

Charlemagne French Immersion School

French language benchmark expectations.

Introduction

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

The purpose of this document is to set out the minimum expectations that students need to achieve in French as a second language in the context of our elementary level French Immersion program. The document outlines the required knowledge and skills for each grade, Grade 1 to Grade 5.

The Aims of a French Immersion Program

The principle aim of a French Immersion program is to provide students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy. This program aims to develop strong fundamental skills in oral communication (listening and speaking), reading, and writing. Our goal is also to provide students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction and to prepare them for continuation in the French Immersion program.

Policy and Program Requirements for a French Immersion Program

In French immersion French is not only taught as a subject but also serves as the language of instruction in other subjects. In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in French Immersion, they must be given the opportunity to continue in an uninterrupted program to Grade 8 French Immersion Programs. Ideally, in a French Immersion program, French is the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. It has been shown that a student's level of proficiency in French increases with the number of accumulated hours of instruction in French

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Even if they do not speak or understand French, parents still have an important role to play in supporting their child's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This awareness will enable parents to discuss their children's work with them, communicate with teachers, interpret their children's report cards, and work with teachers to improve their children's learning. There are many other ways in which parents can express their interest in their children's education. Participating in parent conferences, working on the PTO or site council, and encouraging children to complete assignments at home and to pursue opportunities outside the classroom to extend their skills in French are just a few examples.

The Role of Teachers and Students

Teachers and students have complementary responsibilities. Teachers are responsible for developing a range of instructional strategies based on sound learning theory. They will use their professional judgement in deciding which instructional methods will best foster the learning described in the expectations outlined in this document. Their decisions should be based on the needs of students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards the subject under study and towards learning in general. Good teachers know that they must persevere and make every reasonable attempt to ensure sound learning for every student. Students also have responsibilities, which increase as they advance through elementary and secondary school. Successful students have learned that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that good programs can foster. Some young people face extra in an immersion program. For these students, taking responsibility for learning may be more difficult, and the patience and encouragement of teachers may be an extremely important factor for success. Nonetheless, learning to take responsibility for one's progress and achievement is an important part of education for every student.

Curriculum Expectations and Achievement Levels

The curriculum for French Immersion comprises two elements: curriculum expectations and achievement levels. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. Two sets of expectations are listed for each grade. The overall expectations describe in general terms the knowledge and skills that students are expected to achieve in all strands, or broad areas of the curriculum, by the end of each grade. The specific expectations describe the expected knowledge and skills in greater detail. (A list of the language structures that students must learn accompanies the overall and specific expectations for every grade.) The specific expectations are organized by strand – Oral Communication, Reading, and Writing – and then under subheadings. This organization is not meant to imply that the expectations in one strand or group are achieved independently of the expectations in the other strands or groups. The subheadings are

used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students. Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

The achievement levels are brief descriptions of four different degrees of achievement of the curriculum expectations for any given grade; these levels will be used by teachers to assess students' learning (Grades and percentage marks are used to report student achievement on the report card.) The achievement levels for French Immersion programs focus on four categories of skills: communication skills, comprehension skills, skills in organizing ideas, and skills related to the application of language conventions (vocabulary, spelling, grammar, punctuation). Teachers can use the achievement levels in discussions with parents and students to explain what is required of students to achieve the expectations set for their grade.

Planning Student Programs

In planning French Immersion programs, teachers should aim to help students acquire varied and correct language through instruction combined with interesting and purposeful activities in reading, writing, and the use of oral language. Because the various language functions are interdependent, teachers will plan activities that blend material from the different strands. Students will talk about a topic before writing about it, for example, or listen to presentations to supplement their reading, or examine media materials before participating in group discussions. Teachers will also emphasize the importance of language skills in the course of instruction in other subjects. They will plan programs that enable students to broaden their knowledge and skills by combining the study of language with the study of other subjects. Effective communication should be an important focus of instruction. Teachers will involve students in language activities that emphasize communication, such as reading and discussing one another's stories, and making oral presentations. They will encourage communication within the classroom by providing opportunities for students to interact with one another individually, as well as through small-and large-group assignments. Students' ability to communicate effectively will depend on their ability to grasp ideas and information conveyed through print materials and to produce clear, coherent written work. Teachers must therefore provide instruction and practice in reading for comprehension. They must also teach essential and specific aspects of grammar, spelling, and punctuation, making sure to include the skills identified in the expectations for each grade.

Students should be made aware that these skills are learned because they make clarity and precision in writing possible, and that applying these skills in editing their writing is of primary importance. Reading activities should be designed to help students become receptive to new ideas. Choosing appropriate literature is an important part of the teacher's role. Teachers will assign reading that challenges students and that is appropriate to their level of proficiency in French. They will also assist students in making interesting choices for their own reading. Finally, teachers will help students understand that second-language skills are important in many careers and can improve their chances for future employment.

Strands in the French Immersion Curriculum

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

Oral Communication

In the curriculum, there must be a strong emphasis on helping students develop the oral communication skills they need to interact effectively with others and to express themselves clearly and with confidence in both familiar and new contexts. The development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations, these skills should be developed together in the classroom. Students should have an adequate “listening period” before they are expected to communicate in French. They should develop strategies – such as observing facial expressions and body language, listening to intonation, using clues from context, and thinking of familiar words – to deduce the meaning of new words and to make sense of spoken language. The program should include numerous activities that allow students to use French for real purposes and in real situations; for example, students should have opportunities to: listen to French (both live and recorded) spoken by people of different ages, by people speaking in different accents, and by people speaking at different rates of speed; discuss subject matter under study, reading materials, and personal concerns and interests; prepare and give oral presentations; participate in dramatizations and simulations; conduct surveys and interviews.

Reading

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

A well-balanced reading program will provide students with many opportunities to read for pleasure and for self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed. Reading is a complex process – and all the more complex in a second language – because it involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one’s store of knowledge and experience. It

also involves using various strategies and methods to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear or looking up unfamiliar words in a dictionary. In order to become independent and fluent readers, especially in a second language, students need to read frequently and to develop the skills used in reading for different purposes. Some essential aspects of the reading process are outlined below.

Students will:

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

The reading program should include a variety of materials, both fiction and non-fiction. In all grades, students should read texts of increasing complexity assigned by the teacher, as well as materials chosen by themselves. They should also read an increasing variety of forms of both fiction and non-fiction (e.g., picture books, chapter books, stories, novels; poetry; myths, fables, folk tales; books on science, history, geography, and other disciplines; biography, autobiography, memoirs, journals; encyclopedias; graphs, charts, diagrams, instructions, manuals; newspapers, editorials, articles; essays, reports; plays; scripts for television or radio). Although the expectations in the reading strand might suggest that the skills involved in reading are discrete skills, they are in fact aspects of one integrated process that is best applied in a context that students see as meaningful and that encourages them to think creatively and critically about what they are reading.

Writing

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

application in purposeful contexts. Writing activities that students see as meaningful and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting mastery of the basic skills. Writing competence develops along with skills in other areas of language, especially reading. As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure and organizational approach. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences, and to master the skills involved in the various tasks of the writing process. These tasks are outlined below.

Students will:

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

French Immersion, Grades K-5

This section, describes the expectations in French Immersion for each grade, some repetition of expectations has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades, and progression is indicated by means of increasingly complex examples of tasks. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should also be noted that all of the skills described in these expectations continue to be developed and refined as students move up through the grades, whether or not the expectations are repeated— write descriptive and narrative text in a variety of forms (e.g., reports, poems, journal entries, letters) to convey facts, feelings, personal opinions, and ideas;— organize and develop ideas using paragraphs (e.g., to tell a story);— produce short written text (e.g., captions, labels) to accompany visual information(e.g., charts, diagrams, illustrations, computer graphics);— write a brief report, following a model, on a class research project.

Grade K: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade K, students will:

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

Specific Expectations

Oral Communication

Listening

By the end of Grade K, students will:

- follow instructions to perform simple tasks;
- identify rhymes and word patterns in familiar contexts (e.g., poems, comptines, songs);
- recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

Speaking

By the end of Grade K, students will:

- repeat and recite a few simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
 - respond to simple questions about familiar topics (e.g., classroom routines, the school environment, the weather);
 - use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
 - use simple vocabulary and language structures to communicate needs and express likes
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By the end of Grade K, students will:

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

Comprehension and Response to Text

By the end of Grade K, students will:

- read a variety of short, simple written materials (e.g., signs, pattern books, rhymes) for different purposes (e.g., to obtain information, build vocabulary);

- express their reactions to texts read independently (e.g., say what they like or dislike about a story);
- respond to written materials, relating the content to their own knowledge and experience;
- follow simple written instructions (e.g., on labels, diagrams);
- demonstrate an understanding of simple texts (e.g., answer questions, identify key information);
- extend their understanding of a story through follow-up activities (e.g., illustrate a character or an action, role play);
- identify the key elements of a story (e.g., plot, characters).

Application of Language Conventions

By the end of Grade K, students will:

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

Communication of Information and Ideas

By the end of Grade K, students will:

- list words related to a topic;
- draw pictures to communicate an idea

Listening

By the end of Grade K, students will:

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

Speaking

By the end of Grade K, students will:

- repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions about familiar topics (e.g., classroom routines the school environment, the weather);
- use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
- use simple vocabulary and language structures to communicate needs and express likes and dislikes;
- listen and react to stories (e.g., comment on events, characters) and recount personal experiences;
- dramatize stories, using their own words and appropriate expressions and gestures.

Application of Language Conventions

By the end of Grade K, students will:

- recognize and use appropriate language structures in oral communication activities;
- pronounce familiar vocabulary correctly;
- recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, rond/ronde, petit/petite).
- begin to use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly, using capitals and small letters and leaving spaces between words;
- use simple but complete sentences in their writing;
- use capitals at the beginning of sentences and periods at the end of sentences;
- use appropriate resources to verify spelling (e.g., word lists, personal dictionaries).

Writing

Language Structures

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

Nouns and Pronouns

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

Verbs

- present of avoir, être, and regular -er verbs

Adjectives

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

Prepositions and Conjunctions

- preposition de to indicate possession
- use of avec

– prepositions of place au, à la, à l', aux, chez, dans, sur, sous

Interrogative Constructions

– questions starting with est-ce que

– questions indicated by rising intonation (e.g., Tu viens?)

– questions starting with question words quand, qui, combien, où

Sentence Structure

– simple sentences consisting of subject

+ verb + object (e.g., J'aime mon chat.)

Grade 1: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 1, students will:

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

Specific Expectations

Oral Communication

Listening

By the end of Grade 1, students will:

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

Speaking

By the end of Grade 1, students will:

- repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions about familiar topics (e.g., classroom routines, the school environment, the weather);
- use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
- use simple vocabulary and language structures to communicate needs and express likes and dislikes;
- listen and react to stories (e.g., comment on events, characters) and recount personal experiences;
- dramatize stories, using their own words and appropriate expressions and gestures.

Application of Language Conventions

By the end of Grade 1, students will:

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

Comprehension and Response to Text

By the end of Grade 1, students will:

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

Application of Language Conventions

By the end of Grade 1, students will:

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

Reading

Communication of Information and Ideas

By the end of Grade 1, students will:

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

Listening

By the end of Grade 1, students will:

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

Speaking

By the end of Grade 1, students will:

- repeat and recite a variety of short, simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions about familiar topics (e.g., classroom routines the school environment, the weather);
- use visual cues (e.g., gestures, facial expressions) to communicate needs and express feelings;
- use simple vocabulary and language structures to communicate needs and express likes and dislikes;
- listen and react to stories (e.g., comment on events, characters) and recount personal experiences;
- dramatize stories, using their own words and appropriate expressions and gestures.

Application of Language Conventions

By the end of Grade 1, students will:

- recognize and use appropriate language structures in oral communication activities;
- pronounce familiar vocabulary correctly;
- recognize and use masculine and feminine word endings in adjectives (e.g., grand/grande, rond/ronde, petit/petite).
- begin to use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly, using capitals and small letters and leaving spaces between words;
- use simple but complete sentences in their writing;
- use capitals at the beginning of sentences and periods at the end of sentences;
- use appropriate resources to verify spelling (e.g., word lists, personal dictionaries).

Writing

Language Structures

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

Nouns and Pronouns

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

Verbs

- present of avoir, être, and regular -er verbs

Adjectives

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

Prepositions and Conjunctions

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

Interrogative Constructions

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

Sentence Structure

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

Grade 2: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 2, students will:

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

Specific Expectations

Oral Communication

Listening

By the end of Grade 2, students will:

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

Speaking

By the end of Grade 2, students will:

- repeat and recite a variety of simple spoken texts (e.g., poems, comptines, songs) to develop vocabulary, pronunciation, and knowledge of language structures;
- ask and answer simple questions to clarify understanding of familiar topics;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate needs and convey meaning;
- use simple vocabulary and language structures to communicate needs and express feelings;
- retell stories and recount personal experiences, presenting events in a coherent sequence;
- give a short presentation (e.g., a dialogue, a description) on a familiar topic, following a model.

Application of Language Conventions

By the end of Grade 2, students will:

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

Comprehension and Response to Text

By the end of Grade 2, students will:

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

Application of Language Conventions

By the end of Grade 2, students will:

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

Reading: Communication of Information and Ideas

By the end of Grade 2, students will:

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

Application of Language Conventions

By the end of Grade 2, students will begin to:

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

Writing

Language Structures

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

Nouns and Pronouns

- agreement of partitive articles (du, de la, de l’, des) with nouns
- simple feminine forms of nouns (e.g., maître/maîtresse, lion/lionne)

Verbs

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

Adjectives

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

Prepositions and Conjunctions

- use of pour

Interrogative Constructions

- questions starting with question words quel/quelle

Sentence Structure

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

Grade 3: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 3, students will:

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

Listening

By the end of Grade 3, students will:

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

Speaking

By the end of Grade 3, students will:

- participate in classroom activities by asking and answering questions and expressing feelings about familiar topics;
- present ideas and information in a logical sequence;
- use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- use simple and some compound sentences to express feelings, opinions, and ideas;
- retell stories, demonstrating an understanding of basic story structure;
- communicate ideas and opinions during small-group activities (e.g., assign roles, indicate agreement or disagreement);
- give short presentations on a variety of topics.

Application of Language Conventions

By the end of Grade 3, students will:

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

Specific Expectations

Oral Communication

Comprehension and Response to Text

By the end of Grade 3, students will:

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

Application of Language Conventions

By the end of Grade 3, students will:

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

Reading

Communication of Information and Ideas

By the end of Grade 3, students will:

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

Application of Language Conventions

By the end of Grade 3, students will:

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

Writing

Language Structures

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

Nouns and Pronouns

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

Verbs

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

Adjectives

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

Adverbs

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

Prepositions and Conjunctions

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

Interrogative Constructions

- questions starting with question words *comment, pourquoi*

Sentence Structure

- compound sentences using

Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

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

Listening

By the end of Grade 4, students will:

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

Speaking

By the end of Grade 4, students will:

- participate in classroom activities by asking and answering questions, giving personal opinions, and expressing feelings on familiar topics;
- present ideas and information in logical sequence;
- use simple and compound sentences to express feelings, opinions, and ideas;
- contribute to small-group discussions (e.g., ask questions to clarify a point, restate key points);
- prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating descriptive vocabulary;
- create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies.

Application of Language Conventions

By the end of Grade 4, students will:

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

Specific Expectations

Oral Communication Comprehension and Response to Text

By the end of Grade 4, students will:

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

Application of Language Conventions

By the end of Grade 4, students will:

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

Writing

Communication of Information and Ideas

By the end of Grade 4, students will:

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

Application of Language Conventions

By the end of Grade 4, students will:

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

- extend their use of punctuation to include exclamation marks;
 - use capitals for place names;
 - use compound sentences and sentences of varying length;
 - use a variety of sentence types (e.g., declarative, interrogative, exclamatory) correctly and appropriately;
 - use synonyms and antonyms;
 - use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, with the teacher’s assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.
- begin to use verb conjugation reference books to verify conjugation of new verbs.

Writing

Language Structures

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

Nouns and Pronouns

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

Verbs

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

Adjectives

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

Adverbs

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

Prepositions and Conjunctions

Interrogative Constructions

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

Sentence Structure

- compound sentences using connecting words (e.g., d’abord, et puis, ensuite)
- use synonyms and antonyms;
- use a thesaurus to expand their vocabulary;
- revise, edit, and proofread their writing, with the teacher’s assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary

Grade 5: Oral Communication, Reading, and Writing

Overall Expectations

By the end of 5th grade Students will

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

Specific Expectations

Oral Communication

Listening

By the end of Grade 5, students will:

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

Speaking

By the end of Grade 5, students will:

- participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics;
- organize their thoughts and information to convey a message;
- use simple and compound sentences to respond to ideas and to support opinions;
- contribute to small-group discussions (e.g., ask questions to clarify a point, summarize key points, comment on ideas of other group members);
- prepare and give oral presentations (e.g., on a topic of study or of personal interest), incorporating varied vocabulary and a variety of sentence structures;
- create media works (e.g., simulate a radio broadcast), using appropriate technologies.

Application of Language Conventions

By the end of Grade 5, students will:

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

Reading

Comprehension and Response to Text

By the end of Grade 5, students will:

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

Application of Language Conventions

By the end of Grade 5, students will:

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

Writing

Communication of Information and Ideas

By the end of Grade 5, students will:

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

Application of Language Conventions

By the end of Grade 5, students will:

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
 - use hyphens in subject/verb inversions;
 - use synonyms and antonyms in their writing;
 - use compound affirmative and negative sentences;
 - use a variety of sentence types (e.g. declarative, interrogative, exclamatory) of varying length;
- use appropriate organizers (e.g. charts, headings, captions) in their written work;
- use a thesaurus to expand their vocabulary;
 - revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
 - use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary

Language Structures

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

Nouns and Pronouns

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

Verbs– *passé composé* of *-ir* and *-re* verbs

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

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

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

Prepositions and Conjunctions– use of *pendant, vers*

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

Sentence Structure– negative form *ne ... plus, ne ... jamais*–

Explanatory Notes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Forms of fiction.

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

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

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

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

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

Intonation. The stress and pitch of spoken language.

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

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

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

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

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

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

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

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

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

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

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

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

Purposes of writing. Some purposes of writing are: to explore ideas and experiences; to examine ideas critically; to inform, describe, and explain; to provide instructions; to record thoughts and experiences; to clarify and develop ideas; to inquire into a problem; to entertain; to persuade; to express thoughts, feelings, opinions.

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

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

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

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

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

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

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

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

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

Word web. A diagram showing the relationships between ideas.

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

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

This document is based on the French language benchmarks established by the Ministry of Education of the Province of Ontario. That document is available on their website at <http://www.edu.gov.on.ca>