.
I can write about holiday traditions.
I can write in French about party plans.
I can write about how Christmas or another holiday that occurs at about the same time is celebrated in my own country.

Interpersonal Speaking
I can have a conversation with a friend about my favorite holiday.
I can hold a conversation about planning a party.
I can talk about a family reunion in French.
I can talk about preparations for a party.
I can understand and respond to spoken questions about organizing a party.
I can ask and answer questions about a wedding that I went to.
I can decide what needs to be done to prepare for a party and divide up the tasks.
I can make a list of towns I want to visit.
I can talk about how I would construct a Mardi Gras float.
I can talk about who I will give different items to.
I can discuss an orchestra concert.
I can guess who a Secret Santa gift is from.
I can guess who people are in costumes.
I can make a list of people to send invitations to.
I can plan a Halloween event for elementary students.
I can say who I gave candy to on Halloween.
I can talk about a birthday party that I went to.
I can talk about baby shower plans for my teacher.
I can talk about what my plans for Valentine's Day dinner are.
I can talk about who bought gifts for whom at a Secret Santa gift exchange.
I can talk with a wedding planner about sorting out events at a wedding.
I can say which gifts I bought and for whom.

***Chapitre 6 : Les habitudes quotidiennes***
Interpretive Reading

I can learn about the importance of the griot to West-African culture as I read an article in French.
I can read and understand most of a message in which someone talks about their morning routine.
I can read descriptions of French people's daily lives and understand many things they say.
I can understand and learn information about le bac, an important test taken at the end of studies at the lycée by reading information on a website.

Interpretive Listening
I can understand many words and phrases as I listen to a girl talk about her morning routine in a video.
I can understand many words, phrases, and ideas as I watch a video about students receiving their bac scores.
I can understand most of what people say in a video about morning routines.
I can understand most of what three people say as I listen to a video in which they talk about their morning routines.
I can understand some important ideas as I watch and listen to a video in French about the role of the griot.
I can understand someone talking about their daily routine.
I can understand words and phrases associated with toiletry items and getting ready in the morning, as I listen to a video.

Presentational Speaking
Given the beginning of a sentence, I can create a logical ending and speak the entire sentence to tell information about myself.
I can talk about my morning routine in French.
I can talk about my responsibilities and things I have to do.

Presentational Writing
I can describe things I do in class.
I can talk about what I do in the morning, after school, and in the evening.
I can write a summary of what my life is like during a typical school day and during a day of my summer vacation.
I can write about my evening routine.
I can write about what I do in my classes during the school day.
I can write in French about my daily routine.

Interpersonal Writing
I can read and answer questions in a French teen magazine.

Interpersonal Speaking
I can create a dialogue about my classes at school.
I can talk about my daily routine in French.
I can talk about my daily routine in French.
I can talk about my day at school.
I can make a plan to get a classmate to his surprise party without ruining the surprise.
I can say where I went in school and why I went there.
I can talk about my interests and what my goals for the future are.
I can talk about what I'm going to do on an evening off.
I can tell a new student about the different services available to students at my school.
I can describe what students are doing in a school courtyard.
I can give commands to kids that are being disruptive.
I can make travel plans to get to a concert on time.
I can say what I do in my daily routine and how long it takes to complete each task.
I can talk about a calendar of events and decide if I have time in my schedule to go.
I can talk about my homework assignments for the night.
I can talk about my morning routine and the routines of my family members.
I can talk about the things that I don't do when I'm sick.
I can talk about what I did during the school day.
I can talk about what I have planned for the weekend.
I can talk about what I need to do to get ready for a date or babysitting.
I can talk about what I would like to do later in the day.

***Chapitre 7 : En bonne santé***
Interpretive Reading

I can read and understand the majority of ideas in an article on sports in France.
I can understand a lot of what is said when I read posts about injuries that involve breaking or fracturing a bone.
I can understand many ideas in an article about colds and the flu.
I can understand many ideas when reading information about colds and flu symptoms.

Interpretive Listening
I can recognize many words and phrases as I listen to a video describing illnesses and their remedies.
I can recognize vocabulary related to parts of the body, clothing, and recipe ingredients as I listen to an exercise routine video.
I can understand many things in a video in which people talk about their illnesses.
I can understand many things in a video in which someone talks about her illness.
I can understand many words and phrases associated with flu symptoms as I listen to a video.
I can understand most of what is said in a video in which people are talking about staying healthy.
I can understand most of what someone says in a video in which she talks about a healthy lifestyle.

Presentational Speaking
I can talk about healthy and unhealthy choices.
I can talk about how I'm feeling.

Presentational Writing
I can describe, in written sentences, illnesses that other people and I have.
I can write a note to a friend about being ill.
I can write about an injury I received and how the injury was treated.
I can write about good health habits.
I can write about how to stay in shape and eat healthy.
I can write about injuries I received in an accident.
I can write about my injuries and how they were treated.

Interpersonal Speaking
I can create a dialogue in which I talk with a friend about staying in shape, managing stress, and eating healthy.
I can explain symptoms of an illness in a conversation with a doctor.
I can have a conversation in a doctor's office about an illness.
I can have a conversation with the doctor about my injuries and how they will be treated.
I can speak about staying fit and healthy.
I can tell a doctor about my injuries or explain how I am going to care for an injury.
I can tell someone I am sick and describe my symptoms.
I can ask and answer questions about an illness.
I can explain my New Year's resolution and how I plan to resolve it.
I can explain why I was late to class and can plan how to be on time tomorrow.
I can give medical advice to someone who isn't feeling well.
I can talk about a car accident that happened earlier in the day.
I can talk about what I must or must not do in order to make healthy lifestyle changes.
I can talk about what I should do to have a higher energy level.
I can talk about what I'd like to do at the YMCA.
I can ask and answer questions about how to treat common illnesses.
I can ask and answer questions in a doctor's office.
I can describe injuries that I and my teammates might have from playing soccer.
I can discuss what allergies I and my classmates have.
I can talk about an accident that someone had.
I can talk about athletes' performances that I watched.
I can talk about what my classmates do to stay in shape.
I can talk about all the dishes I want to try at a restaurant.

***Chapitre 8 : Faisons les courses !***
Interpretive Reading

I can read and understand many ideas in posts in which women have written about shopping in France.
I can read and understand many parts of a recipe.
I can read and understand most of the instructions in a recipe.
I can read and understand most of the instructions in a recipe.
I can recognize many words associated with foods on a menu.
I can understand many ideas in an article about shopping in France.

Interpretive Listening
As I watch a video, I can gain an understanding of the importance of the meal and preparation of food to French culture.
I can understand many ideas in a video about how to prepare a main dish.
I can understand many ideas in a video on how to prepare a recipe.
I can understand most of what I hear in a video in which people talk about the food that they shop for.
I can understand most of what I hear in a video in which someone talks about shopping for food.
I can understand most of what is said in a video about shopping for food.
I can understand most of what is said in a video during which someone talks about where and how they shop for food.

Presentational Speaking
I can explain how to make a fruit salad.
I can write a simple recipe for a typical American dish.

Presentational Writing
I can create a shopping list for groceries in French.
I can write a recipe for a salad and a salad dressing.
I can write a simple recipe for an omelet.
I can write a text message asking a friend to purchase grocery items for me.
I can write about a typical French breakfast and a traditional French meal.
I can write about foods I ate.

Interpersonal Speaking
I can ask for and purchase food at a market.
I can ask for and purchase food in an open-air market.
I can give directions on how to make hot chocolate.
I can have a conversation about where I need to shop to purchase food items.
I can order food from a menu in a restaurant.
I can take an order or order food in a restaurant.
I can compare my school lunch with the school lunches in Francophone countries.
I can talk about a new cafe that has opened in my neighborhood.
I can talk about what food is available at a picnic.
I can ask and answer questions about how long it will take to arrive to a meeting.
I can ask for and give recommendations about what to order in a café.
I can discuss what I want to eat at a café.
I can discuss what needs to be bought to go on a picnic.
I can give my opinion about the foods that I ate at a cafe.
I can talk about dishes I would make with the fruits and vegetables I can get at the farmers' market.
I can talk about how to organize utensils in a kitchen.
I can talk about missing ingredients and utensils and what I need to make a meal.
I can talk about the errands I need to run.
I can talk about the ingredients that I'm missing to make a meal.
I can talk about what food I want to eat at a picnic.
I can talk about what things I should buy at the farmers' market to make a special dinner.

***Chapitre 9 : Mon logement***
Interpretive Reading

I can read information about an apartment for rent and understand essential information about it.
I can recognize and understand the meanings of words and phrases related to furniture and the description of the rooms in an apartment.
I can understand many words, phrases, and ideas in an ad that includes information on a castle.
I can understand most of the ideas in a reading in which a person talks about what life is like in their home, which is a castle in France.
I can understand most of the information in an advertisement for a vacation rental.

Interpretive Listening
I can understand many ideas as I listen to a woman describe an apartment that she is looking for.
I can understand many things in a video in which someone talks about their apartment.
I can understand most of what a person says as she describes her apartment in a video.
I can understand most of what someone says as she talks about what she and her mother did around the house together.
I can understand most of what someone says as they describe their apartment during a video.
I can understand some ideas and phrases in a video about a château for sale.
I can understand some ideas as I listen to a video on the Château de Chambord.

Presentational Speaking
I can describe my ideal bedroom in spoken sentences.
I can talk about what my family and I do at home in the evening.
I can explain why I was late to a meeting.

Presentational Writing
I can describe an apartment in France that is typical of the kind a student would live in.
I can write a description of my home.
I can write a description of my ideal house.
I can write a description of someone’s house.
I can write a text message describing an apartment I would like to rent.
I can write about chores I did around the house last week.
I can write about what I did during a day at home.

Interpersonal Speaking
I can create a dialogue in which a customer explains to a real estate agent what type of apartment he or she is looking for.
I can discuss renting an apartment with someone.
I can have a conversation with a real estate agent about locating an apartment.
I can understand and answer questions about my house or apartment.
I can understand questions about rooms in my house.
I can ask and answer questions about my life.
I can ask for help with my chores.
I can talk about going to the countryside for the weekend and what I will do there.
I can talk about the house I will be moving into.
I can discuss what items are needed for a house.
I can talk about all the tasks that I completed this week.
I can talk about my cousin's likes and dislikes.
I can talk about the best way to reorganize my kitchen.
I can talk about the menus at restaurants in my town.
I can talk about what kind of house I want to move into and can compare it to houses for sale in France.
I can talk about what my ideal apartment would look like.

***Chapitre 10 : L’enfance et les souvenirs***
Interpretive Reading

I can read and understand a description of a person when they were a child.
I can read and understand most of the ideas in a blog about a childhood holiday memory.
I can understand most of what is said when people write about things they thought when they were children.
I can understand most of what is said when someone writes about what they were like and what they used to do as a child.

Interpretive Listening
I can understand a number of words, phrases, and ideas in a video about someone's childhood.
I can understand many ideas, words, and phrases when I listen to someone talk about their childhood memories.
I can understand many words, phrases, and ideas when I listen to two girls talk about memories and traditions of a favorite holiday.
I can understand most of what someone says as she talks about what she was like when she was a child.
I can understand most of what someone says as they talk about what they were like as a child.
I can understand someone talking about their childhood.
I can understand the main idea and some words and phrases as I listen to a girl answer questions about her childhood.

Presentational Speaking
I can talk about how I used to celebrate a favorite holiday or family gathering.
I can talk about things I used to do when I was a young child.
I can talk about what I was like as a child, about my childhood best friend, and a pet.

Presentational Writing
I can read, understand, and write answers to questions about my childhood.
I can write a description of myself in the past.
I can write about a favorite childhood holiday.
I can write about a typical day when I was a young child.
I can write about a vacation memory.
I can write about things I used to do at two different ages when I was a child.
I can write in the past about what I, my siblings, and my pets used to be like when I was a child.

Interpersonal Speaking
I can understand and answer questions about my childhood summer memories.
I can understand and answer questions about my childhood.
I can understand spoken questions about my childhood.
I can understand spoken questions and answer questions orally about my childhood.
I can describe my childhood home.
I can reminisce about how things used to be in school.
I can reminisce about what I was like when I was in first grade.
I can talk about going to an amusement park when I was younger.
I can talk about how my classmates have changed since grade school.
I can talk about items I used to own when I was a child.
I can talk about the kinds of things I used to do in kindergarten.
I can talk about what I did to help my siblings get ready for school.
I can describe what I looked like as a child.
I can talk about a surprising piece of news.
I can talk about how I used to act when I was younger.
I can talk about the activities I used to do in the summer when I was younger.
I can talk about what I used to own and what I used to do with those items.
I can talk about what I want to see and do in town.
I can talk about what life was like in the town I grew up in.

***Chapitre 11 : Raconte-moi une histoire***
Interpretive Reading

I can read and understand most of a familiar fairytale.
I can read and understand most of a new story.
I can guess the meanings of unfamiliar words from their context in a sentence.
I can guess the meanings of unfamiliar words from their context in a sentence.
I can answer questions based on my understanding of the story.
I can answer questions based on my understanding of the story.

Interpretive Listening
I can understand many words, phrases, and ideas while listening to a familiar story in French.
I can understand most of the words, phrases, and ideas as I listen to a familiar story in French.
I can guess the meanings of unfamiliar words from their context in a sentence or in a story.
I can guess the meanings of unfamiliar words from their context in a sentence or in a story.

Presentational Writing
I can create and write a story that takes place in the past.
I can write the opening of an original story.

Interpersonal Writing
I can write about how a favorite childhood story began.

Interpersonal Speaking
I can ask or answer questions about a story I remember from childhood.
I can ask questions aloud or speak the answer to questions about the action in a favorite childhood story.
I can understand and answer spoken questions about a story.
I can understand and speak answers to questions about my favorite childhood story.
I can tell what kind of a story it is, where it takes place, and who the main characters are.
I can describe the main characters of a story.