

**DRAFT Kindergarten to Grade 4 French Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Critically analyzing diverse worldviews and experiences fosters empathy, respect, and pluralism.				
<b>Guiding Questions</b>	How can texts help us understand one another?	How can sharing a variety of texts help us understand one another?	How can opinions be influenced by interests, experiences, and a variety of texts?	How can interacting with various texts help us consider various points of view?	How can the ideas and experiences presented in texts help us to understand diverse perspectives?
<b>Learning Outcomes</b>	Children explore personal opinions based on information and ideas presented in a variety of texts.	Students make connections between their personal opinions and the opinions presented in a variety of texts.	Students express and compare their opinions in response to a variety of texts.	Students analyze their points of view and those presented in a variety of texts.	Students analyze their points of view in light of perspectives presented in a variety of texts.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>exploring a variety of texts contributes to the understanding of one another</li> <li>information and ideas presented in texts can help develop personal opinions</li> <li>opinions may vary from one person to another depending on their lived experiences</li> </ul>	<ul style="list-style-type: none"> <li>opinions presented in texts can enrich personal opinions</li> <li>a better understanding of one another may develop through the exploration of various texts</li> </ul>	<ul style="list-style-type: none"> <li>diversity of experiences can be related to cultural diversity</li> <li>shared experiences strengthen our ties with one another</li> <li>experiences and personal interests influence opinions</li> <li>opinions can vary from one person to another</li> </ul>	<ul style="list-style-type: none"> <li>cultural diversity in texts may reflect diversity in communities</li> <li>the connection between opinions and new information helps form points of view</li> <li>shared points of view can bring people together</li> <li>a point of view can be individual or shared</li> </ul>	<ul style="list-style-type: none"> <li>texts can present elements from various cultural groups that help one understand other points of view</li> <li>culture can influence points of view</li> <li>different ways of seeing the same thing can influence one's personal point of view</li> <li>points of view shared by a number of people can form a community perspective</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring a variety of texts from diverse cultures, including those of First Nations, Métis, Inuit, and Francophones</li> <li>developing personal opinions</li> <li>exploring the opinions of others</li> <li>sharing one's experiences</li> <li>exploring one's interests through various texts</li> </ul>	<ul style="list-style-type: none"> <li>exploring a variety of texts from diverse cultures, including those of First Nations, Métis, Inuit, and Francophones</li> <li>comparing one's opinions to those of others</li> <li>comparing experiences and interests with those of others</li> </ul>	<ul style="list-style-type: none"> <li>exploring a variety of texts from diverse cultures, including those of First Nations, Métis, Inuit, and the Francophones</li> <li>recognizing cultural aspects presented in a variety of texts</li> <li>sharing one's experiences or interests</li> <li>sharing one's opinion on a variety of texts</li> <li>considering the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>identifying the message in a variety of texts from diverse cultures, including those of First Nations, Métis, Inuit, and Francophones</li> <li>making connections between one's culture and the culture of others through the exploration of texts</li> <li>reflecting on the contribution of new information and culture in the development of points of view</li> <li>expressing one's points of view</li> <li>comparing one's points of view to those presented in a variety of texts</li> <li>comparing one's points of view to those of others</li> <li>considering the individual voice and the collective voice</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on the meaning of perspectives presented in a variety of texts from diverse cultures, including those of First Nations, Métis, Inuit, and Francophones</li> <li>determining which aspects in texts may influence one's point of view</li> <li>considering the possibility of different perspectives</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Cultural and Global Citizenship</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU2b.K: Access</li> <li>LKU3a.K: Background Knowledge</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2b.1: Access</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2b.1: Access</li> <li>LKU3a.1: Background knowledge</li> <li>LKU3d.1: Comprehension strategies</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU2b.1: Access</li> <li>LKU3a.1: Background knowledge</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU2b.2: Access</li> <li>LKU2c.2: Evaluate</li> <li>LKU3a.2: Background Knowledge</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	None identified

**DRAFT Kindergarten to Grade 4 French Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Guiding Questions</b>	<b>How can language facilitate my interactions with others?</b>	<b>How can language affect my relationships with others?</b>	<b>How can language facilitate cooperation?</b>	<b>How can language foster collaborative and respectful relationships?</b>	<b>How can collaborative and respectful language foster the development of a sense of belonging?</b>
<b>Learning Outcomes</b>	<b>Children explore different ways of interacting orally with others.</b>	<b>Students experiment with different ways of respectfully interacting orally with others.</b>	<b>Students describe and apply verbal and non-verbal language to promote cooperation.</b>	<b>Students explain and demonstrate how verbal and non-verbal language can support collaborative and respectful relationships.</b>	<b>Students apply their knowledge of verbal and non-verbal language to foster collaborative and respectful relationships.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>verbal language and non-verbal language, including visual cues, speech rate, and intonation, communicate a message</li> <li>oral language changes depending on the person we are communicating with</li> <li>respectful communication includes taking turns when speaking</li> <li>the talking circle can be used to express experiences, ideas, and feelings</li> <li>listening involves a body posture that shows respect and interest</li> </ul>	<ul style="list-style-type: none"> <li>verbal language and non-verbal language can influence how a message is interpreted</li> <li>the use of greetings and courtesy phrases can show respect</li> <li>listening and speaking are conducive to successful communication</li> <li>tone of voice makes the intent or intensity of a message clear</li> <li>the expression of one’s ideas, preferences, and feelings influences understanding of one another</li> <li>the talking circle can facilitate the respectful expression of ideas, experiences, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>verbal language and non-verbal language may include or exclude others</li> <li>verbal language and non-verbal language may encourage others</li> <li>each person is responsible for the words, gestures, or facial expressions they use in their interactions</li> <li>the talking circle can facilitate cooperation</li> <li>the use of polite and courteous expressions supports the development of positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>everyone is responsible for the language they use, verbal and non-verbal, and how they choose to react to the message of others</li> <li>paraphrasing and questioning helps check understanding</li> <li>respect for others’ ideas contributes to an inclusive language</li> <li>the contribution of each member promotes the achievement of group objectives</li> <li>the talking circle can encourage collaborative and respectful discussions</li> <li>a fair conversation includes the needs, wishes, and preferences of each individual</li> </ul>	<ul style="list-style-type: none"> <li>respectful verbal and non-verbal language can strengthen ties with others</li> <li>inclusive language fosters the development of a sense of belonging</li> <li>everyone has the right to one’s point of view and the right to express it</li> <li>the talking circle can be used in various ways to support collaborative and respectful discussions</li> <li>each person is responsible for the language they use</li> <li>using the French pronoun “vous” shows respect</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>observing the effects of verbal language and non-verbal language</li> <li>recognizing the differences between the language used with friends and the language used with adults</li> <li>exploring ways in which visual cues and intonation communicate a message</li> <li>paying attention to the person who is talking</li> <li>taking turns talking and listening</li> <li>using familiar expressions of greeting and politeness</li> </ul>	<ul style="list-style-type: none"> <li>exploring verbal language and non-verbal language that promote respect</li> <li>using a few familiar greetings and courtesy phrases</li> <li>exploring the use of expressions to initiate an informal conversation with peers</li> <li>demonstrating interest in the conversation by listening carefully and responding appropriately to the messages of others</li> <li>clarifying or confirming understanding</li> <li>using and interpreting mimics or gestures to support the communication of a message</li> <li>taking turns when expressing oneself</li> <li>experimenting with tone of voice to clarify the intent or intensity of a message</li> </ul>	<ul style="list-style-type: none"> <li>using a tone of voice, words, gestures, or facial expressions that build collaboration and respect</li> <li>spontaneously using common vocabulary, expressions, and sentence structures to express oneself respectfully</li> <li>considering the ideas and opinions of others</li> <li>respectfully responding to the messages of others</li> <li>describing ways in which verbal and non-verbal language can express respect and promote collaboration</li> <li>exploring the roles and responsibilities that contribute to collaborative and positive interactions</li> </ul>	<ul style="list-style-type: none"> <li>adjusting one’s verbal and non-verbal language to show respect and contribute to collaboration</li> <li>paraphrasing or questioning to check or clarify understanding</li> <li>recognizing the ideas of others</li> <li>contributing to the discussion by expressing one’s ideas</li> <li>considering the needs, wishes, and preferences of others when interacting</li> <li>demonstrating a sense of responsibility by playing one’s role in a group</li> </ul>	<ul style="list-style-type: none"> <li>using respectful verbal and non-verbal language that contributes to collaborative work</li> <li>explaining one’s point of view in a discussion</li> <li>respecting the point of view of others</li> <li>thinking about the language one uses</li> <li>using communication strategies that promote positive interpersonal relationships</li> <li>exploring contexts in which “vous” is used</li> <li>describing ways in which respectful language improves ties with others</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU4a.K : Clarity</li> <li>LKU4c.K : Intent</li> <li>LKU4b.K : Audience</li> <li>LKU3b.K : Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1 : Purpose</li> <li>LKU4a.1 : Clarity</li> <li>LKU4b.1 : Audience</li> <li>LKU3b.1 : Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1 : Purpose</li> <li>LA1b.1 : Participation</li> <li>LKU3b.1 : Vocabulary</li> <li>LKU4a.1 : Clarity</li> <li>LKU4b.1 : Audience</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1 : Purpose</li> <li>LA1b.1 : Participation</li> <li>LKU4a.1 : Clarity</li> <li>LKU4b.1 : Audience</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.2 : Purpose</li> <li>LA1b.2 : Participation</li> <li>LKU4a.2 : Clarity</li> <li>LKU4b.2 : Audience</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	None identified

**DRAFT Kindergarten to Grade 4 French Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.				
<b>Guiding Questions</b>	How can I learn in another language?	How can my experiences in French help me belong to an immersive community?	How can learning French contribute to my identity?	How can learning French affect my personal growth?	How can learning French contribute to the development of my identity and my sense of belonging?
<b>Learning Outcomes</b>	Children explore learning a new language other than the language learned at home.	Students explore how experiences in French contribute to their sense of belonging to an immersive community.	Students examine and share the ways in which learning French contributes to their identity.	Students recognize the effects of learning French and how it benefits them personally.	Students examine how learning French contributes to their identity and development of their sense of belonging to the bilingual community.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>one speaks different languages at home than at school</li> </ul>	<ul style="list-style-type: none"> <li>learning a second language requires taking risks in one's attempts to express oneself and understand</li> <li>having experiences in French contributes to the development of a sense of belonging to a community that speaks more than one language</li> </ul>	<ul style="list-style-type: none"> <li>living in a second-language environment helps bolster one's self-image</li> <li>risk taking improves the ability to communicate in a new language</li> </ul>	<ul style="list-style-type: none"> <li>taking risks is necessary when one attempts to express oneself in French</li> <li>to successfully learn a second language, one has to adapt to the unknown</li> <li>French is spoken outside of school</li> </ul>	<ul style="list-style-type: none"> <li>language confidence helps develop a positive self-image</li> <li>taking risks is necessary when searching for meaning in French</li> <li>the commitment necessary for learning a second language affects identity, voice, confidence, and future opportunities</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring school life in French</li> <li>seeing that one's peers are also learning French</li> <li>noting that one learns a language one word or one expression at a time</li> </ul>	<ul style="list-style-type: none"> <li>taking risks to demonstrate one's understanding of messages in French</li> <li>taking risks to express oneself in French</li> <li>becoming aware of one's identity as an immersion student</li> </ul>	<ul style="list-style-type: none"> <li>making connections between one's school life in French and one's life outside of school</li> <li>making connections between learning French and developing a positive self-image</li> <li>recognizing that shared experiences help develop a sense of belonging to a community</li> <li>being confident in one's interactions in French</li> </ul>	<ul style="list-style-type: none"> <li>choosing to express oneself in French in order to show a sense of belonging to one's French immersion community</li> <li>exploring situations or places where one can use French</li> <li>experimenting with new interests and having new experiences thanks to one's knowledge of French and Francophone cultures</li> <li>projecting a positive image of oneself and one's peers as immersion students</li> </ul>	<ul style="list-style-type: none"> <li>taking risks in one's search for meaning and in one's quest for knowledge</li> <li>exploring the benefits of bilingualism and its positive effects on the individual</li> <li>contributing to language development by choosing to communicate in French in school and social situations</li> <li>examining the identity and roles of the immersion student</li> <li>pursuing one's studies in French with pride to reinforce a sense of belonging to the bilingual community</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LA1b.1: Participation</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LA1a.1: Purpose</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LA2a.1: Personal Insight</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.2: Participation</li> <li>LKU3a.2: Background Knowledge</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	None identified

**DRAFT Kindergarten to Grade 4 French Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
<b>Guiding Questions</b>	How does sharing stories help us to communicate experiences?	How does sharing stories help us to better understand our experiences and those of others?	How can exploring texts and sharing stories help us understand the effects of our choices on our relationships with others?	How can exploring choices and problem solving presented in texts and stories help us to understand others and to establish ties with them?	How can we improve our relationships with others by exploring choices and problem solving presented in texts and stories?
<b>Learning Outcomes</b>	Children explore the connections between their experiences and those of others by sharing stories.	Students compare their experiences to those of others by sharing stories.	Students demonstrate that actions have effects by exploring texts and sharing stories.	Students explain the effects that choices can have on problem solving by exploring texts and sharing stories.	Students propose the ways in which choices influence problem solving by exploring texts and sharing stories.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>language helps us tell stories</li> <li>there are a number of different ways to tell stories</li> <li>the oral tradition is used by Elders, Knowledge Keepers, and members of the First Nations, Métis, and Inuit community to present stories and teachings</li> <li>one learns about others by sharing stories</li> <li>the actions of the characters determine what happens in the story</li> <li>the actions take place in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>the stories can be real or imaginary</li> <li>our experiences can inspire our imaginary stories</li> <li>the oral tradition is used to tell stories and present teachings about First Nations, Métis, and Inuit cultures</li> <li>just like the events of our lives, the stories have a beginning, a middle, and an end</li> <li>the actions of the characters influence the rest of the story</li> </ul>	<ul style="list-style-type: none"> <li>sharing stories helps us better understand our experiences and those of others</li> <li>the oral tradition is used to teach beliefs, traditions, and values of First Nations, Métis, and Inuit cultures</li> <li>the structure of cause-and-effect situations mimics the actions and consequences of life</li> <li>just like in our own life, events happen in a given place and time</li> <li>by telling one's stories, one can establish ties with others</li> <li>words and sentences create mental images that help students in their understanding</li> </ul>	<ul style="list-style-type: none"> <li>in a story, the main character often has a problem to solve</li> <li>when facing circumstances, the characters make decisions just as we do</li> <li>the narrative structure, which represents a set of chronological steps that are generally contained in a plot, helps in the development of coherent stories</li> <li>descriptive language and figures of speech, including comparison and idiomatic expressions, can evoke mental images and emotions</li> <li>First Nations, Métis, and Inuit Elders use descriptive language to help make their stories and teachings understood</li> </ul>	<ul style="list-style-type: none"> <li>when facing circumstances, the characters of the stories, just like us, make choices that have effects on the rest of the story</li> <li>the qualities and faults of characters have effects on the action and resolution of a story</li> <li>the life lessons presented in the stories can help us improve our relationships with others</li> <li>a description can be enriched by the use of figurative language</li> <li>First Nations, Métis, and Inuit Elders, Knowledge Keepers, and members of the community use descriptive language to help make their stories and teachings understood and visualized</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>associating characters and their actions in varied real and imaginary stories</li> <li>recognizing the sequence of events of real and imaginary stories, including what comes before and what comes next</li> <li>comparing the characters' actions to one's own experiences</li> <li>exploring different ways of communicating stories by means of drawings, squiggles, reproductions, symbols, gestures, and actions</li> <li>sharing one's experiences and imaginary stories</li> </ul>	<ul style="list-style-type: none"> <li>examining the order of actions in varied real and imaginary stories using "au début," "ensuite," and "finalement"</li> <li>identifying the main actions of a character</li> <li>sharing one's experiences</li> <li>connecting one's personal experiences to the actions of the characters of real and imaginary stories</li> <li>comparing one's experiences with others to find similarities and differences</li> <li>telling the difference between actual experiences and imaginary stories</li> <li>creating imaginary stories</li> <li>describing the actions of a character in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>examining how characters, places, and time are described in a variety of texts</li> <li>examining the causes of the problems that arise in real and imaginary stories</li> <li>connecting the actions of the main characters with the denouement of the story</li> <li>sharing one's experiences</li> <li>creating stories with a simple plot containing a place, characters, and details</li> <li>exploring ways of creating mental images or emotions using words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>examining the description of the characters, the conflict, and the denouement in a variety of texts</li> <li>examining the effects of the problem on the actions of the characters</li> <li>making connections between the problems of the characters and real-life problems</li> <li>sharing one's experiences</li> <li>creating imaginary stories whose simple plot contains a problem and a denouement</li> <li>describing a simple plot involving a problem and a denouement</li> <li>exploring ways of evoking emotions or creating images using descriptive language and figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>examining how choice of characters and the simple plot are described in a variety of texts</li> <li>recognizing links between the thoughts and actions of the characters</li> <li>explaining how the choices of the characters could affect the plot of the story</li> <li>sharing one's experiences</li> <li>creating imaginary stories</li> <li>describing a simple plot involving a few choices of characters and the effects of these choices on the action of the story</li> <li>exploring ways of engaging the audience through the use of synonyms or figures of speech in one's texts, including comparisons and idiomatic expressions</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>



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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA1a.K: Purpose</li> <li>LKU3.a.K: Background Knowledge</li> <li>LKU4a.K: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU3.a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU2c.1: Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU3.a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3.a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3.a.2: Background Knowledge</li> <li>LKU3b.2: Vocabulary</li> <li>LKU4a.2: Clarity</li> </ul>
<b>Numeracy</b>	None identified	None identified	<ul style="list-style-type: none"> <li>NKU2f.1: Time</li> </ul>	<ul style="list-style-type: none"> <li>NKU2f.1: Time</li> </ul>	None identified
<b>Guiding Questions</b>	<b>How can curiosity help me explore my world?</b>	<b>How can curiosity help me gather and organize information to explore my world?</b>	<b>How can curiosity help me gather and organize information to solve problems and discover new ideas?</b>	<b>How can curiosity help me gather, organize, and evaluate information to solve problems and discover new ideas?</b>	<b>How can investigation help me manage information and shape my understanding?</b>
<b>Learning Outcomes</b>	<b>Children communicate answers to their questions.</b>	<b>Students collect and organize information to clarify and express their understanding.</b>	<b>Students look for and categorize information to clarify and express their understanding.</b>	<b>Students examine and evaluate different aspects of a topic to clarify their understanding and share new knowledge.</b>	<b>Students find and explain the links between the information extracted from the texts.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>questioning can lead to the discovery of information</li> <li>the sharing of information can come in many different forms</li> <li>information comes from a variety of sources, such as people, the environment, books, or digital sources</li> <li>textual elements, such as pictures, words, titles, icons, or benchmarks, assist in constructing messages</li> </ul>	<ul style="list-style-type: none"> <li>information comes from a variety of sources, including people, the environment, books, and digital sources</li> <li>questioning leads to the search for answers that contributes to understanding</li> <li>statements presents information</li> <li>questions search for information</li> <li>textual elements, including titles, pictures, icons, labels, and benchmarks, help one organize and understand a text</li> </ul>	<ul style="list-style-type: none"> <li>questioning allows one to search for information</li> <li>the declaration consists of presenting information</li> <li>information comes from various sources</li> <li>textual elements, such as pictures, labels, and the table of contents, create the structure of a text</li> </ul>	<ul style="list-style-type: none"> <li>research can support problem solving and discovery of new ideas</li> <li>the investigation process involves a number of steps</li> <li>opinions are personal thoughts or ideas</li> <li>facts are proven truths</li> <li>information on a topic can be gathered from various sources</li> <li>textual elements, including pictures, legends, labels, tables of contents, glossaries, benchmarks, menus, and hyperlinks, help clarify the text</li> </ul>	<ul style="list-style-type: none"> <li>the investigation process helps one manage information and shape the understanding of a chosen topic</li> <li>information can be classified, sorted, and validated by consulting various sources</li> <li>information may be relevant or irrelevant, reliable or unreliable</li> <li>graphs, legends, and diagrams are sources of information</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>asking questions related to information unearthed in texts or experiences</li> <li>exploring various sources of information</li> <li>exploring different ways of communicating information and one's observations</li> <li>exploring different ways of sorting information</li> <li>exploring textual elements</li> </ul>	<ul style="list-style-type: none"> <li>exploring various sources of information</li> <li>generating questions from texts and experiences</li> <li>exploring the difference between a statement and a question</li> <li>recording observations using pictures and words</li> <li>sorting information according to predetermined categories</li> <li>communicating one's knowledge on a topic</li> <li>exploring the difference between digital tools and other forms of text</li> <li>reflecting on personal experiences within the research process</li> <li>exploring the use and purpose of textual elements</li> </ul>	<ul style="list-style-type: none"> <li>generating specific questions from texts and experiences</li> <li>differentiating between a statement and a question</li> <li>recognizing when the information provides an answer to the question asked</li> <li>exploring the difference between digital tools and other forms of text</li> <li>sorting relevant information into categories determined in groups</li> <li>recording one's knowledge on a particular topic</li> <li>creating and sharing factual texts using simple pictures, words, and sentences</li> <li>reflecting on one's experiences with the research process and describing them</li> <li>recognizing the function of a few textual elements</li> </ul>	<ul style="list-style-type: none"> <li>asking relevant questions</li> <li>choosing the topic of study and sources of information according to one's preferences or goals</li> <li>recognizing the difference between navigating digital texts and browsing other texts</li> <li>determining whether information is relevant</li> <li>generating categories to group relevant information</li> <li>creating and sharing factual texts involving a main idea and a few aspects using pictures, words, and sentences</li> <li>identifying the main idea and a few aspects</li> <li>evaluating and adjusting the research process using pre-established criteria</li> <li>recognizing the function of various textual elements</li> </ul>	<ul style="list-style-type: none"> <li>asking questions to clearly define one's purpose</li> <li>selecting ideas and sources to target one's research based on one's preferences or goals</li> <li>generating and selecting categories so that one can sort the information appropriately</li> <li>exploring ways of determining the relevance and reliability of information related to a chosen topic</li> <li>summarizing the main ideas in various ways</li> <li>creating texts that present accurate information, including the topic dealt with and a number of aspects developed</li> <li>using benchmarks and textual clues embedded in conventional and digital texts</li> <li>identifying one's strengths in the research process as well as areas where one needs to improve</li> </ul>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
					<ul style="list-style-type: none"> <li>selecting information from among texts, graphs, legends, and diagrams that can help meet one’s objective or carry out one’s intent</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Critical Thinking</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU2.a.K: Develop Questions</li> <li>LKU2b.K: Access</li> <li>LKU4c.K: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LKU2.a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU2.a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU3c.1: Text Organization</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2.a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU3c.1: Text Organization</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2.a.2: Develop Questions</li> <li>LKU2b.2: Access</li> <li>LKU3c.2: Text Organization</li> <li>LKU3d.2: Comprehension Strategies</li> <li>LA2a.2: Personal Insight</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	<ul style="list-style-type: none"> <li>NKU1b.2: Collection of Data</li> </ul>
<b>Guiding Questions</b>			<b>How can I use language to express myself?</b>	<b>How can language affect others?</b>	<b>How can language choices affect our ways our thoughts, actions, and the way we view the world?</b>
<b>Learning Outcomes</b>			<b>Students express their desires and preferences by interpreting and creating texts.</b>	<b>Students weigh the effects of language choices that are intended to influence others when interpreting and creating texts.</b>	<b>Students demonstrate the use of a language chosen to influence the thoughts or actions of others when interpreting and creating texts.</b>
<b>Conceptual Knowledge</b>			<ul style="list-style-type: none"> <li>our thoughts influence our word choices</li> <li>language gives others insight into our thoughts</li> <li>certain words or expressions can have an influence</li> <li>a number of textual elements, including pictures, graphs, fonts, colours, and upper case letters, contribute to meaning</li> <li>layout can influence the effect of messages</li> </ul>	<ul style="list-style-type: none"> <li>texts that influence can lead to action, convince, give pause for thought, or entertain according to the author’s intent</li> <li>texts that influence can take various forms</li> <li>there is a link between the message expressed and the reaction of others to this message</li> <li>language can be used to convince, entertain, support ideas, or promote products</li> <li>the choice of textual elements and stylistic devices contributes to the effect the message has on the audience</li> <li>taking a single stand on a topic makes it easier to express oneself convincingly</li> <li>verifiable facts and examples can increase the scope of an opinion</li> <li>relationship markers, including “parce que,” “et,” “aussi,” and “car” specify the link between ideas presented in the sentence</li> </ul>	<ul style="list-style-type: none"> <li>to convince, points of view are often presented as if they were true facts</li> <li>the particular construction of sentences can set a tone</li> <li>the order in which ideas are presented reflects their importance</li> <li>linguistic elements, stylistic devices, and figures of speech, including onomatopoeia, idiomatic expressions, and comparison, can exert influence on others</li> </ul>
<b>Procedural Knowledge</b>			<ul style="list-style-type: none"> <li>creating simple expressive texts, including poems, letters, posters, or invitations</li> <li>expressing a preference or wish</li> </ul>	<ul style="list-style-type: none"> <li>exploring and creating a variety of texts intended to influence, including guidelines, classified ads, letters, advertisements, or poems</li> </ul>	<ul style="list-style-type: none"> <li>telling the difference between texts that inform and texts that persuade</li> <li>expressing opinions in order to convince others or change one’s point of view</li> </ul>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			<ul style="list-style-type: none"> <li>recognizing, choosing, and using influential words</li> <li>interpreting and creating the layout</li> </ul>	<ul style="list-style-type: none"> <li>determining the author’s intent</li> <li>considering interests or needs of the audience by choosing textual elements; stylistic devices, including rhyme, sensory details, and figures of speech (comparison, onomatopoeia, idiomatic expressions); and layout elements</li> <li>taking a stand on a given topic and providing reasons supporting that stand</li> <li>recognizing and using a few relationship markers</li> </ul>	<ul style="list-style-type: none"> <li>exploring and creating a variety of texts, including directions for use, letters of opinion, advertisements, promotional posters, and poems</li> <li>recognizing and using figures of speech that can be used to influence</li> <li>choosing textual elements that attract attention when creating various texts</li> <li>choosing different types and forms of sentences to set a tone in texts</li> <li>expressing opinions with the goal of influencing the point of view of others</li> <li>choosing textual elements, stylistic devices, including figures of speech (onomatopoeia, idiomatic expressions, comparison), and a layout that captures attention</li> <li>comparing the different effects produced when one changes the order of ideas</li> </ul>
<b>Competencies</b>			<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Creativity and Innovation</li> </ul>
<b>Literacy</b>			<ul style="list-style-type: none"> <li>LKU3b.1: Vocabulary</li> <li>LKU3c.1: Text Organization</li> <li>LKU4a.1: Clarity</li> <li>LKU4c.1: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LKU3c.1: Text Organization</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> <li>LKU4c.1: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LKU4c.2: Intent</li> <li>LKU3b.2: Vocabulary</li> <li>LKU3c.2: Text Organization</li> <li>LKU4a.2: Clarity</li> <li>LKU4b.2: Audience</li> </ul>
<b>Numeracy</b>			<ul style="list-style-type: none"> <li>NKU2b.1: Management of Space</li> </ul>	<ul style="list-style-type: none"> <li>NKU2b.1: Management of Space</li> </ul>	None identified
<b>Guiding Questions</b>		<b>How can I develop my oral presentation skills?</b>	<b>How can communication strategies help me develop my oral presentation skills?</b>	<b>How can I develop my self-expression when considering various audiences?</b>	<b>How can I develop my communication abilities when considering various audiences?</b>
<b>Learning Outcomes</b>		<b>Students experiment with the various ways oral presentations can be done.</b>	<b>Students apply a few oral communication strategies into their presentations.</b>	<b>Students apply a variety of oral communication strategies in their presentations depending on the audience.</b>	<b>Students integrate a variety of oral communication strategies in their presentations depending on the context and the audience.</b>
<b>Conceptual Knowledge</b>		<ul style="list-style-type: none"> <li>verbal language and non-verbal language both communicate messages</li> <li>non-verbal language can improve the clarity of a verbal message</li> <li>verbal language, non-verbal language, and the written language are interrelated</li> </ul>	<ul style="list-style-type: none"> <li>verbal and non-verbal language, such as tone, volume, facial expressions, and gestures, assist in arousing interest and clarifying one’s message</li> <li>intonation can communicate statements, questioning, and expression of emotions</li> </ul>	<ul style="list-style-type: none"> <li>communication changes according to the audience</li> <li>verbal language and non-verbal language, such as speech and gestures, can be adjusted to clarify communication</li> <li>the use of visual aids, examples, and details may arouse the audience’s interest</li> <li>the use of descriptive vocabulary and a variety of sentences can help maintain the audience’s attention</li> </ul>	<ul style="list-style-type: none"> <li>descriptive vocabulary can arouse the audience’s interest</li> <li>the audience and context determine how tone of voice is selected</li> <li>interest for the audience can be aroused through oral communication, word choice, expression, tone, volume, gesture, and rhythm</li> <li>the fluency of oral communication is supported by articulation and rate</li> <li>visual aids can capture the attention of the audience</li> </ul>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				<ul style="list-style-type: none"> <li>expressive oral communication includes components such as volume, intonation, and rate of speech</li> </ul>	
<b>Procedural Knowledge</b>		<ul style="list-style-type: none"> <li>communicating one’s message using short simple sentences and familiar vocabulary</li> <li>exploring the effects on one’s message through tone, facial expressions, volume, and gestures</li> <li>presenting objects, experiences, or information informally</li> </ul>	<ul style="list-style-type: none"> <li>experimenting by varying tone, volume, facial expressions, and gestures</li> <li>exploring the effects of eye contact, body position, gestures, and mimicry in oral communications</li> <li>respecting the intonation usually associated with declarative, interrogative, and exclamatory sentence structures</li> <li>presenting oral messages on familiar themes</li> </ul>	<ul style="list-style-type: none"> <li>applying a descriptive vocabulary related to the topic</li> <li>using a variety of gestures, mimicry, and body positions to clarify communication</li> <li>choosing visual aids to support the presentation of one’s topic and capture the audience’s attention</li> <li>using a variety of sentences that have details that keep the audience’s interest</li> <li>communicating expressively, paying attention to volume, intonation, and rate</li> </ul>	<ul style="list-style-type: none"> <li>communicating to describe, explain, summarize, or present ideas</li> <li>using descriptive vocabulary related to the topic</li> <li>using oral communication strategies, according to the context, to improve the message or arouse the audience’s interest</li> <li>paying attention to articulation and rate</li> <li>selecting and using various visual aids to keep the audience’s attention</li> </ul>
<b>Competencies</b>		<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LA2a.1: Personal Insight</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>LKU3b.1: Vocabulary</li> <li>LKU4b.1: Audience</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3b.2: Vocabulary</li> <li>LKU4c.2: Intent</li> <li>LKU4b.2: Audience</li> <li>LKU4a.2: Clarity</li> </ul>
<b>Numeracy</b>		None identified	None identified	None identified	None identified
<b>Guiding Questions</b>	<b>How can I find the meaning of a text?</b>	<b>What can help me construct my understanding of texts?</b>	<b>What are the processes that can help me construct my understanding of texts?</b>	<b>How can I check my application of the processes that help me construct my understanding of texts?</b>	<b>How can I evaluate the choices I make when constructing my understanding of texts?</b>
<b>Learning Outcomes</b>	<b>Children share the meaning they construct from various texts.</b>	<b>Students explore the thought processes that enable them to understand texts.</b>	<b>Students follow the thought processes that enable them to understand texts.</b>	<b>Students examine the thought processes that enable them to understand texts.</b>	<b>Students use the thought processes that enable them to understand texts.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts present a message using pictures and words</li> <li>experiences help in understanding texts</li> <li>predictions help anticipate the overall meaning of a text</li> <li>books are read from left to right and from top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>thought processes include the creation of links, prediction, and vocabulary research</li> <li>creating links with texts helps us understand them</li> <li>predictions help anticipate the overall meaning of a text</li> <li>strategies for understanding unfamiliar words, including illustrations, letter-sound relationships, the initial syllable, and the words “avant” and “après,” support the construction of meaning</li> <li>punctuation and upper case letters help students understand texts</li> </ul>	<ul style="list-style-type: none"> <li>thought processes, including creation of links, predictions, questioning, and mental images, support the understanding of the text</li> <li>strategies for understanding unfamiliar words, including illustrations, letter-sound relationships, the initial syllable, the words “before” and “after,” and the overall meaning of the sentence, support the construction of meaning</li> <li>punctuation assists in constructing meaning</li> <li>choices made by the authors can facilitate understanding and elicit a reaction or bring about an action</li> <li>words and sentences create mental images that help students in their understanding</li> </ul>	<ul style="list-style-type: none"> <li>context contributes to the meaning of the text</li> <li>thought processes, including prediction, context, questioning, and mental images, support the understanding of the text</li> <li>strategies for understanding unfamiliar words, including illustrations, letter-sound relationships, the words “avant” and “après,” and the overall meaning of the sentence, support the construction of meaning</li> <li>punctuation can help in constructing meaning</li> <li>choices made by the authors can facilitate understanding and elicit a reaction or bring about an action</li> </ul>	<ul style="list-style-type: none"> <li>context and structure of the text contribute to the meaning of the text</li> <li>thought processes, including context, text structure, predictions, inferences, and questioning, support the understanding of the text</li> <li>choices made by the authors can facilitate understanding and elicit a reaction or bring about an action</li> <li>to create mental images, authors use stylistic devices, including puns, alliterations, sensory details, and onomatopoeia</li> </ul>



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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>recognizing the relationship between words and pictures</li> <li>creating connections between texts and one's experiences</li> <li>making predictions based on the front cover, illustrations, and one's experiences</li> <li>following with one's finger from left to right and from top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>creating links between texts, one's experiences, and one's prior knowledge</li> <li>making predictions to construct one's understanding</li> <li>exploring strategies for understanding unfamiliar words</li> <li>exploring the effects of punctuation and upper case letters on the understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>making connections between texts, one's experiences, and prior knowledge to construct one's understanding of a topic, a character, or new ideas</li> <li>making predictions based on the title, pictures, and information presented in the texts</li> <li>answering questions to check one's understanding</li> <li>exploring mental images created from words to help construct one's understanding</li> <li>using strategies to understand unfamiliar words</li> <li>interpreting punctuation marks when reading</li> <li>exploring choices made by the author that make the text easier to understand and elicit a reaction or an action</li> </ul>	<ul style="list-style-type: none"> <li>using the context as a base to construct one's understanding</li> <li>checking one's predictions by finding evidence that confirms or refutes them</li> <li>asking questions and answering them to check one's understanding</li> <li>describing mental images created from words to help construct one's understanding</li> <li>applying strategies to understand unfamiliar words</li> <li>observing punctuation marks when reading</li> <li>recognizing choices made by the author that make the text easier to understand and elicit a reaction or an action</li> </ul>	<ul style="list-style-type: none"> <li>using the text structure as a base to construct one's understanding</li> <li>evaluating and modifying one's predictions based on new information found in texts</li> <li>making inferences</li> <li>using questioning to check one's understanding</li> <li>summarizing the general theme and main ideas of a text</li> <li>explaining how stylistic devices create mental images</li> <li>explaining choices made by the author that make the text easier to understand and elicit a reaction or an action</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.2: Background Knowledge</li> <li>LKU3d.2: Comprehension Strategies</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	None identified
<b>Guiding Questions</b>		<b>How can my choices support me when creating texts?</b>	<b>How can my thoughts support me when creating texts?</b>	<b>How can my thoughts help me make choices that match my communicative intent and the needs of my audience?</b>	<b>How can my thoughts help me analyze the appropriateness of my choices to better match my communicative intent and the needs of my audience?</b>
<b>Learning Outcomes</b>		<b>Students follow a process to explore the creation of texts.</b>	<b>Students use a simple planning and development process to create texts.</b>	<b>Students examine their process of creating texts to produce texts that match their communicative intent and the needs of the audience.</b>	<b>Students engage in the process of creating texts and review the relevance and accuracy of their messages.</b>
<b>Conceptual Knowledge</b>		<ul style="list-style-type: none"> <li>communicative intent guides the creation of texts</li> <li>prior knowledge can serve as an entry point for creating texts</li> <li>the text creation process includes proposing ideas, planning, making drafts, and revision</li> <li>the structure of a text can promote clear communication</li> <li>revisions are aimed at improving the communication of the message</li> </ul>	<ul style="list-style-type: none"> <li>considering one's audience facilitates the creation of a text that is appropriate to the context</li> <li>prior knowledge helps construct meaning</li> <li>planning tools, including mind maps, brainstorming, and webs, help the author organize their ideas</li> <li>text structure can support message coherency</li> <li>improvements made to the text enhance understanding and clarity</li> </ul>	<ul style="list-style-type: none"> <li>communicative intent guides the exploration of ideas when creating texts</li> <li>creating links between one's experiences and one's prior knowledge assists in creating texts</li> <li>planning strategies and tools, including diagrams and outlines, facilitate the creation of coherent texts</li> <li>the structure of the text and the application of language conventions, including conventional spelling and</li> </ul>	<ul style="list-style-type: none"> <li>relevant ideas reflect communicative intent</li> <li>reflecting on one's experiences can help in accomplishing new tasks</li> <li>strategies and planning tools vary by task</li> <li>writing a draft helps in logically organizing ideas</li> <li>the revision can make a text clearer and more interesting</li> <li>applying language conventions, including conventional spelling, grammar, and punctuation, ensures the message is clear</li> </ul>

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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		<ul style="list-style-type: none"> <li>the thinking process can deepen learning and understanding of the process of creating texts</li> </ul>	<ul style="list-style-type: none"> <li>thinking about one’s choices can deepen learning and understanding of the process of creating texts</li> </ul>	<p>punctuation, enhance the clarity of the message</p> <ul style="list-style-type: none"> <li>thought during the process of creating texts allows one to clarify the changes that will improve the quality of one’s creations</li> <li>punctuation and font can create different effects</li> </ul>	<ul style="list-style-type: none"> <li>the analysis of the process of text creation makes it possible to choose ways to specify one’s message</li> </ul>
<b>Procedural Knowledge</b>		<ul style="list-style-type: none"> <li>exploring the goal of the text</li> <li>creating links between one’s prior knowledge and the topic of the text</li> <li>organizing one’s text following a template</li> <li>organizing one’s ideas while following the structure of the text being studied</li> <li>following recommendations to improve one’s text</li> <li>taking part in a guided reflection on one’s choices made before, during, and after creating texts</li> </ul>	<ul style="list-style-type: none"> <li>exploring communicative intent according to the recipient</li> <li>creating links between one’s experiences and one’s prior knowledge</li> <li>organizing one’s text following simple steps</li> <li>developing one’s ideas while following the structure of the text being studied</li> <li>considering possible improvements to further develop the texts</li> <li>making simple language improvements to the texts based on established criteria</li> <li>taking part in guided reflection on one’s choices made before, during, and after creating texts</li> </ul>	<ul style="list-style-type: none"> <li>choosing ideas based on communicative intent and audience</li> <li>creating links between one’s experience of similar tasks and one’s prior knowledge</li> <li>using tools and planning strategies</li> <li>writing drafts of the text while following the structure of the text being studied</li> <li>revising one’s text to make language improvements</li> <li>explaining the effects of words, pictures, punctuation, and fonts</li> <li>using language conventions being studied in accordance with established criteria</li> <li>reflecting, with guidance, on one’s choices made before, during, and after creating texts</li> </ul>	<ul style="list-style-type: none"> <li>analyzing the relevance of ideas in relation to communicative intent and the audience</li> <li>creating one’s experience of similar tasks to transfer one’s knowledge</li> <li>choosing strategies and planning tools</li> <li>writing drafts of one’s text while following the structure of the text being studied and ensuring that ideas follow logically</li> <li>revising one’s text to make improvements</li> <li>using language conventions being studied in accordance with established criteria</li> <li>exploring how to justify one’s choices made before, during, and after creating texts</li> </ul>
<b>Competencies</b>		<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU4a.1: Clarity</li> <li>LKU3a.1: Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU4c.1: Intent</li> <li>LKU4a.1: Clarity</li> <li>LKU3a.1: Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU4c.1: Intent</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.2: Task Analysis</li> <li>LKU4c.2: Intent</li> <li>LKU4a.2: Clarity</li> <li>LKU4b.2: Audience</li> <li>LKU1b.2: Conventions</li> </ul>
<b>Numeracy</b>		None identified	None identified	None identified	None identified
<b>Guiding Questions</b>		<b>How can I know who is the author of a text?</b>	<b>How can I find and use information ethically?</b>	<b>How can I organize the information I find and recognize the sources?</b>	<b>How can I find and use information ethically?</b>
<b>Learning Outcomes</b>		<b>Students recognize that texts have authors.</b>	<b>Students record information ethically.</b>	<b>Students record and manage information ethically.</b>	<b>Students manage information ethically in a variety of ways.</b>
<b>Conceptual Knowledge</b>		<ul style="list-style-type: none"> <li>texts and information have authors or creators</li> <li>the author of the ideas must be recognized</li> </ul>	<ul style="list-style-type: none"> <li>texts have creators or authors who must be recognized</li> <li>each individual can decide if he or she wants to get his or her photo taken or make his or her creations known</li> <li>there are laws, including open licensing, that indicate whether images can be shared or copied</li> </ul>	<ul style="list-style-type: none"> <li>people must be asked permission to use their text, name, or photos</li> <li>laws, including those on open licensing, manage permissions for information use</li> <li>information and images from open-source websites are at our disposal</li> </ul>	<ul style="list-style-type: none"> <li>all information has an author or creator</li> <li>people must be asked permission to use their text, name, or photos</li> <li>the source of images and information must be cited</li> </ul>

**DRAFT Kindergarten to Grade 4 French Language Arts**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Procedural Knowledge</b>		<ul style="list-style-type: none"> <li>recognizing that each text has an author</li> <li>identifying the authors or creators of the texts</li> <li>signing one’s name to one’s work</li> </ul>	<ul style="list-style-type: none"> <li>recording key information and ideas in one’s own words and pictures</li> <li>naming the sources of information used</li> <li>identifying the source of images from websites</li> <li>asking permission before using another person’s creation or photo</li> </ul>	<ul style="list-style-type: none"> <li>compiling lists of sources of information used and their authors</li> <li>recording key information from texts</li> <li>searching for information and images in open-source websites</li> </ul>	<ul style="list-style-type: none"> <li>compiling a list, in alphabetical order, of sources of information used</li> <li>paraphrasing ideas from reliable sources</li> <li>recognizing the authors who retain their right to the texts cited</li> <li>choosing information from open-source websites</li> </ul>
<b>Competencies</b>		<ul style="list-style-type: none"> <li>Managing Information</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Cultural and Global Citizenship</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>LKU2d.1: Ethical Use</li> </ul>	<ul style="list-style-type: none"> <li>LKU2d.1: Ethical Use</li> </ul>	<ul style="list-style-type: none"> <li>LKU2d.1: Ethical Use</li> </ul>	<ul style="list-style-type: none"> <li>LKU2d.2: Ethical Use</li> </ul>
<b>Numeracy</b>		None identified	None identified	None identified	None identified
<b>Guiding Questions</b>	<b>How can texts elicit a reaction?</b>	<b>What in the texts elicits reactions?</b>	<b>How can authors use language to elicit various reactions?</b>	<b>How can texts provoke or elicit a reaction?</b>	<b>How can we establish links between various texts and the choices of development of the same theme?</b>
<b>Learning Outcomes</b>	<b>Children explore their personal reactions to a variety of texts.</b>	<b>Students explore what elicits a reaction in the texts.</b>	<b>Students explore what in the texts elicits a reaction.</b>	<b>Students describe ways in which different texts can elicit various reactions.</b>	<b>Students identify various themes and how they are addressed in a variety of texts.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts communicate ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>texts communicate ideas, feelings, and emotions</li> <li>preferences and knowledge have effects on reactions</li> </ul>	<ul style="list-style-type: none"> <li>all texts elicit reactions</li> <li>texts are inspired by experiences or observations of the world</li> <li>the choice of words has effects on the reaction</li> <li>everyone’s reactions are related to one’s knowledge and personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>different texts elicit different reactions</li> <li>the choice of words impacts the reaction</li> <li>everyone’s reactions are related to one’s knowledge and personal experiences</li> <li>texts can present themes, characters, or similar places in different ways</li> </ul>	<ul style="list-style-type: none"> <li>authors communicate their values through the texts</li> <li>authors can treat the same theme in different ways</li> <li>reactions vary from one person to another</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>discussing reactions or feelings toward texts</li> <li>discussing what in the texts elicits a reaction.</li> </ul>	<ul style="list-style-type: none"> <li>choosing one’s favourite texts</li> <li>sharing one’s first impressions of texts</li> <li>exploring what influences one’s reaction to texts</li> </ul>	<ul style="list-style-type: none"> <li>finding similarities or differences between various stories, including from the Francophones, First Nations, Métis, and Inuit</li> <li>expressing one’s preferences regarding authors</li> <li>noting similarities between the experiences of the characters of the texts and one’s personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>reacting to texts based on prior knowledge</li> <li>comparing similar works by the same author or different authors</li> <li>exploring how similar themes are treated in various texts</li> <li>comparing the progression of a story with that of another story</li> <li>exploring links between a variety texts, including from the Francophones, First Nations, Métis, and Inuit</li> <li>creating links between one’s experiences and one’s reaction to texts</li> <li>noticing that the choice of words has effects on one’s reaction</li> </ul>	<ul style="list-style-type: none"> <li>comparing texts from different authors, including authors from the Francophones, First Nations, Métis, and Inuit</li> <li>exploring the values presented in the texts</li> <li>expressing the similarities or differences observed in the treatment of the same theme</li> <li>specifying reasons for one’s preferences</li> <li>comparing one’s reactions to those of others</li> <li>recognizing the diversity of reactions to texts</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Personal Growth and Well-being</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA1a.K: Purpose</li> </ul>	<ul style="list-style-type: none"> <li>LKU4e.1: Media Influence</li> <li>LA1a.1: Purpose</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>LKU3d.2: Comprehension Strategies</li> <li>LKU4e.2: Media Influence</li> </ul>
<b>Numeracy</b>	None identified	None identified	None identified	None identified	None identified

**DRAFT Kindergarten to Grade 4 French Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
<b>Guiding Questions</b>	How can the connections between sounds and letters help me?	How can the connections between sounds and word formation help me communicate?	How can the relationships between word formation and conventional spelling help me communicate?	How can conventional spelling contribute to the fluency and effectiveness of communication?	What can word parts tell us?
<b>Learning Outcomes</b>	Children associate letters and corresponding sounds while exploring the alphabetic principle and word concept.	Students associate sounds with word formation by exploring links between oral and written language.	Students associate conventional spelling with word formation when communicating.	Students apply their knowledge of language sounds to decode words accurately in context.	Students decode familiar and unfamiliar words accurately in order to determine their meaning in context.
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>written communication is possible due to the letters that represent the sounds of the language</li> <li>the upper- and lower-case form of the same letter have the same sound</li> <li>letters are grouped together to form words that have meaning</li> <li>the order of the sounds in a word corresponds to the order of the letters in the word</li> <li>rhyme occurs when words share the same final sound</li> <li>French and English are written using the same alphabet</li> </ul>	<ul style="list-style-type: none"> <li>we can record our thoughts by representing our words in writing</li> <li>words enable us to communicate with others</li> <li>each letter has a name and represents a sound of the language</li> <li>some letters have more than one sound</li> <li>vowels and consonants are put together to form units of sound in words, including direct syllables, inverted syllables, and double consonants</li> <li>when combined, some letters represent a simple sound that differs from the sound of each letter</li> <li>accents modify the sound of a vowel</li> <li>the final syllables of words that rhyme contribute to the rhythm of the language</li> <li>we can reproduce in writing the printed letters that we find around us</li> <li>the representation of the French alphabet is identical to that of the English alphabet, but the letters are sometimes pronounced differently</li> </ul>	<ul style="list-style-type: none"> <li>a common spelling code makes effective communication easier</li> <li>decoding of words depends on the recognition of simple or complex sounds that form the syllables of words</li> <li>vowels determine how certain consonants are pronounced</li> <li>accents modify the sound of letters</li> <li>oral fluency is facilitated by the connection between the final consonant of certain words and the initial vowel of the following word</li> <li>silent letters are written but are not pronounced</li> <li>the sounds of language can be used to create esthetic effects, including rhyme, alliteration, and onomatopoeia</li> <li>alliteration can be used to create sound effects through the repetition of one or more consonants</li> <li>onomatopoeia is the representation of sounds associated with a person, animal, or object</li> <li>developing a precise and effective representation of letters makes it easier to express ideas in writing</li> </ul>	<ul style="list-style-type: none"> <li>several vowels and consonants placed together form complex sounds</li> <li>decoding increases reading fluency by making it possible to pronounce unfamiliar written words</li> <li>accents and orthographic symbols are used to modify the pronunciation of certain words</li> <li>using the apostrophe with determiners improves the fluency of the oral language by avoiding the sequence of two vowels in successive words</li> <li>letters or groupings of silent letters sometimes perform a particular function that may indicate the plural of the noun, the person of the verb, or masculine/feminine</li> <li>homophones, including “mes-mais,” “sont-son,” “mer-mère,” and “au-haut,” are words that are pronounced identically but that have different meanings</li> <li>the accented syllable in polysyllabic words determines the rhythm of the language</li> <li>the sounds of the language arising from devices such as assonance, alliteration, and onomatopoeia can be used to create sound effects</li> <li>assonance is created by repeating the same vowel sound in a series of words</li> <li>the development of a number of ways of representing letters, including cursive writing, makes communication in a multiple contexts possible</li> </ul>	<ul style="list-style-type: none"> <li>the rules of sound formation support reading and writing</li> <li>accents can be used to indicate the meaning of certain words that otherwise would not be different</li> <li>the apostrophe is needed to replace the vowel of personal pronouns in cases where the next word begins with a vowel</li> <li>silent letters placed at the end of verbs serve to show pronoun agreement</li> <li>the use and spelling of homophones require an understanding of the meaning of the words in context</li> <li>stress on syllables creates rhythm that adds expression to oral language</li> <li>stress occurs when we highlight a syllable</li> <li>putting stress on the right syllable of words contributes to correct expression and understanding of the message</li> <li>cursive writing encourages fluid movement by connecting the letters of a word when writing</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>associating letters with sounds</li> <li>differentiating lower case letters from upper case letters</li> <li>recognizing familiar words from their first letter</li> <li>exploring ways to blend sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with the French pronunciation of the sounds of the letters</li> <li>recognizing lower case and upper case letters and associating them with their sound</li> </ul>	<ul style="list-style-type: none"> <li>identifying and reproducing letters that represent simple or complex sounds in words</li> <li>blending and segmenting the simple and complex sounds and syllables of high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>finding and reproducing complex sounds in familiar and unfamiliar words</li> <li>decoding sounds and complex syllables of high-frequency words</li> <li>using the umlaut and cedilla in standard cases</li> </ul>	<ul style="list-style-type: none"> <li>decoding sounds and complex syllables of familiar and unfamiliar words</li> <li>reading and writing simple texts with accuracy and fluency using one’s knowledge of sounds and how they are represented in writing</li> </ul>



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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
	<ul style="list-style-type: none"> <li>detecting the final sound of words to recognize words that rhyme</li> <li>differentiating each word in simple sentences in oral language</li> <li>experimenting with the formation of printed letters in writing</li> <li>exploring the similarities between the French alphabet and the English alphabet</li> </ul>	<ul style="list-style-type: none"> <li>associating simple sounds with the combination of vowels and consonants that represent them in words</li> <li>experiencing with the merger and segmentation of sounds or syllables of words</li> <li>noticing how accents are used</li> <li>automatically recognizing sight words</li> <li>reading and writing words using one’s knowledge of direct syllables or simple sounds</li> <li>recognizing and creating rhymes by playing with words and the rhythm of the language</li> <li>forming upper case and lower case letters in writing</li> </ul>	<ul style="list-style-type: none"> <li>recognizing the function of the vowel in the use of hard or soft sounds of “c” and “g”</li> <li>using accents with the vowel “e”</li> <li>taking notice of the use of the umlaut and cedilla in high-frequency words</li> <li>reading and writing simple texts using one’s knowledge of simple and complex sounds</li> <li>experimenting orally with connections between the final consonant of a word and the initial vowel of the following word in standard cases</li> <li>recognizing that silent letters are written but are not pronounced</li> <li>experimenting with manipulating the sounds of words to produce esthetic effects</li> <li>accurately and fluidly forming printed letters in writing</li> </ul>	<ul style="list-style-type: none"> <li>reading and writing simple texts with accuracy and fluency using one’s knowledge of letters and the sounds of the language</li> <li>using the apostrophe in standard cases</li> <li>identifying the silent letters “s” and “x” that indicate the plurals of nouns</li> <li>identifying the silent letters “nt” of the “ent” ending of the verbs in the third-person plural</li> <li>identifying the silent letter “e” that indicates the feminine form of high-frequency words</li> <li>recognizing some high-frequency homophones</li> <li>recognizing and using alliteration and assonance to create sound effects by playing with the sounds and rhythm of the language</li> <li>experimenting with cursive writing of lower case and upper case letters</li> </ul>	<ul style="list-style-type: none"> <li>recognizing the difference in meaning indicated by the use of the accent in certain high-frequency homophones, including “a-à,” “ou-òù,” “la-là,” “sur-sûr,” and “du-dû”</li> <li>using the apostrophe when personal pronouns ending in the letter “e” are followed by a vowel</li> <li>explaining the role of silent letters in various words</li> <li>differentiating and correctly using some high-frequency homophones</li> <li>observing the stress on the syllables of high-frequency words in expressive and rhythmic oral communication</li> <li>developing the legibility of one’s cursive writing of words in sentences</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA2a.K: Personal Insight</li> <li>LKU1a.K: Word Formation</li> <li>LKU1b.K: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.2: Task Analysis</li> <li>LKU1a.2: Word Formation</li> <li>LKU1b.2: Conventions</li> <li>LKU3d.2: Comprehension Strategies</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>NKU1d.K: Patterns and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	None identified
<b>Guiding Questions</b>	<b>How can the relationships between my experiences and words/graphic symbols help me construct meaning?</b>	<b>How can the connections between the arrangement of letters, words, and our experiences help me express and construct meaning?</b>	<b>How can the relationships between word formation and conventional spelling support the expression and construction of meaning?</b>	<b>How can the connections between word formation and conventional spelling help me express and construct meaning?</b>	<b>How can orthographic knowledge and word or expression choice enable us to communicate effectively?</b>
<b>Learning Outcomes</b>	<b>Students explore the use and meaning of various words and expressions they use when communicating every day.</b>	<b>Students experiment with applying various words and expressions used in daily communication.</b>	<b>Students use a variety of high-frequency words and expressions in familiar communication contexts.</b>	<b>Students use a variety of words and expressions in diverse communication contexts.</b>	<b>Students vary their use of words and expressions to enrich their communication.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>words, symbols, and pictures have meaning</li> <li>words help communicate information</li> </ul>	<ul style="list-style-type: none"> <li>all words have meaning</li> <li>French and English have a number of words that have the same meaning in both languages, such as “pilot-pilot” and “table-table”; sometimes these words are called “true friends”</li> <li>words can be grouped by theme</li> <li>words can specify time and place</li> <li>some expressions require the use of the verb “avoir”</li> </ul>	<ul style="list-style-type: none"> <li>two words can be linked by a hyphen to form a compound word</li> <li>some words that are different have the same meaning</li> <li>some expressions require the use of the verb “avoir”</li> <li>various resources can be consulted to choose one’s words precisely</li> </ul>	<ul style="list-style-type: none"> <li>synonyms can be used to avoid repetition of the same word</li> <li>some words, called homophones, are pronounced in the same way but have different meanings and spellings</li> <li>idioms create colourful language and elicit mental images</li> <li>a word-for-word translation of an expression or sentence structure that is specific to English does not always work in French</li> </ul>	<ul style="list-style-type: none"> <li>the choice of words to use is directly related to the context and purpose</li> <li>applying the right homophone prevents misunderstandings</li> <li>using synonyms diversifies ways of saying something and makes the text more interesting</li> <li>adverbs specify the meaning of the verb</li> <li>words with opposite meanings are antonyms</li> </ul>

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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		<ul style="list-style-type: none"> <li>various resources can be consulted to choose one’s words</li> </ul>		<ul style="list-style-type: none"> <li>words of the same family have the same root</li> <li>various resources can be consulted to clarify one’s understanding and enrich one’s vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>the use of idioms makes the message more expressive</li> <li>the root of a word contributes to the meaning of the word</li> <li>adding a prefix or suffix to the root of a word changes the meaning</li> <li>using anglicisms can hinder the understanding of the French language</li> <li>various resources can be consulted to clarify one’s understanding and enrich one’s vocabulary</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>repeating, singing, or speaking to express oneself using high-frequency words</li> <li>exploring words and expressions related to school experiences</li> <li>recognizing symbols, images, and words related to familiar environments in context</li> </ul>	<ul style="list-style-type: none"> <li>using basic vocabulary to name and describe one’s experiences</li> <li>recognizing words and expressions related to school experiences and in one’s immediate environment</li> <li>taking notice of high-frequency words that resemble one another in English and in French”</li> <li>using some high-frequency prepositions to describe the position of objects</li> <li>taking notice of the words that specify the past, present, or future</li> <li>exploring the correct use of the verb “avoir” in modelled sentences or expressions</li> <li>consulting reference tools</li> </ul>	<ul style="list-style-type: none"> <li>using expressions and words related to school experiences and in one’s immediate environment</li> <li>identifying some simple synonyms</li> <li>recognizing and using some high-frequency compound words</li> <li>using common expressions that include the verb “avoir”</li> <li>consulting reference tools</li> </ul>	<ul style="list-style-type: none"> <li>varying one’s vocabulary using a few synonyms</li> <li>recognizing some high-frequency homophones</li> <li>exploring a few common idioms</li> <li>recognizing, with help, familiar lexical anglicisms</li> <li>identifying the common root in a few familiar high-frequency words</li> <li>predicting the meaning of unfamiliar words from their root</li> <li>consulting reference tools</li> </ul>	<ul style="list-style-type: none"> <li>choosing words directly related to the context and purpose</li> <li>using some high-frequency homophones</li> <li>experimenting with the use of synonyms, homophones, compound words, and antonyms</li> <li>experimenting with the use of some idioms</li> <li>varying one’s vocabulary using a few adverbs</li> <li>predicting the meaning of unfamiliar words from one’s knowledge of prefixes, simple suffixes, and roots</li> <li>recognizing familiar lexical anglicisms in order to avoid their use</li> <li>consulting reference tools</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Managing Information</li> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA2a.K: Personal Insight</li> <li>LKU1a.K: Word Formation</li> <li>LKU1b.K: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.1: Participation</li> <li>LKU3b.1: Vocabulary</li> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.1: Participation</li> <li>LKU3b.1: Vocabulary</li> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1a.1: Word Formation</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.2: Task Analysis</li> <li>LKU1a.2: Word Formation</li> <li>LKU1b.2: Conventions</li> <li>LKU3b.2: Vocabulary</li> <li>LKU4b.2: Audience</li> <li>LKU4c.2: Intent</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>NKU1d.K: Patterns and Relationships</li> </ul>	None identified	None identified	None identified	None identified
<b>Guiding Questions</b>		<b>How does the organization represented in a sentence follow a system?</b>	<b>How can exploring sentence structure and the rules of usage support the construction of meaning?</b>	<b>How can the application of sentence structure and the rules of usage support the construction of meaning?</b>	<b>How can the use of various sentence structures and the rules of usage support the construction of meaning?</b>
<b>Learning Outcomes</b>		<b>Students explore the structure of a simple sentence.</b>	<b>Students experiment with various uses of the structure of a simple sentence.</b>	<b>Students apply the structure of a simple sentence in various situations.</b>	<b>Students integrate details into the structure of a simple sentence.</b>
<b>Conceptual Knowledge</b>		<ul style="list-style-type: none"> <li>the sentence is a sequence of words that expresses an idea</li> <li>the simple sentence contains at least one noun and one verb</li> </ul>	<ul style="list-style-type: none"> <li>the simple sentence has a subject and a verb</li> <li>the subject of the sentence consists of a noun group</li> </ul>	<ul style="list-style-type: none"> <li>the type of sentence guides interpretation of the message</li> <li>the comma separates the parts of a list</li> <li>the dash shows that a person is speaking</li> <li>the verb agrees with its subject</li> </ul>	<ul style="list-style-type: none"> <li>the type of sentence guides interpretation of the message</li> <li>depending on the punctuation chosen, the meaning of a sentence may change</li> </ul>

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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		<ul style="list-style-type: none"> <li>the order of the words or groups of words in the sentence ensures that a clear message is communicated</li> <li>the upper case letter and punctuation may indicate the beginning and the end of the sentence</li> <li>a sentence may be affirmative or negative</li> <li>there are different types of sentences</li> <li>intonation varies according to the type of sentence</li> </ul>	<ul style="list-style-type: none"> <li>a sentence starts with an upper case letter and ends with a period</li> <li>a sentence may be affirmative or negative</li> <li>punctuation indicates whether a sentence is declarative, interrogative, or exclamatory</li> <li>the comma is used to mark a pause in the sentence</li> <li>intonation varies according to the type of sentence</li> </ul>	<ul style="list-style-type: none"> <li>the subject can be a noun or a pronoun</li> <li>linking words (transitions) specify the links between ideas expressed by other words and groups of words</li> <li>words indicating negation frame the verb in the negative sentence</li> </ul>	<ul style="list-style-type: none"> <li>the noun complement specifies the meaning of the noun and makes it more interesting</li> <li>the dash shows that a person is speaking</li> <li>linking words (transitions) are used to establish links inside sentences</li> <li>various types of sentences correspond to various purposes and can be used to elicit the interest of the audience</li> </ul>
<b>Procedural Knowledge</b>		<ul style="list-style-type: none"> <li>expressing one’s ideas using simple sentences</li> <li>taking notice of the order of the words or groups of words in the sentence</li> <li>recognizing the link between the noun and the verb</li> <li>experimenting with the use of upper case letters and punctuation</li> <li>taking notice of the formation of the affirmative sentence and the negative sentence</li> <li>taking notice of different types of sentences</li> <li>taking notice that intonation varies according to the type of sentence</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with the formation of declarative, affirmative, negative, and interrogative sentences</li> <li>using upper case letters and end punctuation</li> <li>taking notice of the construction of the noun group</li> <li>taking notice that the subject and verb of the sentence are sometimes accompanied by more details</li> <li>checking the order of the words or groups of words</li> <li>recognizing the role of the question mark and the exclamation mark</li> <li>taking notice of the use of the comma in sentences</li> <li>observing intonation usually associated with interrogative and exclamatory sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>using declarative, affirmative, and negative sentences</li> <li>adding details to the noun group and the verb group</li> <li>checking that one’s sentences have at least one verb</li> <li>taking notice of the most common interrogative words</li> <li>experimenting with the use of the question mark and the exclamation mark</li> <li>recognizing the use of the dash</li> <li>using the comma in an enumeration</li> <li>experimenting with the use of exclamatory sentences</li> <li>taking notice of the formation of sentences having two verb groups</li> <li>taking notice of the links established by linking words (transitions) in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>adding a noun complement to a noun group</li> <li>using the question mark and the exclamation mark</li> <li>comparing the effect and meaning obtained when modifying the end punctuation of the sentence</li> <li>using the dash in texts containing dialogues</li> <li>using familiar linking words (transitions) in sentences</li> <li>experimenting with creating sentences with two verb groups</li> <li>taking notice of the sentence complement that indicates time, place, cause, or goal</li> <li>choosing the type of sentence that corresponds to purpose</li> </ul>
<b>Competencies</b>		<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>LKU1b.1: Conventions</li> </ul>	<ul style="list-style-type: none"> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LKU1b.2: Conventions</li> <li>LKU4a.2: Clarity</li> <li>LKU3b.2: Vocabulary</li> </ul>
<b>Numeracy</b>		None identified	None identified	None identified	None identified

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Guiding Questions</b>		<b>How does the organization represented in a sentence follow a system?</b>	<b>How can exploring sentence structure and the rules of usage support the construction of meaning?</b>	<b>How can the application of sentence structure and the rules of usage support the construction of meaning?</b>	<b>How can the use of various sentence structures and the rules of usage support the construction of meaning?</b>
<b>Learning Outcomes</b>		<b>Students explore some rules of usage for language in context.</b>	<b>Students recognize some rules of usage for language in context.</b>	<b>Students experiment with some rules of usage for language in context.</b>	<b>Students use some rules of usage for language in context.</b>
<b>Conceptual Knowledge</b>		<ul style="list-style-type: none"> <li>the singular and plural forms of words make it possible to tell the difference between “un” and “plusieurs”</li> <li>the determiners in the singular or the plural precede a noun (common noun)</li> <li>the upper case letter distinguishes proper nouns from common nouns</li> </ul>	<ul style="list-style-type: none"> <li>the determiner makes it possible to show if a noun is singular, plural, feminine, or masculine (common nouns)</li> <li>words representing actions (verbs) are variable since they indicate when the action is happening, including in the present or in the past</li> <li>subject pronouns can replace nouns</li> </ul>	<ul style="list-style-type: none"> <li>the masculine noun is accompanied by a masculine determiner and the feminine noun by a feminine determiner</li> <li>the singular of the noun takes a determiner in the singular and the plural of the noun takes a determiner in the plural</li> <li>the upper case letter is used to indicate place names (proper nouns)</li> <li>subject pronouns may replace a common masculine or feminine noun in the singular or the plural</li> <li>verb endings agree with the subject</li> <li>the verb tense indicates a time in the past, present, or future</li> <li>the imperative of the verb expresses an order or instruction</li> </ul>	<ul style="list-style-type: none"> <li>the adjective clarifies the noun it describes</li> <li>the adjective agrees in gender and in number with the noun to which it refers</li> <li>the possessive determiner shows possession</li> <li>the common noun is a word that designates a being, a thing, or a general notion</li> <li>the proper noun is a word that designates a being, a thing, or a notion and that makes it specific and gives it a unique meaning</li> <li>the upper case letter is used to indicate proper nouns</li> <li>the subject pronoun varies in gender and number according to the noun or nouns it replaces</li> <li>verb endings agree with the tense and the person of the subject</li> <li>some words take an “x” in the plural</li> <li>the feminine form of words can be reflected in their ending</li> </ul>
<b>Procedural Knowledge</b>		<ul style="list-style-type: none"> <li>distinguishing between (common) singular and plural nouns by the ending “s”</li> <li>connecting the use of determiners with common nouns in the singular and the plural form</li> <li>experimenting with the use of the upper case letter at the beginning of the name of a person or a character (proper nouns)</li> </ul>	<ul style="list-style-type: none"> <li>recognizing that the determiners “le” and “un” indicate the masculine form and that “la” and “une” indicate the feminine form</li> <li>associating the determiners “les” and “des” with common nouns in the plural in simple sentences</li> <li>telling the difference between an action that happens in the present and an action that happens in the past from the verb form used in simple sentences</li> <li>using high-frequency verbs to express present or past actions</li> <li>using the upper case letter at the beginning of person or character names (proper nouns)</li> <li>using the subject pronouns “il” or “elle” subjects to replace nouns</li> </ul>	<ul style="list-style-type: none"> <li>checking the gender of high-frequency common nouns</li> <li>making the determiners agree with the common nouns in gender and number</li> <li>using the upper case letter by writing the proper noun of familiar places</li> <li>using subject pronouns to replace masculine and feminine nouns in the singular and the plural</li> <li>experimenting with the agreement of the verbs “avoir,” “être,” and “aller” and high-frequency verbs from the first group with the present of the indicatif with the noun or the subject pronoun</li> <li>exploring the use of high-frequency verbs in the passé composé, the futur proche, the imparfait, and the impératif</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with the agreement of the adjective with high-frequency nouns</li> <li>experimenting with the use of possessive determiners</li> <li>distinguishing between proper nouns and common nouns</li> <li>using the upper case letter to indicate the proper noun of people, characters, places, peoples, and events</li> <li>using subject pronouns to replace masculine and feminine nouns in the singular and the plural</li> <li>using agreement with the verbs “avoir,” “être,” and “aller” and verbs of the first group with the present of the indicatif</li> <li>experimenting with the agreement of high-frequency verbs of the second group with the present of the indicatif</li> <li>experimenting with the use of high-frequency verbs in the passé composé, the</li> </ul>



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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
					futur proche, the imparfait, and the impératif • forming the plural with “x” • putting high-frequency words into the feminine
<b>Competencies</b>		<ul style="list-style-type: none"> <li>• Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU1a.1: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU1a.1: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU1a.1: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.2: Conventions</li> <li>• LKU1a.2: Word Formation</li> </ul>
<b>Numeracy</b>		None identified	None identified	None identified	None identified

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