

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Oral Communication:</b> Listening and speaking skills promote language development, positive relationships, and collaboration.								
<b>Guiding question</b>	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?		
<b>Learning outcome</b>	Children respond appropriately to a variety of communication situations in French.  Children use 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 familiar topics.  Students express themselves on familiar topics by formulating simple oral sentences in French.			Students extract general meaning from messages in various contexts using active listening.  Students express themselves orally in French by formulating basic sentences in spontaneous and planned communication situations.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Verbal language is expressed through voice and words.</p> <p>Non-verbal language is expressed through the body, facial expressions, and gaze.</p> <p>Oral communication skills are developed through speaking and listening.</p>	<p>Language is used to express oneself and to understand.</p>	<p>Express themselves using a few words in French.</p> <p>Practice communicating in French using sentences that follow patterns.</p> <p>Use speech and gestures to communicate and entertain.</p> <p>Make connections between non-verbal cues and the message.</p>	<p>Verbal language and non-verbal language are used to communicate :</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• opinions</li> <li>• tastes</li> <li>• emotions</li> <li>• needs</li> <li>• personal experiences.</li> </ul> <p>Oral communication skills are developed through participation in French language activities.</p> <p>Risk-taking has an influence on oral communication.</p>	<p>Both verbal and non-verbal language are used to communicate ideas and information.</p>	<p>Participate in a variety of group activities in French.</p> <p>Practice communicating, using verbal and non-verbal language.</p> <p>Talk about familiar topics using simple sentences in French, with or without models.</p> <p>Verbalize the role of risk-taking in learning French.</p>	<p>Oral communication, spontaneous or planned, allows:</p> <ul style="list-style-type: none"> <li>• to express themselves</li> <li>• to describe</li> <li>• to tell</li> <li>• to explain</li> <li>• to be entertained.</li> </ul> <p>Risk-taking implies a willingness to express oneself in French despite the possibility of oral errors.</p> <p>Oral communication skills are developed through risk-taking.</p> <p>A link is the pronunciation of the final consonant of a word, usually not pronounced, with the initial vowel of the next word.</p> <p>Troubleshooting strategies for expressing oneself when a word is not yet in one's vocabulary include:</p> <ul style="list-style-type: none"> <li>• use a word</li> </ul>	<p>Language allows the articulation of thought.</p>	<p>Actively participate in French in a variety of activities that contribute to the development of language skills.</p> <p>Express themselves in French spontaneously with peers in learning situations and for entertainment using basic sentences, with or without models.</p> <p>Discuss and use troubleshooting strategies to express themselves when a word is not yet part of their vocabulary.</p> <p>Explain ways in which verbal and non-verbal language support each other.</p> <p>Recognize the links in common expressions.</p> <p>Discuss the influence of French language experiences on the individual.</p>

							with a similar meaning		
--	--	--	--	--	--	--	------------------------	--	--

	Kindergarten			Grade 1			Grade 2		
							<ul style="list-style-type: none"> <li>• use non-verbal language.</li> <li>• use an image.</li> </ul>		
	<p>Listening is the attention given to:</p> <ul style="list-style-type: none"> <li>• explanations</li> <li>• instructions</li> <li>• presentations</li> <li>• stories</li> <li>• nursery rhymes</li> <li>• songs.</li> </ul> <p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• look at the interlocutor.</li> <li>• signal its desire to intervene.</li> <li>• limit its level of activity.</li> <li>• be attentive.</li> <li>• think</li> <li>• try to understand what the speaker is saying.</li> </ul>	Active listening supports the learning of French.	<p>Demonstrate active listening behaviors in various learning situations.</p> <p>Respond appropriately to questions or instructions heard.</p>	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• limit its level of activity.</li> <li>• look at the interlocutor.</li> <li>• encourage the speaker with nods and an expressive face.</li> <li>• offer verbal contributions to the ongoing discussion.</li> </ul> <p>Active listening behaviors that promote understanding include:</p> <ul style="list-style-type: none"> <li>• be attentive.</li> <li>• visualize the thread of ideas presented.</li> <li>• think</li> <li>• try to understand what the speaker is saying.</li> </ul>	Active listening is an active process that supports understanding and helps to learning French.	<p>Participate in activities that promote the development of active listening skills in a variety of communication situations.</p> <p>Describe the influence of listening in communication.</p> <p>Interpret verbal and non-verbal language to respond to simple instructions or information.</p> <p>Practice active listening behaviors.</p> <p>Verbalize behaviors that promote understanding of a message.</p>	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• limit its level of activity.</li> <li>• look at the interlocutor.</li> <li>• encourage the speaker with nods and an expressive face.</li> <li>• offer verbal contributions to the ongoing discussion.</li> <li>• take into account the ideas, contributions, and feelings of others.</li> <li>• ask questions.</li> </ul> <p>Active listening behaviors that promote understanding include:</p> <ul style="list-style-type: none"> <li>• be attentive.</li> <li>• visualize the thread of ideas and note a break in understanding.</li> <li>• think</li> <li>• try to understand what the speaker is saying.</li> </ul> <p>The use of language is a way to demonstrate understanding and interest in a topic.</p>	Active listening helps to develop and maintain positive relationships with others.	<p>Interpret verbal and non-verbal language to follow instructions or to understand a message.</p> <p>Describe the influence of active listening on comprehension.</p> <p>Adopt active listening behaviors to extract meaning from messages seen or heard.</p> <p>Verbalize behaviors that promote understanding of a message.</p>

	Kindergarten			Grade 1			Grade 2		
	<p>Verbal and non-verbal language can be used to show respect in interactions with others.</p> <p>The greetings include:</p> <ul style="list-style-type: none"> <li>• please</li> <li>• Hello</li> <li>• welcome</li> <li>• can I</li> <li>• can I</li> <li>• thank you.</li> <li>• of nothing.</li> </ul> <p>Respectful non-verbal language includes a smile or a hand gesture.</p>	<p>Language allows us to communicate respectfully.</p>	<p>Use some polite phrases.</p> <p>Use verbal and non-verbal language that demonstrates respect.</p>	<p>Greetings include:</p> <ul style="list-style-type: none"> <li>• Hello</li> <li>• welcome</li> <li>• goodbye</li> <li>• to tomorrow</li> <li>• good evening</li> <li>• my name is.</li> </ul> <p>The formulas that demonstrate respect include:</p> <ul style="list-style-type: none"> <li>• please</li> <li>• Hello</li> <li>• welcome</li> <li>• can I</li> <li>• thank you.</li> <li>• from nothing.</li> <li>• bravo</li> <li>• no, thank you.</li> <li>• excuse me.</li> <li>• sorry.</li> <li>• it's your turn.</li> </ul> <p>The rules of the conversation favouring a harmonious discussion include respecting the turn to speak and show interest.</p> <p>Sharing circles involve listening and talking.</p>	<p>Language helps to show respect and contributes to the efficiency and smoothness of the conversation.</p>	<p>Use language that shows respect in interactions.</p> <p>Discuss and use rules of the conversation, including for the sharing circle.</p>	<p>Conversation rules that promote understanding include:</p> <ul style="list-style-type: none"> <li>• the use of greetings and salutations</li> <li>• respect for the speaker's turn to speak.</li> <li>• demonstration of interest</li> <li>• the beginning of a conversation.</li> </ul> <p>The Sharing Circle is a traditional First Nations, Métis, and Inuit practice that has been adopted by other groups and individuals to share ideas and information.</p> <p>In the sharing circles, an object is passed around so that everyone has a turn to speak.</p>	<p>Respectful language promotes understanding of others when participating in collaborative activities.</p>	<p>Take into account certain rules of conversation when exchanges on various topics, including sharing circles.</p> <p>Take into account the contributions and feelings of others when exchanging ideas or information.</p>
	<p>The voice is a tool for expression.</p> <p>The voice can produce a range of high and low tones.</p> <p>The volume of the voice can be adapted to the distance between the individuals.</p>	<p>Oral expression allows the communication of experiences, ideas, and information.</p>	<p>Present personal objects using a few common French words.</p> <p>Participate in the recitation of rhymes and short songs in French as a group.</p>	<p>Non-verbal language communicates messages without the use of speech by:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the direction of the gaze.</li> </ul>	<p>Spontaneous or prepared oral interaction can be used for self-expression, learning, or entertainment in a variety of contexts.</p>	<p>Present personal objects or stories using simple French sentences.</p> <p>Adjust the volume of your voice according to the communication context.</p>	<p>The oral presentation is an interactive situation that fosters the development of effective speakers.</p> <p>The prosody is the way of speaking and understands:</p> <ul style="list-style-type: none"> <li>• the volume of the voice</li> <li>• the variations of the voice.</li> </ul>	<p>Language allows us to communicate orally in a prepared way with a communication goal in mind.</p>	<p>Present oral texts individually and in groups.</p> <p>Demonstrate body awareness in oral presentations.</p>

	Kindergarten			Grade 1			Grade 2		
			Practice adjusting the volume of your voice according to the communication context.	The voice can produce a range of high and low tones.		Practice using voice for effect in spontaneous and prepared interactions.  Become aware of the influence of non-verbal language and voice when presenting rhymes, songs, and poems individually and in groups.	Non-verbal language supports oral communication and includes: <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the posture</li> <li>• the direction of the gaze.</li> </ul> Visual aids support oral communication and include the: <ul style="list-style-type: none"> <li>• images</li> <li>• objects.</li> </ul> The text presentation includes: <ul style="list-style-type: none"> <li>• nursery rhymes</li> <li>• songs</li> <li>• poems</li> <li>• narrative texts.</li> </ul> Posture includes proper and relaxed body position and breathing.  Nervousness can be manifested by: <ul style="list-style-type: none"> <li>• stomach aches</li> <li>• hesitations</li> <li>• tremors</li> <li>• omissions</li> <li>• of perspiration.</li> </ul> There are breathing techniques to calm nervousness.		Adjust the volume of your voice according to the communication context.  Discuss the effects of prosodic elements and visual aids on the expression and understanding of the message.  Practice using visual aids in oral presentations.  Participate in breathing and relaxation activities that support oral communication.
	The oral tradition transmits knowledge about the land, the people, and the animals.	Oral tradition can teach lessons, develop the imagination, and entertain.	Listen to texts from the First Nations, Métis, and <i>Inuit</i> oral tradition.	Oral tradition includes stories and information.  The oral tradition may be accompanied by pictures or objects to facilitate understanding.	Oral tradition connects people to language and ways of knowing.	Listen to and discuss messages in texts from the First Nations, Métis, and <i>Inuit</i> oral tradition.	There is a relationship between: <ul style="list-style-type: none"> <li>• oneself</li> <li>• the others</li> <li>• the community</li> <li>• the land</li> <li>• animals.</li> </ul>	The oral tradition provides an understanding of the nature and importance of relationships.	Discuss the relationships presented in the oral tradition, including First Nations, Métis, and <i>Inuit</i> .

	Kindergarten			Grade 1			Grade 2		
							Oral tradition includes stories and information and can be passed on by Elders.		
	The French games include a variety of communication activities.	Oral games in French can be fun.	Play games in French.	French language activities include: <ul style="list-style-type: none"> <li>• games</li> <li>• media products</li> <li>• physical activity</li> <li>• festivals and celebrations.</li> </ul>	Participation in activities allows for fun and discussion in French.	Participate in fun activities in French.	Francophone cultural activities include: <ul style="list-style-type: none"> <li>• games</li> <li>• media products</li> <li>• plays</li> <li>• shows</li> <li>• the music</li> <li>• festivals and celebrations.</li> </ul>	Participating in French cultural activities provides an opportunity to have fun and get the meaning out of the messages.	Demonstrate an openness to French-language cultural activities.

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Vocabulary:</b> Understanding the meaning and formation of words facilitates oral communication, reading, and writing.								
<b>Guiding question</b>	What is a word?			How can words support oral and written comprehension and communication?			How can vocabulary and spelling facilitate oral and written comprehension and communication?		
<b>Learning outcome</b>	Children make connections between French words and their meanings.			Students add new words to their vocabulary and take ownership of their spelling.			Students explain the meaning of known words and apply spelling rules.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Every word has a meaning.</p> <p>Words can be associated with themes.</p> <p>New words are learned daily.</p>	<p>Words are used to communicate ideas, emotions, and feelings.</p>	<p>Identify and discuss the meaning of new words encountered in the learning environment.</p> <p>Recognize and sort words from everyday life, represented visually.</p> <p>Demonstrate an understanding of basic words in familiar contexts and words frequently used in the learning environment.</p> <p>Practice using words that are used very frequently in the learning environment in oral communication situations.</p>	<p>Every word has a meaning.</p> <p>Words include vocabulary from everyday life and the learning environment.</p> <p>Vocabulary can be associated with categories such as:</p> <ul style="list-style-type: none"> <li>• actions</li> <li>• people</li> <li>• things</li> <li>• locations</li> <li>• qualities.</li> </ul> <p>New words are learned from games, discussions, and texts seen, read, or heard.</p> <p>Some words in French sound like words in another language.</p>	<p>Incorporating new words into one's vocabulary helps with communication.</p>	<p>Identify and discuss the meaning of new words from everyday life, as well as words related to topics or themes encountered in the learning environment.</p> <p>Recognize, in oral and written form, an increasing number of words frequently encountered in the learning environment and in simple texts.</p> <p>Practice using new words frequently encountered in the learning environment and in simple texts in oral and written communication situations.</p> <p>Sort words into categories according to predetermined criteria.</p> <p>Make connections between words known in the language spoken at home and words in French.</p>	<p>Words can be categorized according to their meaning.</p> <p>Word categories include:</p> <ul style="list-style-type: none"> <li>• words with similar meaning</li> <li>• words with opposite meanings</li> <li>• words of the same family linked by meaning.</li> </ul> <p>Some words have more than one meaning.</p> <p>The meaning of new words can be understood through reading, games, or discussions.</p> <p>Words known in another language can help us understand words in French.</p>	<p>Words are connected to each other by meaning.</p>	<p>Identify and discuss the meaning of new words and phrases that relate to:</p> <ul style="list-style-type: none"> <li>• to everyday life</li> <li>• to its fields of interest</li> <li>• to topics or themes encountered in the learning environment.</li> </ul> <p>Recognize, orally and in writing, an increasing number of words and expressions encountered in the learning environment and in short texts.</p> <p>Use, in oral and written communication situations, new words and expressions encountered in the learning environment and in short texts.</p> <p>Explain the meaning of words in his/her vocabulary.</p> <p>Use known words to understand the meaning of new words, including words from another language.</p>

Kindergarten				Grade 1			Grade 2		
									Sort words into categories according to their meaning.
									Identify and discuss frequent words with multiple meanings.
				<p>The word is represented in writing by letters placed in a certain order.</p> <p>The link between phonemes and graphemes allows for the formulation of hypotheses on spelling of a word.</p> <p>The frequent words are those that are often found in the texts.</p>	<p>Spelling is how to write a word correctly.</p>	<p>Use approximate spellings of words by matching phonemes and graphemes when producing simple written texts.</p> <p>Practice using spelling signs.</p> <p>Correctly spells most commonly known words in context, drawing on tools and prior knowledge.</p> <p>Practice using tools in the immediate environment that support word spelling, including word walls.</p>	<p>The spelling of some words that have the same pronunciation may vary.</p> <p>The link between phonemes and graphemes allows for hypotheses to be made about the spelling of new words.</p> <p>Spelling rules that facilitate writing include:</p> <ul style="list-style-type: none"> <li>• the presence of at least one vowel in the word structure</li> <li>• the absence of double consonants at the beginning of a word</li> <li>• that of the "hard g/soft g"</li> <li>• that of the "c hard/sweet"</li> <li>• that of the "s" between two vowel letters.</li> </ul> <p>Alphabetical order can be used to organize words.</p> <p>Memory and reference tools help to spell words correctly.</p>	<p>There are rules for spelling words correctly.</p>	<p>Use knowledge of graphemes and phonemes to spell words when production of short written texts.</p> <p>Use spelling marks in frequent words.</p> <p>Correctly spell globally recognized frequent words in context, drawing on tools and prior knowledge.</p> <p>Discuss the spelling of some words that have identical pronunciations.</p> <p>Take into account spelling rules in writing.</p> <p>Place words in alphabetical order using the first letter of the word letter of the word.</p> <p>Practice using some tools reference to support the spelling of words in context.</p>



	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Phonological awareness:</b> The ability to identify and manipulate the sounds of oral language supports vocabulary, reading and writing.								
<b>Guiding question</b>	How are the sounds related to oral language?			How can sounds support word formation in speech?			How can phonological awareness support reading and writing development?		
<b>Learning outcome</b>	Children identify sounds and syllables orally.			Students manipulate words in sentences and phonemes and syllables in words orally.			Students modify words and sentences orally by manipulating phonemes, syllables, and words.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The final sound that the words have in common is called the rhyme.</p> <p>Two words rhyme together when they share the same ending sound (for example: bij-ou and hib-ou).</p> <p>Rhymes and songs can contain rhymes.</p>	<p>Words (and pseudowords) can rhyme together.</p>	<p>Identify words that rhyme together in rhymes and songs.</p> <p>Find words that rhyme together in their immediate environment.</p> <p>Recognize words that rhyme and words that do not rhyme.</p> <p>Practice rhyming with words, phrases, and pseudowords.</p>	<p>Rhymes are words that have the same final sound.</p> <p>Rhymes and songs can contain rhymes.</p> <p>Rhyming words can have several syllables.</p> <p><i>[Note to teacher: Rhyme includes the nucleus and coda at the end of a word.</i></p> <p><i>Two words rhyme together if they share the same final rhyme (for example: bij-ou and hib-ou; cheval and hopit-al.)]</i></p>	<p>The initial or final sound can be repeated in several words.</p>	<p>Identify words that rhyme together in rhymes and songs.</p> <p>Find new words that rhyme together.</p> <p>Produce rhymes with words or pseudowords of one to three syllables.</p> <p>Identify rhymes in oral texts.</p>	<p>Nursery rhymes, poems and songs can contain rhymes.</p> <p>Rhymes are words whose last syllables have the same final sound.</p>	<p>The repetition of the initial or final sound in a phrase can create effects.</p>	<p>Identify words that rhyme together in nursery rhymes, songs, and poems.</p> <p>Recognize sound effects of words or groups of words in texts.</p> <p>Produce sentences that rhyme.</p>
	<p>The initial sound (phoneme) is at the beginning of the word.</p> <p>The final sound (phoneme) is at the end of the word.</p>	<p>Words contain a beginning and an end.</p>	<p>Identify the initial and final phonemes in spoken words.</p>	<p>The phoneme is the smallest unit of spoken language that distinguishes words from each other.</p> <p>A phoneme can be heard in the initial, medial or final position.</p> <p>The phoneme in the middle position is located in the middle of the word.</p>	<p>Words contain an initial and a final sound and may contain a median sound.</p>	<p>Identify the initial phoneme, the phoneme in median position and the final phoneme of words used in speech.</p> <p>Classify words that have the same phoneme in position :</p> <ul style="list-style-type: none"> <li>• initial</li> <li>• median</li> <li>• final.</li> </ul>			

	Kindergarten			Grade 1			Grade 2		
	<p>Sentences are made up of words.</p> <p>Words are made up of syllables.</p> <p>Syllables are made up of sounds (phonemes) produced in a single utterance (e.g., may-sound).</p> <p>A word can have one syllable (e.g., bread) or several syllables (e.g., ma-ga-sin).</p>	<p>Oral language is made up of sounds (phonemes), syllables and words.</p>	<p>Gestures to indicate each word in frequently used oral sentences.</p> <p>Count the syllables in spoken words.</p>	<p>The oral syllable is made up of a single phoneme or a group of phonemes produced in a single stroke of the voice.</p> <p>A syllable always contains a vowel.</p> <p>Segmentation is the action of separating a word into syllables or phonemes.</p> <p><i>[Note to teacher: A syllable consists of one or more optional consonants, followed by a mandatory vowel, which may be followed by an optional consonant (e.g.: CVCC: bl-o-c.)</i></p> <p><i>The obligatory vowel in a syllable called "core".</i></p> <p><i>A word has as many syllables as it has vowels.</i></p> <p><i>The consonant or the sequence of consonants that precedes the nucleus is called "attack".</i></p> <p><i>The consonant that follows the nucleus is called "coda".</i></p> <p><i>In a monosyllabic word, the first consonant or consonant sequence is its attack].</i></p>	<p>A word can be segmented into syllables or phonemes.</p>	<p>Count words in oral sentences of three to five words.</p> <p>Segment words that contain up to three syllables.</p> <p>Segment words that contain up to three phonemes.</p>	<p>Segmentation is the action of separating a word into syllables or phonemes.</p> <p><i>[Note to teacher: The French language includes 39 phonemes, including 16 vowels, 19 consonants, and 3 semi-vowels.]</i></p> <p><i>A vowel is a phoneme produced by the vibration of the vocal cords and without exerting resistance to the passage of air through the throat, mouth, or nose.</i></p> <p><i>A consonant is a phoneme produced with or without vibration of the vocal cords and with total (e.g., p, d) or partial (e.g., f, z) resistance to the passage of air through the throat, mouth, or nose.</i></p> <p><i>A semi-vowel is a vowel produced with a slight resistance to the passage of air through the throat and mouth (e.g., the i in "place", the u in "oil", the or of "wadding").</i></p> <p><i>In counting syllables, the semi-vowel is ignored; it is grouped with the vowel (e.g., mi-place.)]</i></p>	<p>Segmentation of words into syllables or phonemes promotes reading and writing.</p>	<p>Segment words that contain at least three syllables.</p> <p>Segment words that contain at least three phonemes.</p>

	Kindergarten			Grade 1			Grade 2		
	The sounds (phonemes) of a word can be combined.	Words can be formed by merging syllables together.	Merge syllables together to form words used in speech.  Merge phonemes together to form words.	Merging is the combining of phonemes or syllables.	The fusion of phonemes and syllables can form words.	Recognize phonemes in spoken words.  Merge three to four phonemes together to form words.  Recognize the syllables in words used in speech.  Merge two to three syllables together to form words.	Merging is combining phonemes or syllables to form words.	Words are made up of phonemes or syllables pronounced in a specific order.	Recognize phonemes in spoken words.  Merge more than four phonemes to form words.  Recognize syllables in spoken words.  Merge more than three syllables together to form words.
	A sentence is composed of a series of words.	A sentence forms a whole.	Distinguish words in spoken sentences.	Manipulation is the act of changing a word or phrase.  The manipulation can be done by adding a syllable, of a phoneme or a word.  The manipulation can be done by deleting of a syllable, of a phoneme or a word.	Sentences and words can be changed.	Distinguish and manipulate words in spoken sentences.  Delete a syllable or phoneme in familiar words.  Add a syllable or phoneme to familiar words.	Manipulation is the act of changing a word or phrase.  The handling can be done by : • addition of a phoneme, syllable, or word • deletion of a phoneme, syllable, or word • moving a phoneme, syllable, or word • substitution of a phoneme, a syllable, or a word.	Manipulating words and sentences makes learning to read and write easier.	Use manipulatives to change words and phrases used in speech.
	Pronunciation is the production of sounds (phonemes) in a language.  The sounds (phonemes) are produced with the mouth, nose and the vocal cords.	There are similarities and differences between the sounds (phonemes) of the French language and those of the language spoken at home.	Practice pronouncing the sounds of the French language.	Pronunciation is the production of the phonemes of a language.  Phonemes are produced with the mouth, nose, and vocal cords.	The positioning of the lips, teeth, tongue, and the jaw influences the pronunciation of phonemes.	Practice pronouncing the phonemes of the French language in isolation and within words when oral communication.  Identify and discuss similarities and differences between pronunciation in French and the language spoken at home.	Training promotes the ability to pronounce phonemes.	Pronunciation influences communication.	Pronounce the phonemes of the French language in oral communication.  Verbalize the similarities and differences between the pronunciation of the sounds in French and the sounds of the language spoken in the house.

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Phonography:</b> Understanding the relationships between phonemes and letters helps in the development of speaking, reading, and writing.								
<b>Guiding question</b>	How are the written and spoken word 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?		
<b>Learning outcome</b>	Children recognize the connections 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.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The book must be positioned in the right direction to be read.</p> <p>Visual scanning allows you to read each line of text from top to bottom and from left to right.</p> <p>A word is a sequence of letters between two spaces.</p> <p>A sentence is a sequence of words.</p> <p>The pages of a book follow a sequence.</p> <p>The words and illustrations carry meaning.</p> <p>The text has a starting point and follows a direction.</p> <p>The period indicates the end of a sentence.</p>	<p>Writing is a part of life and is used to communicate messages.</p>	<p>Hold the book in the right direction.</p> <p>Locate the cover, a page, and the title of a book.</p> <p>Distinguish between illustration and words in texts.</p> <p>Locate a lowercase and uppercase letter, a word, and a sentence in a written text.</p> <p>Show the first and last letters of words in a written text.</p> <p>Identify the beginning and end of a sentence in a written text.</p> <p>Follow with your finger from left to right and up and down during playback.</p> <p>Show where to direct your eyes after the last word of the sentence or page.</p> <p>Explain the role of the dot at the end of sentences in written texts.</p>	<p>Punctuation marks that are found in written texts are:</p> <ul style="list-style-type: none"> <li>• the point</li> <li>• the question mark.</li> <li>• the exclamation mark.</li> <li>• the comma</li> <li>• the quotation marks.</li> <li>• the dash.</li> </ul> <p>Sentences and proper nouns begin with a capital letter.</p> <p>A sentence is a sequence of words separated by spaces.</p> <p>The level of importance of a word or group of words and the volume of the character's voice can be indicated by :</p> <ul style="list-style-type: none"> <li>• bold type</li> <li>• underlining</li> <li>• the character size.</li> </ul> <p>The orientation of a digital text may differ from that of a non-digital text.</p> <p>Spoken words are associated with written words.</p>	<p>Writing allows us to transcribe and read ideas or information.</p>	<p>Identify the first word of a sentence and proper nouns using capital letters in written texts.</p> <p>Recognize various punctuation marks in written texts.</p> <p>Explain the role and effects of bolding, underlining, and font size variation in written texts.</p> <p>Use directional movement appropriately when of reading and writing.</p> <p>Associate spoken words with their correspondence in writing in texts.</p> <p>Locate letters, words, spaces and sentences in written texts.</p>			

	Kindergarten			Grade 1			Grade 2		
	The French alphabet has 26 upper- and lower-case letters.	Each letter has a name and is a unique symbol.	<p>Identify and name most upper- and lower-case letters, presented individually and embedded in frequently used words.</p> <p>Manipulate letters and classify them according to their case, lower case, or upper case.</p> <p>Match the corresponding upper- and lower-case letters.</p>	<p>The French alphabet has 26 upper- and lower-case letters, just like in English.</p> <p>Letters can be written in loose letters or attached.</p> <p>Some letters are called "vowels" and others "consonants".</p> <p>The letters follow an order in the alphabet and in the words.</p>	<p>All the letters form the alphabet and are used to transcribe the sounds of the oral language.</p>	<p>Place and name letters in alphabetical order.</p> <p>Identify and name upper- and lower-case letters, presented separately and integrated in frequent words.</p> <p>Recognize that the texts are written in detached and attached letters.</p> <p>Distinguish between vowels and consonants.</p> <p>Identify the position of a letter in a word.</p>			
	<p>There is a link between sounds (phonemes) and letters.</p> <p>In French, the sounds (phonemes, introduced in order of difficulty) are represented by a letter, either:</p> <ul style="list-style-type: none"> <li>• i, y, a, à, â, e, é, o, ô, u, ù, û, è, ê, ë</li> <li>• m, f, n, v, l, r, s, ç, c (soft), j, g (soft), z</li> <li>• c (hard), k, q, g (hard), t, p, b, d, w, x, h.</li> </ul> <p>Some letters represent more than one sound (phoneme), for example:</p> <ul style="list-style-type: none"> <li>• a</li> <li>• e</li> <li>• o</li> <li>• c</li> <li>• s</li> <li>• g.</li> </ul>	The letters are symbols that correspond to sounds (phonemes) of the French language.	<p>Associate letters, alone or in words, with corresponding phonemes.</p> <p>Discuss letters that represent more than one phoneme.</p> <p>Use letters and their corresponding phonemes to recognize and attempt to write words.</p>	<p>A grapheme is a letter or group of letters that typically represents a phoneme.</p> <p>A simple grapheme is composed of a single letter.</p> <p>Some letters of a word can be silent, especially in final position.</p> <p>Some letters can be pronounced in different ways depending on the surrounding letters, such as that:</p> <ul style="list-style-type: none"> <li>• "g hard/soft"</li> <li>• "c hard/soft"</li> <li>• The "s" is between two vowel letters or not.</li> </ul>	<p>The phonemes of the French language are represented by graphemes.</p>	<p>Associate graphemes, singly or in words, with the corresponding phoneme in simple written texts.</p> <p>Read words with one or two syllables using grapheme-phoneme correspondences.</p> <p>Note that a phoneme can be represented in writing in more than one way.</p> <p>Read the most frequent graphemes consisting of one or more letters in words.</p> <p>Recognize that decoding is a way to read words.</p>	<p>A grapheme is a letter or group of letters that typically represents a phoneme.</p> <p>A simple grapheme is composed of a single letter.</p> <p>Some letters of a word can be silent, especially in final position.</p> <p>Some letters can be pronounced in different ways depending on the surrounding letters, such as that:</p> <ul style="list-style-type: none"> <li>• "g hard/soft"</li> <li>• "c hard/soft"</li> <li>• The "s" is between two vowel letters or not.</li> </ul>	<p>The grapheme-phoneme correspondence promotes the reading and writing of words.</p>	<p>Take into account grapheme-phoneme correspondences when reading short written texts.</p> <p>Recognize phonemes represented by the letters that have a spelling sign.</p> <p>Consider the letters around the <i>g, c, s, or t</i> to determine their pronunciation.</p> <p>Decode multisyllabic words.</p> <p>Identify patterns in words that contain a silent letter or letters.</p>

	Kindergarten			Grade 1			Grade 2		
				<p>A complex grapheme is composed of two or three letters to represent a single phoneme.</p> <p>Some complex graphemes represent vowel sounds:</p> <ul style="list-style-type: none"> <li>• ai, au/water</li> <li>• ei, eu</li> <li>• oi, or</li> </ul> <p>Some complex graphemes that represent vowel sounds may include a consonant letter:</p> <ul style="list-style-type: none"> <li>• on/om</li> <li>• in/im, ain, ein</li> <li>• an/am, en/em</li> <li>• un/um</li> <li>• er</li> </ul> <p>Other complex graphemes represent consonant sounds:</p> <ul style="list-style-type: none"> <li>• ch</li> <li>• ph</li> <li>• gn</li> <li>• that</li> </ul> <p>The written syllable can be a single vowel letter or a sequence of consonant and vowel letters (e.g., CV, CVC, CCV) read without interruption.</p> <p>A spelling sign associated with certain letters can change their pronunciation.</p>		<p>Recognize spelling signs in written texts.</p> <p>Recognize phonemes represented by letters that have a spelling sign.</p> <p>Identify the silent letter(s) in words.</p>	<p>A complex grapheme is composed of two or three letters to represent a single phoneme.</p> <p>Some complex graphemes represent vowel sounds:</p> <ul style="list-style-type: none"> <li>• ai, au/water</li> <li>• ei, eu</li> <li>• oi, or</li> </ul> <p>Some complex graphemes that represent vowel sounds may include a consonant letter:</p> <ul style="list-style-type: none"> <li>• on/om</li> <li>• in/im, ain, ein</li> <li>• an/am, en/em</li> <li>• un/um</li> <li>• er</li> </ul> <p>Other complex graphemes represent consonant sounds:</p> <ul style="list-style-type: none"> <li>• ch</li> <li>• ph</li> <li>• gn</li> <li>• that</li> </ul> <p>Some graphemes that represent a vowel sound may be preceded by a semi-vowel and be pronounced in a particular way:</p> <ul style="list-style-type: none"> <li>• ien</li> <li>• ieu</li> <li>• iel/ielle</li> <li>• ion</li> <li>• oi/oin</li> <li>• ora</li> <li>• ui</li> </ul>		

	Kindergarten			Grade 1			Grade 2		
				<p>The spelling signs are:</p> <ul style="list-style-type: none"> <li>• the umlaut</li> <li>• the cedilla</li> <li>• the acute accent</li> <li>• the grave accent</li> <li>• the circumflex accent.</li> </ul> <p>Groups of letters separated by spaces form words.</p> <p>Words can be decoded using grapheme-phoneme correspondences.</p>			<p>Some graphemes that represent a vowel sound may be followed by a semi-vowel and pronounced in a particular way:</p> <ul style="list-style-type: none"> <li>• gar/ger</li> <li>• eil/euille</li> <li>• euil/leaf</li> <li>• ouille</li> <li>• ue/ueille</li> </ul> <p>The written syllable can be a single vowel letter or a sequence of consonant and vowel letters (e.g., CV, CVC, CCV) read without interruption.</p> <p>A spelling sign associated with certain letters can change their pronunciation.</p> <p>The spelling signs are :</p> <ul style="list-style-type: none"> <li>• the umlaut</li> <li>• the cedilla</li> <li>• the acute accent</li> <li>• the grave accent</li> <li>• the circumflex accent.</li> </ul> <p>Groups of letters separated by spaces form words.</p> <p>Words can be decoded using grapheme-phoneme correspondences</p>		

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Text Organization:</b> Different genres of texts are used to understand and express ideas, perspectives on the world, and cultural information.								
<b>Guiding question</b>	What is a text?			How can we recognize texts?			How can the characteristics of the texts help to classify them?		
<b>Learning outcome</b>	Children recognize texts in their immediate environment.			Students notice features of various texts.			Students associate features with literary texts or common texts.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>A text is anything that contains a real or imaginary message.</p> <p>The texts include:</p> <ul style="list-style-type: none"> <li>the panel</li> <li>the poster</li> <li>the book</li> <li>the label</li> <li>the video</li> <li>the tale or story</li> <li>the song</li> <li>the nursery rhymes.</li> <li>the design</li> <li>nature.</li> </ul> <p>A digital text is represented using an electronic device.</p> <p>The texts present messages in different languages.</p>	<p>Texts are present in various forms in our immediate environment.</p>	<p>Locate texts in French and possibly in other languages in their immediate environment.</p> <p>Name texts such as posters and songs.</p>	<p>There are texts that tell real or imaginary stories and texts that give information.</p> <p>Visual and audio cues help identify the different parts of a text.</p> <p>Visual cues in texts include:</p> <ul style="list-style-type: none"> <li>the title</li> <li>the image</li> <li>the icon</li> <li>the written words.</li> </ul> <p>Sound cues include:</p> <ul style="list-style-type: none"> <li>sounds</li> <li>oral words</li> <li>music.</li> </ul> <p>Sample texts include:</p> <ul style="list-style-type: none"> <li>the panel</li> <li>the poster</li> <li>the book</li> <li>the label</li> <li>the video</li> <li>the tale or story</li> <li>the song</li> <li>the nursery rhymes.</li> <li>the alphabet book.</li> <li>interaction</li> <li>role-playing.</li> </ul>	<p>Texts present ideas and information.</p>	<p>Distinguish between text that tells a story and text that provides information.</p> <p>Identify similarities and differences in texts.</p> <p>Identify visual and audio cues in texts.</p>	<p>Literary texts use the imagination and contain ideas or information.</p> <p>Current texts contain information that speaks to the real world.</p> <p>Visual cues in texts include:</p> <ul style="list-style-type: none"> <li>the title</li> <li>the image</li> <li>the icon</li> <li>the written word</li> <li>bold type</li> <li>underlining</li> <li>the size of the characters</li> </ul> <p>Sound cues include:</p> <ul style="list-style-type: none"> <li>sounds</li> <li>oral words</li> <li>the music</li> <li>sound effects such as rhymes.</li> </ul> <p>Examples of literary texts include:</p> <ul style="list-style-type: none"> <li>the video</li> <li>the tale or story</li> <li>the song</li> <li>the nursery rhymes.</li> <li>the alphabet book.</li> <li>the poem</li> <li>the rebus</li> <li>the legend.</li> </ul>	<p>The texts have common characteristics that allow them to be classified.</p>	<p>Explain the role and compare visual and audio cues in various texts.</p> <p>Identify literary and common texts.</p> <p>Recognize audio and visual cues in literary and everyday texts.</p> <p>Identify and discuss characteristics present in stories.</p> <p>Identify and discuss characteristics present in poems, songs and rhymes.</p> <p>Identify and discuss characteristics found in common texts.</p>



	Kindergarten			Grade 1			Grade 2		
							<p>Examples of common texts include:</p> <ul style="list-style-type: none"> <li>• the picture book.</li> <li>• the word wall.</li> <li>• the dictionary.</li> </ul> <p>Oral texts can be literary or everyday.</p> <p>Examples of oral texts include:</p> <ul style="list-style-type: none"> <li>• interaction</li> <li>• role-playing</li> <li>• the conversation</li> <li>• the oral presentation.</li> </ul> <p>The tale or story is a literary text that includes the following characteristics:</p> <ul style="list-style-type: none"> <li>• the characters</li> <li>• the places</li> <li>• the action</li> <li>• the problem or the plot.</li> </ul> <p>The poem, song and nursery rhyme are literary texts that include the following characteristics:</p> <ul style="list-style-type: none"> <li>• repetition of sounds, syllables, or words</li> <li>• rhymes.</li> </ul> <p>The current text includes the following features:</p> <ul style="list-style-type: none"> <li>• the subject</li> <li>• information presented in categories.</li> <li>• details.</li> </ul>		

	Kindergarten			Grade 1			Grade 2		
	<p>A text includes:</p> <ul style="list-style-type: none"> <li>• a beginning</li> <li>• an environment</li> <li>• an end.</li> </ul>	<p>Ideas or information in a text are presented in an orderly fashion.</p>	<p>Indicate the beginning and the end in texts.</p> <p>Reconstruct a story seen or heard in sequential order, using pictures.</p>	<p>The order of ideas in a story or narrative is:</p> <ul style="list-style-type: none"> <li>• the beginning</li> <li>• the environment</li> <li>• the end.</li> </ul>	<p>The order of presentation of ideas or information facilitates comprehension or production of a text.</p>	<p>Identify and describe the beginning, middle and end of a story or narrative.</p> <p>Put in order the main events of a tale or story using pictures and words.</p>	<p>The organization of a tale or story in three parts respects a sequential order:</p> <ul style="list-style-type: none"> <li>• the beginning</li> <li>• the environment</li> <li>• the end.</li> </ul> <p>The organization of some literary and current texts may follow a different order.</p>	<p>The organization of ideas facilitates the comprehension and production of a text.</p>	<p>Identify and describe the logical order of ideas presented in various texts.</p> <p>Identify the organization of various literary and common texts.</p> <p>Put back and tell in a logical order the parts of a tale or a story seen, read, or heard.</p> <p>Identify the three tenses of a story or narrative.</p>

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Reading Comprehension:</b> Understanding of ideas, perspectives, universal themes, and cultures in texts is supported through the application of strategies and processes.								
<b>Guiding question</b>	What is the message in a text?			How can understanding the message conveyed in texts contribute to communication?			What can contribute to the understanding of a text?		
<b>Learning outcome</b>	The children appropriate the meaning of the messages contained in the texts seen, read, or heard.			Students use clues to find the overall meaning of messages in short texts about familiar topics.			Students use reading strategies and demonstrate an understanding of the overall meaning of messages contained in a variety of short literary and common texts.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>A message can be seen, read, or heard.</p> <p>Language allows us to understand messages.</p> <p>Messages are communicated using words.</p>	<p>Texts contain messages that are understood through the senses.</p>	<p>Locate messages in their immediate environment.</p> <p>Discuss the words associated with the messages expressed in texts.</p>	<p>Messages in French can be seen, read, or heard in the immediate environment.</p> <p>Messages in written texts are communicated using words and phrases.</p> <p>A digital text can be seen, read, or heard through an electronic medium.</p>	<p>Texts contain messages that are understood by reading or listening.</p>	<p>Locate words and phrases known orally in texts in his/her immediate environment.</p>	<p>Understanding words and phrases in the text supports understanding of the text as a whole.</p> <p>Interest in the text contributes to its understanding.</p>	<p>Interest in reading and comprehension of texts promotes motivation to read.</p>	<p>Describe the interest that a text arouses.</p> <p>Make the connection between vocabulary knowledge and text comprehension.</p> <p>Identify words and phrases that contribute to understanding the text.</p>
	<p>A message in a text can be communicated by :</p> <ul style="list-style-type: none"> <li>• the illustration</li> <li>• the sign</li> <li>• the sound</li> <li>• the gesture</li> <li>• the symbol.</li> </ul>	<p>Clues in a text facilitate the understanding of the message.</p>	<p>Discuss the overall meaning of messages contained in illustrations and other elements that carry meaning.</p> <p>Relate symbols in their immediate environment to their meaning.</p> <p>To give the impression of reading with the help of illustrations.</p>	<p>A message can include visual and audio cues.</p> <p>Overview is the examination of clues that provide information about the content of a text.</p> <p>The illustrations and title provide clues to the content of a text.</p> <p>Prediction consists of anticipating the content of the text based on clues.</p>	<p>Reading a text is aided by the use of cues and strategies.</p>	<p>Identify the overall message expressed in short texts on familiar topics.</p> <p>Overview of words, phrases and visual and audio cues that help understand a message.</p> <p>Make predictions about the content of the text based on the title and visual and audio cues.</p> <p>Verbalize the mental images that are evoked by the text.</p>	<p>The reading process includes the following steps:</p> <ul style="list-style-type: none"> <li>• pre-reading</li> <li>• reading</li> <li>• reaction to the text.</li> </ul> <p>Pre-reading is a step in the reading process that allows you to prepare your reading.</p> <p>Before reading a text, you must know the purpose of the reading.</p> <p>Strategies that support pre-reading include overview and prediction.</p>	<p>The use of strategies contributes to the development of his reading potential.</p>	<p>Read and understand texts on familiar topics.</p> <p>Use strategies that support pre-reading of texts.</p> <p>Verbalize your reading intention.</p> <p>Describe the mental images that are evoked by the text.</p> <p>Practice asking yourself questions to follow the thread and check your understanding throughout the reading.</p>

	Kindergarten			Grade 1			Grade 2		
				<p>Visualization occurs when the receiver represents a message with mental images.</p>			<p>Reading is the step in a process that allows us to understand the meaning of the text.</p> <p>Visualization is a strategy that supports reading.</p> <p>Questioning consists of asking questions to check comprehension while reading.</p> <p>Using prior knowledge involves making connections between what one already knows, including one's knowledge of the language spoken at home, and the information in a text.</p> <p>The use of personal experiences is about making connections between our experiences and the text.</p> <p>Recall is the process of identifying and combining important ideas from the text to keep the essence of the message.</p>		<p>Select explicit information in a text that answers a question.</p> <p>Make connections between prior knowledge and the information in the text.</p> <p>Recall important ideas from what has just been read during and at the end of the reading.</p>

	Kindergarten			Grade 1			Grade 2		
	<p>Texts can evoke emotions and reactions.</p> <p>The receiver is the person who listens to, watches, or reads a text.</p> <p>The selection of a text can be done according to one's tastes and preferences.</p> <p>The texts of the Francophonie are texts originally created in French.</p>	<p>The receiver can react to a text.</p>	<p>Respond to a variety of classic and contemporary texts from local, national, and international sources seen or heard, including Francophone and First Nations, Métis, and <i>Inuit</i> texts.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Discuss the experiences of listening to and viewing French texts.</p> <p>Choose texts according to your tastes and preferences.</p>	<p>An individual's language influences the experiences they have.</p> <p>Messages communicated in French can reach those who understand this language.</p> <p>The texts of the Francophonie are texts originally created in French.</p> <p>The texts of the Francophonie come from transmitters from Alberta, Canada or the world who communicate in French.</p>	<p>Life experiences influence a receiver's reactions to a French text.</p>	<p>Practice reading, listening to, and viewing a variety of classic and contemporary texts from local, national, and international sources, including Francophone and First Nations, Métis, and <i>Inuit</i> texts.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>React to texts in French based on personal experiences.</p> <p>Give examples of the contribution of French to their experiences.</p> <p>Expressing tastes and preferences in relation to the texts.</p>	<p>The community is a social group.</p> <p>The receiver can make links with French texts.</p> <p>The texts of the Francophonie are texts originally created in French.</p> <p>The texts of the Francophonie come from transmitters from Alberta, Canada or the world who communicate in French.</p>	<p>Texts can reflect the experiences of the sender and the receiver.</p>	<p>Demonstrate an openness to the discovery of new classical and contemporary texts from local, national and international sources, including texts from the Francophonie and First Nations, Métis and <i>Inuit</i>.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Discuss the links between the content of a French text and a community.</p> <p>Make connections between the emotions felt towards a text and one's experiences or tastes.</p> <p>Explain the reasons for the choice of texts.</p>

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	Reading Fluency: The development of reading fluency promotes oral and written comprehension and expression.								
<b>Guiding question</b>	How can letter and word recognition support the development of reading fluency?			How can rapid letter and word recognition support the development of reading fluency?			How can fluency support expressive reading?		
<b>Learning outcome</b>	Children identify letters and some words quickly and accurately.			Students identify letters and words quickly and accurately in short written texts.			Students read words and sentences quickly and accurately and learn to read short written texts expressively.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	Reading is based on the recognition of words and the letters that form them.	Recognizing letters and words makes learning to read easier.	<p>Recognize letters of the alphabet quickly and accurately.</p> <p>Quickly recognize 5 to 10 frequently encountered words.</p> <p>Match an increasing number of letters of the alphabet to their sound quickly and accurately.</p> <p>Recognize your first name in various contexts.</p>	<p>Letters can be recognized quickly and accurately.</p> <p>Making connections between letters and sounds contributes to reading fluency.</p> <p>Words can be recognized quickly and accurately.</p> <p>Some simple and very frequent words must be memorized, for example:</p> <ul style="list-style-type: none"> <li>• the</li> <li>• the</li> <li>• a</li> <li>• a</li> <li>• of</li> <li>• and</li> <li>• is</li> <li>• I</li> <li>• are.</li> </ul>	Reading fluency is the ability to automatically recognize and with precision letters, words and punctuation marks.	<p>Recognize quickly and accurately at least 100 very frequent words in simple written texts.</p> <p>Recognize quickly and accurately the letters of the alphabet in context.</p> <p>Quickly recognize syllables and sounds in written words.</p>	<p>Frequent words are words that appear frequently in written texts.</p> <p>Some simple and very frequent words should be recognized globally, for example:</p> <ul style="list-style-type: none"> <li>• that</li> <li>• I have</li> <li>• in</li> <li>• makes</li> <li>• him.</li> </ul>	Reading fluency is the ability to recognize and understand words simultaneously.	Recognize and understand at least 250 frequent words in short written texts quickly and accurately.
				<p>The period at the end of a sentence is marked orally by a pause and a change in voice.</p> <p>Reading in meaningful word groups and rereading the same text promotes fluency.</p>	Fluency applies equally to the reading of words, sentences, and texts.	<p>Read texts written in aloud, taking into account the final punctuation.</p> <p>Use a variety of ways to improve fluency such as reading in meaningful word groups and repeated reading, individually and in unison.</p>	<p>A reading is expressive when the reader takes into account punctuation and includes variations in voice.</p> <p>Expressive reading includes reading in meaningful word groups and is similar to oral expression.</p>	The development of fluency facilitates expressive reading.	<p>Practice expressive reading of texts at their independent reading level, silently and out loud.</p> <p>Practice applying linking rules when reading orally.</p>

	Kindergarten			Grade 1			Grade 2	
				Each individual has a personal autonomous reading level.		Select and read fluently texts that are at their independent reading level.	<p>A link is the pronunciation in one syllable of the final consonant of a word, usually unpronounced, with the initial vowel of the following word.</p> <p>The level of difficulty of a written text can have an effect on the reader's fluency.</p> <p>Listening to models of readers can help you improve your own fluency.</p>	Become aware of how readers' models read with expression and fluency in French.

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Writing:</b> Writing and creativity allow us to share ideas and information in a variety of contexts.								
<b>Guiding question</b>	How can ideas be represented?			How can ideas be represented in texts?			How can text production contribute to the expression of ideas?		
<b>Learning outcome</b>	Children represent ideas in a variety of ways.			Students produce texts that represent their ideas or information in a few sentences, referring to models.			Students produce short literary and commonplace texts to express ideas and share information by learning about the steps in the writing process.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	The ideas represented in a text communicate: <ul style="list-style-type: none"> <li>emotions</li> <li>preferences</li> <li>personal experiences</li> <li>of information.</li> </ul>	The text contains ideas.	Discuss where ideas can come from on a chosen topic.	Ideas can be drawn from personal experiences, imagination, and French texts.	There are various ways to get ideas on a topic.	Become aware of sources that fuel ideas.  Participate in brainstorming to bring out ideas and find words to express them.  Identify personal experiences and texts that inform their ideas.	The ideas in a text are related to the subject.  Ideas about a topic inform the content of the text.	There is a connection between the ideas in a text and the topic.	Participate in brainstorming to bring out ideas and words related to the topic.  Identify and discuss the connection between the ideas and the topic.
	Ideas can be represented by: <ul style="list-style-type: none"> <li>the design</li> <li>the approximation of the written word</li> <li>the symbols</li> <li>language.</li> </ul>	The representation of one's ideas can be done in various ways.	Practice representing ideas individually and collectively.	The steps in the process of writing a text include the: <ul style="list-style-type: none"> <li>planning</li> <li>text formatting</li> <li>publication.</li> </ul> Planning is about choosing a topic, coming up with ideas and putting them in order.  Texting involves writing sentences that express ideas.  The publication is the final version of the text.	Writing a text is done in stages.	Practice planning for writing texts.  Write texts containing a few simple sentences, using models.  Prepare written texts for publication.  Practice steps in the writing process individually and collectively.	The process of writing a text includes the following steps: <ul style="list-style-type: none"> <li>planning</li> <li>text formatting</li> <li>correction</li> <li>publication.</li> </ul> Planning is developing a plan to organize your ideas.  Writing is the process of drafting an outline made up of sentences that express ideas.  Proofreading involves checking and applying rules of agreement and spelling as needed.	The writing process is a process of developing and expressing ideas in written form.	Describe the stages of a writing project.  Practice ways to plan the organization of ideas.  Write short texts consisting of several basic sentences with ideas related to the topic, with or without the use of models.  Practice making corrections to written text.  Put the finishing touches on your written text, taking care to ensure its readability.



	Kindergarten			Grade 1			Grade 2		
							Publishing is the step that consists of putting the finishing touches on your text.		Practice the steps of the writing process individually and collectively.
	Presentation is sharing the author's text with others.	Presentation is a way to communicate your ideas to others.	Present your text to others.	The presentation is an opportunity to share the work done with others.	The presentation of a text allows us to celebrate the work of its author.	Present the message expressed in his texts as an author.  Discuss the different ways of presenting a text.	The presentation may be in the form of an oral presentation or the display of the text.  The presentation allows students to showcase their progress in French and to demonstrate their pride in producing texts in French.  Effort is essential in the production of texts and in the learning of the French language.	The presentation of a text demonstrates and celebrates the effort involved in learning the language.	Practice different ways of presenting your texts to others.  Become aware of the effort invested in the production of a text and the pride related to learning French.
	Information can come from individuals or from the immediate environment.  The information can satisfy a need for curiosity.	Information is what is known and what can be discovered about a subject.	Use the five senses to gather information.  Ask questions to satisfy his curiosity.  Discuss the sources of information in the immediate environment.  Write your first name on your own texts.	Information can come from a variety of sources.  A source is the origin or provenance of information.  Information can be recorded in a variety of ways, including pictures and words.  The texts belong to their author.  Information can satisfy our curiosity or enrich our knowledge.	Information allows you to deepen your knowledge on a subject.	Recognize possible sources of information in French.  Listen, ask questions, and observe their immediate environment to locate information.  Practice recording the information gathered.  Identify themselves as the author of their own texts using their first and last names.	Information can come from a variety of sources such as: <ul style="list-style-type: none"> <li>• the immediate environment</li> <li>• individuals</li> <li>• Francophones</li> <li>• the Elders</li> <li>• the Guardians of Knowledge</li> <li>• First Nations, Métis, and <i>Inuit</i> texts</li> <li>• the books</li> <li>• digital resources</li> <li>• nature.</li> </ul> A research topic starts with questions that we ask ourselves.	Information can be located and communicated through a search process.	Ask questions related to a specific topic of interest.  Identify various sources of information in French.  Consult at least one source of information.  Practice ways to record the information collected.  Record sources of information according to simple criteria.  Compare prior knowledge with new information.

	Kindergarten			Grade 1			Grade 2		
	<p>The way you hold your pencil can help you form the letters properly.</p> <p>Well-formed letters allow others to recognize them.</p> <p>The letters are used to transcribe words and are aligned from left to right.</p>	<p>Writing is the act of representing words or ideas with hand-drawn letters.</p>	<p>Hold your pencil firmly to form legible letters.</p> <p>Reproduce upper- and lower-case letters correctly.</p> <p>Reproduce the orientation of the writing.</p>	<p>The correct formation of letters and respect for their size improves with practice.</p> <p>There are uniform spaces between letters in a word and between words in a sentence.</p> <p>The line and the margin are used to guide the writing.</p> <p>Digital tools can be used to write a text.</p>	<p>Writing requires manual skills that develop with practice.</p>	<p>Hold pencil in a way that correctly forms upper- and lower-case letters to communicate.</p> <p>Respect the space between letters in a word and between words in a sentence.</p> <p>Write within the margin line.</p> <p>Learn to write using digital tools.</p>	<p>Fluency is the correct formation of letters in an automated way.</p> <p>Writing skills using digital tools improve with practice.</p> <p>Alignment of writing includes respect for space, line, and margin.</p>	<p>Legible writing and knowledge of digital writing tools help communicate ideas.</p>	<p>Correctly form letters and words, taking into account spacing, size and alignment with increasing fluency.</p> <p>Sign his name on his texts.</p> <p>Practice writing texts using digital tools.</p>

	Kindergarten			Grade 1			Grade 2		
<b>Organizing idea</b>	<b>Grammar:</b> Understanding and applying grammar promotes effective understanding and expression of ideas in speaking and writing.								
<b>Guiding question</b>	What is a sentence?			How can regularities support oral and written communication?			How can grammar rules contribute to oral and written communication?		
<b>Learning outcome</b>	Children recognize sentences in oral and written form.			Students develop an understanding of sentence formation and use patterns to form sentences in French, both oral and written.			Students learn to understand and apply word rules, syntax, and punctuation to form basic sentences in context, both oral and written.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>A sentence is a sequence of words separated by spaces.</p> <p>Sentences are used in oral and written form.</p>	<p>Spaces between words in writing make it easier to read and understand sentences.</p>	<p>To practice using, in oral form, a few sentences frequently used by language models.</p> <p>Recognize that spoken words and phrases can be transcribed.</p> <p>Identify the spacing between words in a written sentence.</p>	<p>The words in the sentence follow a logical order.</p> <p>A sentence can be used as a model to form other sentences.</p> <p>Words in a sentence can be replaced to form new sentences.</p>	<p>The way the words are placed in the sentence helps to understand it.</p>	<p>Use simple sentences frequently used by language models to express themselves in context.</p> <p>Play with words to form new sentences.</p> <p>Verify the presence and order of words in simple sentences, orally and in writing, by referring to models.</p>	<p>The words of the basic sentence follow a logical order.</p> <p>The basic sentence consists of at least one nominal group and one verbal group.</p> <p>The nominal group is made up of words of which the noun is the nucleus.</p> <p>The verbal group is made up of words of which the verb is the nucleus.</p>	<p>The basic sentence communicates a complete meaning in itself.</p>	<p>Use basic sentences with or without reference to models to express themselves in context.</p> <p>Identify the nominal group and the verbal group in basic sentences.</p> <p>Check the order and presence of all words in the basic sentence.</p>
	<p>The sentence begins with a capital letter.</p> <p>The sentence ends with a punctuation mark.</p>	<p>There are clues to help recognize a sentence.</p>	<p>Identify the capital letter at the beginning of the sentence and the punctuation at the end.</p>	<p>The capital letter indicates the beginning of the sentence.</p> <p>The period is the punctuation mark used to end the sentence.</p> <p>The end of the sentence can be marked by different punctuation marks:</p> <ul style="list-style-type: none"> <li>• the point</li> <li>• the question mark.</li> <li>• the exclamation mark.</li> </ul>	<p>Capital letters and punctuation help identify the beginning and end of a sentence.</p>	<p>Practice using capitalization and final punctuation by writing sentences.</p> <p>Identify the beginning and end of sentences in texts.</p> <p>Explain the role of the capital letter and the period in a sentence.</p>	<p>A capital letter marks the beginning of all sentences.</p> <p>A capital letter follows the punctuation that indicates the end of the previous sentence.</p> <p>A sentence can end with different punctuation marks.</p> <p>Punctuation marks at the end of a sentence include the:</p> <ul style="list-style-type: none"> <li>• point</li> <li>• question mark</li> <li>• exclamation mark.</li> </ul>	<p>Punctuation provides details about the intention communicated by the sentence.</p>	<p>Use capitalization to indicate the beginning of a sentence and punctuation to mark the end of sentences.</p> <p>Identify the beginning and end of sentences that express a question.</p> <p>Identify the beginning and end of sentences that express emotion.</p> <p>Explain the role of capitalization and punctuation marks in a sentence.</p>

	Kindergarten			Grade 1			Grade 2		
							<p>The question mark indicates that a question is being asked.</p> <p>The exclamation mark indicates that an emotion is being expressed.</p>		
				<p>There are two categories of nouns: the common noun and the proper noun.</p> <p>The common noun begins with a lowercase letter and is used to name a person, animal, place, or thing.</p> <p>The proper name begins with a capital letter and is used to indicate the name of a person, an animal, a place, or a particular object.</p> <p>A word can be masculine or feminine.</p> <p><i>The</i> or <i>a</i> is placed before a masculine singular noun.</p> <p><i>The</i> or <i>a</i> is placed before a feminine singular noun.</p> <p>A word can be singular or plural.</p> <p>The singular refers to a single person or thing, animal, or place.</p> <p>The plural refers to</p>	<p>The words in the sentence can be categorized.</p>	<p>Identify clues that distinguish common nouns from proper nouns.</p> <p>Identify clues that distinguish between feminine and masculine nouns in sentences.</p> <p>Identify clues that distinguish between singular and plural nouns.</p> <p>Locate the verb in a basic sentence.</p>	<p>Variable words change their form according to gender and number.</p> <p>The name designates a class of variable words.</p> <p>The noun can be masculine or feminine and singular or plural in number.</p> <p>The determiner designates a class of variable words.</p> <p>The determiner accompanies the noun and receives its gender and number.</p> <p>The determiners <i>mon, ton, son</i> are often placed before masculine nouns in the singular.</p> <p>The determiners <i>ma, ta, sa</i> are often placed before feminine nouns in the singular.</p> <p>The determiners <i>mes, tes, ses</i> are often placed before nouns in the plural.</p> <p>The verb designates a class of variable words.</p>	<p>Words that have common characteristics belong to the same word class.</p>	<p>Name classes of words that are variable.</p> <p>Identify the determiner, the noun and the verb in sentences.</p> <p>Explain the capitalization rule for proper names.</p> <p>Identify clues that distinguish between masculine and feminine nouns.</p> <p>Identify clues that distinguish between singular and plural nouns.</p> <p>Describe the relationship between the gender and number of the common noun and its determiner.</p>

				more than one person, animal, place, or thing.					
--	--	--	--	--	--	--	--	--	--

	Kindergarten			Grade 1			Grade 2		
				<p>Les or <i>des</i> is placed before a plural noun.</p> <p>The verb often designates an action.</p>			<p>The verb means an action or a state.</p>		
							<p>The verbs can be conjugated in the present, past, or future tenses.</p> <p>The verb in the present tense indicates an action or state that is happening right now.</p> <p>The verb in the past tense situates an action or state that has already taken place.</p> <p>The verb in the future tense situates an action or state that will take place in the future.</p> <p>The action verb expresses an action done by a subject.</p> <p>The verb to have is an action verb.</p> <p>The state verb is the subject's way of being.</p> <p>The verb to be is a state verb.</p> <p>The verbs "to have" and "to be" can accompany another verb in common expressions.</p>	<p>The conjugation of a verb allows us to determine the time of an action or a state.</p>	<p>Determine whether the verb indicates an action or a state and explain why.</p> <p>Determine whether the verb indicates past, present, or future tense and explain why.</p> <p>Memorize the oral and written conjugation of the irregular verbs "to have" and "to be". "To be" in the present tense.</p> <p>Identify verbs "Have" and "Be" conjugated in the present tense, in context.</p> <p>Note the use of the auxiliaries "to be" and "to have" in common oral expressions.</p>

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Oral Communication:</b> Listening and speaking skills promote language development, positive relationships, and collaboration.					
<b>Guiding question</b>	How can oral communication and message understanding influence interactions?			How can oral communication and message understanding foster harmonious relationships?		
<b>Learning outcome</b>	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 communicative situations.			Students demonstrate active listening behaviors to understand messages communicated orally 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.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Oral communication allows:</p> <ul style="list-style-type: none"> <li>• to express themselves</li> <li>• to describe</li> <li>• to tell</li> <li>• to explain</li> <li>• to have fun</li> </ul> <p>An interaction is an exchange in which each person expresses and interprets the messages of the others.</p> <p>Risk-taking allows learning from mistakes.</p> <p>Oral communication skills are developed through activities that include:</p> <ul style="list-style-type: none"> <li>• discussions</li> <li>• spontaneous or planned presentations</li> <li>• collaborative activities</li> <li>• listening to texts.</li> </ul> <p>The link applies when the next word starts with a silent <i>h</i>.</p> <p>Correct use of the linkage helps the message flow.</p> <p>Improving language skills contributes to the development of self-confidence.</p>	<p>Oral communication skills are developed through interaction and require risk-taking.</p>	<p>Participate in French activities and interactions to express themselves, to exchange information, to tell a story and to meet social needs.</p> <p>Demonstrate risk-taking by speaking French with peers in learning and social situations.</p> <p>Implement troubleshooting strategies to express themselves when a word is not yet part of their vocabulary.</p> <p>Recognize and practice applying linking rules.</p> <p>Recognize the influence of French language experiences on the individual.</p>	<p>Oral expression can reflect a communication intention:</p> <ul style="list-style-type: none"> <li>• to describe</li> <li>• to tell</li> <li>• to explain</li> <li>• to entertain</li> <li>• to convince.</li> </ul> <p>Awareness of oral errors promotes mutual understanding.</p> <p>A syntactic anglicism is a sentence in French built according to a structure specific to English.</p> <p>An idiom is a word or group of words that carries a meaning different from its literal meaning.</p> <p>Valuation is the action of recognizing the value or the importance of learning.</p> <p>The use of the French language demonstrates the value of learning.</p> <p>Troubleshooting strategies for expressing oneself when a word is not yet in one's vocabulary include:</p> <ul style="list-style-type: none"> <li>• use non-verbal language.</li> <li>• use an image.</li> <li>• explain the meaning of the word.</li> <li>• use an antonym or a synonym.</li> </ul>	<p>Reflecting on oral communication skills promotes language improvement and mutual understanding.</p>	<p>Interact in French to meet a variety of communication intentions.</p> <p>Demonstrate risk-taking by speaking French with peers in learning and social situations by varying the structure of its varied sentences.</p> <p>Use troubleshooting strategies to express themselves when a word is not yet in their vocabulary.</p> <p>Make connections in everyday expressions.</p> <p>Become aware of common oral errors.</p> <p>Identify the most common syntactic and lexical anglicisms in speech.</p> <p>Describe the mental images created by idioms.</p> <p>Recognize the effects of using French on the ability to learn.</p>

	Grade 3			Grade 4		
	<p>Troubleshooting strategies for expressing oneself when a word is not yet in one's vocabulary include:</p> <ul style="list-style-type: none"> <li>• use a word with a similar meaning.</li> <li>• use non-verbal language.</li> <li>• use an image.</li> <li>• explain the meaning of the word.</li> </ul>			<p>Improving language skills contributes to the development of self-confidence.</p>		
	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• limit its level of activity.</li> <li>• look at the interlocutor.</li> <li>• encourage the speaker with nods and an expressive face.</li> <li>• ask questions.</li> <li>• provide comments.</li> <li>• take into account the ideas, contributions, and feelings of others.</li> </ul> <p>Active listening behaviors that promote understanding include:</p> <ul style="list-style-type: none"> <li>• be attentive.</li> <li>• follow the thread of ideas and note a break.</li> <li>• think</li> <li>• try to understand.</li> <li>• make connections to prior knowledge.</li> </ul> <p>Asking for clarification eliminates misunderstandings that could interfere with understanding the message.</p> <p>Language is used to demonstrate interest and understanding in social interactions.</p>	<p>Active listening allows us to intervene in order to facilitate the understanding of the messages seen or heard.</p>	<p>Demonstrate understanding of important ideas in texts seen or heard by retelling them in their own words.</p> <p>Demonstrate active listening behaviors in a variety of settings.</p> <p>Describe the effects of active listening on comprehension of information.</p> <p>Identify breaks in understanding the thread of ideas and ask clarifying questions to resolve them.</p>	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• limit its level of activity.</li> <li>• look at the interlocutor.</li> <li>• encourage the speaker with nods and an expressive face.</li> <li>• take into account the ideas, contributions, and feelings of others.</li> <li>• ask questions.</li> <li>• provide comments.</li> </ul> <p>Active listening behaviors that promote understanding include:</p> <ul style="list-style-type: none"> <li>• be attentive.</li> <li>• think</li> <li>• try to understand.</li> <li>• make connections to prior knowledge.</li> <li>• monitor its understanding.</li> <li>• ask for clarification if necessary.</li> </ul> <p>Monitoring of comprehension includes:</p> <ul style="list-style-type: none"> <li>• the ability to follow the flow of ideas or information.</li> <li>• the ability to detect breaks in understanding.</li> </ul> <p>Clarifications are obtained by asking:</p> <ul style="list-style-type: none"> <li>• to repeat</li> <li>• to slow down the flow</li> <li>• to reformulate</li> <li>• to explain.</li> </ul>	<p>Active listening supports the negotiation of meaning when interacting with spoken texts or individuals.</p>	<p>Identify the main ideas of texts seen or heard by repeating them in his/her words.</p> <p>Practice monitoring your understanding.</p> <p>Ask for clarification if needed.</p> <p>Demonstrate openness to a variety of topics through involvement in discussions.</p> <p>Identify linguistic variations and their influence on listening and comprehension.</p> <p>Practice self-assessment of active listening behaviors.</p>



	Grade 3			Grade 4		
				<p>An open mind is an attitude that demonstrates respect, understanding and interest in diverse ideas and opinions.</p> <p>Linguistic variation is the recognition of differences in ways of speaking the same language.</p>		
	<p>Conversation rules that promote harmonious dialogue include:</p> <ul style="list-style-type: none"> <li>the use of greetings and salutations</li> <li>respect for the speaker's turn to speak.</li> <li>demonstration of interest</li> <li>initiating and maintaining a conversation</li> <li>making eye contact</li> <li>the presentation of oneself and another.</li> </ul> <p>Sharing circles imply that all participants are of equal importance.</p>	<p>Interactions can lead to harmonious conversations on a variety of topics.</p>	<p>Practice rules of conversation in exchanges on various topics, including sharing circles.</p> <p>Practice ways to speak spontaneously and maintain conversation in a variety of situations.</p> <p>Describe the effect that words can have on the other.</p>	<p>Conversation rules that promote harmonious dialogue include:</p> <ul style="list-style-type: none"> <li>the use of greetings and salutations</li> <li>respect for the speaker's turn to speak.</li> <li>demonstration of interest</li> <li>initiating, maintaining, and closing a conversation</li> <li>establishing and maintaining eye contact</li> <li>the presentation of oneself and another</li> <li>consideration of the contributions of others.</li> </ul> <p>Inclusive language aims to accommodate and include everyone.</p> <p>Strategies that help stimulate conversation include:</p> <ul style="list-style-type: none"> <li>show interest.</li> <li>ask open-ended questions.</li> <li>be interactive.</li> </ul> <p>Sharing circles have rules that are part of a protocol.</p>	<p>Balanced exchanges and reciprocal interactions.</p>	<p>Follow the rules and practice using strategies that can stimulate and close conversations, including in sharing circles.</p> <p>Speak spontaneously and use inclusive language in a variety of situations.</p>
	<p>Prosodic elements include:</p> <ul style="list-style-type: none"> <li>the volume of the voice</li> <li>pronunciation</li> <li>intonation.</li> </ul> <p>Intonation is the variation in pitch and intensity of the voice.</p>	<p>The planned oral presentation is an interaction between a speaker and an audience.</p>	<p>Practice using prosodic elements, non-verbal language, and visual or audio aids to promote understanding and expression of the message.</p> <p>Refer to criteria to support planning and presentation in various oral situations.</p>	<p>Prosodic elements include:</p> <ul style="list-style-type: none"> <li>the volume of the voice</li> <li>pronunciation</li> <li>intonation.</li> </ul> <p>Visual or audio media include the:</p> <ul style="list-style-type: none"> <li>images</li> <li>objects</li> <li>sound effects</li> <li>sound or audiovisual recordings.</li> </ul>	<p>Oral presentations are used to convey information, tell a story, or entertain in a planned and structured manner.</p>	<p>Use prosodic elements, non-verbal language and visual aids to promote understanding and expression of the message.</p> <p>Refer to criteria to support planning and presentation in various oral situations.</p>

	Grade 3			Grade 4		
	<p>Visual or audio media include the:</p> <ul style="list-style-type: none"> <li>• images</li> <li>• objects</li> <li>• sound effects.</li> </ul> <p>Non-verbal language includes:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the posture</li> <li>• eye contact.</li> </ul> <p>Criteria for an oral presentation may include form and content.</p> <p>Feedback in connection with an oral presentation may facilitate improvement in form and content.</p>		<p>Consider feedback on the content or format of an oral presentation.</p> <p>Use breathing techniques during oral presentations.</p>	<p>Non-verbal language includes:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the posture</li> <li>• eye contact</li> <li>• travel.</li> </ul> <p>The criteria for an effective oral presentation take into account communication intent and the target audience.</p> <p>Feedback provides information that helps a speaker improve their next oral presentation.</p>		<p>Consider feedback on the content or format of an oral presentation.</p>
	<p>Specific vocabulary is associated with cultural activities, including:</p> <ul style="list-style-type: none"> <li>• games</li> <li>• media products</li> <li>• the plays</li> <li>• the shows</li> <li>• the music</li> <li>• parties</li> <li>• celebrations</li> <li>• excursions.</li> </ul>	<p>Participation in cultural activities helps develop communication skills.</p>	<p>Use vocabulary learned in cultural activities.</p> <p>Discuss cultural activities with peers.</p> <p>Identify preferences for cultural entertainment activities in French.</p>	<p>Francophone cultural activities include:</p> <ul style="list-style-type: none"> <li>• games</li> <li>• media products</li> <li>• the plays</li> <li>• the shows</li> <li>• the music</li> <li>• parties</li> <li>• celebrations</li> <li>• excursions.</li> </ul> <p>Cultural referents are elements or attributes that are meaningful to a collective culture.</p>	<p>Participation in Francophone cultural activities allows for spontaneous or planned expression.</p>	<p>Demonstrate an openness to cultural activities in French.</p> <p>Describe, among the proposed cultural activities, those related to his/her personal interests.</p> <p>Discuss the cultural references of the French-speaking world.</p>

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Vocabulary:</b> Understanding the meaning and formation of words supports oral communication, reading and writing.					
<b>Guiding question</b>	How can morphemes contribute to oral and written comprehension, formation, and word choice?			How can morphology help with comprehension, word choice and spelling in speaking and writing?		
<b>Learning outcome</b>	Students recognize morphemes and spelling rules that support word comprehension, usage, and spelling.			Students use knowledge of morphemes and spelling rules in understanding, using, and spelling new words.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Morphology is the study of word formation and word variation.</p> <p>The morpheme is the smallest unit of meaning in a word.</p> <p>Some words do not include only one morpheme (for example: house).</p> <p>Other words are made up of several morphemes: the root of the word and one or more affixes.</p> <p>The prefix refers to the affix that precedes the root in the word structure such as :</p> <ul style="list-style-type: none"> <li>• de- : to undo</li> <li>• in- : unstable</li> <li>• sur- : gifted</li> <li>• re-: to repeat.</li> </ul> <p>The suffix is the affix that follows the root in the word structure such as :</p> <ul style="list-style-type: none"> <li>• -age: foliage</li> <li>• -tion : finishing</li> <li>• -ance : ignorance</li> <li>• -ée : handle.</li> </ul> <p>The root of verbs is called the radical.</p> <p>The majority of verbal radicals are fixed; they do not change forms in their conjugation patterns in different modes or tenses (e.g., speak, run).</p>	<p>Understanding morphemes contributes to vocabulary expansion and helps with comprehension and expression.</p>	<p>Use common roots and prefixes to deduce the meaning of certain words.</p> <p>Recognize words of the same family from the root.</p> <p>Make connections between the meanings of words with common morphemes.</p> <p>Sort words according to their meaning.</p> <p>Identify and discuss the meaning of new words, word families, and useful phrases in a variety of contexts that relate to :</p> <ul style="list-style-type: none"> <li>• to everyday life</li> <li>• to its fields of interest</li> <li>• to topics encountered in the learning environment.</li> </ul> <p>Recognize and use, in various oral and written communication situations an increasing number of new words and phrases used in the learning environment and in various texts.</p> <p>Discuss words with multiple meanings found in texts.</p> <p>Identify words that are similar in the English and French languages.</p> <p>Use reference tools to check the meaning of a word.</p>	<p>Morphology is the study of word formation and word variation.</p> <p>The morpheme is the smallest unit of meaning in a word.</p> <p>Some words do not include only one morpheme (for example: house).</p> <p>Other words are made up of several morphemes: the root of the word and one or more affixes.</p> <p>The prefix refers to the affix that precedes the root in the word structure such as :</p> <ul style="list-style-type: none"> <li>• de- : to undo</li> <li>• in- : unstable</li> <li>• sur- : gifted</li> <li>• re-: to repeat.</li> </ul> <p>The suffix is the affix that follows the root in the word structure such as :</p> <ul style="list-style-type: none"> <li>• -age: foliage</li> <li>• -tion : finishing</li> <li>• -ance : ignorance</li> <li>• -ée : handle.</li> </ul> <p>The root of verbs is called the radical.</p> <p>The majority of verbal radicals are fixed; they do not change forms in their conjugation patterns in different modes or tenses (e.g., speak, run).</p>	<p>Morphology allows us to understand how words are formed and how they relate to each other.</p>	<p>Identify the meaning of roots, prefixes, and suffixes.</p> <p>Identify word games based on morphological and semantic knowledge of words.</p> <p>Distinguish the meaning of frequent homophones.</p> <p>Describe various ways to learn and remember new words.</p> <p>Identify and discuss the meaning of new words, word families, and useful phrases in a variety of contexts that relate to</p> <ul style="list-style-type: none"> <li>• to everyday life</li> <li>• to its fields of interest</li> <li>• learning experiences.</li> </ul> <p>Recognize and use, in various oral and written communication situations an increasing number of new words encountered in a variety of contexts, including texts on a variety of topics.</p> <p>Practice using synonyms and antonyms in various communication situations.</p> <p>Find words in French and English that have morphological and semantic similarities.</p> <p>Identify commonly used lexical anglicisms and congeners.</p>

	Grade 3		Grade 4		
	<p>Some radicals change form depending on the person or number, such as :</p> <ul style="list-style-type: none"> <li>• freeze: I freeze, we freeze.</li> <li>• drink: we drink, they drink.</li> </ul> <p>The ending of verbs is called a suffix or conjugation inflection.</p> <p>The vast majority of verbs have the ending <b>er</b> in the infinitive.</p> <p>The majority of conjugation suffixes are regular and predictable.</p> <p>The form of the conjugation suffixes changes according to person, number, mode, and tense, such as:</p> <ul style="list-style-type: none"> <li>• Present: I speak, we speak.</li> </ul> <p>Inflectional suffixes are used to mark gender and number, such as:</p> <ul style="list-style-type: none"> <li>• -e : big/grand</li> <li>• -s: big/great.</li> </ul> <p>Knowledge of word morphology facilitates reading comprehension and spelling production.</p> <p>Words that may be semantically related to each other include:</p> <ul style="list-style-type: none"> <li>• synonyms which are words with similar meaning</li> <li>• antonyms which are words with opposite meanings</li> <li>• words of the same family that are related by meaning.</li> </ul> <p>The lexical field is the set of words that are associated with a particular theme (for example: food).</p> <p>Some words have more of a meaning (e.g. language, bed).</p>			<p>Some radicals change form depending on the person or number, such as:</p> <ul style="list-style-type: none"> <li>• freeze: I freeze, we freeze.</li> <li>• drink: we drink, they drink.</li> </ul> <p>The ending of verbs is called a suffix or conjugation inflection.</p> <p>The vast majority of verbs have the ending <b>er</b> in the infinitive.</p> <p>The majority of conjugation suffixes are regular and predictable.</p> <p>The form of the conjugation suffixes changes according to person, number, mode, and tense, such as:</p> <ul style="list-style-type: none"> <li>• Present: I speak, we speak.</li> </ul> <p>Inflectional suffixes are used to mark gender and number, such as:</p> <ul style="list-style-type: none"> <li>• -e : big/grand</li> <li>• -s: big/great.</li> </ul> <p>Knowledge of word morphology facilitates reading comprehension and spelling production.</p> <p>Words that can be semantically related to each other include the :</p> <ul style="list-style-type: none"> <li>• synonyms which are words with similar meaning</li> <li>• antonyms which are words with opposite meanings</li> <li>• words of the same family that are related by meaning.</li> </ul> <p>The lexical field is the set of words that are associated with a particular theme (for example: food).</p> <p>Polysemous words are words that have several meanings (for example: tongue, bed).</p>	<p>Use reference tools to check the meaning of a word.</p>

	Grade 3		Grade 4			
	<p>Homophones are words that have the same pronunciation, but a different meaning, such as:</p> <ul style="list-style-type: none"> <li>• sound, are.</li> <li>• a, to, as</li> <li>• on, have</li> <li>• my, but, put.</li> <li>• or, where.</li> </ul> <p>The meaning of words that can have multiple meanings and homophones is usually revealed by the context in which they are used.</p> <p>Learning new words encountered more or less frequently in various texts facilitates comprehension.</p> <p>The development of everyday vocabulary allows students to participate in discussions and have fun with their peers in French.</p> <p>Regular use of new words makes retention easier.</p>			<p>Homophones are words that have the same pronunciation, but a different meaning, such as :</p> <ul style="list-style-type: none"> <li>• sound, are.</li> <li>• a, to, as</li> <li>• on, have</li> <li>• my, but, put.</li> <li>• or, where.</li> </ul> <p>The meaning of polysemous words and homophones is usually revealed by the context in which they are used.</p> <p>Congenaries (true friends) are words that have a similar form and meaning in French and English (for example: actor/actor, beauty/beauty).</p> <p>False friends are words that have a similar form in French and English, but a different meaning (for example: <i>attendre</i>/to <i>attend</i>, <i>blessé</i>/to <i>bless</i>).</p> <p>Lexical anglicisms can be false friends or English words for which a French word exists.</p> <p>Learning new words encountered more or less frequently in texts on various subjects facilitates comprehension.</p> <p>The appropriation of vocabulary of daily life and related to interests facilitates social interactions in French.</p> <p>Regular use of new words makes retention easier.</p>		

	Grade 3			Grade 4		
	<p>The spelling of some words that have the same pronunciation may differ.</p> <p>Spelling regularities are constant structures of the spellings.</p> <p>The morphemes are orthographically regular.</p> <p>Spelling rules make writing easier.</p> <p>Spelling rules include:</p> <ul style="list-style-type: none"> <li>• the "hard g/soft g" rule</li> <li>• the "hard/soft" rule</li> <li>• the "s" rule between two vowel letters</li> <li>• the rule of replacement of the "n" with an "m" before the letters p, b, and m</li> <li>• when the word contains a double consonant, no accent is used (trash can, roulette).</li> </ul> <p>Alphabetical order helps to find words in a reference tool.</p> <p>Memory and reference tools help to spell words correctly.</p>	<p>Knowledge of morphemes facilitates the spelling of words.</p>	<p>Practice spelling words that have the same pronunciation as other words.</p> <p>Correctly spells words that contain regular grapheme-phoneme correspondences.</p> <p>Apply morphological knowledge in writing words.</p> <p>Apply spelling patterns in writing words.</p> <p>Place words in alphabetical order.</p> <p>Use reference tools based on alphabetical order to check spelling of words.</p>	<p>Homophones are words that have the same pronunciation and may have different spellings.</p> <p>The morphemes are orthographically regular.</p> <p>Spelling rules make writing easier.</p> <p>Spelling rules include:</p> <ul style="list-style-type: none"> <li>• the "hard g/soft g" rule</li> <li>• the "hard/soft" rule</li> <li>• the "s" rule between two vowel letters</li> <li>• the rule of replacement of the "n" with an "m" before the letters p, b, and m</li> <li>• when the word contains a double consonant, no accent is used (trash can, roulette).</li> </ul> <p>The memory and tools of reference help to spell words correctly.</p>	<p>The morphology allows students to understand the way in which words are formed and how they relate to one another.</p>	<p>Spell frequent homophones correctly.</p> <p>Consider knowledge about morphemes, regularities, and spelling rules in the writing of the words.</p> <p>Use appropriate reference tools to check spelling of words.</p>

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Phonography:</b> Understanding the relationships between phonemes and letters helps in the development of speaking, reading, and writing.					
<b>Guiding question</b>	How can decoding support the reading of new words?			How can decoding provide access to a variety of texts?		
<b>Learning outcome</b>	Students apply grapheme-phoneme correspondences to decode unknown words when reading a variety of written texts.			Students automatically apply grapheme-phoneme correspondences to read a variety of written texts.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>A grapheme is a letter or group of letters that typically represents a phoneme.</p> <p>The role of some silent graphemes at the end of words is to leave a morphological trace that links them to other words of the same family such as :</p> <ul style="list-style-type: none"> <li>• b: lead/plumber</li> <li>• -d : big/small</li> <li>• -l : gun/shooter</li> <li>• -p : gallop/galloper</li> <li>• -s : grey/grey</li> <li>• -t: tooth/dentist.</li> </ul> <p>The pronunciation of some graphemes is regular and independent of the surrounding letters in words such as :</p> <ul style="list-style-type: none"> <li>• b</li> <li>• d</li> <li>• f</li> <li>• j</li> <li>• k.</li> </ul> <p>The pronunciation of other graphemes is variable and depends on the surrounding letters in words such as:</p> <ul style="list-style-type: none"> <li>• "g hard/soft</li> <li>• "c hard/soft"</li> <li>• "s" if it is between two vowel letters or not.</li> </ul> <p>Some complex graphemes represent vowel sounds:</p> <ul style="list-style-type: none"> <li>• ai, au/water</li> <li>• ei, eu</li> <li>• oi, or.</li> </ul>	<p>Mastery of grapheme-phoneme correspondences facilitates the decoding of new words and words already encountered in speech or writing.</p>	<p>Apply grapheme-phoneme correspondences when reading written texts.</p> <p>Decode unknown multisyllabic words.</p> <p>Correctly decode letters whose pronunciation depends on their proximity in the word structure.</p>	<p>Spelling regularities provide clues to successfully decode any regular new word.</p> <p>Grapheme-phoneme correspondences are orthographic regularities.</p> <p>The pronunciation of some graphemes is regular and independent of the surrounding letters in words such as :</p> <ul style="list-style-type: none"> <li>• b</li> <li>• d</li> <li>• f</li> <li>• j</li> <li>• k.</li> </ul> <p>The pronunciation of some graphemes is variable and dependent on the surrounding letters in words such as:</p> <ul style="list-style-type: none"> <li>• "g hard/soft</li> <li>• "c hard/soft"</li> <li>• "s" if it is between two vowel letters or not.</li> </ul> <p>The role of some silent graphemes at the end of words is to leave a morphological trace that links them to other words of the same family such as:</p> <ul style="list-style-type: none"> <li>• b: lead/plumber</li> <li>• -d : big/small</li> <li>• -l : gun/shooter</li> <li>• -p : gallop/galloper</li> <li>• -s : grey/grey</li> <li>• -t: tooth/dentist.</li> </ul>	<p>The mastery of grapheme-phoneme correspondences constitutes an essential support for the development of decoding, sight reading and reading comprehension.</p>	<p>Apply all grapheme-phoneme correspondences when reading written texts.</p> <p>Accurately decode any regular new word, regardless of length.</p> <p>Accurately decode words containing letters whose pronunciation depends on their proximity in the word structure.</p>

	Grade 3			Grade 4		
	<p>Some complex graphemes that represent vowel sounds may include a consonant letter:</p> <ul style="list-style-type: none"> <li>• on/om</li> <li>• in/im, ain, ein</li> <li>• an/am, en/em</li> <li>• un/um</li> <li>• er.</li> </ul> <p>Other complex graphemes represent consonant sounds:</p> <ul style="list-style-type: none"> <li>• ch</li> <li>• ph</li> <li>• gn</li> <li>• qu.</li> </ul> <p>Some graphemes that represent a vowel sound may be preceded by a semi-vowel and be pronounced in a particular way:</p> <ul style="list-style-type: none"> <li>• ien</li> <li>• ieu</li> <li>• iel/ielle</li> <li>• ion</li> <li>• oi/oin</li> <li>• ora</li> <li>• ui.</li> </ul> <p>Some graphemes that represent a vowel sound may be followed by a semi-vowel and pronounced in a particular way:</p> <ul style="list-style-type: none"> <li>• garlic/groove</li> <li>• eil/euille</li> <li>• euil/leaf</li> <li>• ouille</li> <li>• ueille/ueil/ueille.</li> </ul> <p>Some complex graphemes occur frequently in the spelling of French words such as :</p> <ul style="list-style-type: none"> <li>• au/water</li> <li>• er</li> <li>• ai</li> <li>• or</li> <li>• eu</li> <li>• in</li> <li>• an</li> <li>• on</li> </ul>					



	Grade 3			Grade 4		
<ul style="list-style-type: none"> <li>• in</li> <li>• ch</li> <li>• that</li> <li>• gn.</li> </ul> <p>Other complex graphemes occur rarely in the spelling of French words:</p> <ul style="list-style-type: none"> <li>• ei</li> <li>• oe</li> <li>• ouin</li> <li>• yn</li> <li>• ein</li> <li>• a</li> <li>• th</li> <li>• sch.</li> </ul> <p>The written syllable can be a single vowel letter or a sequence of consonant and vowel letters (e.g., CV, CVC, CCV) read without interruption.</p>						

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Text Organization:</b> Different genres of texts are used to understand and express ideas, perspectives on the world, and cultural information.					
<b>Guiding question</b>	How can texts vary in their characteristics and structures?			How can the characteristics and structure of literary and common texts be used to identify texts?		
<b>Learning outcome</b>	Students identify characteristics and structures of literary and everyday texts.			Students recognize different literary and common texts based on the communicative intent, features, and structure of the text.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The texts are divided into categories according to the communication intention.</p> <p>The communication intention is the reason why the sender communicates his message.</p> <p>The target audience is the one to whom a text is addressed.</p> <p>Literary texts include narrative texts, poetic texts, and dialogical texts.</p> <p>Narrative, poetic, and dialogic literary texts can be used to tell a story or events.</p> <p>Characteristics of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>• the characters</li> <li>• the places</li> <li>• the action</li> <li>• the problem or the plot.</li> </ul> <p>Examples of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>• the mini novel</li> <li>• the legend</li> <li>• the comic strip.</li> <li>• the testimony.</li> </ul> <p>Characteristics of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>• choruses</li> <li>• repetition of sounds, syllables, or words</li> <li>• rhymes.</li> </ul>	<p>The characteristics of some texts give clues about the type of text, the communication intention, and the target audience.</p>	<p>Identify the communication intent and target audience of various texts.</p> <p>Distinguish between narrative, poetic, descriptive and dialogical texts.</p> <p>Identify characteristics present in narrative literary texts.</p> <p>Identify characteristics present in poetic literary texts.</p> <p>Identify characteristics present in dialogical literary texts.</p> <p>Identify characteristics present in common descriptive texts.</p>	<p>A text, digital or non-digital, is anything that is written, spoken or visual; carries meaning and is used to communicate or convey a message.</p> <p>The communication intent may be:</p> <ul style="list-style-type: none"> <li>• to tell</li> <li>• to entertain</li> <li>• to move</li> <li>• to inform</li> <li>• to explain</li> <li>• to describe.</li> </ul> <p>Narrative, poetic, and dialogical literary texts aim to tell a story, to entertain or to move.</p> <p>Characteristics of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>• the characters</li> <li>• the places</li> <li>• the action</li> <li>• the problem or the plot</li> <li>• the narrator.</li> </ul> <p>The narrator is the one who tells the story in a narrative text.</p> <p>Examples of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>• the adventure story.</li> <li>• the comic strip.</li> </ul> <p>Characteristics of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>• choruses</li> <li>• repetition of sounds, syllables, or words to create rhythm, sound or musicality</li> </ul>	<p>Communication intent and characteristics identify a text.</p>	<p>Describe the communication intent and target audience of various texts.</p> <p>Explain the similarities and differences between narrative, poetic, descriptive, explanatory, and dialogical texts.</p> <p>Identify characteristics present in narrative literary texts.</p> <p>Identify characteristics present in poetic literary texts.</p> <p>Identify characteristics present in dialogical literary texts.</p> <p>Identify characteristics present in common descriptive texts.</p> <p>Identify characteristics present in current explanatory texts.</p>

	Grade 3			Grade 4		
	<p>Examples of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>• the charade</li> <li>• the riddle</li> <li>• the acrostic.</li> </ul> <p>Characteristics of dialogic literary texts include:</p> <ul style="list-style-type: none"> <li>• the presence of dashes</li> <li>• the bubble (phylactery).</li> </ul> <p>Dialogical literary texts include:</p> <ul style="list-style-type: none"> <li>• social interaction</li> <li>• role-playing</li> <li>• the conversation</li> <li>• the oral presentation</li> <li>• the comic strip.</li> <li>• the skit.</li> </ul> <p>Common descriptive texts can be used to describe a living thing, an object, a place, or an event.</p> <p>Characteristics of common descriptive texts include:</p> <ul style="list-style-type: none"> <li>• the subject</li> <li>• information presented in categories.</li> <li>• details.</li> </ul> <p>Examples of common descriptive texts include the:</p> <ul style="list-style-type: none"> <li>• classified ad</li> <li>• information sheet</li> <li>• description sheet.</li> </ul>			<ul style="list-style-type: none"> <li>• rhymes</li> <li>• the use of words to amuse, to make people laugh.</li> </ul> <p>Examples of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>• calligram</li> <li>• tongue twister.</li> </ul> <p>Characteristics of dialogic literary texts include:</p> <ul style="list-style-type: none"> <li>• verbal exchanges within oral or written texts</li> <li>• the presence of dashes</li> <li>• the bubble (phylactery).</li> </ul> <p>Examples of dialogic literary texts include:</p> <ul style="list-style-type: none"> <li>• digital and non-digital social interaction</li> <li>• role-playing</li> <li>• the conversation</li> <li>• the oral presentation</li> <li>• the comic strip.</li> <li>• the skit.</li> </ul> <p>Common descriptive and explanatory texts aim to inform, explain, or describe.</p> <p>Characteristics of common descriptive texts include:</p> <ul style="list-style-type: none"> <li>• the subject or theme</li> <li>• main ideas that often represent categories</li> <li>• details that provide clarification.</li> </ul> <p>Examples of common descriptive texts include:</p> <ul style="list-style-type: none"> <li>• the information sheet.</li> <li>• the leaflet.</li> </ul> <p>Explanatory text is used to explain an idea, concept, event, or phenomenon or to give instructions.</p>		

	Grade 3			Grade 4		
				<p>Characteristics of common explanatory texts include:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• lists</li> <li>• visual supports</li> <li>• simple information</li> <li>• facts, figures, data, or dates.</li> </ul> <p>Examples of common explanatory texts include:</p> <ul style="list-style-type: none"> <li>• the invitation</li> <li>• the recipe</li> <li>• the instruction</li> <li>• the rules of the game</li> <li>• the regulations</li> <li>• Classroom routines</li> <li>• the criteria for completing a task.</li> </ul>		
	<p>The structure of the narrative story includes:</p> <ul style="list-style-type: none"> <li>• the initial situation, which is the presentation of what is happening.</li> <li>• the trigger, which is the moment when the problem occurs.</li> <li>• the outcome, which is the resolution or failure to resolve the problem.</li> </ul> <p>The structure of the descriptive running text includes:</p> <ul style="list-style-type: none"> <li>• presentation of the subject (introduction)</li> <li>• ideas and details (development)</li> <li>• a sentence that summarizes the information (the conclusion).</li> </ul>	Text structure is the way a text is organized.	<p>Identify the tenses of the story.</p> <p>Identify similarities in structure between the story and other narrative literary texts.</p> <p>Identify the three parts of the descriptive text structure.</p>	<p>The structure of the narrative literary text include:</p> <ul style="list-style-type: none"> <li>• the initial situation, which may include the characters, the place and time of the action.</li> <li>• the trigger, which is a problem or storyline that occurs.</li> <li>• the development or the adventures, which are the succession of events.</li> <li>• the denouement, which ends the problem or the plot.</li> </ul> <p>The structure of the descriptive running text includes:</p> <ul style="list-style-type: none"> <li>• introduction (presentation of the subject)</li> <li>• development (aspects and sub-aspects)</li> <li>• the conclusion (summary of aspects).</li> </ul> <p>The structure of the explanatory running text includes:</p> <ul style="list-style-type: none"> <li>• the context of the subject (introduction)</li> <li>• explanations (development)</li> <li>• a sentence that summarizes the explanations or concludes the text (the conclusion).</li> </ul>	<p>The structure of the text highlights the communication intent and the organization of ideas and information.</p>	<p>Identify the tenses of narrative literary text.</p> <p>Identify similarities in structure between different narrative literary texts.</p> <p>Identify the three parts of the structure of the explanatory text.</p> <p>Identify similarities in structure between different common texts.</p> <p>Use graphic organizers to diagram the structure of different texts.</p>

	<b>Grade 3</b>			<b>Grade 4</b>		
				<p>The graphic organizer is a tool that can help to highlight the structure of a text.</p> <p>The paragraph is a tool that highlights the organization of a text.</p> <p>Generally, the paragraph is a set of sentences that are related to the same idea.</p>		

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Reading Comprehension:</b> Understanding of ideas, perspectives, universal themes, and cultures in texts is supported through the application of strategies and processes.					
<b>Guiding question</b>	How can comprehension be supported by reading strategies?			How can comprehension influence response to a text?		
<b>Learning outcome</b>	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.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Strategies that support pre-reading include:</p> <ul style="list-style-type: none"> <li>the reading intention</li> <li>the flyover</li> <li>prediction</li> <li>the identification of key words.</li> </ul> <p>Keyword retrieval is the process of finding words that provide important information about the content of the text.</p> <p>Strategies that support reading include:</p> <ul style="list-style-type: none"> <li>visualization</li> <li>the formulation of questions</li> <li>the use of prior knowledge</li> <li>the use of personal experiences</li> <li>recall</li> <li>reference to the context</li> <li>proofreading.</li> </ul> <p>Background includes:</p> <ul style="list-style-type: none"> <li>the weather</li> <li>the place</li> <li>the characters.</li> </ul> <p>Context is the information provided that supports the understanding of a word, phrase, idea, or text.</p> <p>Proofreading is reading the text more than once to deepen understanding and find the information you need.</p> <p>The graphic organizer is a tool for presenting information or ideas schematically to support understanding of the ideas and structure of the text.</p>	<p>Pre-reading and reading strategies support text comprehension.</p>	<p>Retell in their own words important ideas from numeric and non-numeric texts from a variety of literary and current texts with grade-appropriate content.</p> <p>Use strategies that support pre-reading and reading that follow the flow of ideas and note a break in understanding.</p> <p>Reread the text to check or repair a break in understanding or to meet information needs.</p> <p>Identify key words that highlight important ideas and information in the text.</p> <p>Identify clues provided by the context to access the information sought.</p> <p>Establish the order of ideas and the structure of texts with the help of graphic organizers.</p> <p>Make connections between prior knowledge and the text.</p>	<p>Strategies that support pre-reading include:</p> <ul style="list-style-type: none"> <li>the reading intention</li> <li>the flyover</li> <li>prediction</li> <li>keyword retrieval</li> <li>Identifying clues related to the characteristics and structure of the text.</li> </ul> <p>Identifying clues related to text features and structure facilitates predictions and comprehension.</p> <p>Strategies that support reading include:</p> <ul style="list-style-type: none"> <li>visualization</li> <li>the formulation of questions</li> <li>the use of prior knowledge</li> <li>the use of personal experiences</li> <li>recall</li> <li>reference to the context</li> <li>proofreading</li> <li>identifying the organization of main and secondary ideas.</li> </ul> <p>Background includes:</p> <ul style="list-style-type: none"> <li>the weather</li> <li>the place</li> <li>the characters</li> <li>the intention of communication</li> <li>the target audience.</li> </ul> <p>Context refers to the information evoked by the text that allows us to understand the particular meaning of words, sentences, or the text itself.</p>	<p>Reading comprehension relies on the use of strategies to manage reading.</p>	<p>Summarize the main ideas of numerical and non-numerical texts literary and current digital content that is appropriate for their grade level.</p> <p>Use strategies that support pre-reading and reading texts to manage comprehension.</p> <p>Identify and use contextual clues to deepen understanding of a text.</p> <p>Practice choosing strategies to solve a comprehension problem.</p> <p>Use knowledge of paragraph and text organization to support understanding.</p> <p>Making connections between personal experiences, prior knowledge, and the text.</p>

	Grade 3			Grade 4		
				<p>Comprehension management includes:</p> <ul style="list-style-type: none"> <li>• follow the progress of the statements.</li> <li>• become aware of a breakdown in understanding.</li> <li>• use strategies to restore a breakdown in understanding.</li> <li>• use strategies throughout to maintain comprehension throughout reading.</li> </ul> <p>The main idea of a text is the subject of the text or the message the author wants to express.</p>		
	<p>Reaction to the text is a step in the reading process that consists of recognizing the effects that the text produces on oneself.</p> <p>A reaction can be to like or dislike a text.</p> <p>Francophones are people who speak and understand French.</p> <p>The texts of the Francophonie can reflect the experience of a Francophone transmitter.</p> <p>Life is a set of life experiences:</p> <ul style="list-style-type: none"> <li>• with family (personal)</li> <li>• in the learning environment</li> <li>• with communities (social).</li> </ul> <p>The receiver can compare his or her experience to that communicated in texts from the French-speaking world.</p> <p>The texts of the Francophonie come from Francophone transmitters from Alberta, Canada, or the world.</p> <p>Francophonie is the group of people who can communicate in French.</p>	<p>The receiver may respond favorably to texts that draw on experiences and knowledge similar to their own.</p>	<p>Verbalize the connection between the effects of a variety of classic and contemporary texts from local, national, and international sources and one's own experience, including texts from the Francophonie and from First Nations, Métis, and <i>Inuit peoples</i>.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Share opinions and feelings about texts.</p> <p>React to texts from the French-speaking world, seen, read, or heard, that reflect the experiences of Francophones.</p> <p>Verbalize the reasons for the choice of texts.</p>	<p>Reaction to text can occur throughout the reading process.</p> <p>Several reactions are possible during or after reading a text.</p> <p>A response to the text that involves the body includes:</p> <ul style="list-style-type: none"> <li>• have a tight throat.</li> <li>• shedding tears</li> <li>• laugh</li> <li>• trembling with fear.</li> </ul> <p>A reaction to the text that involves feelings includes:</p> <ul style="list-style-type: none"> <li>• feel fear.</li> <li>• feel anger.</li> <li>• feel sadness.</li> <li>• feel joy.</li> <li>• to like or not to like.</li> </ul> <p>A reaction to the text that involves thinking includes:</p> <ul style="list-style-type: none"> <li>• have an opinion.</li> <li>• recall memories.</li> <li>• identify with the characters.</li> </ul> <p>The texts of the Francophonie can contribute to the feeling of belonging to the Francophonie.</p> <p>French immersion communities are part of the Francophonie.</p>	<p>A reader may respond to a text by making a judgment, expressing an opinion, or identifying with the text.</p>	<p>Respond to a variety of classic and contemporary texts from local, national, and international sources using excerpts, including texts from the Francophonie and First Nations, Métis, and <i>Inuit peoples</i>.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Give reasons for his or her physical, emotional, or reflective reaction.</p> <p>Examine the history of French immersion in Alberta and Canada and the cognitive and cultural benefits of bilingualism.</p> <p>Verbalize various opinions presented in texts, including Francophone and First Nations, Métis, and <i>Inuit</i> texts.</p>

	Grade 3			Grade 4		
				<p>The feeling of belonging to the Francophonie is the attachment or identification with a community that shares a language, French.</p> <p>An opinion is a way of perceiving things and may depend on experience.</p> <p>The texts of the Francophonie come from Francophone transmitters from Alberta, Canada, and the world.</p> <p>The Francophonie is the group of people who speak and understand the French language.</p>		



	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Reading Fluency:</b> The development of reading fluency promotes oral and written comprehension and expression.					
<b>Guiding question</b>	How can prosody support reading fluency?			How can reading fluency contribute to reading comprehension?		
<b>Learning outcome</b>	Students read accurately written texts and experience the integration of prosody components in reading.			Students read written texts with fluency and expression by integrating components of prosody in reading.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	The amount of automatically recognized words increases with regular reading practice.	Decoding practice facilitates automatic word recognition and improves sight reading.	Quickly and accurately recognize frequent words in context.  Decode new words with ease.	The development of reading automatism frees up working memory.	Automatic word recognition allows you to focus on understanding the text.  Automatic word recognition promotes reading fluency.	Automatically recognize words frequently encountered in context.  Easily decode new words.
	<p>Reading fluency includes:</p> <ul style="list-style-type: none"> <li>• automaticity in word recognition</li> <li>• accuracy</li> <li>• prosody.</li> </ul> <p>Components of prosody that promote expressive reading and fluency include:</p> <ul style="list-style-type: none"> <li>• breaks</li> <li>• the rhythm</li> <li>• intonation</li> <li>• the link.</li> </ul> <p>Models of readers sometimes use different voices to differentiate between the narrator and the characters.</p> <p>Mistakes made during oral or silent reading is detrimental to comprehension.</p>	Reading fluency is expressed as the ability to read text accurately, applying components of prosody.	<p>Expressively read a variety of texts at their independent reading level, with automaticity and accuracy in word recognition.</p> <p>Apply linking rules when reading orally.</p> <p>Practice incorporating components of prosody in oral reading.</p> <p>Be aware of misunderstandings when reading.</p> <p>Reproduce model readers in oral reading.</p>	<p>The pace and speed of reading varies depending on the goal.</p> <p>Variation in reading pace and speed reflects comprehension.</p> <p>Components of prosody that promote expressive reading and fluency include:</p> <ul style="list-style-type: none"> <li>• breaks</li> <li>• intonation</li> <li>• the rhythm</li> <li>• the link.</li> </ul> <p>Oral reading serves as an immediate reflection and allows for awareness and correction of reading misconceptions.</p> <p>Readers' models support the achievement of fluent oral reading.</p>	<p>Fluency in reading allows the brain to focus on understanding.</p>	<p>Read texts that correspond to his/her independent reading level with automaticity and accuracy by incorporating components of prosody.</p> <p>Describe reasons for intentionally varying speed and pace.</p> <p>Practice adjusting reading speed and pace for specific goals.</p> <p>Monitor your reading to avoid and identify or correct mistakes.</p> <p>Use models of readers when reading orally.</p>

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Writing:</b> Writing and creativity allow us to share ideas and information in a variety of contexts.					
<b>Guiding question</b>	How can processes support text production?			How can text production be improved through the use of processes?		
<b>Learning outcome</b>	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 will deepen the application of the 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 the target audience.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Idea generation is supported by:</p> <ul style="list-style-type: none"> <li>brainstorming</li> <li>discussion with peers</li> <li>information search.</li> </ul> <p>Idea generation is influenced by communication intent and target audience.</p>	Idea generation supports the writing process.	<p>Describe the influence of communication purpose and target audience on idea generation.</p> <p>Implement various ways to generate important ideas and details related to the topic.</p>	<p>Idea generation is influenced by:</p> <ul style="list-style-type: none"> <li>personal experiences</li> <li>the texts</li> <li>information search</li> <li>emotions</li> <li>interest</li> <li>opinions</li> <li>individuals.</li> </ul> <p>Ideas are selected based on the topic, the communication intent and the target audience.</p>	Idea generation offers the possibility to choose from a large number of ideas to produce a text.	<p>Choose communication intentions and related important ideas.</p> <p>Use a variety of means that support the generation of ideas and details that support them.</p>
	<p>The writing process helps to produce a text individually or collectively.</p> <p>The writing process includes the:</p> <ul style="list-style-type: none"> <li>planning</li> <li>text formatting</li> <li>review</li> <li>correction</li> <li>publication.</li> </ul> <p>Planning includes the generation, selection and organization of ideas according to communication intent and target audience.</p> <p>The graphic organizer is a planning tool that supports the organization of ideas.</p> <p>The addition of details helps the development of ideas.</p> <p>Texting is the writing of a draft that results from planning and consists of the development of ideas and the formulation of statements.</p>	The writing process is a process for planning and executing a writing task.	<p>Implement all stages of the writing process in the production of literary and everyday texts.</p> <p>Produce literary and everyday texts containing basic sentences with complements.</p> <p>Use graphic organizers to plan and order ideas when planning.</p> <p>Practice adding details to develop ideas.</p> <p>Reread the draft aloud and call on peers to make changes that help clarify the ideas in the draft.</p> <p>Improve your texts following feedback.</p> <p>Use knowledge of spelling and grammar to make corrections to written text.</p>	<p>The writing process includes the:</p> <ul style="list-style-type: none"> <li>planning</li> <li>text formatting</li> <li>review</li> <li>correction</li> <li>publication.</li> </ul> <p>The graphic organizer allows you to plan your text in an orderly and logical way.</p> <p>Details can make the text more interesting.</p> <p>Texting involves backtracking and adjustments in the writing process.</p> <p>Implementation is facilitated by regular consultation of the plan developed during the planning process.</p> <p>A paragraph is a set of sentences that are related to the same idea.</p> <p>Choosing descriptive words makes a text more interesting.</p>	Writing is a dynamic process with steps to plan and execute a writing task.	<p>Apply the steps of the writing process in the production of literary and everyday texts.</p> <p>Produce literary and everyday texts containing positive and negative sentences with complements.</p> <p>Use graphic organizers to plan, order, and revise ideas when planning and writing.</p> <p>Consider the communication intent and target audience when planning.</p> <p>Adding details that elaborate on the ideas in a text.</p> <p>Produce paragraphs that contain what you want to say about an idea.</p> <p>Practice using the back-and-forth movement between stages of the writing process.</p>

	Grade 3		Grade 4			
	<p>Texting includes the draft.</p> <p>Revision is the process of re-reading your writing to improve it, including the development of ideas and word choice.</p> <p>Choosing the right words allows you to communicate clearly.</p> <p>Correction allows you to make changes to the written text to rectify:</p> <ul style="list-style-type: none"> <li>• the spelling of words</li> <li>• the construction of sentences</li> <li>• punctuation</li> <li>• the agreements</li> <li>• the conjugation of verbs.</li> </ul> <p>Digital and non-digital reference tools are available to make corrections to the text.</p> <p>Feedback is a process that allows you to improve your writing.</p> <p>The publication is the final product that contains all the changes made during the review and correction stages.</p>		<p>Use digital and non-digital reference tools to make changes and corrections to text.</p> <p>Prepare a publication version of the text that considers visual appearance and readability.</p>	<p>The revision allows for adjustments in his text by checking:</p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• choice of words</li> <li>• the development of ideas</li> <li>• the fluidity of the sentences</li> <li>• the sequence of ideas.</li> </ul> <p>The use of digital and non-digital reference tools facilitates correction.</p> <p>Digital and non-digital reference tools allow for modifications to be made in the revision and correction stages.</p> <p>Feedback provides additional support during review and correction.</p> <p>The publication consists in making the layout taking into account the characteristics and the structure of the text.</p> <p>The layout is the arrangement of the parts of the text.</p>		<p>Revise your text to improve:</p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• choice of words</li> <li>• the development of ideas</li> <li>• the fluidity of the sentences</li> <li>• the sequence of ideas.</li> </ul> <p>Take advantage of any feedback to improve your writing.</p> <p>Make the necessary changes to the text during the revision and correction stages.</p> <p>Use knowledge of spelling and grammar to make corrections to the text.</p> <p>Use digital and non-digital reference tools to make changes and corrections to text.</p> <p>Prepare the publication version of the text by exploring a layout that considers text type, visual appearance, and readability.</p>
	<p>The presentation of a text can be done in the form:</p> <ul style="list-style-type: none"> <li>• an oral presentation</li> <li>• a display in the immediate environment or community</li> <li>• of a digital display.</li> </ul> <p>Progress and achievements in learning French are sources of motivation in furthering the language.</p>	<p>The presentation allows us to highlight and appreciate the progress in learning French.</p>	<p>Present and celebrate the texts produced.</p> <p>Recognize the influence of motivation on one's own language development.</p> <p>Identify the sources of inspiration for producing texts in French.</p> <p>Become aware of the influence of learning French on one's ability to communicate.</p>	<p>The presentation of a text can be in the form of an oral presentation or the display of the text in a digital or non-digital way.</p> <p>Learning French requires risk-taking and sustained effort.</p> <p>Learning French develops skills that other immersion learners have in common.</p>	<p>The presentation favors a sense of satisfaction and personal pride.</p>	<p>Put into practice different forms of presentation of his texts.</p> <p>Make connections between French language development and pride.</p> <p>Explain the influence of text production efforts on their own and their peers' language development.</p> <p>Verbalize the influence of learning French on one's uniqueness.</p>

	Grade 3			Grade 4		
	<p>Rhyming is used to create sound effects in texts.</p> <p>Spotting a rhyme requires two or more sentences that end with the same sound.</p> <p>The poems contain rhymes.</p>	<p>Rhymes enrich songs, rhymes, and poems.</p>	<p>Practice producing sentences that rhyme together.</p>	<p>Sound effects can be created in the texts by using:</p> <ul style="list-style-type: none"> <li>the rhyme</li> <li>alliteration.</li> </ul> <p>Alliteration is the repetition of consonants in a sequence of words.</p> <p>Onomatopoeia is a word that imitates a real sound.</p>	<p>Sound effects contribute to the rhythm of a text.</p>	<p>Exploit rhyme in text production.</p> <p>Practice producing alliterations.</p> <p>Practice using onomatopoeia in texts.</p>
	<p>The information may come from a source who has witnessed or heard about an event.</p> <p>The information retrieval process is about finding, organizing, recording, and communicating information.</p> <p>Copyright is a set of rules for sharing and using information.</p>	<p>Information research provides an opportunity to find information on a specific topic.</p>	<p>Ask questions that are relevant to the chosen topic to guide your search for information.</p> <p>Consult information sources.</p> <p>Sort and grade the selected information into predetermined categories.</p> <p>Verbalize ways to respect the work of authors.</p> <p>Note the sources of the information used.</p> <p>Make connections between prior knowledge and new information.</p>	<p>Relevant information is useful information related to the topic.</p> <p>Information can be true or false.</p> <p>The information retrieval process allows:</p> <ul style="list-style-type: none"> <li>find relevant information.</li> <li>to organize it</li> <li>to take note of it</li> <li>to communicate it.</li> </ul> <p>Copyright is what allows us to respect the work of people who create texts or works.</p> <p>The development of a list of sources ensures that copyright is respected.</p>	<p>Searching for information is a way to answer a question, solve a problem or obtain a result.</p>	<p>Question the usefulness of the information in relation to the purpose of the information search.</p> <p>Describe what determines whether information is true or false.</p> <p>Sort and record relevant information from multiple sources.</p> <p>Describe ways to use information in a way that respects copyright.</p> <p>Practice listing sources according to simple pre-established criteria.</p> <p>Adopt new information to prior knowledge.</p>
	<p>Strategies for using digital tools include posture and introduction of a fingering technique.</p> <p>Attached lettering is a way of forming and linking letters that promotes fluency.</p>	<p>Writing fluency is promoted by training in the use of digital and non-digital tools.</p>	<p>Make connections between upper- and lower-case letters in script and attached formats.</p> <p>Read written texts presented in attached letters.</p> <p>Practice effective fingering when using digital tools.</p> <p>Explore strategies that develop effective use of attached letter writing and digital tools for text production.</p>	<p>The fluidity of the writing, during the text, allows to keep the thread of the ideas.</p> <p>Knowledge and understanding of word relationships and spelling rules facilitates fluency in writing.</p>	<p>Fluency in writing allows you to focus your thoughts on the ideas or the task at hand.</p>	<p>Use strategies to improve legibility and fluency in attached letter writing.</p> <p>Use strategies to improve writing speed and fluency using digital text production tools.</p> <p>Read written texts presented in attached letters.</p>

	<b>Grade 3</b>			<b>Grade 4</b>		
			Practice forming legible upper- and lower-case letters in cursive.			

	Grade 3			Grade 4		
<b>Organizing idea</b>	<b>Grammar:</b> Understanding and applying grammar promotes effective understanding and expression of ideas in speaking and writing.					
<b>Guiding question</b>	How can grammar provide clarification for oral and written communication?			How can grammar support oral and written communication?		
<b>Learning outcome</b>	Students demonstrate understanding and use grammar rules in forming sentences of various forms in a variety of contexts, both oral and written.			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.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The basic sentence contains at least one nominal group followed by a verbal group.</p> <p>The nominal group is a word or group of words that has a noun as its nucleus.</p> <p>The noun phrase can be composed of only a proper noun or a personal pronoun.</p> <p>The nominal group can act as the subject of the sentence which indicates who or what the sentence is about.</p> <p>The verbal group fulfills the function of the predicate of the sentence which indicates the state, or the action done by the subject.</p> <p>The verbal group is a word or group of words that has a verb as its nucleus.</p> <p>The basic sentence is declarative and positive in form.</p> <p>The positive sentence is an affirmation.</p> <p>The declarative sentence states a fact, gives information or an opinion.</p> <p>An interrogative sentence is used to ask a question.</p> <p>An exclamatory sentence is used to express an emotion or a feeling.</p>	<p>Sentence grammar is the relationship between words, sentence constituents and their function.</p>	<p>Construct basic positive and negative sentences that respect the order of constituents to express themselves in various communication situations.</p> <p>Practice forming different types and forms of sentences.</p> <p>Transform sentences from positive to negative and vice versa.</p> <p>Locate the subject nominal group and its nucleus in sentences.</p> <p>Identify the verbal group and its nucleus in sentences.</p> <p>Make connections between the subject and the predicted in sentences.</p> <p>Identify the function of the subject noun phrase and the predicate verb phrase in sentences.</p> <p>Identify declarative, interrogative, and exclamatory sentences.</p> <p>Identify positive and negative sentences.</p>	<p>The basic sentence contains at least one subject nominal group followed by a verbal group.</p> <p>The sentence complement is an optional constituent of the basic sentence that follows the verbal group.</p> <p>A complement, if present, adds precision to the sentence.</p> <p>Syntactic function is the role that a word or group of words plays in a sentence.</p> <p>The syntactic function of the nominal group can be to act as the subject or the complement of a sentence.</p> <p>Manipulations of words or groups of words (syntactic manipulations) are actions performed on words or groups of words to transform and analyze the basic sentence.</p> <p>Manipulations of words and word groups (syntactic manipulations) within sentences can support sentence formation.</p> <p>Word manipulations (syntactic manipulations) include:</p> <ul style="list-style-type: none"> <li>• deletion</li> <li>• displacement.</li> </ul> <p>Deletion is the removal of a word or group of words from a sentence.</p>	<p>The grammar of French allows us to analyze and better understand the structure of sentences.</p>	<p>Construct sentences of various forms and types to express themselves in various communication situations.</p> <p>Describe the effect of deleting and moving words or groups of words on sentence meaning.</p> <p>Identify the constituents of the basic sentence and recognize their syntactic function using deletion and displacement.</p> <p>Transform the basic sentence into interrogative or exclamatory sentences.</p> <p>Identify the placement of the three constituents in the transformed interrogative, exclamatory and negative sentence.</p> <p>Describe the transformation of the basic sentence into an interrogative and an exclamatory sentence, in oral and written form.</p> <p>Identify similarities and differences in sentence formation in French and English.</p>

	Grade 3			Grade 4		
	<p>A negative sentence contains words that express negation and is used to deny or to say the opposite.</p> <p>Words that indicate negation in a negative-form sentence include:</p> <ul style="list-style-type: none"> <li>• not</li> <li>• no longer</li> <li>• either</li> <li>• nor.</li> </ul>			<p>Deletion allows us to distinguish the obligatory from the optional constituents of the basic sentence.</p> <p>Displacement consists of changing the place of a word or a group of words in the basic sentence.</p> <p>The displacement allows you to locate the sentence complement within the sentence.</p> <p>The basic sentence can be transformed into an interrogative or exclamatory sentence.</p> <p>The basic sentence can be transformed into a negative sentence.</p>		
	<p>The declarative sentence ends with a period.</p> <p>The interrogative sentence ends with a question mark.</p> <p>The exclamatory sentence ends with an exclamation mark.</p> <p>The comma is a punctuation mark that is placed to the right and at the bottom of a word.</p> <p>The comma is used to separate elements of the sentence.</p> <p>The apostrophe is a graphic sign that resembles the comma to mark the elision.</p> <p>Elision is the removal of the final vowel from a word when it is immediately followed by a word that begins with a vowel or a silent <i>h</i>.</p>	<p>Each punctuation mark and the apostrophe have a function in the sentence.</p>	<p>To explain the role of the question mark in the interrogative sentence.</p> <p>To explain the role of the exclamation mark in the exclamatory sentence.</p> <p>Make connections between intonation and exclamatory and interrogative sentence type.</p> <p>Identify the comma and how it separates elements in the sentence.</p> <p>Describe the use of the apostrophe.</p> <p>Demonstrate automaticity in applying the rules of capitalization.</p>	<p>The question mark must be used when the basic sentence is transformed into an interrogative sentence.</p> <p>The exclamation mark should be used when the basic sentence is transformed into an exclamatory sentence.</p> <p>The comma separates the words in a list.</p> <p>An enumeration is a list of at least three elements.</p> <p>The apostrophe marks the elision of the final vowel of short words that include "the", "the", "I" and "ne" in front of a word that begins with a vowel or a silent "h".</p>	<p>There are rules to follow when listing and transforming sentences and certain words.</p>	<p>Justify the question mark in an interrogative sentence.</p> <p>Justify the exclamation mark in the exclamatory sentence.</p> <p>Identify an enumeration and how its elements are separated in a sentence.</p> <p>Explain the rule for elision of the final vowel in "the" words, The word "la", "je", and "ne" in front of a word that begins with a vowel or a silent "h".</p>
	<p>A word class is a set of words that have the same role in the sentence (grammatical function).</p>	<p>Words, depending on the class they belong to, give clues about agreement.</p>	<p>Identify the determiner, noun, verb, and adjective in sentences.</p>	<p>A word class is a set of words that have the same grammatical function.</p>	<p>The rules of grammar determine how to achieve agreement of words that are part of variable word classes.</p>	<p>Identify determiners, nouns, verbs, adjectives, and personal pronouns in a variety of sentences.</p>

	Grade 3		Grade 4	
	<p>The variable word classes include:</p> <ul style="list-style-type: none"> <li>• the determinant</li> <li>• the name</li> <li>• the verb</li> <li>• the adjective</li> <li>• the personal pronoun.</li> </ul> <p>The form of a variable word can change according to gender and the number of the word.</p> <p>The adjective is a class of words that describes the noun.</p> <p>The adjective accompanies the noun and receives its gender and number.</p> <p>The pronoun is a class of variable words.</p> <p>Personal pronouns in the singular are:</p> <ul style="list-style-type: none"> <li>• I</li> <li>• you</li> <li>• she, he, we.</li> </ul> <p>Personal pronouns in the plural are :</p> <ul style="list-style-type: none"> <li>• we</li> <li>• you</li> <li>• they, them.</li> </ul> <p>In spoken language, the personal pronoun <i>on</i> is often synonymous with <i>nous</i>.</p> <p>The determiners <i>ma, ta, sa, mon, ton, son, mes, tes</i> and <i>ses</i> indicate possession.</p> <p>The determiner, adjective, and verb are agreement receivers.</p> <p>The determiner can give clues to the gender and number of the word it accompanies.</p> <p>The noun and pronoun are agreement givers.</p>	<p>Establish the link between the gender and number of the common noun and its determiner.</p> <p>Make the connection between the adjective and the word or words it describes.</p> <p>Make the connection between the gender and number of the common noun and adjective.</p> <p>Identify the <i>s</i> at the end of some nouns and adjectives in the plural.</p> <p>Identify the addition of the <i>e</i> at the end of some masculine nouns and adjectives to indicate the feminine.</p> <p>Identify personal pronouns in sentences.</p> <p>Explain the use of the personal pronoun <i>on</i>.</p> <p>Make connections between determiners that indicate possession and the "possessor".</p> <p>Use clues such as the determiner and reference tools to identify the gender of a word.</p>	<p>The variable word classes include:</p> <ul style="list-style-type: none"> <li>• the determinant</li> <li>• the name</li> <li>• the adjective</li> <li>• the verb</li> <li>• the personal pronoun.</li> </ul> <p>The personal pronoun designates the grammatical persons of the singular and plural:</p> <ul style="list-style-type: none"> <li>• in the first person: I, we</li> <li>• the second person: you, you</li> <li>• the third person: she, he, we, they</li> </ul> <p>The personal pronoun <i>on</i> designates an indeterminate person.</p> <p>The subject personal pronoun in a sentence replaces one or more common or proper nouns.</p> <p>The subject personal pronoun varies according to the person it represents.</p> <p>The determiners <i>this, that, this,</i> and <i>these</i> are demonstrative determiners.</p> <p>The agreement of some variable words leads to the transformation of their ending.</p> <p>Nouns and adjectives ending in <i>au, water, eu</i> and some nouns in <i>or</i> singular, end with an <i>x</i> in the plural.</p> <p>The addition of an <i>x</i> at the end of certain nouns or adjectives in the singular indicates the plural.</p> <p>Nouns and adjectives ending in <i>s, x</i> or <i>z</i> in the singular do not change in the plural.</p> <p>The <i>eur</i> and <i>eux</i> endings of masculine words change to <i>euse</i> in the feminine.</p>	<p>Establish the link between the gender and number of the adjective and the noun it qualifies.</p> <p>Relate the gender and number of the common noun to its determiner, including possessive determiners in sentences.</p> <p>Match personal pronouns used in sentences to their grammatical person singular or plural, including the personal pronoun <i>on</i>.</p> <p>Explain the role of personal subject pronouns used in sentences.</p> <p>Use personal subject pronouns to replace common or proper nouns.</p> <p>Explain the use and role of the demonstrative determiner.</p> <p>Identify the <i>x</i> at the end of some nouns and adjectives in the plural.</p> <p>Correctly use the plural <i>s</i> of most nouns and adjectives in sentences.</p> <p>Confirm that nouns and adjectives ending in <i>s, x</i> or <i>z</i> do not change in the plural.</p> <p>Verbalize the rule for transforming most words into the plural <i>au, eau, eu</i> and some words into <i>or</i>.</p> <p>Verbalize the rule of transformation to the feminine of most masculine words in <i>eur, in eux</i> and in <i>teur</i>.</p> <p>Confirm that the names and adjectives ending in <i>e</i> in the masculine do not change in the feminine.</p>



	Grade 3			Grade 4		
	<p>The addition of an s at the end of a noun or adjective in the singular, often designates the plural.</p> <p>The addition of an e at the end of certain nouns or adjectives in the masculine form often designates the feminine.</p> <p>Gender is a grammatical category that separates certain words into feminine or masculine.</p> <p>Number is a grammatical category that refers to quantity in singular or plural.</p> <p>The gender of the word exists in several languages, but it does not exist in English.</p>			<p>The ending in <i>teur</i> for masculine words changes to <i>trice</i> for feminine.</p> <p>Nouns and adjectives that end in e in the masculine do not change to the feminine.</p>		<p>Practice using the general rule of adding an e to the form of most feminine nouns or adjectives.</p> <p>Use cues such as the determiner and reference tools to check the gender of a word.</p> <p>Verbalize regularities that facilitate the memorization of the gender of words in French.</p>
	<p>The verb is made up of two parts: the root and the ending.</p> <p>The radical is the root of the verb and gives the meaning.</p> <p>The ending is the final part of the verb.</p> <p>Regular verbs follow the same regularity in their conjugation.</p> <p>Most verbs that end in <i>er</i> in the infinitive are regular.</p> <p>Some verbs have a root that changes form and irregular endings.</p> <p>The conjugation of some verbs is so irregular that it is best to learn them by heart: "to have", "to be", "to say" and "to go".</p> <p>The most common irregular verbs often include "have", "be", "say" and "go".</p>	<p>The ending gives clues about the subject and tense of a verb</p>	<p>Distinguish between verbs that express an action or a state.</p> <p>Distinguish between the radical and the ending of verbs.</p> <p>Memorize the oral and written conjugation of irregular verbs "say" and "go" in the present tense of the indicative.</p> <p>Distinguish between verbs that indicate the past, present or future.</p> <p>Practice using the present tense conjugation of the irregular verbs "to be" and "to have" in context.</p> <p>Identify the regularities in the conjugation, in oral and written form, of the most frequent regular verbs in the present tense.</p> <p>Become aware of the oral and written conjugation of the most frequent irregular verbs in the present tense.</p> <p>Practice using verbs "Be" and "Have" auxiliaries in common oral and written expressions.</p>	<p>The radical is the root of the verb and gives the meaning.</p> <p>The ending is the final part of the verb.</p> <p>The ending of a verb can indicate the singular and plural of the subject with which it agrees.</p> <p>Regular verbs follow the same regularity in their conjugation.</p> <p>Most verbs that end in <i>er</i> in the infinitive are regular.</p> <p>Some verbs have a root that changes form and irregular endings.</p> <p>The conjugation of some verbs is so irregular that it is best to learn them by heart: "to have", "to be", "to say" and "to go".</p> <p>The most common irregular verbs often include "have", "be", "say" and "go".</p>	<p>The endings of regular and irregular verbs vary according to the rules of conjugation.</p>	<p>Identify state verbs and action verbs.</p> <p>Identify the root and ending of verbs.</p> <p>Identify the consistency of the stem in the conjugation of regular verbs.</p> <p>Identify the conjugation patterns, in oral and written form, of the most frequent regular verbs in the present tense.</p> <p>Memorize the oral and written conjugation of the most frequent regular verbs in the present tense.</p> <p>Practice using the conjugation of the irregular verbs "dire" and "aller" in context in the present tense.</p> <p>Practice using the conjugation of regular verbs in the present tense in oral and written contexts.</p>

	Grade 3		Grade 4	
	<p>The verbs "to be" and "to have" can accompany another verb, for example: I ate.</p> <p>The state verb expresses a state or a way of being of the subject.</p> <p>The verb to be is a state verb.</p> <p>The action verb expresses an action done by a subject.</p> <p>The verb to have is an action verb.</p> <p>The verb in the present tense indicates an action or state that is happening at the moment.</p> <p>The verb in the past tense situates an action or state that has already taken place.</p> <p>The verb in the future tense situates an action or state that will take place in the future.</p> <p>Model verbs are verbs that serve as examples for conjugating other verbs.</p>	<p>Use model verbs that facilitate conjugation.</p>	<p>The verbs "to have" and "to be" are auxiliaries when they accompany another verb.</p> <p>Verbs are divided into simple and compound tenses.</p> <p>The simple tense is made up of a single verb.</p> <p>The compound tense is made up of an auxiliary "to have" or "to be" and another verb.</p> <p>The verb in the past tense expresses an action or state that took place in the past.</p> <p>Model verbs support the conjugation of verbs that follow the same regularities in their conjugation.</p> <p>Verb conjugation can be checked using numerical and non-numerical tools.</p>	<p>Use, in context, the verbs "have" and "be". The present tense of "have" and "be" is used when the subject pronoun or noun phrase immediately precedes it.</p> <p>Identify the conjugation patterns, in oral and written form, of the most frequent regular verbs in the past tense of the indicative.</p> <p>Memorize the oral and written conjugation of irregular verbs "have" and "be" in the past tense compound of the indicative.</p> <p>Use the auxiliaries "to be" and "to have" correctly in common oral and written expressions.</p> <p>Use model verbs to determine or check verb conjugation.</p> <p>Practice using numeric and non-numeric tools to determine or verify their conjugation.</p>

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Oral Communication:</b> Listening and speaking skills promote language development, positive relationships, and collaboration.					
<b>Guiding question</b>	How can oral communication and the particularities of the French language support harmonious relationships?			How can listening and language used in oral communication influence comprehension?		
<b>Learning outcome</b>	Students use active listening strategies to understand main and secondary ideas in situations that reflect a variety of contexts and speakers.  Students express themselves orally in French on a regular basis in their daily lives, according to a variety of intentions and communication situations.			Students manage their listening behaviors to negotiate and make sense of orally communicated messages in situations that reflect a variety of contexts and interlocutors.  Students communicate orally in French and practice strategies to improve their language skills, based on a variety of intentions and communication situations and contexts.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Dialogue is an exchange between two or more speakers.</p> <p>Dialogue allows for the expression of ideas, interests, and opinions, and allows for the hearing of others.</p> <p>Awareness of oral errors promotes improvement in spoken language.</p> <p>A syntactic anglicism is a sentence in French built according to a structure specific to English.</p> <p>A phonetic anglicism is the pronunciation of a French word in English.</p> <p>The use of the pronoun "you" is a mark of closeness and familiarity that is called tutoiement.</p> <p>The use of the pronoun "you" is a mark of politeness called "vouvoiement".</p> <p>An idiom is a statement that carries a figurative meaning different from its literal meaning.</p> <p>Feedback and recognition of errors promote mastery of the French language.</p>	<p>Reflection on language use and interaction promotes mutual understanding and mastery of the language.</p>	<p>Participate in activities in French, in a variety of contexts and on a variety of topics, to meet communicative intentions.</p> <p>Communicate regularly in French.</p> <p>Use troubleshooting strategies when a word is not yet in their vocabulary.</p> <p>Identify and practice correcting common syntactic and lexical anglicisms in speech.</p> <p>Identify the most common phonetic anglicisms.</p> <p>Distinguish between contexts that require the use of formal and informal language.</p> <p>Make connections between feedback and learning French.</p> <p>Compare the figurative meaning with the literal meaning of idioms.</p> <p>Recognize the effects of learning French on the individual.</p>	<p>Active participation in dialogues helps to improve understanding, address issues, and challenge beliefs and opinions.</p> <p>Reflection on feedback and language models helps improve speaking skills.</p> <p>Awareness of oral errors encourages self-correction.</p> <p>Anglicisms can be replaced by words or expressions from the French language.</p> <p>The use of formal and informal language is determined by the degree of familiarity between the interlocutors and depends on the cultural and social context of the communication.</p> <p>An idiom is a statement that carries a figurative meaning different from its literal meaning.</p> <p>The common language register is the language used in everyday life.</p> <p>Colloquial language is the language used with friends or relatives.</p>	<p>French dialogue and activities provide opportunities to practice strategies for improving oral language.</p>	<p>Participate in activities in French, in a variety of settings, with a variety of audiences and for a variety of purposes, including entertainment.</p> <p>Use French as a language of communication as well as troubleshooting strategies when a word is not yet part of their vocabulary.</p> <p>Implement strategies that allow for the avoidance and correction of frequently encountered oral errors, including anglicisms.</p> <p>Use idioms in message communication.</p> <p>Identify contexts in which formal or informal language is more appropriate.</p> <p>Identify similarities and differences between colloquial and everyday language.</p> <p>Self-correct errors in a variety of contexts, taking into account feedback and language patterns in French.</p> <p>Make connections between language improvement and self-perception.</p>

	Grade 5			Grade 6		
	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• manage your activity and attention level.</li> <li>• look at, respect, and encourage the interlocutor.</li> <li>• reflect and use prior knowledge to understand the speaker.</li> <li>• ask questions and make comments, indicating a desire to participate.</li> <li>• take notes.</li> <li>• remember relevant information.</li> <li>• monitor its understanding.</li> <li>• ask for clarification if necessary.</li> </ul> <p>One behavior to adopt for active listening that involves action is note-taking.</p> <p>Monitoring of comprehension includes:</p> <ul style="list-style-type: none"> <li>• the ability to follow the flow of ideas or information.</li> <li>• the ability to detect breaks in understanding.</li> </ul> <p>Factors that influence listening and comprehension include:</p> <ul style="list-style-type: none"> <li>• noise</li> <li>• the flow</li> <li>• linguistic variations</li> <li>• the context.</li> </ul> <p>A group of individuals can have the same language variation.</p>	<p>Active listening helps to increase understanding and can be applied in a variety of communication situations.</p>	<p>Identify the main and secondary ideas of texts seen or heard by summarizing them, including texts that reflect various linguistic variations.</p> <p>Adopt active listening behaviors to negotiate and make meaning in various interaction contexts.</p> <p>Use comprehension monitoring throughout various communication situations.</p> <p>Regain concentration after a moment of distraction.</p> <p>Identify factors that influence understanding and active listening.</p> <p>Note key ideas that emerge from the dialogue or from various listening situations.</p> <p>Conduct a self-assessment of your active listening behaviors.</p>	<p>Active listening behaviors include:</p> <ul style="list-style-type: none"> <li>• manage your activity and attention level.</li> <li>• look at, respect, and encourage the interlocutor.</li> <li>• reflect and use prior knowledge to understand the speaker.</li> <li>• ask questions and make comments, indicating a desire to participate.</li> <li>• take notes.</li> <li>• remember relevant information.</li> <li>• monitor its understanding.</li> <li>• ask for clarification if necessary.</li> <li>• rephrase what was said.</li> </ul> <p>One behavior to adopt for active listening that involves action is note-taking.</p> <p>Monitoring of comprehension includes:</p> <ul style="list-style-type: none"> <li>• the ability to follow the flow and coherence of ideas or information.</li> <li>• the ability to detect breaks or inconsistencies in understanding.</li> <li>• the ability to repair a breakdown or obtain clarification.</li> </ul> <p>A group of individuals can have the same language variation.</p>	<p>Active listening allows for the understanding of French with a variety of interlocutors and in a variety of contexts.</p>	<p>Demonstrate comprehension of a variety of texts seen or heard by synthesizing them, including texts that reflect linguistic variations.</p> <p>Set goals related to active listening behaviors.</p> <p>Integrate the monitoring of understanding throughout various communication situations.</p> <p>Adjust your listening skills according to the context and the interlocutors.</p> <p>Rephrase what you hear in your own words to check your understanding.</p>
	<p>Conversation rules that promote harmonious dialogue include:</p> <ul style="list-style-type: none"> <li>• the use of greetings and salutations</li> <li>• respect for the speaker's turn to speak.</li> <li>• demonstration of interest</li> <li>• initiating, maintaining, and closing a conversation</li> </ul>	<p>Dialogue is a conversation in which everyone follows rules that allow a coherent and harmonious exchange.</p>	<p>Use strategies to initiate, maintain, and close conversations on a variety of topics.</p>	<p>Behaviors that promote and stimulate harmonious conversation include:</p> <ul style="list-style-type: none"> <li>• the use of greetings and salutations</li> <li>• respect for the speaker's turn to speak.</li> <li>• demonstration of interest</li> <li>• initiating, maintaining, and closing a conversation</li> </ul>	<p>The rules of conversation allow for respectful and inclusive communication of diverse ideas and opinions or viewpoints.</p>	<p>Implement ways to initiate, maintain, and close dialogues in a variety of settings.</p> <p>Do a self-assessment of your contribution to the process of dialogue according to the rules of conversation, including in sharing circles.</p>

	Grade 5		Grade 6			
	<ul style="list-style-type: none"> <li>establishing and maintaining eye contact</li> <li>the presentation of oneself and another</li> <li>consideration of the contributions of others</li> <li>repair of communication breakdowns</li> <li>consideration for the person you are talking to.</li> </ul> <p>Inclusive language aims to accommodate everyone and include everyone in interactions.</p> <p>Open-ended questions and active listening stimulate conversation.</p> <p>Strategies that help stimulate conversation include:</p> <ul style="list-style-type: none"> <li>show interest.</li> <li>ask open-ended questions.</li> <li>be interactive.</li> </ul> <p>Language is a way to express an opinion in a respectful manner.</p> <p>Sharing circles allow for collaboration and respect for each other.</p> <p>A communication breakdown is an interruption in dialogue in response to a misunderstanding.</p>	<p>Respect the rules of the conversation and use the strategies learned for the smooth running of the conversation, including in sharing circles.</p> <p>Speak up and use strategies to stimulate conversation in formal and informal settings.</p> <p>Use words of encouragement that show interest.</p> <p>Verbalize ways to express an opinion in a respectful manner.</p> <p>Recognize that misunderstanding can be caused by a breakdown in communication.</p> <p>Discuss the reasons for using inclusive language.</p>	<ul style="list-style-type: none"> <li>establishing and maintaining eye contact</li> <li>the presentation of oneself and another</li> <li>consideration of the contributions of others</li> <li>repair of communication breakdowns</li> <li>adapting to your interlocutor</li> <li>open questions</li> <li>active listening.</li> </ul> <p>An opinion or point of view expressed in an authentic and respectful manner promotes communication.</p> <p>Sharing circles allow everyone's opinions and perspectives to be considered in a respectful manner.</p>		<p>Speaking up and using strategies to stimulate the conversation with a specific communicative intent, in formal and informal contexts.</p> <p>Use common expressions to resume speaking after an interruption.</p> <p>Use words of encouragement that show interest.</p> <p>Behave in a respectful manner and consider the ideas of others in expressing their own point of view.</p> <p>Implement means to resolve a communication breakdown.</p> <p>Use inclusive language in everyday dialogue.</p>	
	<p>Prosodic elements that support the oral presentation include:</p> <ul style="list-style-type: none"> <li>the volume of the voice</li> <li>pronunciation</li> <li>intonation.</li> <li>the flow</li> <li>the accent of insistence.</li> </ul> <p>Emphasis consists of modulating one's voice and articulation to emphasize an element of the statement or to express a feeling.</p>	<p>The oral presentation promotes development of oral skills.</p>	<p>Consider the criteria for planning and presenting in a variety of oral situations.</p> <p>Use prosodic elements, non-verbal language, and visual aids to promote understanding and expression of the message.</p> <p>Consider feedback during oral presentations.</p>	<p>Prosodic elements that support the oral presentation include:</p> <ul style="list-style-type: none"> <li>the volume of the voice</li> <li>pronunciation</li> <li>intonation</li> <li>the flow</li> <li>the accent of insistence</li> <li>fluidity</li> <li>the tonic accent.</li> </ul> <p>The tonic accent is the more or less regular return of the accent of insistence, which has an influence on the flow.</p>	<p>Oral presentation helps build confidence and develop strategies for public speaking.</p>	<p>Apply the criteria for planning and presenting in a variety of oral presentation situations.</p> <p>Use prosodic elements, non-verbal language, and visual aids to maintain audience interest and promote the communication of the message.</p> <p>Consider feedback during oral presentations.</p>

	Grade 5			Grade 6		
	<p>Visual or audio aids that support the oral presentation include the:</p> <ul style="list-style-type: none"> <li>• images</li> <li>• objects</li> <li>• sound effects</li> <li>• sound or audiovisual recordings.</li> </ul> <p>Non-verbal language that provides support for oral communication includes:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the posture</li> <li>• eye contact</li> <li>• travel.</li> </ul> <p>The criteria for an oral presentation that address the form and content vary depending on the communication intent and the target audience.</p> <p>Feedback provides information to improve oral presentations.</p>			<p>Fluency in oral communication is the ability to produce continuous speech without breaks.</p> <p>Visual or audio aids that support the oral presentation include the:</p> <ul style="list-style-type: none"> <li>• images</li> <li>• objects</li> <li>• sound effects</li> <li>• sound or audiovisual recordings.</li> </ul> <p>Non-verbal language that provides support for oral communication includes:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• the gestures</li> <li>• the posture</li> <li>• eye contact</li> <li>• travel.</li> </ul> <p>The criteria for an oral presentation that address the form and content vary depending on the communication intent and the target audience.</p> <p>Adherence to the criteria for an oral presentation promotes the achievement of goals.</p> <p>Feedback provides information to improve oral presentations and increase confidence.</p>		
	<p>Holidays and celebrations that are cultural referents of the Francophonie include:</p> <ul style="list-style-type: none"> <li>• games</li> <li>• media products</li> <li>• popular music</li> <li>• the sugar shack.</li> <li>• the Carnival</li> <li>• the month of the francophonie</li> <li>• the Franco-Albertan Festival</li> <li>• the song Notre cœur fait sa maison.</li> </ul>	<p>Participation in French language celebrations and festivities provides an opportunity to get to know French-speaking cultures.</p>	<p>Participate in parties and celebrations with peers.</p> <p>Identify preferences for cultural entertainment activities in French.</p>	<p>Cultural referents are elements or attributes that are meaningful to a community.</p> <p>The cultural referents of the Francophonie include:</p> <ul style="list-style-type: none"> <li>• holidays and celebrations</li> <li>• popular music</li> <li>• social media</li> <li>• the artists</li> <li>• media products</li> <li>• television programs</li> <li>• the films.</li> </ul>	<p>Cultural activities contribute to the identification of cultural referents and contribute to mutual understanding.</p>	<p>Identify cultural references specific to the French-speaking world.</p> <p>Describe, among cultural references, those related to his/her personal interests.</p>

	Grade 5			Grade 6		
				French-speaking youth participate in cultural and entertainment activities in French.		

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Vocabulary:</b> Understanding the meaning and formation of words supports oral communication, reading and writing.					
<b>Guiding question</b>	How can morphology help expand vocabulary and support spelling in communicative situations?			How can word formation and meaning improve oral and written communication?		
<b>Learning outcome</b>	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, usage, and spelling of new words.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Words categorized by meaning may include synonyms, antonyms, and words in the same family.</p> <p>Affixes are the prefixes and suffixes that are attached to the root of a word.</p> <p>Clues provided by the content and structure of sentences help to discern the meaning of homophones.</p> <p>The clues provided by the location of a homophone in the sentence and the word class to which it belongs help to discern their meaning.</p> <p>Learning new words encountered more or less frequently in a variety of texts related to various disciplines facilitates understanding.</p> <p>Vocabulary of daily life experiences in French facilitates participation in social life in French.</p> <p>The use of recently learned words facilitates retention.</p> <p>A lexical anglicism is a word or expression borrowed from the English language for which a French word exists.</p> <p>Congeners are words that have morphological and meaning relationships in two languages.</p>	<p>A knowledge of morphology contributes to vocabulary expansion and language comprehension.</p>	<p>Make meaning connections between words with common roots or affixes.</p> <p>Consider morphology to infer the meaning of new words.</p> <p>Make word games based on morphological and semantic knowledge of words.</p> <p>Determine shape and meaning connections between words to deepen understanding of new words.</p> <p>Describe clues to determine the meaning of common homophones.</p> <p>Use reference tools to check the meaning of a word.</p> <p>Identify and discuss the meaning of new words, word families, and phrases from a variety of contexts on topics and concepts that relate to:</p> <ul style="list-style-type: none"> <li>• to life experiences</li> <li>• to its fields of interest</li> <li>• learning experiences.</li> </ul> <p>Recognize and use, in speaking and writing, an increasing number of new words and expressions encountered in various communication situations, including texts on various topics and concepts.</p>	<p>A lexical field is a set of words that have a common theme.</p> <p>A compound word is a word made up of two independent words.</p> <p>Expanding vocabulary on a variety of topics related to various disciplines facilitates deep understanding of texts and clear and accurate communication.</p> <p>The vocabulary of daily life experiences in French promotes participation in Francophone communities.</p> <p>Conscious use of new words in multiple contexts facilitates retention.</p> <p>A lexical anglicism is a word or expression borrowed from the English language for which a French word exists.</p> <p>Congenial words are words that are related and meaning in two languages.</p> <p>Some words that are morphologically related but have different meanings in two languages are called false friends and are called anglicisms.</p>	<p>An expansion of vocabulary facilitates clear, precise, and effective communication.</p>	<p>Make up sets of words that relate to the same concept, topic, or theme.</p> <p>Explain the relationship between words in a lexical field.</p> <p>Identify examples of compound words encountered in context.</p> <p>Use morphology to infer the meaning of new words.</p> <p>Explain the meaning of new words using knowledge of morphology and meaning connections between words.</p> <p>Use words or phrases to replace common lexical anglicisms.</p> <p>Use clues to determine the meaning of homophones found in texts.</p> <p>Name some of the congenial and unfamiliar words in the French language.</p> <p>Identify and discuss the meaning of new words, specific word families and phrases from a variety of contexts on topics and concepts that relate to :</p> <ul style="list-style-type: none"> <li>• to life experiences</li> <li>• to its fields of interest</li> <li>• learning experiences.</li> </ul>



	Grade 5		Grade 6			
	Some words that sound the same in two different languages, but have different meanings, are called false friends and are part of the anglicisms.		<p>Identify congruent words between the English and French languages.</p> <p>Identify and practice correcting lexical anglicisms.</p> <p>Implement various ways to learn and remember new words.</p> <p>Use synonyms and antonyms in a variety of communication situations.</p>			<p>Recognize and use, in oral and written form, an increasing number of increasingly precise words and expressions related to various disciplines.</p> <p>Use a variety of ways to learn and remember new words.</p> <p>Use reference tools to check the meaning of a word.</p>
	<p>The apostrophe in some words is intended to prevent the collision of two vowels in French.</p> <p>Morphology allows us to understand the presence of certain silent letters at the end of a word.</p> <p>Regularities and spelling rules exist in roots, prefixes, and suffixes.</p> <p>Spelling rules include:</p> <ul style="list-style-type: none"> <li>• the "hard g/soft g" rule</li> <li>• the "hard/soft" rule</li> <li>• the "s" rule between two vowel letters</li> <li>• the replacement rule. of the "n" by an "m" in front of the letters p, b, and m</li> <li>• when the word contains a double consonant, no accent is used (trash can, roulette).</li> </ul> <p>An abbreviation is the graphic reduction of a word.</p> <p>Abbreviations can be used in texts to shorten the message.</p>	Understanding the meaning of words facilitates the acquisition of spelling.	<p>Use knowledge of morphemes, spelling patterns, and spelling rules to correctly spell an increasing number of new words when producing a variety of written texts.</p> <p>Become aware of the influence of spelling homophones on the understanding of the message.</p> <p>Check the spelling of words containing an apostrophe.</p> <p>Establish the link between morphology and the presence of certain silent letters at the end of a word.</p> <p>Describe the formation of common abbreviations found in written texts.</p> <p>Check spelling of words using appropriate reference tools as needed.</p>	<p>Morphology allows us to justify the presence of certain silent letters at the end of a word.</p> <p>The two words that make up a compound word are joined or separated by a space or a hyphen.</p> <p>Training processes abbreviations may vary.</p> <p>Abbreviations may vary from one language to another.</p> <p>Memory and reference tools help to spell words correctly.</p> <p>Regularities and spelling rules are conventions of the language.</p> <p>Spelling rules include:</p> <ul style="list-style-type: none"> <li>• the replacement rule. of the "n" by an "m" in front of the letters p, b and m</li> <li>• The addition of an accent to distinguish certain homophones (a/to, or/where, wall/ripe, grow/crease) (fast/young, ripe/wall, sure/on, grow/crease)</li> <li>• the circumflex is only used on the vowels "a", "e" and "o", but is no longer mandatory on "i" and "u".</li> </ul>	Morphological knowledge facilitates written comprehension and spelling production.	<p>Demonstrate consistency in the application of spelling conventions in the production of various written texts.</p> <p>Correctly spell frequent homophones in context.</p> <p>Become aware of the formation of compound words.</p> <p>Demonstrate understanding abbreviations encountered in texts.</p> <p>Describe similarities and differences between English and French language abbreviations.</p> <p>Independently correct the spelling of words in a written text during the correction stage, using appropriate reference tools as needed.</p>

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Text Organization:</b> Different genres of texts are used to understand and express ideas, perspectives on the world, and cultural information.					
<b>Guiding question</b>	What are the characteristics and structures of texts that reveal the genre of the text?			How can understanding text genres support reading and writing?		
<b>Learning outcome</b>	Students identify text features and structures from various text genres.			Students analyze the characteristics, structure, and function of texts to identify their genre.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The communication intent may be:</p> <ul style="list-style-type: none"> <li>to tell</li> <li>to entertain</li> <li>to move</li> <li>to inform</li> <li>to explain</li> <li>to describe</li> <li>to convince.</li> </ul> <p>Genre is a grouping of literary and common texts that have common structures and characteristics.</p> <p>Visual markers help characterize the genre of text.</p> <p>Characteristics of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>the characters</li> <li>the places</li> <li>the action</li> <li>the problem or the plot</li> <li>the narrator</li> <li>the events</li> <li>time.</li> </ul> <p>Examples of narrative literary text genres include:</p> <ul style="list-style-type: none"> <li>fantastic story</li> <li>novel.</li> </ul> <p>Characteristics of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>the use of descriptive words</li> <li>the use of words to entertain</li> <li>the number of syllables.</li> </ul>	<p>The communicative intent of texts is most evident when they are divided into genres.</p>	<p>Describe the relationship between communicative intent and various text genres.</p> <p>Explain similarities and differences between narrative, poetic, descriptive, explanatory, argumentative, and dialogic texts.</p> <p>Distinguish between different genres of literary and everyday texts.</p> <p>Describe characteristics present in narrative literary texts.</p> <p>Describe characteristics present in poetic literary texts.</p> <p>Describe characteristics present in dialogical literary texts.</p> <p>Describe features found in common descriptive texts.</p> <p>Describe features found in common explanatory texts.</p> <p>Identify characteristics present in common argumentative texts.</p>	<p>The function of a text is determined by the communication intention and the target audience.</p> <p>The function of the text is the objective it tries to achieve and the effect it seeks to produce.</p> <p>Characteristics of narrative literary texts include:</p> <ul style="list-style-type: none"> <li>the characters</li> <li>the places</li> <li>the action</li> <li>the problem or the plot</li> <li>the narrator</li> <li>the events</li> <li>the weather</li> <li>first or third person narration.</li> </ul> <p>Examples of narrative literary text genres include:</p> <ul style="list-style-type: none"> <li>fable</li> <li>myth.</li> </ul> <p>Characteristics of poetic literary texts include:</p> <ul style="list-style-type: none"> <li>the absence of rhyme</li> <li>the use of words to make people think.</li> </ul> <p>Examples of poetic literary text genres include:</p> <ul style="list-style-type: none"> <li>saying</li> <li>proverb</li> <li>slam.</li> </ul> <p>Characteristics of dialogic literary texts include:</p> <ul style="list-style-type: none"> <li>verbal exchanges</li> <li>find their way around written and spoken texts</li> </ul>	<p>The function and characteristics of texts differ according to their genre.</p>	<p>Describe the relationship between a text genre and its function.</p> <p>Compare characteristics found in various genres of literary texts.</p> <p>Compare characteristics found in various genres of current texts.</p> <p>Describe and compare features found in narrative literary texts.</p> <p>Describe and compare characteristics found in poetic literary texts.</p> <p>Describe and compare characteristics present in dialogical literary texts.</p> <p>Describe and compare features found in common descriptive texts.</p> <p>Describe and compare features found in common explanatory texts.</p> <p>Identify characteristics present in common argumentative texts.</p>

	Grade 5			Grade 6		
	<p>Examples of poetic literary text genres include:</p> <ul style="list-style-type: none"> <li>• haiku</li> <li>• slogan.</li> </ul> <p>Characteristics of dialogic literary texts include:</p> <ul style="list-style-type: none"> <li>• verbal exchanges</li> <li>• find their way around written and spoken texts.</li> <li>• the presence of dashes</li> <li>• the bubble (phylactery)</li> <li>• the presence of quotation marks and colons.</li> </ul> <p>Examples of dialogic literary text genres include:</p> <ul style="list-style-type: none"> <li>• social interaction (digital and non-digital)</li> <li>• comic strip</li> <li>• sketch</li> <li>• dialogue between characters.</li> </ul> <p>Characteristics of common descriptive texts include:</p> <ul style="list-style-type: none"> <li>• a topic or theme</li> <li>• aspects</li> <li>• sub-aspects.</li> </ul> <p>Examples of common descriptive text genres include:</p> <ul style="list-style-type: none"> <li>• route</li> <li>• tourist guide</li> </ul> <p>Characteristics of common explanatory texts include:</p> <ul style="list-style-type: none"> <li>• examples</li> <li>• comparisons</li> <li>• definitions</li> <li>• a structured organization.</li> </ul> <p>Examples of common explanatory text genres include:</p> <ul style="list-style-type: none"> <li>• instructions for use</li> <li>• how to proceed</li> <li>• list of steps</li> <li>• dictionary of synonyms</li> <li>• dictionary of antonyms.</li> </ul>			<ul style="list-style-type: none"> <li>• the presence of dashes</li> <li>• the bubble (phylactery)</li> <li>• the presence of quotation marks and colons</li> <li>• the use of non-verbal communication</li> <li>• the use of prosody</li> <li>• pauses, repetitions, and hesitations.</li> </ul> <p>Examples of dialogic literary text genres include:</p> <ul style="list-style-type: none"> <li>• digital and non-digital social interaction</li> <li>• comic strip</li> <li>• sketch</li> <li>• dialogue between characters</li> <li>• improvisation.</li> </ul> <p>Characteristics of common descriptive texts include:</p> <ul style="list-style-type: none"> <li>• a neutral and precise vocabulary.</li> </ul> <p>Examples of common descriptive text genres include:</p> <ul style="list-style-type: none"> <li>• documentary</li> <li>• portrait</li> <li>• diagram</li> <li>• description within an advertisement.</li> </ul> <p>Characteristics of common explanatory texts include:</p> <ul style="list-style-type: none"> <li>• visual representations</li> <li>• simple and specific information.</li> </ul> <p>Examples of common explanatory text genres include:</p> <ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• model</li> <li>• table</li> <li>• diagram</li> <li>• graphic</li> <li>• atlas</li> <li>• glossary</li> <li>• lexicon</li> <li>• grammatical referential.</li> </ul>		

	Grade 5			Grade 6		
	<p>Current texts include argumentative texts.</p> <p>The argumentative text can be used to express a point of view or to convince.</p> <p>Characteristics of argumentative running text include:</p> <ul style="list-style-type: none"> <li>• sharing a message or a point of view</li> <li>• reasons</li> <li>• examples.</li> </ul> <p>Examples of common argumentative text genres include:</p> <ul style="list-style-type: none"> <li>• solicitation poster</li> <li>• book review</li> <li>• advertising message.</li> </ul>			<p>Characteristics of argumentative running text include:</p> <ul style="list-style-type: none"> <li>• a position or point of view</li> <li>• arguments</li> <li>• examples.</li> </ul> <p>Examples of common argumentative text genres include:</p> <ul style="list-style-type: none"> <li>• digital and non-digital media advertising</li> <li>• film review</li> <li>• fable</li> <li>• speech</li> <li>• opinion letter.</li> </ul>		
	<p>The structure of narrative literary text includes the following elements:</p> <ul style="list-style-type: none"> <li>• an initial situation that establishes the starting atmosphere and can include the characters, the place, and the time of the action.</li> <li>• the trigger or disruptive element that throws the situation and the characters off balance and triggers the story.</li> <li>• the development, which is the unfolding of the events or the reaction of the characters to the triggering element.</li> <li>• the denouement which marks the end of the action, the result, or the consequences of the actions related to the problem.</li> <li>• the final situation which indicates the conclusion of the story or the restoration of balance.</li> </ul> <p>The structure of the descriptive running text includes:</p> <ul style="list-style-type: none"> <li>• introduction (presentation of the subject)</li> </ul>	<p>Text structure guides the organization of ideas or information in a logical or sequential order.</p>	<p>Describe the five tenses of narrative literary text.</p> <p>Describe similarities in structure between narrative literary texts.</p> <p>Describe the structure of descriptive running text.</p> <p>Describe the structure of the current explanatory text.</p> <p>Identify the three parts of the argumentative running text structure.</p> <p>Recognize similarities in structure between common texts.</p> <p>Identify textual organizers and relationship markers that support understanding of text structure.</p> <p>Make connections between ideas within a text.</p>	<p>The structure of narrative literary text includes the following elements:</p> <ul style="list-style-type: none"> <li>• an initial situation that establishes the starting atmosphere and can include the characters, the place and the time of the action.</li> <li>• the trigger or disruptive element that throws the situation and the characters off balance and triggers the story.</li> <li>• the development, which is the unfolding of the events or the reaction of the characters to the triggering element.</li> <li>• the denouement which marks the end of the action, the result, or the consequences of the actions related to the problem.</li> <li>• the final situation which indicates the conclusion of the story or the restoration of balance.</li> </ul> <p>The structure of common descriptive and explanatory texts varies in the development phase.</p>	<p>The structure of the text guides the flow of ideas and facilitates understanding.</p>	<p>Analyze the five tenses of narrative literary texts.</p> <p>Describe and compare similarities in structure between narrative literary texts.</p> <p>Describe and compare similarities and differences in common text structures.</p> <p>Describe the differences in the development phase between descriptive and explanatory running texts.</p> <p>Describe the structure of argumentative running text.</p> <p>Identify relational markers and textual organizers that denote the progression of ideas.</p> <p>Describe connections between ideas within a text.</p> <p>Use tools to map the organization of different texts to support analysis.</p>

	Grade 5		Grade 6	
	<ul style="list-style-type: none"> <li>the development of aspects (main ideas) and sub-aspects (secondary ideas)</li> <li>the conclusion (synthesis of aspects).</li> </ul> <p>The structure of the explanatory running text includes:</p> <ul style="list-style-type: none"> <li>the introduction or questioning phase.</li> <li>the development or explanatory phase</li> <li>the conclusion or conclusive phase.</li> </ul> <p>The structure of the argumentative running text includes:</p> <ul style="list-style-type: none"> <li>an introductory phase that presents the subject (introduction)</li> <li>a phase that presents reasons or examples that support the topic (development)</li> <li>a concluding phase that states the final position (conclusion).</li> </ul> <p>Sequential order is an orderly sequence of related ideas.</p> <p>Textual organizers are words or visual markers that indicate the transition between major parts of the text.</p> <p>Textual organizers may include:</p> <ul style="list-style-type: none"> <li>of titles</li> <li>illustrations</li> <li>the layout of the text.</li> </ul>	<p>Use tools to map the structure and flow of ideas in different texts.</p>	<p>The development of the descriptive running text describes the main and secondary ideas and the explanatory running text contains elements of explanation, an answer to a question.</p> <p>The structure of the argumentative running text includes:</p> <ul style="list-style-type: none"> <li>the introductory phase which presents the subject</li> <li>the argumentative phase or development, which presents the examples or arguments.</li> <li>the concluding phase which states the final position.</li> </ul> <p>Textual organizers may include:</p> <ul style="list-style-type: none"> <li>of titles</li> <li>illustrations</li> <li>the layout of the text</li> <li>words.</li> </ul>	

	Grade 5			Grade 6		
<b>Organizing idea:</b>	<b>Reading Comprehension:</b> Understanding of ideas, perspectives, universal themes, and cultures in texts is supported through the application of strategies and processes.					
<b>Guiding question</b>	How can reading comprehension be deepened?			How can implicit and explicit clues support the interpretation of the text?		
<b>Learning outcome</b>	Students selectively apply reading strategies based on the text and reading intent and demonstrate comprehension of various text genres.			Students analyze and interpret a variety of text genres using reading strategies and demonstrate comprehension.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Strategies that support pre-reading include:</p> <ul style="list-style-type: none"> <li>the reading intention</li> <li>the overview of the text and the paratext</li> <li>prediction</li> <li>keyword retrieval</li> <li>Identifying clues related to the genre of the text.</li> </ul> <p>Relational markers are words that demonstrate connections between ideas within a sentence or between sentences in a text.</p> <p>The paratext is the set of elements that accompany a text.</p> <p>Paratext elements include:</p> <ul style="list-style-type: none"> <li>bold type</li> <li>the illustrations</li> <li>the title</li> <li>the subtitles</li> <li>the glossary</li> <li>the table of contents.</li> </ul> <p>The title announces the subject of the text and the subtitle announces the subject of a section of the text.</p> <p>The glossary, sometimes placed at the end of a written text, provides definitions of certain vocabulary words in the text.</p> <p>The table of contents is a list of the titles and subtitles of the written text with the page number (pagination).</p>	<p>The choice of strategies according to reading intention and comprehension needs determines the degree of analysis of a text.</p>	<p>Interpret literary and current non-digital and numerical texts with grade-appropriate content.</p> <p>Select strategies that support pre-reading and reading to manage comprehension of texts in a variety of genres.</p> <p>Describe the connections between words or ideas denoted by relationship markers.</p> <p>Identify elements of the paratext and context that facilitate understanding of the text.</p> <p>Describe the strategies used to explore a text after skimming it and reading the paratext.</p> <p>Implement strategies to solve a reading comprehension problem.</p> <p>Use knowledge of text organization to facilitate comprehension.</p> <p>Identify the main and secondary ideas of the text.</p> <p>Implement different ways of taking notes while reading a text.</p> <p>Locate explicit information in the text.</p> <p>Identify clues in the text that allow us to deduce implicit information.</p>	<p>Strategies that support pre-reading include:</p> <ul style="list-style-type: none"> <li>the reading intention</li> <li>the overview of the text and the paratext</li> <li>prediction</li> <li>keyword retrieval</li> <li>identifying clues related to the genre of the text.</li> <li>to determine if further reading is required.</li> </ul> <p>Paratext elements include:</p> <ul style="list-style-type: none"> <li>bold type</li> <li>the illustrations</li> <li>the title</li> <li>the subtitles</li> <li>the glossary</li> <li>the table of contents</li> <li>the headings</li> <li>the back cover.</li> </ul> <p>The heading announces the subject of a subsection of the text.</p> <p>The back cover is the last outside page of a book, its verso.</p> <p>Strategies that support reading include:</p> <ul style="list-style-type: none"> <li>visualization</li> <li>the formulation of questions</li> <li>the use of prior knowledge</li> <li>the use of personal experiences in French and English</li> <li>recall</li> <li>reference to the context</li> <li>proofreading</li> <li>understanding management</li> <li>identifying the organization of main and secondary ideas</li> </ul>	<p>Explicit and implicit cues, contextual information, and selective use of strategies allow for deep understanding of the text.</p>	<p>Synthesize digital and non-digital literary and current texts with grade-appropriate content.</p> <p>Practice comprehension management by selecting strategies that support comprehension of texts of various genres.</p> <p>Explain the links between the elements of the paratext and the genre of the text.</p> <p>Use relationship markers to understand connections between words or ideas in written texts.</p> <p>Determine if further reading of the text is necessary after reviewing the text and paratext.</p> <p>Explain how certain elements of the context facilitate understanding of the text.</p> <p>Implement a process to repair a comprehension break when reading a text.</p> <p>Identify clues that enable inferences to be made to support comprehension of texts.</p>

	Grade 5			Grade 6		
	<p>The overview of the text and the paratext allows the reader to make the connection between his or her reading intention and the requirements of the text.</p> <p>Strategies that support reading include:</p> <ul style="list-style-type: none"> <li>• visualization</li> <li>• the formulation of questions</li> <li>• the use of prior knowledge</li> <li>• the use of personal experiences in French and English</li> <li>• recall</li> <li>• reference to the context</li> <li>• proofreading</li> <li>• identifying the organization of main and secondary ideas</li> <li>• monitoring of its understanding</li> <li>• note-taking.</li> </ul> <p>Context contributes to understanding and includes:</p> <ul style="list-style-type: none"> <li>• the circumstances of time and place</li> <li>• the characters</li> <li>• the intention of communication</li> <li>• the target audience</li> <li>• the year of publication</li> <li>• information about the author.</li> </ul> <p>Comprehension management includes:</p> <ul style="list-style-type: none"> <li>• follow the flow of ideas in the text.</li> <li>• become aware of a break in the coherence of the sequence of statements.</li> <li>• use strategies to restore a breakdown in understanding.</li> <li>• use strategies throughout to maintain and deepen reading comprehension.</li> </ul> <p>Secondary ideas in the text are often found in subheadings and in the main idea of paragraphs.</p>			<ul style="list-style-type: none"> <li>• monitoring of its understanding</li> <li>• note-taking.</li> </ul> <p>Context contributes to understanding and includes:</p> <ul style="list-style-type: none"> <li>• the circumstances of time and place</li> <li>• the characters</li> <li>• the intention of communication</li> <li>• the target audience</li> <li>• the year of publication</li> <li>• information about the author.</li> </ul> <p>Comprehension management includes:</p> <ul style="list-style-type: none"> <li>• follow the flow of ideas in the text.</li> <li>• become aware of a break in the coherence of the sequence of statements.</li> <li>• use strategies to restore a breakdown in understanding.</li> <li>• use strategies throughout to maintain and deepen reading comprehension.</li> </ul> <p>Being bilingual or multilingual can make the text easier to understand.</p> <p>An inference is a deduction made from elements implicit in the text.</p>		

	Grade 5			Grade 6		
	<p>Underlining, highlighting, and note-taking while reading help keep track of important ideas in a written text.</p> <p>An explicit element in a text is an idea or piece of information that is clearly and precisely stated.</p> <p>An implicit element in a text is an idea or piece of information that is implied and must be inferred through clues.</p>					
	<p>Reaction to the text is the stage in the reading process that allows for the identification, expression, and explanation of emotions and feelings about the text.</p> <p>Depending on the individual, the same text could elicit different reactions.</p> <p>Texts may contain cultural references and opinions.</p> <p>The presence of cultural references in texts can foster a sense of belonging.</p> <p>The feeling of belonging to the Francophonie is the attachment or identification with a community that shares a language and cultural references.</p> <p>The valorization of the French language is encouraged by the feeling of belonging to the Francophonie.</p> <p>Bilingualism or multilingualism promotes open-mindedness.</p>	<p>Responding to the text means making connections between elements of a French text, one's prior knowledge and personal experiences as a reader and as a French language learner.</p>	<p>Read, listen to, view, and respond to a variety of classic and contemporary texts from local, national, and international sources, including Francophone, First Nations, Métis, and <i>Inuit</i> texts.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Discuss the cultural references and opinions presented in texts, including French-language and First Nations, Métis, and <i>Inuit</i> texts.</p> <p>Describe the influence of experiences with a variety of French texts on language appreciation and feeling of belonging to the Francophonie.</p> <p>Describe opportunities to develop feelings of belonging to groups that are connected by language or culture.</p>	<p>The reaction to the text may take the form of a judgment about the text and the values it conveys.</p> <p>Reaction to the text may be shared but is unique to each individual and depends on his or her understanding of the text, personal experiences, perspective, and cultural background.</p> <p>A perspective is a way of perceiving things that can be influenced by experience.</p> <p>Bilingualism or multilingualism fosters understanding from diverse perspectives.</p> <p>Cultural background is the totality of an individual's knowledge about his or her culture.</p> <p>Texts from the French-speaking world and translated texts that contain cultural references from the French-speaking world contribute to the construction of the student's cultural baggage and to the promotion of the French language.</p>	<p>Sharing one's reactions to a text provides an opportunity to raise the quality and relevance of one's explanations and justifications.</p>	<p>Read, listen to, view, and respond to a variety of classic and contemporary texts from local, national, and international sources, including Francophone, First Nations, Métis, and <i>Inuit</i> texts.</p> <p>To develop a foundation of cultural literacy of the peoples and cultures that have shaped our society and the Francophonie through discussion of a variety of enduring traditional and classical works from local, national, and international sources.</p> <p>Describe the cultural references presented in texts, including Francophone and First Nations, Métis, and <i>Inuit</i> texts.</p> <p>Identify elements that may influence the perspective conveyed in a text.</p> <p>Identify connections between cultural referents found in texts and French immersion communities.</p>



	Grade 5			Grade 6		
	<p>The texts of the Francophonie come from Francophone transmitters from Alberta, Canada, and the world.</p> <p>The Francophonie is the group of people who speak and understand the French language.</p>			<p>Belonging is a feeling of identification and attachment to a group that shares a common interest or experience such as language and experiences.</p>		<p>Explain the influence of texts that contain cultural references to the Francophonie on the sense of belonging to the Francophonie.</p> <p>Recognize that belonging fosters an openness to language, diversity, and culture.</p>

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Reading Fluency:</b> The development of reading fluency promotes oral and written comprehension and expression.					
<b>Guiding question</b>	How can fluency contribute to the development of reading fluency?			How can fluency contribute to the development of proficient readers?		
<b>Learning outcome</b>	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.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>Prosody in reading includes:</p> <ul style="list-style-type: none"> <li>• breaks</li> <li>• intonation and</li> <li>• the rhythm</li> <li>• the link</li> <li>• the flow</li> <li>• the accent of insistence</li> </ul> <p>The flow corresponds to the speed of syllables in oral expression.</p> <p>Intonation in reading aloud includes the emphasis (or expressive).</p> <p>Self-correction of reading errors promotes comprehension.</p> <p>Repeated reading aloud promotes the regulation of word identification and prosody.</p>	<p>The development of fluency leads to a shift from monotonous reading to rhythmic and expressive reading marked by variations in intonation that contribute to comprehension.</p>	<p>Read texts of various genres fluently using the components of prosody.</p> <p>Realize emphasis in reading aloud.</p> <p>Adjust the speed and pace of reading for specific purposes.</p> <p>Practice adjusting the rate of speech to pronounce words multisyllabic when reading aloud.</p> <p>Monitor the reading process and, if necessary, correct mistakes and connections.</p>	<p>Prosody in reading includes:</p> <ul style="list-style-type: none"> <li>• breaks</li> <li>• intonation and</li> <li>• the rhythm</li> <li>• the link</li> <li>• the flow</li> <li>• the accent of insistence</li> <li>• the tonic accent</li> </ul> <p>An optimal reading experience involves the ability to read accurately and automatically by integrating components of prosody and self-correction.</p> <p>Intonation in reading aloud can include the accent emphasis (or expressive) and the tonic accent.</p>	<p>Reading fluency allows more cognitive resources to be allocated to understanding text and promotes an optimal reading experience.</p>	<p>Fluently read texts from a variety of genres using the components of prosody and monitoring.</p> <p>Use emphases that reflect understanding when reading aloud according to communication purpose.</p> <p>Adjust its flow to ensure accurate identification of words, the understanding of the text or the desired effect.</p>

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Writing:</b> Writing and creativity allow us to share ideas and information in a variety of contexts.					
<b>Guiding question</b>	How can text production be improved by organizing ideas?			How can the development of ideas enrich the text?		
<b>Learning outcome</b>	Students implement an orderly approach to organizing their ideas and putting them into text that meets the requirements of the desired text type.			Students will use an orderly process to organize their ideas and put them into text within the requirements of the chosen literary genre and linguistic conventions.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The steps in the writing process may vary depending on the genre of the text.</p> <p>Using a graphic organizer allows you to group your ideas into categories or arrange them in a particular order at the planning stage.</p> <p>A paragraph usually contains one main idea.</p> <p>The main idea of a paragraph is a sentence that summarizes important information.</p> <p>The details allow you to elaborate or clarify your ideas.</p> <p>A relationship marker is an invariable word that specifies the relationship between sentences or between elements in a sentence.</p> <p>Texting is the step of converting one's ideas into statements, taking into account their logical sequence, the grammar, spelling, and punctuation.</p> <p>The choice of descriptive words makes the text richer and more explicit.</p> <p>Editing ensures clarity of the text by checking:</p> <ul style="list-style-type: none"> <li>• choice of words</li> <li>• the development of ideas</li> <li>• the fluidity of the sentences</li> <li>• relevance of ideas and details</li> </ul>	<p>A writing process requires time, thought and effective management of writing strategies.</p>	<p>Apply the steps in the writing process that are necessary for the genre of the text.</p> <p>Produce texts in a variety of genres that contain sentences of varied construction with clear organization and formulation of ideas.</p> <p>Use back and forth movement between stages of the writing process as needed.</p> <p>Use graphic organizers throughout the writing process.</p> <p>Work on developing paragraphs to support the organization of ideas.</p> <p>Use relational markers that contribute to the flow of ideas and sentences.</p> <p>Make changes that improve the clarity of the text and add relevant details.</p> <p>Practice using sentence analysis and editing strategies and tools to make changes to text.</p> <p>Consider feedback to make changes to the text.</p> <p>Prepare the publication version of the text by adding visual or auditory elements as needed to capture and hold attention.</p>	<p>The choice and order of the steps in the writing process vary according to the genre of the text.</p> <p>The type of text influences the choice of the graphic organizer's form.</p> <p>A paragraph contains a main idea supported by secondary ideas.</p> <p>Secondary ideas complement the main idea of a paragraph by adding detail.</p> <p>Relevant details help to clarify ideas and make the text interesting.</p> <p>Relation markers are used to indicate different types of relationships between sentences or the elements of the sentence, for example a relationship of addition, cause, or order.</p> <p>Textual organizers are words or groups of words that demonstrate relationships between ideas in a text.</p> <p>Text organizers can be used to link paragraphs in a text.</p> <p>The choice of precise or descriptive words helps to make the text clearer, more precise, or more aesthetically pleasing.</p> <p>The writing process takes into account the literary genre in the sequence of ideas and the organization of the text.</p>	<p>A writing process requires critical thinking and effective management of writing strategies.</p>	<p>Adapt the steps of the writing process to the chosen genre of text.</p> <p>Produce texts in a variety of genres in which ideas, organization and development are clearly and logically represented.</p> <p>Use back and forth movement between stages of the writing process as needed.</p> <p>Select and use graphic organizers that meet their writing needs.</p> <p>Use relational markers that enhance the logical flow of ideas and clarity of the text.</p> <p>Write paragraphs that contain main and secondary ideas to provide relevant details about the topic.</p> <p>Make changes that improve the logical flow of ideas and the clarity of the text.</p> <p>Use sentence analysis, strategies, and editing tools to make changes to text.</p> <p>Solicit and consider feedback to make changes to their writing.</p> <p>Adopt an attractive and readable layout that respects the genre of the text.</p>

	Grade 5			Grade 6		
	<ul style="list-style-type: none"> <li>the sequence of ideas</li> <li>the organization of the text.</li> </ul> <p>Revision and correction steps can be carried out throughout the writing process using:</p> <ul style="list-style-type: none"> <li>his prior knowledge</li> <li>a correction grid.</li> <li>digital and non-digital reference tools</li> <li>feedback.</li> </ul> <p>Correction can be guided by syntactic manipulations, grammar, and spelling rules.</p> <p>The publication may include visual or audio elements to support its ideas.</p> <p>The layout includes:</p> <ul style="list-style-type: none"> <li>the color</li> <li>the titles</li> <li>the spaces</li> <li>illustrations or images</li> <li>the font of the letters.</li> </ul>			<p>Editing ensures clarity of the text by checking:</p> <ul style="list-style-type: none"> <li>choice of words</li> <li>the logical development of ideas</li> <li>the fluidity of the sentences</li> <li>Sufficiency and relevance of ideas and details</li> <li>the sequence of ideas</li> <li>the organization of the text</li> <li>the use of relationship markers and textual organizers.</li> </ul> <p>Revision and correction steps can be carried out throughout the writing process using :</p> <ul style="list-style-type: none"> <li>his prior knowledge</li> <li>a correction grid.</li> <li>digital and non-digital reference tools</li> <li>feedback.</li> </ul> <p>Correction can be guided by syntactic manipulations, grammar, and spelling rules.</p>		
	<p>Training and perseverance are important factors in achieving the goals we set for ourselves.</p> <p>Perseverance overcomes challenges and achieves language goals.</p> <p>Learning French allows one to develop common characteristics with other immersion learners.</p> <p>French is one of Canada's two official languages and allows us to connect with more Canadians.</p>	<p>Sharing a final product provides an opportunity to see and celebrate the achievement of goals.</p>	<p>Use a variety of ways to share the final product of text production.</p> <p>Describe the role of persistence and practice in overcoming challenges and achieving goals in text production.</p> <p>Describe the effects of achieving language goals on development and self-definition.</p>	<p>The development of language skills and potential is a demonstration of courage and perseverance in the pursuit of personal goals.</p> <p>Learning more than one language is an accomplishment that offers cognitive benefits.</p> <p>Being bilingual or multilingual is an asset that is common among some Canadians.</p>	<p>The presentation of the texts is an opportunity to highlight perseverance and personal achievements.</p>	<p>Use a variety of ways to share the final product of text production.</p> <p>Valuing personal and peer language development, courage, and perseverance.</p> <p>Valuing the benefits of developing your potential as a bilingual or multilingual learner.</p>

	Grade 5			Grade 6		
	<p>Sound effects and images can be created in the texts by using :</p> <ul style="list-style-type: none"> <li>• the rhyme</li> <li>• alliteration</li> <li>• the onomatopoeia.</li> </ul> <p>A figure of speech is a way of creating effects and expressing an idea in a graphic way in texts.</p> <p>Comparison is a figure of speech that consists of describing the similarities or differences between two or more elements in a text.</p>	<p>Sound effects and images created by various means can be used to produce effects in texts.</p>	<p>Use rhyme in text production.</p> <p>Practice using alliteration in text production.</p> <p>Use onomatopoeia in text production.</p> <p>Practice making comparisons.</p>	<p>Sound effects can be created in the texts by using :</p> <ul style="list-style-type: none"> <li>• the rhyme</li> <li>• alliteration</li> <li>• the onomatopoeia</li> <li>• assonance.</li> </ul> <p>Assonance is a sound game that consists of repeating a vowel sound.</p> <p>Alliteration and assonance are also figures of speech.</p> <p>Rhyme affects the rhythm of a poem, song, or rhyme, but not necessarily the meaning.</p>	<p>The choice of figures of speech depends on the communication intention and the desired effect.</p>	<p>Exploit rhyme in text production.</p> <p>Use alliteration in text production.</p> <p>Use onomatopoeia in text production.</p> <p>Practice using comparison in text production.</p> <p>Practice using assonance in text production.</p>
	<p>A fact is a piece of information just recognized as true and can be verified.</p> <p>An opinion is an expression of what an individual or group thinks about a subject or a fact.</p> <p>Copyright is what allows us to respect the work of people who create texts or works.</p> <p>The respect of the copyright requires that the words used in the production of the texts be used in their own words.</p>	<p>Information retrieval helps to distinguish facts from opinions and to assess the relevance of information.</p>	<p>Identify what determines whether information is fact or opinion.</p> <p>Sort and record true and relevant information from multiple sources.</p> <p>Evaluate the usefulness of the information in relation to the research question of the project.</p> <p>Rephrase information in own words.</p> <p>List the sources used according to simple pre-established criteria.</p> <p>Analyze connections between new knowledge and their overall understanding of a topic.</p>	<p>The validity of information is linked to its veracity, its relevance, and the source from which it comes.</p> <p>The relevance of information can vary according to its usefulness in relation to the subject and its situation in time.</p> <p>Copyright can be enforced by:</p> <ul style="list-style-type: none"> <li>• the development of the list of sources</li> <li>• paraphrase</li> <li>• permission of the author.</li> </ul> <p>Paraphrasing is a way of respecting copyright and consists of using the words of an author.</p>	<p>The validity of the information in a text makes it more credible.</p>	<p>Distinguish between fact and opinion.</p> <p>Use information responsibly by identifying sources according to simple pre-established criteria.</p> <p>Practice rephrasing the information retained while preserving the meaning.</p> <p>Explain the validity of the information selected.</p> <p>Integrate relevant new information with current knowledge and understanding.</p>

	Grade 5			Grade 6		
<b>Organizing idea</b>	<b>Grammar:</b> Understanding and applying grammar promotes effective understanding and expression of ideas in speaking and writing.					
<b>Guiding question</b>	How can grammar improve oral and written communication?			How can grammar facilitate oral and written comprehension and expression?		
<b>Learning outcome</b>	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 forming varied and transformed sentences to communicate in a variety of contexts, both oral and written.		
	Knowledge	Understanding	Skills and procedures	Knowledge	Understanding	Skills and procedures
	<p>The nominal group and the verbal group are syntactic groups.</p> <p>The analysis of the sentence is done with the help of:</p> <ul style="list-style-type: none"> <li>the classification of words and syntactic groups</li> <li>sentence construction processes</li> <li>analysis tools.</li> </ul> <p>The order of the constituents of the transformed sentence may vary.</p> <p>Sentence complements provide details about the time, place, or circumstances specific to the message of the sentence.</p> <p>Syntactic manipulations are actions performed on words or groups of words to transform and analyze the basic sentence.</p> <p>Syntactic manipulations to parse the sentence include:</p> <ul style="list-style-type: none"> <li>deletion</li> <li>the move</li> <li>replacement</li> <li>the bill.</li> </ul> <p>Replacement consists of substituting a word or a group of words from the basic sentence for another word or group of words.</p> <p>Replacement is used to determine the function of a word or group of words in the basic sentence.</p>	<p>Grammar is used to interpret and produce sentences in texts.</p>	<p>Construct sentences of various forms and types that contain complements to express themselves in a variety of communication situations.</p> <p>Distinguish between the basic sentence and the transformed sentence.</p> <p>Identify the placement of the three constituents in simple transformed sentences with varying complement placement.</p> <p>Use words that add time, place, or circumstance to the basic sentence to include sentence complements.</p> <p>Identify the three sentence constituents of various forms and types and check their syntactic function using deletion, displacement, replacement, and addition.</p> <p>Describe the effect of adding and replacing words or groups of words on sentence meaning.</p> <p>Describe the placement of three constituents of the transformed imperative sentence.</p> <p>Transform basic sentences into imperative type sentences.</p> <p>Verbalize similarities and differences in sentence formation in French and English.</p>	<p>The analysis of the sentence is done with the help of:</p> <ul style="list-style-type: none"> <li>the classification of words and syntactic groups</li> <li>sentence construction processes</li> <li>analysis tools.</li> </ul> <p>Syntactic manipulations include:</p> <ul style="list-style-type: none"> <li>deletion</li> <li>the move</li> <li>replacement</li> <li>the bill</li> <li>management.</li> </ul> <p>Framing consists of framing a group of words with "It's... who" to determine the subject.</p> <p>Framing consists of framing a group of words with "do not..." to determine the verb.</p> <p>The direct complement is a word or group of words that is part of the verbal group and answers "who?" or "what?" after the verb.</p> <p>The imperative sentence is built from an imperative verb and has no subject.</p> <p>A screen word is a word that occurs between the subject and the predicate in a sentence.</p> <p>Syntax deals with all the rules related to the construction of a sentence and its constituents.</p>	<p>Grammar provides a framework to guide the analysis, interpretation, and production of sentences in texts.</p>	<p>Construct sentences of various constructions to express themselves in various communication situations.</p> <p>Describe the three components of the basic sentence and the transformed sentence of the interrogative, exclamatory or imperative type in positive or negative form.</p> <p>Identify the three constituents of the sentence of various forms and types and verify their syntactic function using deletion and displacement, replacement and addition.</p> <p>Describe the effect of framing words and word groups on sentence meaning.</p> <p>Use syntactic manipulations to check the construction of transformed sentences.</p> <p>Locate the three constituents in transformed sentences in which the order of the constituents varies.</p> <p>Transform basic sentences into imperative type sentences.</p> <p>Locate the subject in sentences containing a screen word between the subject and the predicate.</p> <p>Learn to identify graphic sentences that contain more than one syntactic phrase.</p>

	Grade 5			Grade 6		
	<p>The addition consists of adding a word or a group of words in the basic sentence.</p> <p>Addition can be used to determine the class of a word.</p> <p>The imperative sentence ends with a period or an exclamation mark and is used to formulate :</p> <ul style="list-style-type: none"> <li>• an order</li> <li>• an advice</li> <li>• a ban</li> <li>• a request.</li> </ul>			<p>A graphic sentence is a sentence that begins with a capital letter and ends with a final punctuation.</p> <p>A syntactic sentence is a unit of meaning that is found within a graphic sentence.</p> <p>A graphic sentence can contain one or more syntactic sentences linked by a word or a punctuation mark.</p>		<p>Recognize frequent syntactic borrowings that do not follow the rules of French syntax.</p>
	<p>Punctuation marks include:</p> <ul style="list-style-type: none"> <li>• the point</li> <li>• the question mark.</li> <li>• the exclamation mark.</li> <li>• the comma</li> <li>• the dash</li> <li>• suspension points</li> <li>• the brackets.</li> </ul> <p>The comma can be used to separate sentence constituents.</p> <p>The dash indicates a dialogue and a change of speaker in a written text.</p> <p>Ellipses are three successive dots that can mark an incomplete sentence.</p> <p>The brackets frame additional information.</p> <p>The apostrophe marks the elision of the final vowel of the words "de", "me", "te" and "se" in front of a word that begins with a vowel or a silent "h".</p>	<p>Punctuation is used to order words, groups of words, phrases, and constituents in a sentence.</p>	<p>Describe the position of the comma in a transformed sentence.</p> <p>Explain the role of the comma in an enumeration.</p> <p>Describe the use and role of dashes, ellipses, and parentheses in written texts.</p> <p>Explain the elision rule of the final vowel of the words "de", "me", "te" and "se" in front of a word that begins with a vowel or a silent "h".</p> <p>Verbalize similarities and the differences in the use of punctuation in French and English.</p>	<p>Punctuation marks include:</p> <ul style="list-style-type: none"> <li>• the point</li> <li>• the question mark.</li> <li>• the exclamation mark.</li> <li>• the comma</li> <li>• the dash</li> <li>• suspension points</li> <li>• the brackets</li> <li>• colons.</li> </ul> <p>A colon introduces an enumeration, a quotation or an explanation.</p> <p>The dashes following the colon indicate a vertical enumeration.</p> <p>The apostrophe marks the elision of the final vowel of pronouns "l", "me", "se", "te" and "ce" is used before verbs beginning with a vowel or a silent "h".</p> <p>The apostrophe marks the deletion of certain letters or syllables in order to imitate the spoken language, it is then the familiar elision.</p>	<p>Punctuation is a set of visual signs of organization within sentences and written texts.</p>	<p>Explain the position of the comma in the transformed sentence.</p> <p>Practice using the dash, ellipses and parentheses in texts.</p> <p>Describe the use of colons in texts.</p> <p>Explain the rule for elision of the final vowel of "l" pronouns, "me", "se", "te" and "ce" before verbs beginning with a vowel or a silent "h".</p> <p>Explain the use of colloquial elision in texts.</p> <p>Memorize the similarities and differences in the use of punctuation in French and English.</p>
	<p>There are two main categories of word classes:</p> <ul style="list-style-type: none"> <li>• variable words that change form according to gender and number</li> <li>• invariable words that are always written in the same way.</li> </ul>	<p>The rules of agreement remain the same for the different types and forms of sentences.</p>	<p>Identify the class of a variable word in the context of a sentence using syntactic manipulations.</p> <p>Identify relationship markers and textual markers in a variety of sentences.</p>	<p>The variable word classes include:</p> <ul style="list-style-type: none"> <li>• the determinant</li> <li>• the name</li> <li>• the adjective</li> <li>• the verb</li> <li>• the pronoun.</li> </ul>	<p>Respecting conventions in speaking and writing promotes mutual understanding.</p>	<p>Justify whether a word belongs to a variable word class in the context of a sentence.</p> <p>Distinguish between variable and invariable words in sentences.</p>

	Grade 5		Grade 6				
	<p>The identification of word classes and their function in the sentence is facilitated by the use of syntactic manipulations.</p> <p>The variable word classes include:</p> <ul style="list-style-type: none"> <li>• the determinant</li> <li>• the name</li> <li>• the adjective</li> <li>• the verb</li> <li>• the pronoun.</li> </ul> <p>Relation markers and textual organizers are invariable words.</p> <p>Possessive determiners agree with the noun and vary according to the "possessor".</p> <p>Possessive determiners indicate possession and may include:</p> <ul style="list-style-type: none"> <li>• <i>my</i></li> <li>• <i>my</i></li> <li>• <i>my</i></li> <li>• <i>its</i></li> <li>• <i>its</i></li> <li>• <i>se</i>.</li> </ul> <p>The possessive determiners <i>our</i>, <i>your</i>, <i>their</i> are determiners that denote the singular.</p> <p>The possessive determiners <i>nos</i>, <i>vos</i>, <i>leurs</i> denote the plural.</p> <p>Personal pronouns can replace nouns in the nominal group.</p>		<p>Explain the choice of pronoun used to replace a noun in a sentence, including the personal pronoun <i>on</i>.</p> <p>Identify the marks of agreement, in gender and in number, of the common noun with its determiner.</p> <p>Identify the marks of agreement, in gender and in number, of the adjective with the noun.</p> <p>Explain the agreement rule for adding the <i>x</i> to <i>the</i> end of certain nouns and adjectives in the plural.</p> <p>Explain the rule for nouns and adjectives that end in <i>s</i>, <i>x</i>, or <i>z</i>.</p> <p>Identify exceptions in word agreement as they occur in context.</p> <p>Explain the use of demonstrative and possessive determiners.</p> <p>Use tricks to remember the gender of words in French.</p> <p>Use clues such as the determiner and reference tools to check the gender or membership of a word class.</p> <p>Describe the transformation of words into the plural in <i>au</i>, <i>water</i>, <i>eu</i> and some words in <i>or</i>.</p> <p>Describe the feminine transformation of the words <i>eur</i>, <i>teur</i> and <i>eux</i>.</p>	<p>The conjunction is an invariable word that is used to join words, groups of words or syntactic sentences.</p> <p>Relation markers and textual organizers are invariable words.</p> <p>The conjunction cannot be deleted from the sentence.</p> <p>Personal pronouns can replace nouns in the nominal group, respecting gender, and number to avoid repetition.</p> <p>Most nouns and adjectives ending in <i>al</i> and <i>garlic</i> in the singular, end in <i>aux</i> in the plural.</p> <p>The <i>er</i>, <i>eau</i> and <i>f</i> endings of masculine words are transformed into <i>ère</i>, <i>elle</i> and <i>ve</i> in the feminine.</p>			<p>Explain that relationship markers are invariable words.</p> <p>Justify the replacement of subject noun phrases with corresponding personal pronouns.</p> <p>Describe the role of conjunctions in various sentences.</p> <p>Explain the rules of regular agreement, in gender and number, of the common noun with its determiner.</p> <p>Explain the gender and number of demonstrative and possessive determiners.</p> <p>Describe the agreement of nouns and adjectives ending in <i>al</i>, and <i>ail</i>.</p> <p>To develop automatisms in the agreement of nouns and adjectives that change into the feminine or plural.</p> <p>Use clues such as the determiner and reference tools to check the gender or membership of a word class.</p> <p>Know the gender of an increasing number of words in French.</p> <p>Identify exceptions in word agreement as they occur in context.</p>
	<p>The radical of regular verbs does not change during conjugation.</p> <p>The endings of regular verbs follow the same regularities in the conjugation.</p>	<p>The agreement of the verb indicates its relationship to the number and person of the subject as well as its relationship to time.</p>	<p>Check the consistency of the stem in the conjugation of regular verbs.</p> <p>Describe the change of the stem in the conjugation of some irregular verbs.</p>	<p>The mode indicates how the action or state is presented.</p> <p>Modes are used to categorize verb tenses.</p>	<p>Verb agreement facilitates clear communication.</p>	<p>Identify the change of the stem in the conjugation of some irregular verbs.</p> <p>Recognize the past participle of verbs under study that use the auxiliaries "to have" and "to be".</p>	



	Grade 5		Grade 6	
	<p>Most verbs that end in <i>er</i> in the infinitive are regular.</p> <p>The most common irregular verbs include "have", "be", "say", "go", "do", "can", "see", "come", "want" and "must".</p> <p>The verb in the past tense expresses an action or state that took place in the past.</p> <p>The past tense is a compound tense, formed by an auxiliary.</p> <p>The word "have" or "be" is followed by a past participle.</p> <p>The past participle of regular verbs ends in <i>-é</i>.</p> <p>The past participle of irregular verbs ends in <i>-i</i>, <i>-u</i>, <i>-s</i>, or <i>-t</i>.</p> <p>The verb in the imperfect tense expresses an action or state that has already taken place, but which can still take place.</p> <p>The imperfect tense is a simple tense, made up of a single verb.</p>	<p>Experiment, in context, with the conjugation of the most frequent regular verbs in the present tense when the subject pronoun or nominal group precedes them immediately.</p> <p>To experiment, in context, with the conjugation of irregular verbs "have", "be", "say" and "go" in the present tense, the word "go" is used when the subject pronoun or noun phrase immediately precedes it.</p> <p>Practice the regularities in the conjugation of the most frequent regular verbs in the past tense.</p> <p>Memorize the oral and written conjugation of irregular verbs "say" and "go" in the present and past tense of the indicative.</p> <p>Identify the conjugation regularities, in oral and written form, of the most frequent regular verbs in the imperfect tense of the indicative.</p> <p>To become aware of the oral and written conjugation of irregular verbs "to do", "can", "see", "come", "You can use the words "to want" and "to have" in the present, the past tense and the imperfect tense of the indicative.</p> <p>Distinguish the past participle and the auxiliary of the most frequent regular and irregular verbs in the compound past tense.</p> <p>Use model verbs as needed to determine or check verb conjugation.</p> <p>Use numeric and non-numeric tools as needed to determine or verify the conjugation.</p>	<p>The infinitive mode presents the nominal form of the verb and the verb is not conjugated.</p> <p>The indicative mode makes it possible to affirm something real that can be situated in time.</p> <p>The indicative mode may include:</p> <ul style="list-style-type: none"> <li>• the present</li> <li>• the past perfect</li> <li>• the imperfect tense</li> <li>• the near future.</li> </ul> <p>Most verbs that end in <i>er</i> in the infinitive are regular.</p> <p>The most common irregular verbs include "have", "be", "say", "go", "do", "can", "see", "come", "want" and "must".</p> <p>The verb conjugated in a compound tense is made up of a conjugation auxiliary ("to have" or "be") and the past participle of the verb.</p> <p>The past participle used with the auxiliary to be agrees in gender and number with the subject of the verb.</p> <p>The past tense is a compound tense, formed by an auxiliary.</p> <p>The word "have" or "be" is followed by a past participle.</p> <p>The near future is a compound tense made up of the verb to go in the present tense followed by a verb in the infinitive. It is mostly used in oral speech or in a rather familiar speech.</p> <p>The imperfect tense is a simple tense that expresses an action or state that has already taken place, but that can still take place.</p>	<p>Name the past participle of verbs that use the auxiliaries "have" and "be".</p> <p>Describe the agreement of the past participle with the auxiliary "to be" and the subject.</p> <p>Use, in context, the conjugation of the most frequent regular verbs in the present tense when the subject pronoun or noun phrase immediately precedes them.</p> <p>Use, in context, the conjugation of irregular verbs "have", "be", "say".</p> <p>In the present tense, the word "go" is used when the subject pronoun or noun phrase immediately precedes it.</p> <p>Memorize the conjugation of the most frequent regular verbs in the imperfect tense.</p> <p>Practice using the regularities in the conjugation of the most frequent regular verbs in the past tense and the imperfect tense of the indicative.</p> <p>Identify the conjugation of regular verbs in the near future.</p> <p>Observe the conjugation of the most frequent irregular verbs in the near future.</p> <p>Use model verbs as needed to determine or check verb conjugation.</p> <p>Use numeric and non-numeric tools as needed to determine or verify the conjugation.</p>