

The Ontario Curriculum

French As a Second Language

Extended French

Grades 4-8

French Immersion

Grades 1-8



FSL

Contents

Introduction	3
Achievement Levels	9
Strands in the Extended French and French Immersion Curriculum	11
Extended French, Grades 4-8	15
French Immersion, Grades 1-8	31
Explanatory Notes	56

Introduction

The ability to communicate in French is a valuable skill, because French is one of Canada's two official languages and because it is a language used widely around the world.

Research confirms that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning and problem-solving skills, as well as creative-thinking skills. Learning a second language not only strengthens students' ability to communicate, but also develops their capacity to understand and respect other cultures. In this way, second-language learning prepares students to participate more effectively in the workplace and in the global economy, and provides them with a distinct advantage in a number of careers, both in Canada and internationally.

The Purpose of The Ontario Curriculum: French As a Second Language – Extended French, Grades 4–8; French Immersion, Grades 1–8, 2001

The purpose of this document is to set out the minimum expectations that students are required to achieve in French as a second language in the context of Extended French or French Immersion programs offered at the elementary level. The document outlines the required knowledge and skills for each grade from Grade 4 to Grade 8 in an Extended French program and for each grade from Grade 1 to Grade 8 in a French Immersion program.¹

This document replaces the sections of *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that pertain to Extended French and French Immersion programs. All Extended French and French Immersion programs will be based on the curriculum expectations for French as a second language outlined in this document.

The Aims of Extended French and French Immersion Programs

The principal aim of the Extended French and French Immersion programs is to provide students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy. Although the two programs are designed to help students achieve different levels of proficiency in French through instruction at different levels of intensity, both aim to develop strong fundamental skills in oral communication (listening and speaking), reading, and writing. Both aim as well to provide students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction.

1. School boards may choose to start an Extended French or French Immersion program at a different grade level. If they do so, they must ensure that the policy and program requirements described on pages 4–5 are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations in French as a second language outlined in this document for the relevant program.

The elementary school curriculum for Extended French and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.² The expectations that form the basis of the secondary school curriculum build on the knowledge and skills that students acquire in their elementary programs.

Policy and Program Requirements for Extended French and French Immersion Programs

Extended French and French Immersion are French-as-a-second-language (FSL) programs in which French is not only taught as a subject but also serves as the language of instruction in other subjects. The provision of an Extended French and/or a French Immersion program is optional; where such a program is offered, students may enrol in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools.

In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in Extended French or French Immersion, they must be given the opportunity to continue in an uninterrupted program to Grade 8.

French Immersion Programs

In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Immersion programs must provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8.

It has been shown that a student's level of proficiency in French increases with the number of accumulated hours of instruction in French. Many French Immersion programs thus exceed the minimum requirement of 3800 hours of French instructional time. An immersion program starting in Grade 1 generally provides instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English language arts.³ Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.

Extended French Programs

In an Extended French program, French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every grade level of the program. Extended French programs must include the study of French as a second language and the study of at least one other subject taught in French. That subject must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics,

2. Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied French in extended or immersion programs at the elementary level should be considered for advanced placement in the Core French program.

3. Students who start their study of English in Grade 3 or 4 will be expected to achieve the curriculum expectations outlined in *The Ontario Curriculum, Grades 1–8: Language, 1997* between Grade 3 or 4 and Grade 8.

science and technology, and health and physical education. Extended French programs must provide a *minimum* of 1260 hours of instruction in French by the end of Grade 8.

The expectations outlined in this document are designed for a five-year program, starting in Grade 4, that meets the provincial requirements of a minimum of 1260 hours of instructional time in French by Grade 8 and a minimum of 25 per cent of instructional time in French at each grade level.

The Teaching of Other Subjects in French

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that programs in these subjects may need to be adapted to meet the needs of students who are learning in a second language.

The Role of Parents⁴

Studies show that students perform better in school if their parents are involved in their education. Even if they do not speak or understand French, parents still have an important role to play in supporting their child's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This awareness will enable parents to discuss their children's work with them, communicate with teachers, interpret their children's report cards, and work with teachers to improve their children's learning.

There are many other ways in which parents can express their interest in their children's education. Participating in parent conferences, working on the school council, and encouraging children to complete assignments at home and to pursue opportunities outside the classroom to extend their skills in French are just a few examples.

The Role of Teachers and Students

Teachers and students have complementary responsibilities. Teachers are responsible for developing a range of instructional strategies based on sound learning theory. They will use their professional judgement in deciding which instructional methods will best foster the learning described in the expectations outlined in this document. Their decisions should be based on the needs of students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards the subject under study and towards learning in general. Good teachers know that they must persevere and make every reasonable attempt to ensure sound learning for every student.

Students also have responsibilities, which increase as they advance through elementary and secondary school. Good students have learned that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that good programs can foster. Some young people face extra challenges and may be growing up in environments that provide little or no support. For these students, taking responsibility for learning may be more difficult, and the patience and encouragement of sensitive teachers may be an extremely important factor for success. Nonetheless, learning to take responsibility for one's progress and achievement is an important part of education for every student.

4. Throughout this document, *parents* refers to both parent(s) and guardian(s).

Curriculum Expectations and Achievement Levels

The Ontario curriculum for French as a second language in Extended French and French Immersion programs comprises two elements: curriculum expectations and achievement levels. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed.

Two sets of expectations are listed for each grade. The *overall expectations* describe in general terms the knowledge and skills that students are expected to achieve in all *strands*, or broad areas of the curriculum, by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. (A list of the language structures that students must learn accompanies the overall and specific expectations for every grade.)

The specific expectations are organized by strand – Oral Communication, Reading, and Writing – and then under subheadings. This organization is not meant to imply that the expectations in one strand or group are achieved independently of the expectations in the other strands or groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

The achievement levels are brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. These levels will be used by teachers to assess students' learning. (Letter grades and percentage marks are used to report student achievement on the report card.) The achievement levels for Extended French and French Immersion programs focus on four categories of skills: communication skills, comprehension skills, skills in organizing ideas, and skills related to the application of language conventions (vocabulary, spelling, grammar, punctuation). Teachers can use the achievement levels in discussions with parents and students to explain what is required of students to achieve the expectations set for their grade. Level 3, which is the “provincial standard”, identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work in the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that exceeds the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade; it indicates that the student demonstrates a greater command of the required knowledge and skills than a student achieving at level 3.

Planning Student Programs

In planning Extended French and French Immersion programs, teachers should aim to help students acquire varied and correct language through instruction combined with interesting and purposeful activities in reading, writing, and the use of oral language. Because the various language functions are interdependent, teachers will plan activities that blend material from the different strands. Students will talk about a topic before writing about it, for example, or

listen to presentations to supplement their reading, or examine media materials before participating in group discussions. Teachers will also emphasize the importance of language skills in the course of instruction in other subjects. They will plan programs that enable students to broaden their knowledge and skills by combining the study of language with the study of other subjects.

Effective communication should be the focus of instruction in extended and immersion programs. Teachers will involve students in language activities that emphasize communication, such as reading and discussing one another's stories, writing letters to real people, and making oral presentations. They will encourage communication within the classroom by providing opportunities for students to interact with one another individually, as well as through small- and large-group assignments.

Students' ability to communicate effectively will depend on their ability to grasp ideas and information conveyed through print materials and to produce clear, coherent written work. Teachers must therefore provide instruction and practice in reading for comprehension. They must also teach essential and specific aspects of grammar, spelling, and punctuation, making sure to include the skills identified in the expectations for each grade. Students should be made aware that these skills are learned because they make clarity and precision in writing possible, and that applying these skills in editing their writing is of primary importance.

Reading activities should be designed to help students become receptive to new ideas. Choosing appropriate literature is an important part of the teacher's role. Teachers will assign reading that challenges students and that is appropriate to their level of proficiency in French. They will also assist students in making interesting choices for their own reading.

Finally, teachers will help students – particularly students in Grades 7 and 8 – understand that second-language skills are important in many careers and can improve their chances for future employment.

Extended French and French Immersion for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. A regulation made under the Education Act requires that school boards establish a committee, called an Identification, Placement, and Review Committee (IPRC), to identify and place exceptional students. When an IPRC identifies a student as exceptional, it must, in its statement of decision, provide a description of the student's strengths and needs and a decision on appropriate placement for the student. The IPRC can also make recommendations for suitable education programs and services.

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC.) An IEP describes the student's educational program, which is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given.

Achievement Levels

The chart that follows identifies four categories of knowledge and skills: communication, comprehension, organization of ideas, and application of language conventions. For each of these categories, there are four levels of achievement. The chart provides a brief description of each level of achievement, on which teachers will base their assessment of students' work.

The descriptions in the achievement chart are meant to be used to assess each student's achievement of the expectations outlined in this document for each grade and strand. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation or group of expectations, within the appropriate category (or categories) of knowledge and skills. For example, one of the expectations in Writing for Grade 3 French Immersion is that students will "organize information into short paragraphs that contain a main idea and related details". If the student "communicates information and ideas with some clarity" (see the achievement chart, under Communication), the student's achievement of that expectation would be assessed at level 2 in the category of communication. However, if the student "organizes ideas with considerable effectiveness" (see the achievement chart, under Organization of Ideas), his or her achievement would be assessed at level 3 in the category of organization of ideas.

The characteristics of student achievement described in the chart for level 3 represent achievement that is considered to be the standard for each grade. A student's work at level 3 in all categories, in any grade, may be described in general terms as follows:

When speaking, reading, and writing in French, the student demonstrates considerable knowledge of the required forms, structures, and vocabulary. He or she communicates information and ideas clearly and, in speaking French, generally uses correct pronunciation and intonation. The student demonstrates considerable understanding of the main ideas and details in the materials he or she reads and has a good understanding of spoken French. He or she organizes ideas effectively and applies the language conventions studied with considerable accuracy and effectiveness in both familiar and new contexts.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work at different levels for the information of parents.

Achievement Levels: FSL in Extended French and French Immersion Programs

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Communication	The student:			
	– demonstrates limited knowledge of required forms, structures, and vocabulary	– demonstrates some knowledge of required forms, structures, and vocabulary	– demonstrates considerable knowledge of required forms, structures, and vocabulary	– demonstrates thorough knowledge of required forms, structures, and vocabulary
	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
(oral communication only)	– communicates with limited accuracy in pronunciation and intonation	– communicates with some accuracy in pronunciation and intonation	– communicates with considerable accuracy in pronunciation and intonation	– communicates with a high degree of accuracy in pronunciation and intonation
Comprehension	The student:			
(understanding of materials read)	– demonstrates limited understanding of the main ideas and details	– demonstrates some understanding of the main ideas and details	– demonstrates considerable understanding of the main ideas and details	– demonstrates thorough understanding of the main ideas and details
(understanding of spoken language)	– demonstrates limited understanding of spoken French	– demonstrates some understanding of spoken French	– demonstrates considerable understanding of spoken French	– demonstrates a high degree of understanding of spoken French
Organization of ideas	The student:			
	– organizes ideas with limited effectiveness	– organizes ideas with some effectiveness	– organizes ideas with considerable effectiveness	– organizes ideas with a high degree of effectiveness
Application of language conventions (vocabulary, spelling, grammar, punctuation)	The student:			
	– applies required conventions in familiar contexts with limited accuracy and effectiveness	– applies required conventions in familiar contexts with some accuracy and effectiveness	– applies required conventions in familiar contexts with considerable accuracy and effectiveness	– applies required conventions in familiar contexts with a high degree of accuracy and effectiveness
	– uses French in new contexts with limited accuracy and effectiveness	– uses French in new contexts with some accuracy and effectiveness	– uses French in new contexts with considerable accuracy and effectiveness	– uses French in new contexts with a high degree of accuracy and effectiveness

Note: This chart does not include criteria for assessing student performance that falls below level 1. Teachers should refer to the *Guide to the Provincial Report Card, Grades 1–8, 1998* when reporting on the achievement of students who have not demonstrated the knowledge and skills outlined for level 1.

Strands in the Extended French and French Immersion Curriculum

The expectations for French as a second language in Extended French and French Immersion programs are organized into three strands that correspond to the three main areas of language use: oral communication; reading; and writing. All the knowledge and skills outlined in the expectations are mandatory. The programs in all grades are designed to develop a range of essential skills in reading, writing, and oral language, providing students with a solid foundation in spelling and grammar; the ability to comprehend what they read in a range of different kinds of texts; an appreciation of literature and the ability to interpret and respond to it; and the ability to use oral language accurately and effectively.

Students in extended and immersion programs will have many opportunities, in their study of other subjects taught in French, to apply the knowledge and practise and refine the skills they acquire through achievement of the FSL expectations in all three strands.

Oral Communication

In the FSL curriculum, there must be a strong emphasis on helping students develop the oral communication skills they need to interact effectively with others and to express themselves clearly and with confidence in both familiar and new contexts. The development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations, these skills should be developed together in the classroom.

Students should have an adequate “listening period” before they are expected to communicate in French. They should develop strategies – such as observing facial expressions and body language, listening to intonation, using clues from context, and thinking of familiar words – to deduce the meaning of new words and to make sense of spoken language.

The program should include numerous activities that allow students to use French for real purposes and in real situations; for example, students should have opportunities to:

- listen to French (both live and recorded) spoken by people of different ages, by people speaking in different accents, and by people speaking at different rates of speed;
- discuss subject matter under study, reading materials, and personal concerns and interests;
- prepare and give oral presentations;
- participate in dramatizations and simulations;
- conduct surveys and interviews.

Reading

In reading, the FSL curriculum focuses on developing the skills that will enable students to become effective readers of French texts. An effective reader is one who not only grasps the essential ideas communicated in a piece of writing, but who is able to use and apply these ideas later in new contexts. Students must, therefore, develop the skills needed to process, analyse, and absorb information and to think clearly, creatively, and critically. They must also develop a rich and varied French vocabulary and read a wide variety of materials that illustrate the many uses of writing.

Important as they are, reading for information and reading for learning are not the only activities that should be emphasized as students develop their reading skills in French. A well-balanced reading program will provide students with many opportunities to read for pleasure and for self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed.

Reading is a complex process – and all the more complex in a second language – because it involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one’s store of knowledge and experience. It also involves using various strategies and methods to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear or looking up unfamiliar words in a dictionary. In order to become independent and fluent readers, especially in a second language, students need to read frequently and to develop the skills used in reading for different purposes. Some essential aspects of the reading process are outlined below.

Students will:

- read for particular purposes, some determined by the teacher and some by the student (e.g., for information, enjoyment, practice, vocabulary building);
- examine a piece of writing or a publication in preparation for reading (e.g., look at the cover, title, pictures; scan the table of contents and the index, and flip through the pages to find out something about its content and purpose);
- use a range of reading strategies to understand what they read (e.g., use previous knowledge and experience of the topic and vocabulary; use familiar words and the context to understand unfamiliar words; reread; predict what may happen in a story, and confirm or revise predictions; use phonics and root words to determine the meaning of unfamiliar words; use pictures and illustrations; make inferences; record key points; skim text for specific details; scan written material to determine its purpose);
- examine the ideas critically (e.g., distinguish between fact and opinion; use other resources to verify facts);
- summarize and explain the main ideas and cite supporting details, draw conclusions, retell the story, or apply what they have read (e.g., follow a set of instructions).

The reading program should include a variety of materials, both fiction and non-fiction, including works produced by French-speaking Canadians. In all grades, students should read texts of increasing complexity assigned by the teacher, as well as materials chosen by themselves. They should also read an increasing variety of forms of both fiction and non-fiction (e.g., picture books, chapter books, stories, novels; poetry; myths, fables, folk tales; books on science, history,

mathematics, geography, and other disciplines; biography, autobiography, memoirs, journals; encyclopedias; graphs, charts, diagrams, instructions, manuals; newspapers, editorials, articles; essays, reports; plays; scripts for television or radio).

Although the expectations in the reading strand might suggest that the skills involved in reading are discrete skills, they are in fact aspects of one integrated process that is best applied in a context that students see as meaningful and that encourages them to think creatively and critically about what they are reading.

Writing

The FSL curriculum emphasizes the basic skills related to the conventions of written language – grammar, spelling, punctuation, and the common conventions of style, form, and presentation. These skills are considered essential because they must be mastered if students are to produce writing that is clear and precise and that communicates their ideas effectively. At the same time, it is important to recognize that these basic skills support and complement the broader skills and aptitudes essential for effective communication in any language: the ability to think clearly and creatively and to order ideas in a logical and disciplined manner. Therefore, while there will doubtless be occasions when teachers will find it necessary and even desirable to focus a lesson on some aspect of grammar or spelling, the basic conventions should be taught as much as possible through use and application in purposeful contexts. Writing activities that students see as meaningful and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting mastery of the basic skills.

Writing competence develops along with skills in other areas of language, especially reading. As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure and organizational approach. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences, and to master the skills involved in the various tasks of the writing process. These tasks are outlined below.

Students will:

- generate ideas for writing through discussion and brainstorming;
- select a topic and determine the purpose for writing and the audience to be addressed;
- draw up a writing plan (e.g., outline, diagram, story map);
- write an initial draft;
- decide whether the piece of writing is promising enough to be developed further and revised for “publishing” through the subsequent steps in the writing process;
- discuss and revise the first draft to clarify ideas and improve their organization;
- edit to improve writing style and to correct errors in grammar, spelling, and punctuation;
- use their knowledge of the visual elements of published texts to enhance their work (e.g., margins, headings, graphics, photographs).

Extended French, Grades 4–8

In this section, which describes the FSL expectations in Extended French for each grade, some repetition of expectations has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades, and progression is indicated by means of increasingly complex examples of tasks. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should also be noted that all of the skills described in these expectations continue to be developed and refined as students move up through the grades, whether or not the expectations are repeated.

Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- listen and respond to a variety of short, simple spoken texts and media works;
- express ideas, feelings, and opinions on familiar topics, using correct pronunciation and appropriate intonation;
- read a variety of short, simple written materials and demonstrate understanding through oral and brief written responses;
- produce short pieces of writing in a variety of forms;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 4, students will:

- demonstrate an understanding of short spoken texts and media works (e.g., stories, songs, poems) (e.g., by answering questions, identifying words and expressions, retelling the story, identifying the main idea, illustrating the events described);
- follow instructions to perform a sequence of tasks;
- identify rhymes and language patterns in familiar contexts (e.g., poems, songs);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 4, students will:

- repeat and recite a variety of spoken texts (e.g., poems, rhymes, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and respond to simple questions to clarify understanding of familiar topics;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;

- use simple but complete sentences to communicate ideas, feelings, and opinions on familiar topics;
- contribute to classroom routines and activities (e.g., by asking and answering questions, making suggestions);
- prepare and give short oral presentations (e.g., dialogues, skits), based on a model.

Application of Language Conventions

By the end of Grade 4, students will:

- recognize and use appropriate language structures in oral communication activities;
- use correct pronunciation and appropriate intonation in familiar contexts;
- correct basic errors in their spoken French (e.g., use of gender, anglicisms), with prompting from the teacher;
- use linking words such as *et*, *ou*, *puis*, and *mais* to connect ideas in speech;
- recognize and use masculine and feminine word endings in adjectives (e.g., *grand/grande*, *petit/petite*);
- recognize silent word endings in nouns (e.g., *chat*) and the silent “s” in plurals (e.g., *tables*), and correctly pronounce words with silent endings.

Reading

Comprehension and Response to Text

By the end of Grade 4, students will:

- read a variety of simple written materials (e.g., stories, poems, myths, short articles) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);
- demonstrate comprehension of a range of short texts (e.g., by answering questions, retelling the story, restating the main ideas, illustrating events described);
- follow written instructions (e.g., to play a game, complete a task, solve a problem);
- read simple informational texts and identify the main idea and some supporting details;
- identify and describe different forms of writing (e.g., stories, poems, plays);
- identify the key elements of a story (e.g., plot, characters, setting).

Application of Language Conventions

By the end of Grade 4, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions;
- read aloud, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 4, students will:

- write short, simple texts in a variety of forms (e.g., greeting cards, rhymes, letters, invitations, stories), following a model;
- organize information to convey a clear message (e.g., present facts or describe events in their proper sequence);
- write brief descriptions of people, places, and situations;
- produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., computer graphics, simple charts, illustrations).

Application of Language Conventions

By the end of Grade 4, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- write simple sentences, using familiar and newly acquired vocabulary and appropriate punctuation (e.g., capital letters for proper nouns and at the beginning of sentences, periods at the end of sentences, commas to separate a series of items, question marks, exclamation marks);
- revise and proofread their writing, with the teacher's assistance;
- use appropriate resources (e.g., dictionaries, word lists) to verify the meaning and spelling of familiar and newly acquired vocabulary.

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- personal pronouns *je, tu, il, elle, nous, vous, ils, elles*
- agreement of definite articles (*le, la, l', les*) and indefinite articles (*un, une, des*) with nouns
- addition of “s” to form the plural of nouns (e.g., *un enfant/des enfants*)

Verbs

- subject/verb agreement
- *présent* of regular *-er* verbs
- *présent* of frequently used verbs *avoir, être, aller, faire, pouvoir*
- *aller* + infinitive to form the *futur proche*
- direct infinitive to show preferences (e.g., *J'aime manger.*)

Adjectives

- position and agreement, in gender and number, of regular adjectives with nouns (e.g., *le chat noir, la voiture noire, les crayons noirs, les plumes noires*)
- possessive adjectives *mon/ma/mes, ton/ta/tes, son/sa/ses*
- comparative form of adjectives (*plus, moins*)
- demonstrative adjectives *ce, cet, cette, ces*

Adverbs

- use and position of frequently used adverbs (e.g., *bien, vite, lentement, souvent*)

Prepositions and Conjunctions

- preposition *de* to indicate possession
- use of *avec, pour*
- prepositions of place *au, à la, à l', aux, avec, chez, dans, sous, sur*

Interrogative Constructions

- questions starting with *est-ce que*
- questions indicated by rising intonation (e.g., *Tu viens?*)
- questions starting with question words *quand, qui, qu'est-ce que, combien, où, comment, quel/quelle*

Sentence Structure

- simple sentences consisting of subject + verb + object (e.g., *J'aime la pizza.*)
- negative form *ne . . . pas*

Grade 5: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 5, students will:

- listen and respond to a variety of simple spoken texts and media works;
- express ideas and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- read a variety of simple texts and media works and demonstrate understanding through oral and brief written responses;
- produce short pieces of writing in a variety of forms for specific purposes;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 5, students will:

- follow detailed instructions to perform a task;
- demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, television and radio excerpts, weather reports) (e.g., by asking questions, retelling the story, identifying the main idea and some supporting details, expressing opinions);
- listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 5, students will:

- ask and respond to questions from others when working in groups;
- present ideas and information in a logical sequence;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- use simple and some compound sentences to communicate information and express ideas and opinions on familiar topics;
- retell stories, demonstrating an understanding of basic story structure;
- contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information);
- prepare and give brief oral presentations on familiar topics.

Application of Language Conventions

By the end of Grade 5, students will:

- recognize and use appropriate language structures in oral communication activities;
- observe the rules of pronunciation and intonation in their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;

- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message;
- use linking words such as *parce que*, *après*, *avant*, to organize ideas in speech;
- recognize and use liaison in speech (e.g., *les enfants*, *nous avons*).

Reading

Comprehension and Response to Text

By the end of Grade 5, students will:

- read a variety of texts and media works (e.g., stories, poems, articles, reference books) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures);
- demonstrate comprehension of texts read independently (e.g., poems, short stories, electronic print) by briefly answering oral or written questions on the main idea and some supporting details;
- read informational texts and restate the main facts in their own words;
- identify characters in a written text and retell the story in proper sequence;
- express their opinion of a written text, relating the content to their own knowledge and experience;
- begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);
- identify various forms of writing (e.g., stories, poems, short articles) and describe their main characteristics.

Application of Language Conventions

By the end of Grade 5, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- identify synonyms and antonyms for familiar words;
- use French–English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 5, students will:

- write short, simple texts in a variety of forms (e.g., descriptive paragraphs, poems, letters, dialogues), following a model;
- organize information into short paragraphs that contain a main idea and some related details;
- write brief descriptions of people, places, and situations;
- create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;
- enhance their writing by incorporating materials from various media (e.g., photographs from newspapers, magazine ads);
- produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics).

Application of Language Conventions

By the end of Grade 5, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- begin to use compound sentences and use sentences of varying length;
- use synonyms and antonyms in their writing;
- use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, with the teacher’s assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- addition of “x” to form plural of nouns (*un jeu/des jeux, un chapeau/des chapeaux*)
- agreement of partitive articles (*du, de la, de l’, des*) with nouns
- *vous* as polite form of *tu*

Verbs

- expressions with *avoir* and *faire* (e.g., *J’ai fait. J’ai dix ans. Il fait chaud. Il fait du ski.*)
- *passé composé* of regular *-er* verbs and *aller*

Adjectives

- position and agreement, in gender and number, of irregular adjectives with nouns (e.g., *un bel arbre, des maisons blanches*)
- interrogative adjectives *quel/quels/quelle/quelles*

- possessive adjectives *notre/nos, votre/vos, leur/leurs*

Adverbs

- use and position of frequently used adverbs (e.g., *peu, assez, beaucoup, trop*)

Prepositions and Conjunctions

- use of *comme, après, avant, derrière, sans, parce que*

Interrogative Constructions

- questions starting with the question word *pourquoi*

Sentence Structure

- compound sentences using simple connecting words (e.g., *et, ou, mais, puis*)

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, students will:

- listen and respond to a variety of spoken texts and media works;
- express ideas and opinions on a range of topics, using correct pronunciation and appropriate intonation;
- read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- produce written texts, using a variety of forms, for various purposes and in a range of contexts;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 6, students will:

- demonstrate an understanding of spoken texts and media works (e.g., stories, television and radio excerpts, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions);
- listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions and ideas);
- listen to and take brief directed notes on presentations and reports;
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 6, students will:

- participate in classroom activities by asking and answering questions, giving personal opinions, and expressing ideas on a topic under study;
- organize their thoughts and information to convey a message;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- use simple and compound sentences to express ideas and opinions on familiar topics;
- create and tell a story in logical sequence;
- contribute to small-group discussions (e.g., ask questions to clarify a point, comment on ideas of other group members);
- prepare and give oral presentations on a topic under study;
- create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies.

Application of Language Conventions

By the end of Grade 6, students will:

- recognize and use appropriate language structures in oral communication activities;
- observe the rules of pronunciation and intonation in their speech;
- use a variety of sentence types (e.g. declarative, interrogative, exclamatory) in their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher.

Reading

Comprehension and Response to Text

By the end of Grade 6, students will:

- demonstrate comprehension of texts read independently (e.g., short novels, poems, short stories, electronic print) (e.g., by answering oral or written questions, restating content, dramatizing events, expressing opinions);
- summarize and explain the main ideas in informational materials (e.g., articles, charts, instructional materials);
- extract information from written texts to verify predictions and to support personal opinions and reactions;
- identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants);
- make predictions and draw inferences while reading a story or novel, using various textual clues;
- use research skills (e.g., formulate questions, locate information, compare information from various sources);

- identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their characteristics.

Application of Language Conventions

By the end of Grade 6, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- identify synonyms and antonyms;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 6, students will:

- use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports);
- write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas;
- organize information into paragraphs that focus on a main idea and give some relevant supporting details;
- produce written text (e.g., captions, labels) to accompany visual information (e.g., computer graphics, charts, diagrams, illustrations);
- write a report, following an outline, on a class research project.

Application of Language Conventions

By the end of Grade 6, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- use compound affirmative and negative sentences;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- extend their use of punctuation to include the following: use of comma for inversion within a sentence (e.g., *Cet après-midi, nous allons faire du ski.*); use of quotation marks to indicate dialogue;
- use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- use French–English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- irregular formation of the plural of nouns (e.g., *un animal/des animaux, un travail/des travaux*)
- direct object pronouns *le, la, l', les*
- relative pronouns *qui, que*
- pronoun *on*

Verbs

- *présent* of *-ir, -re* verbs and irregular verbs *venir, partir, sortir, voir, vouloir, devoir, savoir, prendre*
- formation and use of the *impératif*
- *passé composé* of *-ir* and *-re* verbs
- *imparfait* of *être, avoir*, and regular *-er* verbs

Adjectives

- superlative form of adjectives (*le plus, le moins*)

Adverbs

- formation of regular adverbs (e.g., *lent/lentement, rapide/rapidement, heureux/heureusement*)
- comparative and superlative of adverbs (*plus, le plus, moins, le moins*)

Prepositions and Conjunctions

- use of *voici, voilà*

Interrogative Constructions

- subject/verb inversion with *avoir* (e.g., *As-tu faim? As-tu besoin de...?*)

Sentence Structure

- compound sentences using connecting words (e.g., *d'abord, et puis, ensuite*)

Grade 7: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 7, students will:

- listen and respond to a wide range of spoken texts and media works;
- express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation;
- read a variety of fiction and non-fiction and demonstrate understanding through a range of oral and written responses;
- produce clear written texts, using a variety of forms, for various purposes and in a range of contexts;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 7, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, song lyrics, radio broadcasts, television commercials) (e.g., by asking and answering questions, clarifying meaning, restating the main ideas, expressing a point of view);
- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, offering opinions and interpretations);
- listen to and take notes on presentations and reports;
- demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main idea, by providing additional information);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 7, students will:

- contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and appropriately;
- talk about everyday occurrences by asking for information, identifying and describing events, making predictions, and stating opinions;
- organize their thoughts and information to convey a message clearly;
- use effective strategies in developing ideas and addressing problems in group activities (e.g., invite other group members to contribute, ask questions to clarify a point, respond appropriately to suggestions from others);
- prepare and deliver oral presentations on a topic under study, incorporating varied vocabulary and using simple and compound sentences;
- create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 7, students will:

- recognize and use appropriate language structures in oral communication activities;
- observe the rules of pronunciation and intonation in their speech;

- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to add interest to their speech.

Reading

Comprehension and Response to Text

By the end of Grade 7, students will:

- summarize and explain the main ideas in informational materials and give supporting details;
- explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
- identify the elements of a story and explain how they relate to one another (e.g., the ways in which plot and character development are interrelated);
- explain a character’s viewpoint in a story, poem, or play;
- make predictions and draw inferences while reading, using various textual clues;
- identify different forms of writing (e.g., mystery stories, science-fiction stories, biographies, poems, short stories) and describe their characteristics;
- plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions

By the end of Grade 7, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., use context clues, reread, take notes) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret conventions of formal text (e.g., table of contents, headings, sub-headings, captions, quotations, glossary, index) to find information and aid comprehension;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 7, students will:

- communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);
 - write short texts in a variety of forms (e.g., stories, book reports, descriptions) to convey facts, personal opinions, and ideas;
 - write a short story that incorporates setting, plot, and character development;
 - take brief notes on and summarize articles, presentations, short films, videos;
 - organize information, using linked paragraphs that convey a central idea and provide supporting details;
 - plan and write a research report, using appropriate resources.
- extend their use of punctuation to include the following: use of the colon; use of periods after initials (e.g., C.J. Garnier) and after abbreviations (e.g., Can., Ont.);
 - use a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their written work;
 - use appropriate organizers (e.g., table of contents, headings, charts, index) in their written work;
 - use a thesaurus to expand their vocabulary;
 - revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
 - use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Application of Language Conventions

By the end of Grade 7, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- indirect object pronouns *lui, leur*
- expressions of quantity using the partitive (e.g., *un peu de lait*)

Verbs

- double verb construction using *vouloir, devoir, pouvoir* (e.g., *Je veux aller à l'aréna.*)
- *passé composé* of irregular verbs conjugated with *avoir* (e.g., *faire, devoir, pouvoir, vouloir, voir, prendre*)

Adjectives

- comparative and superlative forms of *bon* and *mauvais*

Adverbs

- comparative and superlative forms of *bien* and *mal*

Prepositions and Conjunctions

- use of *pendant, vers*

Interrogative Constructions

- subject/verb inversion (e.g., *Regardes-tu la télé?, Comprenez-vous?*)

Sentence Structure

- negative form *ne ... plus, ne ... jamais*

Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, students will:

- listen and respond to a wide range of spoken texts and media works;
- express ideas and opinions clearly and coherently on a range of topics, using correct pronunciation and appropriate intonation;
- read a variety of fiction and non-fiction and demonstrate understanding through a broad range of oral and written responses;
- produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 8, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., tapes, videos, song lyrics, radio broadcasts) (e.g., by asking and answering questions, restating the main ideas, taking notes, and expressing a point of view);
- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);
- listen to and take notes on presentations, reports, and discussions;
- demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

By the end of Grade 8, students will:

- contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and coherently;
- talk about everyday occurrences by asking for information, identifying and describing events, making predictions, agreeing and disagreeing, stating opinions, and comparing points of view;
- organize their thoughts and information to convey a message clearly and coherently;
- use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, ask questions to clarify points of view);
- prepare and give oral presentations on topics under study;
- create media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 8, students will:

- recognize and use appropriate language structures in oral communication activities;
- use varied sentence structures and sentence types (e.g., declarative, interrogative, exclamatory) to add interest to their speech;

- observe the rules of pronunciation and intonation in their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms).

Reading

Comprehension and Response to Text

By the end of Grade 8, students will:

- explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
- explain how various elements in a story (e.g., setting, plot, character development) relate to one another;
- identify the main ideas in informational materials and explain how the details support the main ideas;
- describe and compare the characteristics of various forms of writing (e.g., mystery stories, science-fiction stories, biographies, poems, short stories);
- plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions

By the end of Grade 8, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., reread, skim text, take notes) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret conventions of formal text (e.g., table of contents, headings, sub-headings, captions, quotations, endnotes, glossary, index) to find information and aid comprehension;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 8, students will:

- communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);
- select an appropriate form and use appropriate language in writing for specific purposes;
- write short texts in a variety of forms (e.g., summaries, book reports, descriptions) to convey facts, personal opinions, and ideas;

- write narratives and descriptions, using vocabulary and sentence structures appropriately and effectively;
- write a story that incorporates setting, mood, plot, and character development;
- rewrite a story or part of a story in a different form (e.g., turn a narrative into a dialogue);
- organize information, using linked paragraphs that clearly convey a central idea and provide relevant supporting details;

- take notes on and summarize articles, presentations, films, videos;
- plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 8, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- extend their use of punctuation to include the following: the use of ellipsis points to show that words have been omitted or that a sentence is unfinished; the use of hyphens in subject/verb inversions;
- use a variety of sentence structures and sentences of varying length;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- use French-English dictionaries to verify spelling and clarify the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- object pronouns *y* and *en*
- object pronouns with verbs in the *impératif* (e.g., *Parlez-moi.*)

Verbs

- *passé récent* using *venir de* (e.g., *Je viens de faire mes devoirs.*)
- *imparfait* of *-er*, *-ir*, and *-re* verbs and *être*, *avoir*, *faire*, *aller*

Sentence Structure

- partitive article with negation (*Je n'ai pas de...*)
- complex sentences using connecting words (e.g., *parce que*, *car*, *donc*, *en effet*)

French Immersion, Grades 1–8

In this section, which describes the FSL expectations in French Immersion for each grade, some repetition of expectations has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades, and progression is indicated by means of increasingly complex examples of tasks. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should also be noted that all of the skills described in these expectations continue to be developed and refined as students move up through the grades, whether or not the expectations are repeated.

Grade 1: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 1, students will:

- listen and respond to short, simple spoken texts and media works;
- talk about familiar topics, using simple vocabulary and expressions;
- read short, simple written materials and demonstrate understanding through oral and very brief written responses;
- produce short, simple pieces of writing, following appropriate models;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 1, students will:

- follow instructions to perform simple tasks;
- demonstrate an understanding of short, simple spoken texts and media works (e.g., stories, songs, audiotapes, videos) (e.g., by answering short, simple questions; acting out the words of a song; illustrating the events described);
- identify rhymes and word patterns in familiar contexts (e.g., poems, *comptines*, songs);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 1, students will:

- repeat and recite a variety of short, simple spoken texts (e.g., poems, *comptines*, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions about familiar topics (e.g., classroom routines, the school environment, the weather);

- use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
- use simple vocabulary and language structures to communicate needs and express likes and dislikes;
- listen and react to stories (e.g., comment on events, characters) and recount personal experiences;
- dramatize stories, using their own words and appropriate expressions and gestures.

Application of Language Conventions

By the end of Grade 1, students will:

- recognize and use appropriate language structures in oral communication activities;
- pronounce familiar vocabulary correctly;
- recognize and use masculine and feminine word endings in adjectives (e.g., *grand/grande, rond/ronde, petit/petite*).

Reading

Comprehension and Response to Text

By the end of Grade 1, students will:

- read a variety of short, simple written materials (e.g., signs, pattern books, rhymes) for different purposes (e.g., to obtain information, build vocabulary);
- express their reactions to texts read independently (e.g., say what they like or dislike about a story);
- respond to written materials, relating the content to their own knowledge and experience;
- follow simple written instructions (e.g., on labels, diagrams);
- demonstrate an understanding of simple texts (e.g., answer questions, identify key information);
- extend their understanding of a story through follow-up activities (e.g., illustrate a character or an action, role play);

- identify ways in which different kinds of written materials are organized (e.g., stories, poems, *comptines*);
- identify the key elements of a story (e.g., plot, characters).

Application of Language Conventions

By the end of Grade 1, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., visual cues, language and word patterns, phonics, word lists) to determine the meaning of unfamiliar vocabulary;
- read aloud, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use some basic conventions of text (e.g., illustrations, headings, page numbers) to find information.

Writing

Communication of Information and Ideas

By the end of Grade 1, students will:

- list key words related to a topic;
- create short written texts for specific purposes (e.g., a story, an invitation, a description), following a model;
- organize information so that the writing conveys a clear message (e.g., describe events in proper sequence);
- write brief texts to explain a picture or photograph.

Application of Language Conventions

By the end of Grade 1, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly, using capitals and small letters and leaving spaces between words;
- use simple but complete sentences in their writing;
- use capitals at the beginning of sentences and periods at the end of sentences;
- use appropriate resources to verify spelling (e.g., word lists, personal dictionaries).

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- personal pronouns *je, tu, il, elle, nous, vous, ils, elles*
- agreement of definite articles (*le, la, l', les*) and indefinite articles (*un, une, des*) with nouns
- addition of “s” to form the plural of nouns (e.g., *un enfant / des enfants*)

Verbs

- *présent* of *avoir, être*, and regular *-er* verbs
- *aller* + infinitive to form the *futur proche* (e.g., *Je vais marcher.*)

Adjectives

- position and agreement, in gender and number, of regular adjectives with nouns (e.g., *le chat noir, la voiture noire, les crayons noirs, les plumes noires*)

Prepositions and Conjunctions

- preposition *de* to indicate possession
- use of *avec*
- prepositions of place *au, à la, à l', aux, chez, dans, sur, sous*

Interrogative Constructions

- questions starting with *est-ce que*
- questions indicated by rising intonation (e.g., *Tu viens?*)
- questions starting with question words *quand, qui, combien, où*

Sentence Structure

- simple sentences consisting of subject + verb + object (e.g., *J'aime mon chat.*)

Grade 2: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 2, students will:

- listen and respond to simple spoken texts and media works;
- talk about a variety of familiar topics, using simple vocabulary and expressions;
- read simple written materials and demonstrate understanding through oral and very brief written responses;
- produce short pieces of writing, using simple forms;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 2, students will:

- follow instructions to perform a sequence of tasks;
- demonstrate an understanding of short spoken texts and media works (e.g., stories, songs, audiotapes, videos) (e.g., by identifying words and expressions, retelling the story, identifying the main topic, predicting outcomes);
- identify rhymes and language patterns in familiar contexts (e.g., poems, *comptines*, songs);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 2, students will:

- repeat and recite a variety of simple spoken texts (e.g., poems, *comptines*, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions to clarify understanding of familiar topics;

- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning;
- use simple vocabulary and language structures to communicate needs and express feelings;
- retell stories and recount personal experiences, presenting events in a coherent sequence;
- give a short presentation (e.g., a dialogue, a description) on a familiar topic, following a model.

Application of Language Conventions

By the end of Grade 2, students will:

- recognize and use appropriate language structures in oral communication activities;
- pronounce familiar vocabulary correctly;
- use linking words such as *et*, *ou*, *puis*, and *mais* to connect ideas in speech;
- recognize silent word endings in nouns (e.g., *chat*) and the silent “s” in plurals (e.g., *tables*), and correctly pronounce words with silent endings.

Reading

Comprehension and Response to Text

By the end of Grade 2, students will:

- read a variety of simple written materials (e.g., stories, poems, children’s reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of word structures);
- express their reactions to texts read independently (e.g., comment on facts, descriptions);
- express clear responses to written texts, relating the content to personal experiences;
- follow written instructions (e.g., solve word problems, follow directions for crafts);
- demonstrate an understanding of simple texts (e.g., select correct answers, sequence sentences, restate information);
- extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play);

- identify characteristics of different forms of written materials (e.g., poems, stories, simple dictionaries);
- identify the key elements of a story (e.g., setting, plot, characters).

Application of Language Conventions

By the end of Grade 2, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., visual cues, language and word patterns, context clues, phonics, word lists) to determine the meaning of unfamiliar vocabulary and expressions;
- read aloud, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use and interpret basic conventions of text (e.g., illustrations, diagrams, headings) to find information.

Writing

Communication of Information and Ideas

By the end of Grade 2, students will:

- create short written texts for specific purposes (e.g., a story, a pattern book, an invitation, a thank-you note, a personal dictionary), following a model;
- organize ideas in a logical sequence (e.g., write stories that have a beginning, a middle, and an end);
- use materials from various media (e.g., photographs, drawings, collages) to clarify and enhance a written message.

Application of Language Conventions

By the end of Grade 2, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly;
- use complete simple sentences in their writing;
- use commas to separate a series of items in a sentence, and in addresses;
- use question marks at the end of questions;
- use capitals for personal names;
- revise and proofread their writing (e.g., correct errors in spelling, punctuation), with the teacher’s assistance;
- use appropriate resources to verify spelling (e.g., word lists, dictionaries).

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- agreement of partitive articles (*du, de la, de l', des*) with nouns
- simple feminine forms of nouns (e.g., *chat/chatte, lion/lionne*)

Verbs

- subject/verb agreement
- *présent* of regular *-er* verbs
- *présent* of frequently used verbs *faire, pouvoir*

Adjectives

- possessive adjectives *mon/ma/mes, ton/ta/tes, son/sa/ses*

Prepositions and Conjunctions

- use of *pour*

Interrogative Constructions

- questions starting with question words *quel/quelle*

Sentence Structure

- simple sentences consisting of subject + verb + complement (e.g., *Elle est jeune.*)
- negative form *ne ... pas*

Grade 3: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 3, students will:

- listen and respond to a variety of simple spoken texts and media works;
- express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- read a variety of simple written materials and demonstrate understanding through oral and brief written responses;
- produce short pieces of writing in a variety of forms;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 3, students will:

- follow detailed instructions to perform a task;
- demonstrate an understanding of short spoken texts and media works (e.g., stories, plays, children’s television programs) (e.g., by completing cloze exercises, identifying main ideas and some supporting details, predicting outcomes, drawing conclusions);
- listen to discussions and ask questions to clarify meaning;
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade 3, students will:

- participate in classroom activities by asking and answering questions and expressing feelings about familiar topics;
- present ideas and information in logical sequence;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;

- use simple and some compound sentences to express feelings, opinions, and ideas;
- retell stories, demonstrating an understanding of basic story structure;
- communicate ideas and opinions during small-group activities (e.g., assign roles, indicate agreement or disagreement);
- give short presentations on a variety of topics.

Application of Language Conventions

By the end of Grade 3, students will:

- recognize and use appropriate language structures in oral communication activities;
- use correct pronunciation and appropriate intonation in familiar contexts;
- use linking words such as *parce que*, *après*, *avant* to organize ideas in speech;
- recognize and use liaison in speech (e.g., *les enfants*, *nous avons*);
- identify and correct common anglicisms (e.g., *il a donné moi/il m’a donné*), with the teacher’s assistance.

Reading

Comprehension and Response to Text

By the end of Grade 3, students will:

- read a variety of simple written materials (e.g., stories, poems, chapter books, children’s reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);
- demonstrate comprehension of text read independently by identifying and discussing features of the text (e.g., descriptions, opinions, ideas) and by summarizing its content;
- express their opinions of written texts, relating the content to their own knowledge and experiences;
- follow written instructions (e.g., to play a game, complete a task, solve a problem);
- demonstrate an understanding of simple texts (e.g., complete cloze exercises, select correct answers, restate the main idea and some supporting details);
- extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play, create an alternative ending);

- identify and describe different forms of writing (e.g., plays, stories, poems);
- identify the key elements of a story (e.g., setting, plot, characters).

Application of Language Conventions

By the end of Grade 3, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions;
- read aloud, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 3, students will:

- create short written texts for specific purposes (e.g., a story, an invitation or simple letter, a description of a school trip, poems), adapting familiar models;
- create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;
- organize information into short paragraphs that contain a main idea and related details;
- produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., simple charts, illustrations).

Application of Language Conventions

By the end of Grade 3, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly and begin to use cursive writing;
- begin to use compound sentences and use sentences of varying length;
- revise, edit, and proofread their writing, with the teacher’s assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- use appropriate resources to verify spelling (e.g., word lists, French-English dictionaries).

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- interrogative pronouns *qu'est-ce qui/que*
- addition of “x” to form the plural of nouns (e.g., *un feu/des feux, un chapeau/des chapeaux*)

Verbs

- *présent* of irregular verbs *venir, partir, sortir, voir, vouloir, devoir, savoir, prendre*
- *passé composé* of regular *-er* verbs
- *passé composé* of *aller*

Adjectives

- comparative form of adjectives (*plus, moins*)

Adverbs

- use and position of frequently used adverbs (e.g., *bien, vite, lentement, souvent*)

Prepositions and Conjunctions

- use of *comme, après, avant, derrière, sans, parce que*

Interrogative Constructions

- questions starting with question words *comment, pourquoi*

Sentence Structure

- compound sentences using simple connecting words (e.g., *et, ou, mais, puis*)

Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- listen and respond to a variety of simple spoken texts and media works;
- express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- read a variety of texts and media works and demonstrate understanding through oral and written responses;
- produce short pieces of writing in a variety of forms for specific purposes;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 4, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, plays, children’s television programs) (e.g., by asking questions, identifying the main idea and some supporting details, clarifying the meaning, drawing conclusions);
- listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions);
- demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, asking relevant questions).

Speaking

By the end of Grade 4, students will:

- participate in classroom activities by asking and answering questions, giving personal opinions, and expressing feelings on familiar topics;
- present ideas and information in logical sequence;
- use simple and compound sentences to express feelings, opinions, and ideas;

- contribute to small-group discussions (e.g., ask questions to clarify a point, restate key points);
- prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating descriptive vocabulary;
- create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies.

Application of Language Conventions

By the end of Grade 4, students will:

- recognize and use appropriate language structures in oral communication activities;
- observe the rules of pronunciation and intonation in their speech;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message;
- correct errors in their spoken French (e.g., language and sentence structures, anglicisms), with prompting from the teacher.

Reading

Comprehension and Response to Text

By the end of Grade 4, students will:

- read a variety of texts and media works (e.g., stories, short novels, myths, short articles) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures);
- identify and describe the key elements of a written text (e.g., main ideas, supporting details, a sequence of events);
- interpret written texts, using evidence from the text and drawing upon their personal knowledge and experience;
- begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);
- identify various forms of writing (e.g., narratives, stories, poems, plays) and describe their main characteristics.

Application of Language Conventions

By the end of Grade 4, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- use their knowledge of the structure of words (e.g., root words, prefixes, suffixes) to determine the meaning of unfamiliar words;
- identify synonyms and antonyms for familiar words;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 4, students will:

- write descriptive and narrative text in a variety of forms (e.g., reports, poems, journal entries, letters) to convey facts, feelings, personal opinions, and ideas;
- organize and develop ideas using paragraphs (e.g., to tell a story);
- produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics);
- write a brief report, following a model, on a class research project.

Application of Language Conventions

By the end of Grade 4, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- use cursive writing;
- extend their use of punctuation to include exclamation marks and colons;
- use capitals for place names;
- use compound sentences and sentences of varying length;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) correctly and appropriately;

- use synonyms and antonyms;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, with the teacher’s assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- use French–English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- *vous* as polite form of *tu*
- nouns with masculine and feminine forms (e.g., *un fermier/une fermière, un directeur/une directrice*)
- formation of plural of irregular nouns (e.g., *un travail/des travaux, un cheval/des chevaux*)

Verbs

- *présent* of *-ir* and *-re* verbs
- expressions with *avoir* and *faire* (e.g., *J’ai faim. J’ai dix ans. Il fait chaud. Il fait du ski.*)
- *passé récent* using *venir de* (e.g., *Je viens de finir mes devoirs.*)

Adjectives

- demonstrative adjectives *ce, cet, cette, ces*
- position and agreement, in gender and number, of irregular adjectives with nouns (e.g., *un bel arbre, une maison blanche*)
- possessive adjectives *notre/nos, votre/vos, leur/leurs*

Adverbs

- use and position of frequently used adverbs (e.g., *peu, beaucoup, assez, trop*)

Prepositions and Conjunctions

- use of *voici, voilà*

Interrogative Constructions

- subject/verb inversion with *avoir* (e.g., *As-tu faim?, As-tu besoin de . . . ?*)

Sentence Structure

- compound sentences using connecting words (e.g., *d’abord, et puis, ensuite*)

Grade 5: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 5, students will:

- listen and respond to a variety of spoken texts and media works;
- express ideas and opinions on a range of topics, using correct pronunciation and appropriate intonation;
- read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- produce written texts, using a variety of forms, for various purposes and in a range of contexts;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 5, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, songs, poetry readings, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions);
- listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking appropriate questions and offering opinions and ideas);
- demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, providing additional relevant information).

Speaking

By the end of Grade 5, students will:

- participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics;
- organize their thoughts and information to convey a message;
- use simple and compound sentences to respond to ideas and to support opinions;
- contribute to small-group discussions (e.g., ask questions to clarify a point, summarize

key points, comment on ideas of other group members);

- prepare and give oral presentations (e.g., on a topic of study or of personal interest), incorporating varied vocabulary and a variety of sentence structures;
- create media works (e.g., simulate a radio broadcast), using appropriate technologies.

Application of Language Conventions

By the end of Grade 5, students will:

- recognize and use appropriate language structures in oral communication activities;
- use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;
- speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading

Comprehension and Response to Text

By the end of Grade 5, students will:

- summarize and explain the main ideas in informational materials (e.g., articles, brochures);
- describe a series of events in a written work (e.g., a novel or history book), using evidence from the work;
- make judgements and draw conclusions about the content of written materials, using evidence from the materials;
- identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants);
- make predictions and draw inferences while reading a story or novel, using various textual clues;
- use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
- identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their main characteristics.

Application of Language Conventions

By the end of Grade 5, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- use their knowledge of the elements of grammar (e.g., subject/verb agreement) and the structure of words (e.g., root words, prefixes, suffixes) and sentences to understand what they read;
- identify synonyms and antonyms;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 5, students will:

- use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports);
- write descriptive and narrative text in a variety of forms (e.g., compositions, reports, poems, journal entries, letters) to convey facts, personal opinions, and ideas;
- organize information, using paragraphs that focus on a main idea and give some relevant supporting details;
- write a report, following an outline, on a class research project.

Application of Language Conventions

By the end of Grade 5, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- use hyphens in subject/verb inversions;
- use synonyms and antonyms in their writing;
- use compound affirmative and negative sentences;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;

- use appropriate organizers (e.g., table of contents, charts, headings, captions) in their written work;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- use French–English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- direct object pronouns *le, la, l', les*
- pronoun *on*

Verbs

- *passé composé* of *-ir* and *-re* verbs
- formation and use of the *impératif*
- *imparfait* of *être, avoir*, and regular *-er* verbs
- double verb construction using *vouloir, pouvoir, devoir* (e.g., *Je veux aller à l'aréna.*)

Adjectives

- interrogative adjectives *quel/quelle/quels/quelles*
- superlative form of adjectives (*le plus, le moins*)

Adverbs

- formation of regular adverbs (e.g., *lent/lentement, rapide/rapidement, heureux/heureusement*)
- comparative and superlative of adverbs (*plus, le plus, moins, le moins*)

Prepositions and Conjunctions

- use of *pendant, vers*

Interrogative Constructions

- subject/verb inversion (e.g., *Regardes-tu la télé?, Comprenez-vous?*)

Sentence Structure

- negative form *ne ... plus, ne ... jamais*

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, students will:

- listen and respond to a variety of spoken texts and media works;
- express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation;
- read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- produce clear written texts, using a variety of forms, for various purposes and in a range of contexts;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 6, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, radio and television commercials, radio broadcasts) (e.g., by asking questions, clarifying meaning, restating the main ideas, expressing a point of view);
- listen and respond to the viewpoints of others in group discussions on a specific topic (e.g., by asking relevant questions, offering opinions and interpretations, summarizing views expressed);
- demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main points, providing additional relevant information).

Speaking

By the end of Grade 6, students will:

- organize their thoughts and information to convey a message clearly and appropriately;
- use simple, compound, and some complex sentences to respond to ideas and to explain and support opinions;
- use effective strategies in small-group discussions (e.g., invite other group members to contribute, ask questions to clarify a point, negotiate to find a basis for agreement);
- prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating varied vocabulary and a range of sentence structures;
- create short media works (e.g., a radio broadcast, a performance on video), using appropriate technologies.

Application of Language Conventions

By the end of Grade 6, students will:

- recognize and use appropriate language structures in oral communication activities;
- use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
- speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading

Comprehension and Response to Text

By the end of Grade 6, students will:

- summarize and explain the main ideas in informational materials and give supporting details;
- make judgements and draw conclusions about ideas in written materials, using evidence from the materials;
- identify the elements of a story and explain how they relate to one another (e.g., the ways in which character and plot are interrelated);
- make predictions and draw inferences while reading, using various textual clues;
- identify different forms of writing (e.g., mystery novels, biographies) and describe their characteristics.

Application of Language Conventions

By the end of Grade 6, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., use context clues, reread, take notes) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- use their knowledge of the elements of grammar (e.g., subject/verb agreement) and the structure of words (e.g. root words, prefixes, suffixes) and sentences to understand what they read;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 6, students will:

- communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);
- write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas;
- organize information, using linked paragraphs that convey a central idea and provide supporting details;
- plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 6, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- extend their use of punctuation to include use of quotation marks for dialogue and use of comma for inversion within a sentence (e.g., *Ce soir, nous allons au restaurant.*);
- use compound and some complex sentences;
- use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- use appropriate organizers (e.g., table of contents, headings, charts, index) in their written work;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- use French–English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- indirect object pronouns *lui, leur*
- relative pronouns *qui, que, dont, lequel*
- possessive pronouns (e.g., *le mien, la tienne*)

Verbs

- *imparfait* of regular *-ir, -re* verbs and *aller*
- *présent* of reflexive verbs related to daily routine (e.g., *se lever, s’habiller*)

Adjectives

- indefinite adjective *plusieurs*
- comparative and superlative forms of *bon* and *mauvais*

Adverbs

- comparative and superlative forms of *bien* and *mal*

Sentence Structure

- complex sentences using connecting words (e.g., *parce que, car, donc, en effet, ainsi, de plus, ensuite, et puis*)

Grade 7: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 7, students will:

- listen and respond to a wide range of spoken texts and media works;
- express ideas and opinions on a range of topics clearly and coherently, using correct pronunciation and appropriate intonation;
- read a variety of fiction and non-fiction and demonstrate understanding through a broad range of responses;
- produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 7, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., radio broadcasts, television dramas, recorded readings, presentations by guest speakers) (e.g., by asking and answering questions, interpreting for others, taking notes, presenting dramatizations);
- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);
- analyse and interpret the message conveyed in spoken texts and media works;
- demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

By the end of Grade 7, students will:

- organize their thoughts and information to convey a message clearly and coherently;
- use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, ask

questions to clarify points of view, negotiate to find a basis for agreement);

- prepare and give oral presentations, incorporating varied vocabulary and sentence structures and using some figurative language (e.g., similes);
- create short media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 7, students will:

- recognize and use appropriate language structures in oral communication activities;
- use varied sentence structure to add interest to their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
- speak spontaneously and with expression, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading

Comprehension and Response to Text

By the end of Grade 7, students will:

- explain their interpretation of reading materials, supporting it with evidence from the text and from their own knowledge and experience;
- explain how various elements in a story relate to one another (e.g., plot, setting, characters);
- identify the main ideas in informational materials, explain how the details support the main ideas, and comment on the author’s point of view;
- describe and compare the characteristics of various forms of writing (e.g., novels, short stories, biographies, articles, reports);
- plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions

By the end of Grade 7, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., reread, skim text, take notes) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- identify and explain the use of stylistic devices in literary works (e.g., similes, metaphors, personification);
- use and interpret conventions of formal text (e.g., footnotes, endnotes, index) to find information and aid comprehension;
- use their knowledge of word origins and derivations to determine the meaning of unfamiliar words and expressions;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 7, students will:

- communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);
- select an appropriate form and use appropriate language in writing for specific purposes;
- write narratives and descriptions, using vocabulary and sentence structures appropriately and effectively;
- write a short story that incorporates setting, mood, plot, and character;
- take brief notes on and summarize articles, presentations, short videos;

- rewrite a story or part of a story in a different form (e.g., turn a narrative into a song lyric);
- plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 7, students will:

- recognize and use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- extend their use of punctuation to include the following: use of periods after initials (e.g., C.J. Garnier) and after abbreviations (e.g., Can., Ont.); use of a dash to show a sudden break in a sentence; use of a semicolon to separate two principal clauses;

- use a variety of sentence structures and sentences of varying length;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- use French–English and French dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- object pronouns with compound verbs (e.g., *Je lui ai donné ...*) and the infinitive (e.g., *Il veut me parler.*)
- object pronouns *y* and *en*
- interrogative pronouns *qui* and *quoi* preceded by a preposition
- relative pronoun *où* (e.g., *C'est l'endroit où je l'ai vu.*)
- expressions of quantity using the partitive (e.g., *un peu de lait*)

Verbs

- *passé composé* of irregular verbs conjugated with *avoir* (e.g., *faire, devoir, pouvoir, vouloir, voir, prendre*)
- use of the infinitive as an *impératif* (e.g., *battre les œufs*)
- *futur simple* of *-er, -ir, -re* verbs and irregular verbs

Adjectives

- agreement of the adjective *tout* (e.g., *tout le monde, toutes les fleurs*)

Adverbs

- position of adverbs with affirmative and negative compound verbs (e.g., *Il a bien mangé. Elles ne sont pas souvent allées au cinéma.*)

Prepositions and Conjunctions

- prepositions with geographical names (e.g., *en France, au Canada, à Timmins*)
- use of *car, comme, puisque, afin que, si*

Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, students will:

- listen and respond to a wide range of spoken texts and media works;
- express ideas and opinions on a wide range of topics clearly and coherently, using correct pronunciation and appropriate intonation;
- read a wide variety of fiction and non-fiction and demonstrate understanding through a broad range of responses;
- produce clear, coherent written texts in a variety of forms, adjusting the language to suit the purpose and audience;
- identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

Specific Expectations

Oral Communication

Listening

By the end of Grade 8, students will:

- demonstrate an understanding of a variety of spoken texts and media works (e.g., radio and television programs, recorded readings, presentations by guest speakers) (e.g., by asking and answering questions, interpreting for others, taking notes, summarizing content, presenting dramatizations);
- listen and respond critically to the viewpoints of others in oral reports and discussions (e.g., by asking focused questions, giving personal opinions, and challenging the ideas put forward);
- analyse and interpret the message conveyed in spoken texts and media works;
- demonstrate the ability to concentrate on the topic under discussion (e.g., by staying on topic).

Speaking

By the end of Grade 8, students will:

- organize their thoughts and information to convey a message clearly and coherently;
- use effective strategies in developing ideas and analysing problems in group activities

(e.g., restate and clarify ideas put forward, make suggestions for reconciling conflicting points of view);

- prepare and give oral presentations, incorporating varied vocabulary and sentence structure and using appropriate figurative language (e.g., similes, metaphors);
- create media works of some technical complexity (e.g., television or radio reports, videos), using appropriate technologies.

Application of Language Conventions

By the end of Grade 8, students will:

- recognize and use appropriate language structures in oral communication activities;
- use varied sentence structures to add interest to their speech;
- correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
- speak spontaneously and with expression, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

Reading

Comprehension and Response to Text

By the end of Grade 8, students will:

- explain their interpretation of reading materials, supporting it with detailed evidence from the text and from their own knowledge and experience;
- explain how various elements in a story relate to one another (e.g., plot, setting, mood, characters);
- identify the main ideas in informational materials, explain how the details support the main ideas, and question and evaluate the author’s point of view;
- describe and compare the characteristics of various forms of writing (e.g., novels, short stories, biographies, articles, reports);
- plan and execute a research project, using appropriate resources and technologies (e.g., reference books, encyclopedias, magazines, CD-ROMs, the Internet).

Application of Language Conventions

By the end of Grade 8, students will:

- recognize and use appropriate language structures in their response to written texts;
- use reading strategies (e.g., reread, skim text, take and review notes) to facilitate comprehension of reading materials;
- read aloud, with expression, observing the rules of pronunciation and intonation;
- identify and explain the use of stylistic devices in literary works (e.g., similes, metaphors, personification);
- use and interpret conventions of formal text (e.g., footnotes, endnotes, index) to find information and aid comprehension;
- use their knowledge of word origins and derivations to determine the meaning of unfamiliar words and expressions;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Communication of Information and Ideas

By the end of Grade 8, students will:

- communicate ideas, opinions, and facts clearly and coherently for various purposes (e.g., to inform, explain, persuade);
- select an appropriate form and use appropriate language in writing for specific purposes;
- write narratives, descriptions, and reports, using vocabulary and sentence structures effectively;
- write a short story that incorporates setting, mood, plot, and character;
- take notes on and summarize articles, presentations, films, videos;

- rewrite a story or part of a story in a different form (e.g., turn a narrative into a dialogue);
- plan and write a research report, using appropriate resources.

Application of Language Conventions

By the end of Grade 8, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- extend their use of punctuation to include use of ellipsis points to show that words have been omitted or that a sentence is unfinished;

- use a variety of sentence structures and sentences of varying lengths;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- use French-English and French dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- object pronouns with verbs in the *impératif* (e.g., *Parlez-moi.*)
- relative pronouns *ce qui, ce que*
- indefinite pronouns (e.g., *rien, personne, tout, plusieurs*)

Verbs

- distinctions in the use of the *passé composé* and the *imparfait*
- formation of the *conditionnel* of *-er, -ir, -re* verbs and irregular verbs

- introduction of the *subjonctif présent* of frequently used verbs (e.g., *avoir, être, aller, faire, savoir*) with the impersonal expression *il faut*

Prepositions and Conjunctions

- use of *ainsi que, tandis que*

Explanatory Notes

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Achievement levels. Brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. Level 3, which is the “provincial standard”, identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that exceeds the standard.

Antonym. A word opposite in meaning to another word (e.g., hot/cold).

Audience. Intended readers, listeners, or viewers of a particular work.

Authentic materials (texts). Learning materials (e.g., newspaper articles, short stories, novels, poems, television programs, films, etc.) originally created for public consumption and designed for a French-speaking audience. Language structures in authentic materials are not controlled, as they are in texts designed for second-language learners. As students develop competence in the second language, they are better able to understand the content of authentic materials.

Chapter book. The first type of longer story encountered by Primary students.

Chart story. A text composed orally by the students and the teacher and transcribed by the teacher for instructional purposes (e.g., to illustrate various aspects of language use).

Cloze exercise. An exercise in reading made by deleting a word at regular intervals in the body of a passage and leaving a space in which the student writes the word he/she believes was deleted.

Cognate. A word that is related to a word in another language because the two words have a common source.

Comptine. A children’s rhyme, often used in games to choose the person who will be “it” (e.g., “Am, stram, gram . . .”).

Conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index).

Critical thinking. Some aspects of thinking critically are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

Cues, non-verbal/visual. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language, illustrations, typeface, and punctuation.

Cues, verbal. Aspects of spoken and unspoken language that convey meaning; for example, tone of voice, intonation, inflection, emphasis; types of words (e.g., nouns, verbs, adjectives); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace.

Dramatization. The recasting of a story or other material into the form of a play or drama.

Editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

Elements of writing (composition and style). Essential aspects of written compositions; for example, a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

Expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed.

Forms of fiction. Particular kinds of works of literature that describe imaginary events and people; for example, story, short story, adventure story, detective story, myth, legend, folk tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script, story book, picture book, pattern book, chapter book.

Forms of non-fiction. Particular kinds of works of literature, as well as other written materials, that are not fiction; for example, history book, geography text, article, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, e-mail message, manual, public sign, label, biography, autobiography, monologue, résumé, personal journal, diary, brochure, reference book, encyclopedia, multi-media text, database, web page, CD-ROM dictionary, interactive software.

Forms of writing. Types of writing that students may be expected to produce; for example, story or other narrative piece, anecdote, commentary, description, instructions, account (personal or informational), transcription of an interview, announcement, creative piece (fiction, non-fiction, poetry), expository essay, personal essay, descriptive essay, argumentative or persuasive essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, song text, dialogue, label, summary, cartoon caption, log, diary, journal, riddle, commercial, advertisement, list, survey, word web, chart.

Independent reading. Written texts that students must read on their own. Usually, students write a book report, give a book talk, or complete a written assignment after reading their selection.

Intensive reading. Written texts that are read and studied in class as part of the unit work.

Intonation. The stress and pitch of spoken language.

Language knowledge. Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

Language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

Language structures. Verbal forms and structures that are used in speaking and writing; for example, verb tenses (e.g., present, past, future); noun-adjective and subject-verb combinations that agree in number, gender, case, or person; affirmative and negative constructions; conventional sentence structures (e.g., inversion, simple, compound); contractions.

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used to produce a specific effect; for example, rhyme, parallel structure, comparison, contrast, juxtaposition, simile, metaphor, personification, hyperbole, oxymoron.

Metaphor. An implied comparison in which a word or phrase normally applied to an object or a person is used to describe something or someone else.

Open-ended activities. Activities that do not follow a predetermined pattern or procedure; for example, activities in which students express opinions and answer personal questions, conduct interviews, engage in impromptu dialogues, make presentations, and watch and comment on films and videos.

Pattern book. A book containing text with predictable language patterns.

Personification. A stylistic device in which human qualities are attributed to things or ideas.

Point of view. The position of the narrator in relation to the story; thus the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

Print and electronic resources. Materials in print or electronic media, including reference materials; for example, books (fiction, non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauruses, spell-check programs.

Proofreading. The careful reading of a final draft to eliminate typographical errors and correct errors in grammar, spelling, and punctuation.

Purposes of reading. Some purposes of reading are: to gather and process information; make connections between experience and what is read; develop opinions; broaden understanding; develop and clarify a point of view.

Purposes of writing. Some purposes of writing are: to explore ideas and experiences; to examine ideas critically; to inform, describe, and explain; to provide instructions; to record thoughts and experiences; to clarify

and develop ideas; to inquire into a problem; to entertain; to persuade; to express thoughts, feelings, opinions.

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using graphic organizers (e.g., Venn diagrams, story maps); skimming text for information or detail; scanning text to determine purpose of text or type of material; recording key points and organizing them in a sequence; monitoring comprehension.

Revising. The making of major changes to the content and/or organization of a draft.

Simile. An explicit comparison in which one thing is likened to something quite different by use of the word *comme*.

Strands. The three major areas of language use into which the curriculum for Extended French and French Immersion is organized. The strands for Extended French and French Immersion are: Oral Communication, Reading, and Writing.

Structured activities. Activities that follow a predetermined pattern or procedure; for example, activities in which students answer factual questions, play games, engage in dialogues patterned on a model, and work on cooperative crosswords.

Synonym. A word that has the same or almost the same meaning as another word (e.g., clean/pure).

Venn diagram. A diagram formed by two or more overlapping circles. It is used to help students categorize information for written or oral assignments.

Voice. The style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

Word pattern. The particular arrangement of the elements in a group of words that have elements in common with respect to meaning, spelling, and/or sound; for example, the addition of *-é* to the verb root in the formation of the past tense in a group of verbs.

Word web. A diagram showing the relationships between ideas.

Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

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