

## BIG IDEAS

Images and written words convey meaning.

Our mastery of a language improves when we take risks in communicating.

**Texts** often contain elements inspired by real-life situations that reflect the experiences of readers.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Recognize and manipulate phonological units.</li> <li>Recognize the letters of the alphabet and common words.</li> <li>Rely on images to construct the meaning of a story.</li> <li>Predict how events will unfold based on images.</li> <li>Draw on prior knowledge to make connections between texts and personal and cultural experiences.</li> <li>Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Communicate orally using complete sentences.</li> <li>Ask questions to improve one's understanding of a <b>text</b>.</li> <li>Use communication and socialization strategies to deepen understanding.</li> <li>Demonstrate writing skills by using the letters of the alphabet or <b>non-conventional writing</b> to convey a message.</li> <li>Participate in activities and discussions to develop a sense of belonging to the class.</li> </ul>	<p><i>Students are expected to be able to know and understand the following:</i></p> <ul style="list-style-type: none"> <li>phonological awareness: <ul style="list-style-type: none"> <li>words</li> <li>syllables</li> <li>phonemes</li> <li>rhyme</li> </ul> </li> <li>spelling conventions <ul style="list-style-type: none"> <li>letters of the alphabet</li> </ul> </li> <li>text organization: <ul style="list-style-type: none"> <li><b>elements of a book</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>elements of a story</b></li> </ul> </li> <li>strategies studied: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> </ul> </li> </ul>

## BIG IDEAS

Through **texts**, we learn about ourselves and discover the world around us.

Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text.

Though we may lack the ability to write all the words, we can still convey a message in writing.

Our mastery of a language improves when we take risks in communicating.

All communication has a content and structure.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Segment and combine phonological units to develop phonological awareness.</li> <li>Rely on images to understand a <b>text</b>.</li> <li>Identify the main idea in a text and restate it in your own words.</li> <li>Draw on prior knowledge to make connections between texts and personal and cultural experiences.</li> <li>Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Respect sentence structure and make logical links between ideas when expressing oneself.</li> <li>Respond to a message by asking questions and giving one's opinion.</li> <li>Make connections between a <b>text</b> and a personal experience.</li> <li>Convey a message following a sequence of events.</li> <li>Make short oral presentations that are clear and well structured.</li> </ul>	<p><i>Students are expected to be able to know and understand the following:</i></p> <ul style="list-style-type: none"> <li>phonological awareness: <ul style="list-style-type: none"> <li>words</li> <li>syllables</li> <li>phonemes</li> <li>rhyme</li> </ul> </li> <li>written conventions: <ul style="list-style-type: none"> <li>word order</li> <li>spaces between words</li> <li>capital letters and periods</li> </ul> </li> <li>spelling conventions: <ul style="list-style-type: none"> <li>graphophonic correspondence</li> <li><b>complex sounds</b></li> </ul> </li> <li>text organization: <ul style="list-style-type: none"> <li><b>text elements</b></li> <li><b>structure of a story</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>elements of a story</b></li> </ul> </li> </ul>

### Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Read previously seen short texts with fluency, following the final punctuation of sentences.</li> <li>• Correctly spell words commonly used in writing.</li> <li>• Write a short story by following a template.</li> </ul>	<ul style="list-style-type: none"> <li>• language elements:               <ul style="list-style-type: none"> <li>– structure of simple sentences</li> <li>– <b>verb moods and tenses</b> associated with the texts studied</li> </ul> </li> <li>• strategies studied:               <ul style="list-style-type: none"> <li>– <b>communication and socialization</b></li> <li>– <b>reading</b></li> <li>– <b>writing</b></li> </ul> </li> </ul>

## BIG IDEAS

The manner in which the originators of a message express themselves is influenced by the verbal and non-verbal language of the recipients.

The meaning of a message is influenced by the clarity of the vocabulary used and the way the message is organized.

Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text.

Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author.

The words and sentences of a **text** often contain clues and a context that can cue readers on its meaning.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Recognize the root of unknown words in order to infer their meaning.</li> <li>Visualize information when reading to enhance comprehension.</li> <li>Plan and organize ideas by theme using <b>graphic organizers</b>.</li> <li>Draw on prior knowledge to make connections between texts and personal and cultural experiences.</li> <li>Identify important information in Aboriginal narratives and other <b>texts</b>.</li> <li>Make connections between <b>texts</b>, one's experience, and Francophone culture.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Express oneself with accuracy and fluency using the strategies studied.</li> <li>Ask questions to clarify the meaning of a message.</li> <li>Share one's reactions to a <b>text</b> by giving an opinion and expressing emotions.</li> <li>Adapt gestures and voice to a specific communication situation and audience.</li> <li>Read previously seen short texts with fluency, following the punctuation studied.</li> <li>Write texts with short paragraphs, following the structure and <b>language conventions studied</b>.</li> </ul>	<p><i>Students are expected to be able to know and understand the following:</i></p> <ul style="list-style-type: none"> <li>spelling conventions: <ul style="list-style-type: none"> <li>graphophonic correspondence of complex sounds</li> <li>use of the letter "s" to form the plural of nouns and adjectives</li> </ul> </li> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of informational texts</b></li> <li><b>markers of temporal and spatial relationships</b></li> <li><b>punctuation</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>elements of a story</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li><b>types of sentences</b></li> <li><b>syntactic groups</b></li> <li>gender and number of words</li> <li>word families</li> <li><b>verb moods and tenses</b> associated with the texts studied</li> </ul> </li> </ul>

### Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Use discourse markers to ensure that a text is coherent.</li> <li>• Collaborate with peers, and take their views and ideas into consideration to achieve a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>• strategies studied:               <ul style="list-style-type: none"> <li>– <b>communication and socialization</b></li> <li>– <b>reading</b></li> <li>– <b>writing</b></li> </ul> </li> </ul>

## BIG IDEAS

The structure, textual clues, and words of a **text** all help to convey a message.

Communication is a social act in which we assert ourselves by expressing our opinions, feelings, and preferences.

Fairy and folk tales illustrate themes that are universal and timeless.

Every language follows a system of rules that distinguishes it from other languages.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Define the meaning of a word based on its root and <b>affixes</b>.</li> <li>Make inferences based on the clues found in a <b>text</b>.</li> <li>Identify the <b>referents</b> in a <b>text</b> in order to enhance comprehension.</li> <li>Compare <b>texts</b> by identifying their similarities and differences.</li> <li>Recreate the narrative structure of a <b>text</b> in order to summarize it.</li> <li>Distinguish between facts and opinions.</li> <li>Identify the human characteristics and behaviour of non-human characters in fairy and folk tales.</li> <li>Become aware of the role of oral traditions in Aboriginal narratives.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Express oneself with accuracy and fluency using the strategies studied.</li> <li>Establish a communicative intention when planning one's <b>texts</b> and deciding on how they will be presented.</li> <li>Write <b>texts</b> made up of complex sentences, following the structures and <b>language conventions studied</b>.</li> <li>Revise own <b>texts</b> or those of others.</li> <li>Respond to a message by asking questions, making connections with personal experiences, expressing preferences and opinions, and respecting others' ideas.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in informational texts, letters, and fairy and folk tales:</i></p> <ul style="list-style-type: none"> <li><b>spelling conventions</b></li> <li>text organization: <ul style="list-style-type: none"> <li><b>structure of informational texts</b></li> <li><b>structure of fairy and folk tales</b></li> <li><b>narrative structure</b></li> <li><b>circular structure</b></li> <li><b>elements of written correspondence</b></li> <li>markers of causal relationship and purpose</li> <li><b>punctuation</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>characteristics of fairy and folk tales</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li>roots and <b>affixes</b></li> <li><b>sentence structure</b></li> <li><b>groups in a sentence</b></li> <li><b>pronouns</b></li> <li><b>parts of speech</b></li> <li><b>verb moods and tenses</b> associated with the genres studied</li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
	<ul style="list-style-type: none"> <li>• strategies studied:               <ul style="list-style-type: none"> <li>– communication and socialization</li> <li>– reading</li> <li>– writing</li> </ul> </li> </ul>

## BIG IDEAS

Hypotheses are formed based on clues in the <b>texts</b> .	Intonation and gestures have an impact on the transmission and comprehension of spoken messages.	<b>Texts</b> transport us to another world as we experience the events lived by different characters.	Every language follows a system of rules that distinguishes it from other languages.	Aboriginal narratives are part of Canada's Francophone history and culture.	Communicating in French helps to develop a sense of belonging to a Francophone <b>community</b> .
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## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>• Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions.</li> <li>• Identify the purpose of a <b>text</b>, as well as its steps and organization.</li> <li>• Identify discourse markers to show the connections between the various ideas in a text.</li> <li>• Specify the roles of the different characters in a <b>text</b>.</li> <li>• Make connections between the characters' feelings and their actions.</li> <li>• Ask questions to develop one's creative thinking ability.</li> <li>• Identify how narratives in Aboriginal cultures connect people to their environment.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• Express oneself with accuracy and fluency using the strategies studied.</li> <li>• Express the ways in which a <b>text</b> can generate an emotional response.</li> <li>• Adapt communication to the audience, taking into account <b>speech arts</b>.</li> <li>• Reformulate the main idea in a <b>text</b>.</li> <li>• Write <b>texts</b> that reflect the characteristics of the types of <b>texts</b> and <b>language conventions studied</b>.</li> <li>• Revise own <b>texts</b> and clarify ideas.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in injunctive texts, youth novels and speech arts:</i></p> <ul style="list-style-type: none"> <li>• text organization: <ul style="list-style-type: none"> <li>– <b>narrative structure</b></li> <li>– <b>structure of youth novels</b></li> <li>– <b>structure of injunctive texts</b></li> <li>– <b>markers of causal relationship and condition</b></li> <li>– <b>punctuation</b></li> </ul> </li> <li>• literary elements: <ul style="list-style-type: none"> <li>– <b>characteristics of the youth novel</b></li> </ul> </li> <li>• language elements: <ul style="list-style-type: none"> <li>– structure of exclamatory and imperative sentences</li> <li>– <b>adverbs</b></li> <li>– synonyms and antonyms</li> <li>– <b>verb moods and tenses</b> associated with the genres studied</li> </ul> </li> <li>• strategies studied: <ul style="list-style-type: none"> <li>– <b>communication and socialization</b></li> <li>– <b>reading</b></li> <li>– <b>writing</b></li> </ul> </li> </ul>



## BIG IDEAS

**Texts** create a portrait of an era and a population's values, practices, and beliefs.

The meaning of a **text** is a function of form as well as words.

Using references and examples gives our arguments more credibility.

Aboriginal narratives are part of Canada's Francophone history and culture.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Distinguish important ideas from secondary ideas in a <b>text</b>.</li> <li>Formulate hypotheses on the basis of textual clues, and verify these hypotheses.</li> <li>Recognize that a <b>text</b> can develop in a non-linear fashion, by identifying flashbacks and flash forwards.</li> <li>Analyze a <b>text</b> to establish connections between the characters, plot, and resolution of the problem.</li> <li>Support ideas or opinions with facts and arguments extracted from texts.</li> <li>Demonstrate how Aboriginal legends reflect specific beliefs.</li> <li>Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures.</li> <li>Identify cultural elements in <b>texts</b> and compare them with one's own cultural points of reference.</li> <li>Recognize that there is linguistic variety within the Francophonie.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Express oneself with accuracy and fluency using the strategies studied.</li> <li>Plan a text for a particular audience, selecting the subject, recipient, and main ideas in advance.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in legends, biographies, and autobiographies:</i></p> <ul style="list-style-type: none"> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of running text</b></li> <li><b>textual coherence</b></li> <li>chronological organization</li> <li>bibliographies</li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>elements of oral tradition</b> in Aboriginal texts</li> <li><b>characteristics of the legend</b></li> <li><b>characteristics of the biography and autobiography</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li>structure of the comparative and superlative</li> <li>qualifying adjectives and their grammatical function</li> <li>adverbs and their grammatical function</li> <li><b>sequence of tenses</b></li> </ul> </li> <li>strategies studied: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> <li><b>writing</b></li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Express and justify a point of view with the help of examples and sources.</li> <li>• Create a <b>portrait</b> of a character, period, place, etc., based on explicit or implicit elements in <b>texts</b>.</li> <li>• Write <b>texts</b> following the characteristics of the types of <b>texts</b> and <b>language conventions studied</b>.</li> <li>• Summarize a <b>text</b>.</li> <li>• Revise, correct, and improve own work with the use of reference tools.</li> </ul>	