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**Draft French Immersion Language Arts and Literature Program Kindergarten
to Grade 6: Summary Document**

Organizing idea: Oral Communication: Listening and speaking skills promote language development, positive relationships and collaboration

	Kindergarten	Grade 1	Grade 2
Guiding question	What is oral communication?	How can oral communication ensure the transmission of a message?	How can oral communication support the understanding or expression of a message?
Learning outcome	Children respond appropriately to a variety of communication situations in communication situations in French. Children express themselves using non-verbal language and a few familiar words in French to communicate orally.	Students listen to and understand the general meaning of simple messages on about familiar topics. Students express themselves on familiar topics by formulating simple oral simple oral sentences in French.	Students identify the general meaning of messages in various contexts using active listening. Students express themselves orally in French by formulating basic sentences in basic sentences in spontaneous and planned communication situations.

	Grade 3	Grade 4
Guiding question	How can oral communication and message comprehension influence interactions?	How can oral communication and message comprehension foster harmonious relationships?
Learning outcome	Students demonstrate active listening behaviors and draw out important ideas in a variety of Contexts. Students interact with each other orally in French in a variety of communication situations.	Students demonstrate active listening behaviours to understand messages communicated orally in a variety of in a variety of contexts. Students express themselves orally in French in a spontaneous and planned manner, according to a variety of intentions and communication situations

	Grade 5	Grade 6

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Guiding question	How can oral communication and the particularities of the French language support harmonious relationships?	How can listening and the language used in oral communication influence understanding?
Learning outcome	<p>Students use active listening strategies to understand main and secondary ideas in situations that reflect a variety of contexts and speakers</p> <p>Students express themselves orally in French on a regular basis in everyday life, with a variety of intentions and in communication situations.</p>	<p>Students manage their listening behaviours to negotiate and make sense of orally communicated messages in situations that reflect a variety of contexts and interlocutors.</p> <p>Students communicate orally in French and apply strategies to improve their language skills, according to a variety of intentions and communication situations and contexts.</p>

Organizing idea: Vocabulary: Understanding the meaning and formation of words facilitates oral communication, reading and writing

	Kindergarten	Grade 1	Grade 2
Guiding question	What is a word?	How can words support oral and written comprehension and written communication?	How can vocabulary and spelling support oral and written oral and written comprehension and communication?
Learning outcome	Children make connections between words in French and their meanings.	Students add new words to their vocabulary and take ownership of their spelling. their own spelling.	Students identify the general meaning of messages in various contexts contexts using active listening. Students express themselves orally in French by formulating basic sentences in basic sentences in spontaneous and planned communication planned communication situations.

	Grade 3	Grade 4
Guiding question	How can morphemes contribute to comprehension, word formation and word choice in oral and written and writing?	How can morphology help with comprehension, word choice, and spelling in speaking and writing?

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Learning outcome	Students demonstrate active listening behaviors and draw out important ideas in a variety of Contexts. Students interact with each other orally in French in a variety of communication situations.	Students demonstrate active listening behaviours to understand messages communicated orally in a variety of in a variety of contexts. Students express themselves orally in French in a spontaneous and planned manner, according to a variety of intentions and communication situations
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	Grade 5	Grade 6
Guiding question	How can morphology help expand vocabulary and support spelling in communicative situations?	How can word formation and meaning improve oral and written communication?
Learning outcome	Students apply their knowledge of words, meanings, morphemes, and spelling rules to check understanding, usage, and spelling of new words.	Students use prior knowledge and analyze word meaning and formation to check for understanding, use, and spelling of new words.

Organizing idea: Phonological awareness: The ability to identify and manipulate the sounds of oral language supports vocabulary and literacy learning

	Kindergarten	Grade 1	Grade 2
Guiding question	How are sounds related to oral language?	How can sounds support oral word formation?	How can phonological awareness support the development of development of reading and writing?
Learning outcome	Children identify sounds and syllables orally.	Students manipulate words in sentences and phonemes and syllables in syllables in words orally.	Students modify words and sentences orally by manipulating phonemes, syllables, and words.

Organizing idea: Phonography: Understanding the relationships between phonemes and letters promotes the development of oral, reading and writing skills

	Kindergarten	Grade 1	Grade 2
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Guiding question	How are writing and speaking related?	How can knowledge about writing and speaking support learning to read?	How can decoding be used to read the words in a written text?
Learning outcome	Children recognize the links between oral and written language.	Students apply their knowledge of grapheme-phoneme correspondences in decoding practice.	Students apply their knowledge of grapheme-phoneme correspondences to decode and read short written texts.

	Grade 3	Grade 4
Guiding question	How can decoding support the reading of new words?	How can decoding provide access to a variety of texts?
Learning outcome	Students apply grapheme-phoneme correspondences to decode unknown words when reading a variety of written texts.	Students apply grapheme-phoneme correspondences in an automated fashion to read a variety of written texts.

Organizing idea: Text Organization: Different genres of texts are used to understand and express ideas, perspectives on the world, and cultural information.

	Kindergarten	Grade 1	Grade 2
Guiding question	What is a text?	How can we recognize texts?	How can the characteristics of texts help to classify them?
Learning outcome	Children recognize texts in their immediate environment.	Students notice features of various texts.	Students associate features with literary texts or common texts

	Grade 3	Grade 4
Guiding question	How can texts vary in their characteristics and structures?	How can the characteristics and structure of literary and everyday texts be used to identify texts?

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Learning outcome	Students identify characteristics and structures of literary and everyday texts.	Students recognize different literary and common texts based on communicative intent, features, and structure of the text.
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Organizing idea: Reading Comprehension: Understanding of ideas, perspectives, universal themes, and cultures in texts is supported through the application of strategies and processes.

	Kindergarten	Grade 1	Grade 2
Guiding question	What is the message in a text?	How can understanding the message conveyed in texts contribute to contribute to communication?	What can contribute to understanding a text?
Learning outcome	The children appropriate the meaning of the messages contained in texts seen, read or heard.	Students use clues to identify the overall meaning of messages in messages in short texts about familiar topics.	Students use reading strategies and demonstrate an understanding of the understanding of the overall meaning of messages in a variety of short variety of short literary and everyday texts.

	Grade 3	Grade 4
Guiding question	How can comprehension be supported by reading strategies?	How can comprehension influence response to a text?
Learning outcome	Students use reading strategies and demonstrate comprehension of literary and current texts.	Students apply reading strategies as appropriate to the text and demonstrate comprehension of a variety of literary and common texts.

	Grade 5	Grade 6
Guiding question	How can reading comprehension be deepened?	How can implicit and explicit clues support the interpretation of the text?
Learning outcome	Students selectively apply reading strategies according to the text and reading intent and demonstrate understanding of various genres of text.	Students analyze and interpret a variety of text genres using reading strategies and demonstrate understanding

Organizing idea: Reading Fluency: The development of reading fluency promotes oral and written comprehension and expression.

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	Kindergarten	Grade 1	Grade 2
Guiding question	How can letter and word recognition support the development of the development of reading fluency?	How can rapid letter and word recognition support the development of reading fluency?	How can fluency support expressive reading?
Learning outcome	Children identify letters and some words quickly and accurately.	Students identify letters and words quickly and accurately in short accurately in short written texts.	Students read words and sentences quickly and accurately and accuracy and develop expressive reading of short written texts.

	Grade 3	Grade 4
Guiding question	How can prosody support reading fluency?	How can reading fluency contribute to reading comprehension?
Learning outcome	Students read written texts with accuracy and experience integrating components of prosody in reading.	Students read written texts with fluency and expression integrating components of prosody in reading.

	Grade 5	Grade 6
Guiding question	How can fluency contribute to the development of fluent readers?	How can fluency contribute to the development of proficient readers?
Learning outcome	Students read written texts with fluency and expression and self-correct as needed.	Students read written texts with fluency, expression, and automaticity in a variety of contexts.

Organizing idea: Writing: Writing and creativity allow us to share ideas and information in a variety of contexts.

	Kindergarten	Grade 1	Grade 2
Guiding question	How can ideas be represented?	How can ideas be represented in texts?	How can the production of texts contribute to the expression of of ideas?
Learning outcome	Children represent ideas in a variety of ways.	Students produce texts that represent their ideas or information in a few	Students produce short literary and everyday texts to

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		sentences, using information in a few sentences, referring to models.	express ideas and share information by learning about the steps in the of the writing process.
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	Grade 3	Grade 4
Guiding question	How can processes support text production?	How can text production be enhanced through the use of processes?
Learning outcome	Students use steps in the writing process to express and share their ideas in the production of literary and commonplace texts, taking into account the communication intent and target audience.	Students extend the application of steps in the writing process to express and share their ideas in the production of literary and commonplace texts with consideration for communication intent and audience

	Grade 5	Grade 6
Guiding question	How can the production of text be enhanced by the organization of ideas?	How can the development of ideas enrich the text?
Learning outcome	Students use an orderly process to organize their ideas and put them into text by meeting the requirements of the desired text type.	Students use an orderly process to organize their ideas and put them into text, meeting the requirements of their chosen literary genre and linguistic conventions.

Organizing idea: Grammar: Understanding and applying grammar promotes effective understanding and expression of ideas in speaking and writing.

	Kindergarten	Grade 1	Grade 2
Guiding question	What is a sentence?	How can patterns support oral and written communication?	How can grammar rules support oral and written communication? oral and written communication?
Learning outcome	Children recognize sentences in speaking and writing.	Students develop an understanding of sentence formation and use patterns to form and use patterns to form sentences in French, in oral and written French.	Students develop an understanding and application of word rules, syntax, and punctuation rules to form basic sentences in context, in oral and

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			written basic sentences in context, both oral and written.
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	Grade 3	Grade 4
Guiding question	How can grammar provide clarification for oral and written communication?	How can grammar support oral and written communication?
Learning outcome	Students demonstrate understanding and use grammar rules in forming sentences of various forms in a variety of contexts in speaking and writing.	Students understand and use grammar rules and strategies that support the formation of sentences of various forms and types in a variety of oral and written contexts.

	Grade 5	Grade 6
Guiding question	How can grammar improve oral and written communication?	How can grammar facilitate oral and written comprehension and expression?
Learning outcome	Students understand and use grammar rules and strategies that support the formation of sentences of various forms and types with complements to communicate in a variety of contexts in speaking and writing.	Students understand and apply grammar rules and strategies in the formation of varied and transformed sentences to communicate in a variety of contexts, both oral and written.