

# Ontario Curriculum French Immersion Grades 1-8

## Grade 1 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
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### Grade 1: Listening

#### Overall Expectations

**By the end of Grade 1, student will:**

A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


#### Specific Expectations

##### A1. Listening to Understand

**By the end of Grade 1, students will:**

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask questions to clarify meaning; review key vocabulary related to the topic before listening to an oral text; use background and prior knowledge to enhance understanding; restate important information to confirm or monitor understanding; pay attention to non-verbal cues such as facial expression, gestures, and tone of voice to aid comprehension).

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., for enjoyment; to hear and identify the sounds of the French language in songs, chants, and poems; to increase vocabulary; to perform a task; to follow instructions; to learn about others; to understand information heard during a presentation in class; to participate in a class discussion)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., follow directions for daily routines; record information heard using pictures, words, and short sentences; demonstrate comprehension of "comptines" or songs from a variety of French-speaking communities through dramatization; ask and answer questions during a group discussion; identify the purpose and intended audience of an advertising jingle; use key words to explain the author's message)

A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., draw pictures or use mime to show how they feel after viewing/ listening to a video report or song; give "oui" or "non" answers to questions about what they did or did not like about a video clip/film; describe the impact of sound effects on their own feelings; compare media texts to describe their effectiveness)


##### A2. Listening to Interact

**By the end of Grade 1, students will:**

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., watch for non-verbal cues; look at and pay attention to the speaker; wait until the speaker has finished speaking before responding; identify appropriate moments to share relevant thoughts or ideas in a class discussion).

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., respond to a peer's request in the classroom, using words, gestures, and/or visual aids; ask relevant questions during a conversation; listen to understand a peer's point of view when resolving a conflict)

A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., refer to an anchor chart or other classroom resources to compare postures that are conducive and not conducive to attentive listening; reflect on their ability to respond to specific cues that signal the need for attentive listening)


##### A3. Intercultural Understanding

**By the end of Grade 1, students will:**

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to French songs or "comptines" from a variety of communities and compare them to similar texts from their own community; listen to information on family life in diverse French-speaking communities and describe what they heard).

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., appropriate forms of salutation in different situations; formal/plural versus informal/singular forms of address; non-verbal cues such as body language and tone of voice).


### Grade 1: Speaking

# Ontario Curriculum French Immersion Grades 1-8

## Overall Expectations

### By the end of Grade 1, students will:

- B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### B1. Speaking to Communicate

#### By the end of Grade 1, students will:

- B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., use body language, including gestures and facial expressions, as well as changes in tone to support and clarify their message; practise with a partner; use vocabulary that is familiar to their audience; record a message and review it to improve their delivery)
- B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., recount events and key information; express wishes and needs to the teacher and their peers; record brief messages using technology; describe a character from a video clip and explain what makes the character appealing or not appealing; identify the message in an advertisement and describe how the colours used influence their response)
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use intonation when asking a question; incorporate familiar vocabulary in presentations; retell a story using a familiar structure such as beginning, middle, and end; perform a favourite family song or “comptine” for the class)
- B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., present a slideshow accompanied by verbal descriptions of the members of their family; create an audio advertisement for an event; record a mock interview of a favourite performer or athlete with a classmate)


### B2. Speaking to Interact

#### By the end of Grade 1, students will:

- B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns; stay on topic; adjust tone and volume to the situation; use a combination of words and non-verbal cues)
- B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., ask and answer questions about themselves, their families, and their neighbourhoods; rehearse a conversation with a partner in which they take on particular roles; plan a group project with classmates)
- B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., determine the elements of effective presentations; provide feedback on a peer’s oral presentation and listen to peers’ comments about their own presentations; evaluate their use of French in daily interactions with peers and teachers)


### B3. Intercultural Understanding

#### By the end of Grade 1, students will:

- B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., communicate information about Franco-Ontarian foods, songs, children’s games, or sports that they have collected from various sources, including French-speaking members of the school community; make personal connections between aspects of life in French-speaking communities and their own lives)
- B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., standard greetings and leave-taking expressions; polite versus informal forms of address; ways of politely joining a conversation)


## Grade 1: Reading

### Overall Expectations

#### By the end of Grade 1, students will:

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


### C1. Reading Comprehension

#### By the end of Grade 1, students will:

- C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., use visualization to help clarify descriptions of scenes in a story; preview vocabulary to identify familiar words and cognates; use pictures and contextual clues to predict meaning and confirm understanding of a text; use knowledge of form to understand the author’s purpose)

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C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., mime actions from a descriptive poem or “comptine”; retell a story they have read; describe some symbols and words used on signs in their community and explain what they mean; make connections between a story they have read and a personal experience; identify who is missing from an advertisement for a toy, and explain how that child might feel; explain why some information on a product is given in large, bold type and other information is given in smaller type)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., connect letter combinations to specific sounds in high-frequency words; recognize common spelling patterns; recognize familiar words, phrases, sentences, and visuals that connect to existing knowledge of oral and written language; recognize marks of punctuation and use them to understand the relationship between words, phrases, and sentences; read confidently and accurately when participating in shared reading of pattern books, “comptines”, and poems; recognize and read numbers to thirty, written in numerals and in words)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., identify cognates [mots apparentés] and familiar words; recognize smaller words within larger words; refer to an interactive word wall to determine the meaning of a word; use a concept map to list related vocabulary; use context and knowledge of familiar words to infer the meaning of unfamiliar words)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., give reasons why they think an advertisement is effective; explain why they do or do not believe the message in an advertisement; describe or draw a picture to show how a poster, an advertisement, or the packaging for a video makes them feel; explain why the words, expressions, and colours on a cereal box might make it appealing to a young person; create a collage promoting healthy eating habits after visiting a website)


## C2. Purpose, Form, and Style

**By the end of Grade 1, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – to express ideas or convey a mood; picture book – for entertainment and reflection; pattern book story – to entertain and/or explore characters, ideas, and problems; “comptine” – for enjoyment of the rhythmic and musical qualities of language and for practice in recognizing letter-sound relationships and basic sentence structures; labels – for information; restaurant menu – to describe food offerings; greeting card – to send good wishes or to say thank you; advertisement – to attract attention and persuade; account or report – to describe an experience or event)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words, phrases, and sentence structures; science book – titles and subtitles as key organizational features; greeting card – special fonts, illustrations, colours; restaurant menu – subsections grouping offerings of main courses/beverages/desserts, prices, illustrations)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., ask a peer to comment on their reading of a text; listen to peers’ comments about their expressiveness when reading; consider book recommendations from the teacher and peers to expand their choices for independent reading)


## C3. Intercultural Understanding

**By the end of Grade 1, students will:**

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., identify some features of a French-speaking community, using information from stories; identify places in their community where they might read French signs or texts; describe social and cultural customs depicted in a pattern book; compare regional traditions and festivals, children’s games, popular songs, and family traditions)

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., different forms of greetings used with peers and adults; expressions of courtesy; expressions for indicating agreement or disagreement; words used for the same item in different communities; variations in pronunciation of the same word in different communities).


## Grade 1: Writing

### OVERALL EXPECTATIONS

**By the end of Grade 1, students will:**

D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### SPECIFIC EXPECTATIONS

**By the end of Grade 1, students will:**

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to compile a menu of healthy foods for a class celebration; to share information about their family in an entry in the class book; to thank a community visitor in a letter for making a presentation to the class; to invite the principal to attend a classroom celebration; to describe an animal’s appearance and behaviour for a science project; to label a picture in a reading response, using familiar and new vocabulary; to describe family members using a family tree)

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D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., compose a personal account of a class event or outing; create a “how-to” book; compile a list of signs of fall/winter/spring/summer following an exploration of the neighbourhood; share preferences in a report; participate in shared writing of a class book, list, poem, poster, or speech bubbles for a graphic story; incorporate some elements of familiar texts in their own writing)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use a personal word list with familiar names, places, people, and objects; use classroom anchor charts, word lists, and dictionaries with pictures; consult with peers; discuss and use previous knowledge to expand vocabulary; analyse written texts to find new vocabulary related to familiar topics; ask and answer questions before writing a text; break words into phonemes and identify cognates; integrate new words into their writing after studying a written story)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use the narrative pattern in a familiar story to write a story of their own; use pictures and words that convey their intended mood or message; adopt a point of view when writing about a familiar topic)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., analyse a media text to explore basic elements and the author’s techniques, and incorporate some of these elements into their own writing; use technology to advertise or write about an event in their community; use images, symbols, and words to express personal likes and dislikes on a poster)

**By the end of Grade 1, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., brainstorm to generate ideas for writing; use word walls to identify vocabulary related to their topic; create a sketch to help them focus ideas and clarify thoughts; use graphic or visual organizers to help them to classify and sort ideas)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use words and pictures to write texts related to familiar topics; consider feedback from the teacher and their peers when making revisions; use punctuation for specific effects, such as an exclamation mark to show enthusiasm; refer to classroom resources such as anchor charts and checklists when making revisions; share writing with a peer to help them revise their text)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., proof- read and correct their writing using guiding questions provided by the teacher; consult a checklist co-constructed with the teacher; use some appropriate elements such as proper spacing between words, graphics, pictures, different fonts, headings, and captions in the finished product to add to the effectiveness of their presentation)

D2.4 Metacognition: (a)identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b)determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., in a conference with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their peers to plan next steps; reflect on their ability to represent familiar words in writing)

**By the end of Grade 1, students will:**

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., use words and pictures to communicate information about a French-speaking community; write a dialogue taking place in a French shop, using a question-and-answer format; list places in their community where they can read and/or listen to French; incorporate French names from diverse French-speaking communities in their story writing)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., the appropriate uses of different salutations and leave-taking expressions, such as “bonjour”, “salut”, “bonsoir”, “à bientôt”, “au revoir”, “adieu”, “amitiés”, “ton ami(e)”; informal and polite forms of address; use of terms of endearment in a letter or note)




# Ontario Curriculum French Immersion Grades 1-8

## Grade 2 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement	Satisfactory	Good	Excellent
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### Grade 2: Listening

**Overall Expectations**

**By the end of Grade 2, student will:**

A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;  
 A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;  
 A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**Specific Expectations**

**A1. Listening to Understand**

**By the end of Grade 2, students will:**

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., adopt an attitude conducive to listening during a presentation; restate information to confirm understanding; use context and background knowledge to make predictions while listening to a read-aloud; create a mental picture while listening to a song).  
 A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to receive instructions for a task; to be able to respond to questions; to understand a presentation; to identify rhymes, words, and language patterns)  
 A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., share information heard using pictures, words, and sentences; create visual art in response to an oral text; ask questions after listening to a presentation; follow oral directions to participate in a game during daily physical activity/activité physique quotidienne; list key words and expressions that were used to describe important ideas in an oral presentation; identify key messages heard in a poem; reconstruct a story from a read-aloud using pictures)  
 A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., compare and analyse how sound effects support the spoken messages in an advertisement or film; evaluate the effectiveness of the choice of words in a variety of oral media texts; name the product in an advertisement and list the reasons given for why they should buy it)


**A2. Listening to Interact**

**By the end of Grade 2, students will:**

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., watch for non-verbal cues; paraphrase to confirm understanding; ask questions for clarification; nod or use facial expressions to signal interest and understanding).  
 A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., participate in a group discussion; ask questions to gather information at a francophone or Aboriginal celebration; listen to various points of view to resolve conflicts in classroom community circles; ask and answer questions about local animals and plant life in an inside/outside circle)  
 A2.3 Metacognition:  
 (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., role-play examples of attentive and inattentive listening; record in a journal situations in which they were successful and challenged when listening; identify strategies to address distractions in listening situations)


**A3. Intercultural Understanding**

**By the end of Grade 2, students will:**

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., compare music from a French-speaking community to their own; listen to stories, songs, or "comptines" to learn interesting facts and historical information about a particular French-speaking community, including First Nations, Métis, and Inuit communities; recognize the use of French words, expressions, and names of people and places in their community).  
 A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., formal and informal forms of address required for different audiences; standard ways to introduce someone; non-verbal cues when listening in interactive situations).


### Grade 2: Speaking

**Overall Expectations**

**By the end of Grade 2, students will:**

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- B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


**B1. Speaking to Communicate**

**By the end of Grade 2, students will:**

- B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., use body language such as position and eye contact to support their message; refer to anchor charts and classroom visuals to find appropriate words and sentence structures; rehearse with a peer before presenting a brief message)
- B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., express opinions and responses in complete sentences; give directions for a procedure; share information about a favourite toy; describe familiar events and personal experiences; discuss personal feelings about the main character in a story; share different points of view about the same media text; ask questions in a role play between characters in a film; share a grandparent's or Elder's story)
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., recite a poem with appropriate expression, phrasing, and intonation; use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; accurately pronounce familiar vocabulary when introducing themselves or their friends and family; use intonation as modelled by the teacher to ask questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)
- B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a video describing their morning routine; create and present an announcement about the importance of a healthy snack; create a video about items that can and cannot be recycled; record an explanation of their artwork for a multimedia art presentation; use sound effects to support the message in an advertisement)


**B2. Speaking to Interact**

**By the end of Grade 2, students will:**

- B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., paraphrase to confirm understanding; use appropriate tone of voice for an interaction; consult classroom references to select appropriate words and sentence structures for their conversations)
- B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., ask and answer questions to understand someone's point of view and share their own; role-play different interactive situations in everyday life; introduce a classmate to another classmate)
- B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., share and discuss a strategy used to enhance their participation in a discussion; compare speaking situations to reflect on their own ability to communicate; consult classroom visuals and reference material to support the development of their speaking skills)


**B3. Intercultural Understanding**

**By the end of Grade 2, students will:**

- B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., role-play and ask questions about the traditions in a particular French-speaking community; share information about a French-speaking community during a group presentation; describe an artefact from a particular French-speaking region and share its significance)
- B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., greetings, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au revoir”, “à demain”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi” – appropriate to the social context; gestures and other forms of non-verbal communication appropriate to the social context – bowing, shrugging, hand shaking; standard introductory phrases to give personal information – “Je m’appelle... J’habite...”)


**Grade 2: Reading**

**Overall Expectations**

**By the end of Grade 2, students will:**

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**C1. Reading Comprehension**

**By the end of Grade 2, students will:**

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C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., use questions to select information when reading; use personal experiences to make inferences during reading; make text-to-text connections between fiction and non-fiction texts on the same topic; divide words into syllables; use details and information from text to confirm predictions)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., use drama to explore the personality traits of a character in a story they are reading; share personal experiences to support their understanding of the implicit message in a text; draw a picture to illustrate a text's main idea or key message)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read text aloud with intonation based on punctuation; use knowledge of consonant blends and phonemes to read new words; participate in a reader's theatre; find words with a specific phoneme in independent reading selections)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., refer to personal dictionaries and vocabulary lists; find synonyms, cognates, and familiar words in a text; record the use and context of new and interesting words; use visual elements from the text to help them determine the meaning of new vocabulary; use context to help them understand new words; use new vocabulary when sharing information from a text)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., evaluate the effectiveness of a newspaper advertisement, and state why they agree or disagree with its message; determine the intent of a poster; explain how a movie advertisement influences their decision about whether or not to watch the film; discuss the effectiveness of word choice and the amount of text on the packaging of products for children)


## C2. Purpose, Form, and Style

**By the end of Grade 2, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., procedural text – to provide instructions on how to accomplish a task; non-fiction – to convey information; personal account/narrative – to prompt discussions around thought-provoking questions; strategy/anchor chart – to note information from oral discussions)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., textbook – table of contents, headings, and index to help locate information; personal account – personal experiences, past tense, first person; fairy tale/folk tale – usually begins with "Il était une fois..."; moral, hero(in)es; website – sidebars with subtitles to indicate information on linked pages; sports/trading card – biographical information, statistics, team name; recipe – list of ingredients, numbered steps, description of procedure; reader's theatre script – character names followed by a colon to indicate who reads each line)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use book reviews written by peers to expand choices for independent reading; discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson)


## C3. Intercultural Understanding

**By the end of Grade 2, students will:**

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read articles online and in magazines to collect information about social and cultural customs in a French-speaking community; identify and correctly read city and country names in French on a map and compare those to their names in English; read about a local French-speaking community; identify examples of bilingual signs and texts in their community)

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., forms of address; regional words and expressions from different communities; conventions for an invitation or greeting card; conventions for a registration form).


## Grade 2: Writing

### OVERALL EXPECTATIONS

**By the end of Grade 2, students will:**

D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### SPECIFIC EXPECTATIONS

**By the end of Grade 2, students will:**

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to label a diagram or illustration; to fill in a registration form; to describe a friend using familiar adjectives and adverbs on a poster; to recommend a book to classmates; to collaborate with classmates on a friendly letter to an author; to respond to a read-aloud in a double-entry journal, following a model; to write personal opinions about images on the home page of a website; to create an advertisement about a favourite toy or an eco-friendly product; to produce an informative brochure on a local tourist attraction)


# Ontario Curriculum French Immersion Grades 1-8

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., recount a family celebration; compose a poem for a greeting card; develop a class report on a social or environmental topic of interest; compose a persuasive slogan for a toy label; write a recipe; ask questions in a letter or note to a friend)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., incorporate interesting words and expressions from their reading or from the word wall in their written texts; brainstorm vocabulary related to familiar and relevant topics; record and organize new vocabulary for a project in a mind map or word web; share new words and expressions with a peer; sort new words into categories to use in a piece of writing)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use rhyme or repetition to emphasize an idea; use words to convey meaning, an attitude, or a feeling; use pictures or charts to add context to writing)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., explore information on a cereal box to identify key elements necessary to create a product box of their own; write a weather report containing symbols and a legend; create a web page or a captioned slideshow describing a typical day in Grade 2; create a personal or family emblem; create a poster or write a blog post sharing instructions for caring for a plant or pet)


**By the end of Grade 2, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., use background knowledge and personal experiences to generate ideas about familiar topics; use pictures and graphic organizers to help them select and organize ideas; in pairs or groups, list ideas for shared or independent writing)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use a teacher- or class-generated graphic organizer or model when planning their writing; reread, change, add, remove, and reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and their peers; use criteria co-constructed with the teacher and their peers to improve their writing)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., proof-read and correct their writing using a checklist or guiding questions provided by the teacher; spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, community members, animals, and living things in nature; use high-frequency verbs in the present tense to describe things that are happening to and around them)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and refer to feedback from their teacher and peers when planning next steps)


**By the end of Grade 2, students will:**

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write about customs and traditions of French-speaking communities; compare a festival in a French-speaking community with one from another cultural community, using information they recorded on a Venn diagram; describe the pastimes of children in a French-speaking community)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., regional expressions and words from a French-speaking community; varying levels of politeness in letter writing to different recipients; use of “tu” and “vous” in giving directions)




# Ontario Curriculum French Immersion Grades 1-8

## Grade 3 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement	Satisfactory	Good	Excellent
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### Grade 3: Listening

**Overall Expectations**

**By the end of Grade 3, student will:**

- A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**Specific Expectations**

**A1. Listening to Understand**

**By the end of Grade 3, students will:**

- A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., activate prior knowledge; restate information to confirm understanding; identify key words related to the subject/ message/theme of a song; ask for repetition and clarification during and after listening).
- A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to participate in group work; to follow detailed or multi-step instructions for a task; to identify language patterns or expressions; to formulate questions about a presentation)
- A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., record information during an oral presentation or a literature circle; ask questions about the topic after listening to a media text; note important ideas using key words and sentences from the text; restate the author's feelings and opinions; select appropriate clothing for an upcoming event based on a weather report; identify the importance of a special event mentioned in an announcement or radio commercial)
- A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., analyse the elements in a movie trailer or advertisement and discuss how they convey the intended messages; list the words and expressions in a song that evoke mental pictures; articulate personal connections to the messages presented in a commercial; comment on the speaker's/author's point of view in a public service announcement or radio commercial)


**A2. Listening to Interact**

**By the end of Grade 3, students will:**

- A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., adopt a respectful posture during conversations; ask questions for clarification; identify appropriate moments to encourage peers; maintain engagement; make connections to respond to and validate what someone says; acknowledge another point of view in conversation).
- A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., respond to a peer's request in the classroom, using words, gestures, and/or visual aids; ask relevant questions during a conversation; listen to understand a peer's point of view when resolving a conflict)
- A2.3 Metacognition:  
 (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and the teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening)


**A3. Intercultural Understanding**

**By the end of Grade 3, students will:**

- A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to stories and songs from a range of Franco-Ontarian communities and make connections to their own community; re-create cultural artefacts based on oral instructions; record information heard in a presentation or a report to identify Franco-Ontarian symbols, traditions, and/or celebrations, such as le drapeau franco-ontarien, le Festival franco-ontarien, and la Fête de la Sainte-Catherine; identify some contributions of French-speaking and Aboriginal communities to Canadian culture, such as street/place names, historic sites, festivals, and items such as the canoe or maple syrup).
- A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., language registers used in different French-speaking communities; formal and informal expressions of courtesy, such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings or classroom discussions; brief expressions used to introduce themselves and others).


# Ontario Curriculum French Immersion Grades 1-8

## Grade 3: Speaking

### Overall Expectations

#### By the end of Grade 3, students will:

- B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


#### B1. Speaking to Communicate

##### By the end of Grade 3, students will:

- B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., share back-ground knowledge and personal experiences to make connections to a topic; use body language and facial expressions to keep the audience's attention; rehearse with a partner before an oral presentation; incorporate key words and expressions heard in oral communications; identify and practise structures and expressions that are challenging)
- B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., use appropriate vocabulary and a variety of sentence types and structures to express personal preferences and ideas; ask questions to inquire about a variety of everyday situations; incorporate new and familiar vocabulary in their discourse; describe a past or future event; discuss the effect-iveness of various features in a children's magazine; describe their favourite animal; explain their use of graphics on a poster)
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, and/or rhymes, when using newly acquired vocabulary, and when participating in choral speaking and/or shared reading activities; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)
- B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., use vocabulary and expressions from mentor texts that they have viewed, heard, or read in their own media text; create and share a multimedia text using technology; justify the use of sound effects and music to enhance a slideshow presentation)


#### B2. Speaking to Interact

##### By the end of Grade 3, students will:

- B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., intervene politely in a conversation; use an object such as a talking stick to determine whose turn it is to talk; paraphrase a peer's comment to confirm understanding of his or her idea before adding their own; use language specific to their role in a cooperative group task)
- B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., use a variety of familiar words and expressions when engaged in conversations; ask and answer questions about other communities; share ideas, opinions, and feelings and encourage others to share their points of view during a literature circle)
- B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., refer to feedback from the teacher and peers when revising oral presentations; determine which strategies were helpful when presenting their message; plan to incorporate effective communication strategies to enhance interactions with others)


#### B3. Intercultural Understanding

##### By the end of Grade 3, students will:

- B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; sing or repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; explain how symbols on a flag help to represent a community; give brief oral presentations describing family, school life, traditions, and festivals in Franco-Ontarian communities and comparing them to their own)
- B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., language registers used by community members in various situations; body language and gestures appropriate to different audiences; appropriate expressions to signify agreement)


## Grade 3: Reading

### Overall Expectations

#### By the end of Grade 3, students will:

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


# Ontario Curriculum French Immersion Grades 1-8

## C1. Reading Comprehension

**By the end of Grade 3, students will:**

- C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., use background knowledge and personal experiences to infer implicit messages; ask questions when analysing a character's actions; identify and highlight key words, phrases, and information in a non-fiction text; explain the message in a descriptive poem, citing specific words, phrases, or images from the text to support their interpretation; use visualization to clarify details of a scene)
- C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., in a double-entry journal, compare personal opinions to an author's viewpoint; use words and pictures to express feelings and opinions about a written text; dramatize the main event in a narrative text; determine the included and excluded points of view)
- C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., group words into meaningful phrases; read aloud with some intonation and expression; recognize various spellings of the same sound in independent reading selections; participate in shared or echo reading)
- C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., use cognates to understand the meaning of new words; use context clues to infer meaning of new words; refer to classroom visual supports and resources such as subject-specific word banks)
- C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., analyse the text, illustrations, and techniques used in an advertisement and discuss their effectiveness in representing a product or a group of people; explain how the elements on the cover of a magazine might persuade someone to read or buy it; discuss how a media text on a subject of public interest could lead to action; analyse how specific features communicate the message in a tourism brochure; make informed decisions and healthy choices after reading food labels; identify the intended audience for an advertisement for a toy, and explain whether the advertisement is effective; describe how animals or environmental images are used to evoke emotions in print advertisements)


## C2. Purpose, Form, and Style

**By the end of Grade 3, students will:**

- C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., book review – to help others decide whether to read a book; poem – to express ideas or convey a mood or image; graph of survey results – to show patterns in information)
- C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., procedural text – temporal and sequential words; persuasive text – a stated point or opinion followed by supporting ideas; map – pictures, symbols, legends, and use of different colours; fairy tale/folk tale – a moral or lesson, a hero or heroine, descriptive language, personification of animals or objects)
- C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres)


## C3. Intercultural Understanding

**By the end of Grade 3, students will:**

- C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., recognize and correctly read the names of cities with French origins on a map of Ontario; describe ideas, themes, and characters depicted in Franco-Ontarian music, stories, and legends; research and share findings about a cultural tradition or celebration in a Franco-Ontarian community; read about Franco-Ontarian personalities and/or historical figures and describe some of their accomplishments; identify cultural elements in a brochure about a French-speaking community in Ontario)
- C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., abbreviations such as M., Mme, Dr., Boul.; appropriate use of “tu” and “vous”; salutations and leave-taking expressions used in letters, emails, and postcards).


## Grade 1: Writing

### OVERALL EXPECTATIONS

**By the end of Grade 3, students will:**

- D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively
- D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively
- D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### SPECIFIC EXPECTATIONS

**By the end of Grade 3, students will:**

# Ontario Curriculum French Immersion Grades 1-8

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to label and add legends with precise vocabulary to maps of communities; to collaborate with classmates on a persuasive letter to a school newspaper; to critique a piece of artwork; to write a sequel to or continuation of a story read in a favourite class read-aloud, following a model; to recount a grand-parent's childhood story)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., recount their participation in a school-wide activity; write a personal adventure based on a familiar story; write a letter or email to an author to share their opinions about a book; compose a reader's theatre script about conflict resolution; retell a story from various points of view; write a sketch of a character from a popular movie; create the invitations, menu, and program for a party for their favourite fictional character; compose a list of actions to conserve and protect water, such as shutting off the tap while brushing teeth)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., vary word choice with synonyms of frequently used words such as "dit", "grand", or "personne"; incorporate words and expressions heard or read; use word webs to help them develop and organize ideas)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., incorporate elements from mentor texts into their own writing; use words, visual aids, and a variety of sentence structures to convey their message; use verbs of conviction such as "devoir", "croire", "être nécessaire" to express their point of view on a familiar topic of public interest)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., create a comic strip about a school event for a class newsletter; compose an electronic greeting card for someone special; design a poster to recommend a favourite movie; create a pamphlet recommending actions for Earth Day or Earth Hour; draft and distribute an email petition about an environmental issue)

**By the end of Grade 3, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., brainstorm ideas for writing about a familiar topic; describe illustrations or objects to generate ideas for writing; share and discuss prior knowledge and experiences related to a topic; gather information on a topic from texts used in independent or class reading; sort and organize ideas using labels, titles, pictures, graphic organizers, and/or software; record and develop ideas on various topics and for various purposes in a personal journal)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use words and pictures to write texts related to familiar topics; consider feedback from the teacher and their peers when making revisions; use punctuation for specific effects, such as an exclamation mark to show enthusiasm; refer to classroom resources such as anchor charts and checklists when making revisions; share writing with a peer to help them revise their text)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use dashes in a dialogue to indicate a change in speaker; verify agreement in number and gender of nouns, verbs, and adjectives; use specific action verbs in a description of an activity; use a checklist, co-constructed with the teacher and peers, when editing their text; read their text aloud to their peers or teacher and use their feedback when checking that they have met all the specified criteria)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., record writing successes and challenges in a personal journal; refer to a class-developed anchor chart to guide them when providing feedback to a partner; share and discuss with peers revision strategies that they find useful)

**By the end of Grade 3, students will:**

D3.1 Intercultural Awareness: communicate information in writing about French-speaking communities locally and across Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., select pictures from a Franco-Ontarian community and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; incorporate references to Franco-Ontarian cultural elements or artefacts in personal writing; write a postcard to a French-speaking pen pal, asking questions about his or her cultural traditions; write about historic voyageur routes and related modern Métis communities, such as Mattawa)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., standard formats for personal letters, postcards, emails; conventions for writing the date; language registers for formal and informal communication in familiar contexts)




# Ontario Curriculum French Immersion Grades 1-8

## Grade 4 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
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### Grade 4: Listening

**Overall Expectations**

**By the end of Grade 4, student will:**

- A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**Specific Expectations**

**A1. Listening to Understand**

**By the end of Grade 4, students will:**

- A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask questions about facts to clarify meaning; take notes using a graphic organizer during an oral presentation; make personal connections during and after listening to an audio text; use visualization during the description of a past or future event).
- A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to enable them to respond appropriately to peers during literature circles; to formulate an opinion about a social or environmental issue based on information provided in a broadcast; to learn from others during oral presentations; to learn new vocabulary from songs, chants, and rhymes; to participate in a game or activity)
- A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., summarize main ideas using graphic organizers; paraphrase ideas heard after a think-pair-share activity; discuss the purpose and main points of an oral presentation by a peer or guest speaker; create a tableau depicting the solution to a problem from a read-aloud; use a pictogram to demonstrate sequencing after listening to the description of a historical event; express opinions on the platforms presented by candidates in a class election; explain their feelings and personal reactions to a recorded Aboriginal folktale)
- A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., listen to a video clip on a health or environmental issue and explain its impact on their life; identify expressions heard in advertisements that signal an attempt to persuade the listener to do or buy something; listen to an advertisement aimed at youth and identify how the product is promoted)


**A2. Listening to Interact**

**By the end of Grade 4, students will:**

- A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., demonstrate an understanding of when to listen and when to speak; listen without interrupting; reconsider their opinion after hearing what others say; ask the speaker to repeat or explain at appropriate moments).
- A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., acknowledge another point of view in conversation; ask and answer questions to understand a peer's statements and opinions; respond effectively to a peer's ideas in a think-pair-share situation)
- A2.3 Metacognition:
  - (a) describe strategies they found helpful before, during, and after listening;
  - (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., refer to feedback from teachers and peers to identify areas of strength and set listening goals; reflect in a personal journal on areas in need of improvement and ways to listen more effectively)


**A3. Intercultural Understanding**

**By the end of Grade 4, students will:**

- A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to directions to locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in daily life in their immediate environment, such as the bilingual version of the national anthem sung at school or sports events; listen to a peer describe a Franco-Ontarian tradition, and make connections to a similar tradition in their own family).
- A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., differences in language used in conversations with a teacher versus with a peer; conventions used in informal exchanges such as telephone calls with a family member).


# Ontario Curriculum French Immersion Grades 1-8

## Grade 1: Speaking

### Overall Expectations

#### By the end of Grade 4, students will:

- B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


#### B1. Speaking to Communicate

##### By the end of Grade 4, students will:

- B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., plan and rehearse their message; use gestures and visuals to support their point of view; use vocal techniques to engage the audience)
- B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., summarize or retell a First Nations, Métis, or Inuit story such as the creation story of L'île de la tortue; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; deliver a speech communicating personal thoughts and opinions on an environmental or financial issue; share, in small or large groups, personal reactions to the music in advertisements; discuss the impact of product placement – food, beverages, toys, clothing, or games – in films and television shows; debate the suitability of video games for different age groups)
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., make straightforward requests, express preferences, and describe interests with minimal hesitation; use standard greetings and expressions of courtesy with minimal hesitation in classroom activities; pronounce new vocabulary correctly in classroom activities; use classroom reference materials and teacher prompts to self-correct errors in spoken French)
- B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., record an interview with someone in the school community about his or her role in protecting the environment; use technology to record their point of view on social media and how it affects their interactions; provide the voice-over for an advertisement advocating the purchase of fair-trade goods; create a video recounting a traditional story from a First Nation or Métis Elder)


#### B2. Speaking to Interact

##### By the end of Grade 4, students will:

- B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns when speaking in a group; make relevant and constructive comments in discussions with peers; ask relevant questions in conversations)
- B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., discuss the importance of recycling practices in their community; discuss healthy and unhealthy eating habits; ask for and give directions to specific places, such as a restaurant, friend's home, park, or town; role-play an interaction that involves a financial transaction)
- B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., refer to and use established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with teachers and peers, and set goals to improve oral communication)


#### B3. Intercultural Understanding

##### By the end of Grade 4, students will:

- B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., give brief oral presentations describing Franco-Ontarian traditions and festivals such as le Bal de Neige in Ottawa; describe the significance of la FESFO – la Fédération de la jeunesse franco-ontarienne; research and discuss French-speaking historical and current figures and their influence on Ontario; discuss the rich cultural diversity that constitutes the Franco-Ontarian community; discuss ways in which French-speaking Aboriginal people can celebrate both their Franco-Ontarian and Aboriginal cultures)
- B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., appropriate form of address – polite/familiar, singular/plural – to suit specific situations; greetings, leave-taking expressions, and expressions of courtesy appropriate to the social context; ways to accept or decline invitations; expressions of understanding or lack of understanding such as “Je comprends”, “Je ne comprends pas”, “Comment?”)


## Grade 4: Reading

### Overall Expectations

#### By the end of Grade 4, students will:

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;


# Ontario Curriculum French Immersion Grades 1-8

**C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

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## **C1. Reading Comprehension**

**By the end of Grade 4, students will:**

**C1.1 Using Reading Comprehension Strategies:** identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., activate prior knowledge through brainstorming; use visualization to clarify details; make and confirm predictions based on evidence from the text)

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**C1.2 Reading for Meaning:** demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., create a visual representation of a narrative in storyboard form; write a journal entry to respond to an independent reading text; dramatize important events in a story read in a literature circle)

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**C1.3 Reading with Fluency:** read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., use appropriate phrasing and expression when participating in a reader's theatre; make oral reading sound like spoken language with appropriate pauses, stops, and starts indicated by punctuation)

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**C1.4 Developing Vocabulary:** identify and use several different strategies to expand vocabulary through reading (e.g., categorize vocabulary based on word patterns; create a personal dictionary of interesting words and familiar expressions; look for familiar prefixes, suffixes, or word stems in unfamiliar words; use visuals to help them infer the meaning of unfamiliar words or expressions; read words within words)

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**C1.5 Responding to and Evaluating Media Texts:** express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., express opinions on a magazine article; compare newspaper and online articles on the same event or subject; identify and evaluate the persuasive techniques used in advertisements; discuss how photography and headlines or slogans work together on magazine covers or billboards; identify effective elements in comics, graphic novels, or product packaging)

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## **C2. Purpose, Form, and Style**

**By the end of Grade 4, students will:**

**C2.1 Purposes of Text Forms:** identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., diary/journal – to articulate a personal perspective; brochure – to present information briefly; instructions – to describe how to perform a task or use a device; receipt – to show the item bought and the price paid for it)

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**C2.2 Characteristics and Stylistic Elements of Text Forms:** identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., magazine – headlines, subheadings, text boxes, and photographs; movie review – opinions and supporting evidence; letter – date, salutation, information, feelings, and opinions intended for a specific reader; travel guide – maps, images, and information divided by many headings)

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**C2.3 Metacognition:** (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., recognize when understanding has broken down; identify which reading strategies are being used effectively; discuss how the text form affects their choice of reading strategies)

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## **C3. Intercultural Understanding**

**By the end of Grade 4, students will:**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., compare cultural experiences and perspectives in texts to those in their own community; research the achievements and contributions of French speakers in Ontario; make connections to stories or legends from French-speaking communities in Ontario, such as Sleeping Giant in Thunder Bay; research information about traditions and festivals such as le Festival des tulipes and le Festival Haïti en Fête– Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, le Festival Bana y'Afrique – Toronto, and powwows, sporting events such as les Jeux Franco-ontariens, children's games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis such as Marcel Labelle and Christian Pilon and identify some of their accomplishments)

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**C3.2 Awareness of Sociolinguistic Conventions:** identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., the familiar and formal forms of expressions used in letters, emails, and text messages, such as "À la prochaine" versus "Bien à vous"; appropriate ways to invite someone to do something; conventions of personal and business letters).

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## **Grade 4: Writing**

### **OVERALL EXPECTATIONS**

**By the end of Grade 4, students will:**

**D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

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**D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

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**D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

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### **SPECIFIC EXPECTATIONS**

**By the end of Grade 4, students will:**





# Ontario Curriculum French Immersion Grades 1-8

## Grade 5 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement	Satisfactory	Good	Excellent
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### Grade 5: Listening

**Overall Expectations**

**By the end of Grade 5, student will:**

- A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**Specific Expectations**

**A1. Listening to Understand**

**By the end of Grade 5, students will:**

- A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask questions to clarify meaning; use non-verbal cues to facilitate understanding; use a graphic organizer to help them synthesize ideas; activate prior knowledge before listening).
- A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to gather information by taking notes during a teacher or peer conference; to identify the main point of view in a video clip; to compare their ideas with those of their peers during and after an oral presentation; to gather information from an interview)
- A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., list main ideas and some supporting details from an oral presentation; draw something based on a partner's oral instructions; participate in a dramatization following a read-aloud; share personal opinions related to the messages in a report; create a timeline of events after listening to a biography; identify the main message and key lessons heard in a story from a French-speaking First Nation, Métis, or Inuit community)
- A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., describe how different audiences might react to a television commercial; role-play to convey their agreement or disagreement with the message presented in a popular song; create a poster to share personal reactions to the information heard in an interview; listen "between the lines" to detect bias in a media text; identify missing points of view; evaluate the effectiveness of an advertisement about an eco-friendly product)


**A2. Listening to Interact**

**By the end of Grade 5, students will:**

- A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., make connections between personal experiences and what is being said; reconsider their opinion after hearing what others say; ask for repetition, confirmation, or clarification of what they hear using phrases such as "Un instant", "Je ne comprends pas", "Pourriez-vous répéter cela, s'il vous plaît?", "Qu'est-ce que cela veut dire?"; use body language such as nodding to indicate understanding or agreement).
- A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., paraphrase a group member's opinion before responding to it; acknowledge another point of view in a telephone, video, or face-to-face exchange; ask and answer questions in small groups, during a role play, or in reader's theatre; use a talking stick to share information and ideas in a community circle)
- A2.3 Metacognition:
  - (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., record listening strategies they have found helpful in a journal for future reference; engage in dialogue with teachers and peers to determine criteria for effective listening; use feedback from peers and self-evaluation when identifying and planning next steps to improve listening comprehension)


**A3. Intercultural Understanding**

**By the end of Grade 5, students will:**

- A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to and identify topics of interest in songs, stories, and legends by Québécois artists and authors, such as Anthony Phelps – "Et moi, je suis une île" or Laila Héloua – "Mandarine et Kiwi"; using a graphic organizer to guide listening, organize information from oral texts about family, school life, traditions, powwows, and festivals in Québécois communities (Quebec City – Festival des journées d'Afrique, Danse et rythmes du monde; Trois-Rivières – Festival Urbain; Montreal – Festival du monde arabe), and make connections to their own culture; listen to the recitation of a traditional French story, such as "La Chasse-galerie" used by Métis).


# Ontario Curriculum French Immersion Grades 1-8

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., dialects and regional vocabulary; formal and informal language; language styles among various age groups).

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## Grade 5: Speaking

### Overall Expectations

**By the end of Grade 5, students will:**

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;

B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### B1. Speaking to Communicate

**By the end of Grade 5, students will:**

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., rehearse what they want to say; concentrate on the message; rephrase ideas using familiar vocabulary to clarify their message; ask questions to engage their audience)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., respectfully present a personal opinion in a soapbox forum; deliver a speech regarding the importance of a balanced diet and regular exercise; recount a personal experience; identify obvious and subliminal key messages in a television commercial)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use intonation to show surprise; give clear directions with minimal hesitation; recite a poem using appropriate pauses as indicated by the punctuation and/or layout of the lines to communicate the poet's intended meaning accurately)

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a short announcement identifying the benefits of knowing another language; create a public service announcement detailing the evacuation procedure during a fire; record an advertisement for a local farmers' market; create a podcast promoting Earth Day or Earth Hour)


### B2. Speaking to Interact

**By the end of Grade 5, students will:**

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns when speaking; use appropriate tone; remain on topic in a conversation; use formal and informal language appropriately)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., engage in a discussion following a read-aloud; discuss rules and laws in various contexts such as sports, school, and government; express understanding of the perspectives and opinions of others by making connections and drawing comparisons to their own experiences)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., explain during a student-teacher conference how they monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation)


### B3. Intercultural Understanding

**By the end of Grade 5, students will:**

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; describe the ingredients and procedure for making a familiar Québécois dish such as poutine; recite or paraphrase songs, stories, and/or legends by Québécois artists and authors; identify some famous Québécois(es), such as Maurice Richard, Mario Lemieux, Boucar Diouf, Marie-Mai, Gilles Vigneault, William Shatner, Pierre Trudeau, Oscar Peterson, Alexandre Bilodeau, Julie Payette, Marc Garneau, or Guy Laliberté, and describe some of their accomplishments; deliver a brief oral presentation comparing important issues or events in a Quebec community and their own community)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., regional terminology for food; greetings and salutations used by youth in various French-speaking communities; polite directions or instructions in different language registers)


## Grade 5: Reading

### Overall Expectations

**By the end of Grade 5, students will:**

C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;


# Ontario Curriculum French Immersion Grades 1-8

**C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

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**C1. Reading Comprehension**

**By the end of Grade 5, students will:**

**C1.1 Using Reading Comprehension Strategies:** identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., ask questions to focus reading; visualize content to clarify details; reread to confirm and clarify meaning; make connections to understand a character's motivation; identify the main idea and supporting details)

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**C1.2 Reading for Meaning:** demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., explain the point of view of various characters in traditional French, Aboriginal, or other tales; participate in an informal class discussion about the arguments presented in a persuasive text; illustrate the main points of a newspaper article on an environmental issue; role-play an interview with a character from a story; identify the key messages in and intended audience for a travel brochure about Quebec)

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**C1.3 Reading with Fluency:** read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read a poem aloud with appropriate emphasis and phrasing; read words and expressions from other subject areas; understand and read words in context with appropriate tone of voice and intonation; chunk text into logical sections/phrases)

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**C1.4 Developing Vocabulary:** identify and use several different strategies to expand vocabulary through reading (e.g., create a word web on a specific topic and its sub-topics; use technology/ media to help them classify vocabulary based on word patterns; refer to classroom anchors and word walls; identify subject-specific terminology and incorporate it in their daily communications)

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**C1.5 Responding to and Evaluating Media Texts:** express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., explain the effect of humour in cartoon advertisements; share personal reactions to a blog post; comment on the graphic design of a video game package or book jacket; identify promises made in junk mail or flyers; discuss the impact of subtitles in movies; describe the main message of an environmental website and explain how the message connects to the organization that created it)

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**C2. Purpose, Form, and Style**

**By the end of Grade 5, students will:**

**C2.1 Purposes of Text Forms:** identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., short story – to entertain and/or to depict imagined events or experiences; email and text messages – to communicate with friends; website – to provide information about a specific topic; bill or invoice – to show the cost of goods or services bought or sold)

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**C2.2 Characteristics and Stylistic Elements of Text Forms:** identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., song/poem – analogy, rhyme, parallel structure, comparison, contrast, simile, metaphor, personification; short story/ legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings; manual – numbered steps, diagrams)

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**C2.3 Metacognition:** (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track their reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read; plan to use newly acquired vocabulary in spoken and written contexts)

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**C3. Intercultural Understanding**

**By the end of Grade 5, students will:**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., role-play stories and legends from diverse French-speaking communities; research national and Québécois symbols and how they represent the values and accomplishments of Canada and Quebec; discuss various Québécois and/or Aboriginal stories or legends, such as “Le Cap diamant” or “Le Rocher de Grand-mère”, and make connections to current environmental or social issues; determine the ingredients in a typical Québécois dish such as “le pouling chômeur”; describe ideas, themes, and characters depicted in music, stories, and legends by Québécois artists and authors such as Alain M. Bergeron or Sheldon Cohen; read about Québécois personalities such as Oliver Jones, Senaya, Céline Dion, or Gilles Pelletier, or historical figures, and describe some of their accomplishments)

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**C3.2 Awareness of Sociolinguistic Conventions:** identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., standard salutations and expressions in invitations; language in personal letters; layout of and vocabulary in newspaper articles; abbreviations and use of the infinitif in recipes or procedural texts).

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**Grade 5: Writing**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

**D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

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**D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

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**D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

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**SPECIFIC EXPECTATIONS**

**By the end of Grade 5, students will:**

# Ontario Curriculum French Immersion Grades 1-8

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to outline their opinion on a social issue in a formal letter to the local government; to write horoscopes or review a sporting event for the class newspaper; to draft notes for a speech on an environmental issue)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., research and write a report about an aspect of healthy living; develop a narrative based on a topic from social studies or science and technology; draft a script for a short play based on a novel, illustration, song, event, or short story)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use dictionaries, thesauri, and subject-specific texts to help them make accurate word choices; create a word web to prepare vocabulary before writing)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use comparative adjectives and adverbs, similes, and metaphors to describe a character from a novel or movie in a review; using a serious tone, write a newspaper article telling the story of a local hero or heroine)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., create a photo essay with captions about an outing with family, friends, or peers; create a poster to advertise an event or inform their peers about a social studies or science topic; create a multimedia presentation to persuade consumers to buy local produce; compose song lyrics about an environmental issue)

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use of hyphens in subject-verb inversions; present, past, and future tenses of familiar -er, -ir, and -re verbs; various interrogative constructions such as subject-verb inversion, “est-ce que”, and the interrogative adjectives “quel”, “quelle”, “quels”, “quelles”; the superlative and comparative forms of adjectives and adverbs, such as “plus”, “le plus”, “moins”, “le moins”, “mieux”, “le mieux”; formation of regular adverbs through the addition of “-ment”; standard ways of expressing past events and personal experiences)

**By the end of Grade 5, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., think-pair-share to determine the topic and content of a script; use a timeline when planning a biography; brainstorm ideas and questions before beginning research; use a KWL chart to help them plan their research)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., select appropriate graphic organizers to assist with planning and revisions; refer to teacher models and exemplars when editing work; work in pairs to identify errors and repetition)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., refer to success criteria to help them self-assess their work; use technology to publish finished work; select fonts, images, or photographs that enhance their message or support their opinion)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., discuss how brainstorming and thought webs help them generate ideas for writing; determine which graphic organizers were most useful in helping them develop and organize thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; determine which writing strategies were most helpful)

**By the end of Grade 5, students will:**

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., draft a “Bienvenue au Québec” brochure for children immigrating to Canada; write a newspaper article comparing some school settings from around the world; describe a Québécois cultural celebration from the point of view of a visitor to Canada; create the home page for a website of a prominent Québécois(e) such as Michaëlle Jean, Régine Chassagne, Bruny Surin, Marc Favreau)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., expressions from different French-speaking regions; conventions related to personal and formal letters; elements in a note accepting or declining an invitation)




# Ontario Curriculum French Immersion Grades 1-8

## Grade 6 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher

Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
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### Grade 6: Listening

#### Overall Expectations

##### By the end of Grade 6, student will:

A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;  
 A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;  
 A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


#### Specific Expectations

##### A1. Listening to Understand

##### By the end of Grade 6, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., make predictions before listening to a text; ask questions to clarify things they do not understand in a peer's presentation; recognize and interpret gestures, facial expressions, and tone of voice to facilitate understanding; visualize elements of an oral text).  
 A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to gather feedback during student-teacher and peer conferences that can be used to help them plan next steps; to formulate questions on a topic based on peer presentations; to express an opinion in a class debate; to identify the perspective in the dramatization or retelling of a myth or legend)  
 A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., create a poster for a product using the main ideas heard in a commercial; summarize main ideas and supporting details heard in a webcast, using a graphic organizer; create a storyboard based on a read-aloud; compare experiences heard in a song with their own experiences; identify whose points of view are present or missing in an oral text)  
 A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., evaluate different news broadcasts for bias; analyse the effectiveness of an advertisement aimed at a specific age group; evaluate how the visuals support the spoken messages in a documentary on Aboriginal peoples; explain how a television or radio advertisement might have a different effect on boys and on girls; identify the target audience for a documentary on an environmental issue; compile images from newspapers, magazines, and the Internet to illustrate the mood of a song or poem)


##### A2. Listening to Interact

##### By the end of Grade 6, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., ask questions to clarify meaning and understanding; paraphrase ideas from peers during a debate; ask for repetition when participating in discussions).  
 A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., offer feedback on a peer's presentation; respond to a speaker's opinion while showing respect for his or her ideas; offer suggestions in a group discussion on preserving biodiversity; listen and respond during improvised role play; exchange opinions with a peer about a story read in class)  
 A2.3 Metacognition:  
 (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., discuss what helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often; set learning goals during a teacher conference to improve their listening skills)


##### A3. Intercultural Understanding

##### By the end of Grade 6, students will:

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., identify examples from audio or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and determine some similarities and differences between the French and English versions; listen to French Canadian folktales and legends and discuss, write about, or create artworks to depict aspects that interest them; listen to historical accounts about the voyageurs and coureurs de bois and discuss their significance to the development of Canada as a nation; listen to songs such as "À la claire fontaine", "C'est l'aviron", "V'là l'bon vent" and identify their significance to Métis and other French Canadian communities; listen to participate in traditional storytelling games).


# Ontario Curriculum French Immersion Grades 1-8

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., language used in different French-speaking regions; formal and informal language used in a variety of social situations).

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## Grade 6: Speaking

### Overall Expectations

**By the end of Grade 6, students will:**

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;

B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### B1. Speaking to Communicate

**By the end of Grade 6, students will:**

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse with a partner or while recording themselves before sharing a presentation in a large group; use visuals to supplement and enhance a presentation; use editing tools to help make a presentation flow; use tone of voice, pace, and volume to help communicate meaning; use appropriate facial expressions, gestures, and eye contact to engage their audience)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., explore various points of view through dramatization and role play; prepare an oral presentation to persuade peers to react to a social or environmental issue; share their opinion of a book or movie; deliver a speech to motivate students to participate in an environmental initiative; analyse the works of various Aboriginal artists through group discussion; talk about the purpose, message, and effectiveness of editorial cartoons; express personal reactions to a documentary on economic globalization; discuss the effectiveness of persuasive language in television ads)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use pauses appropriately when presenting information; use tone of voice to articulate feeling or expression during a role play)

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a podcast presenting opposing opinions about a current event; create a television commercial for a healthy food product; create an anti-drug advertising campaign for radio; create a historical travelogue describing the journey of a First Nation guide and a European explorer; create a multimedia report on renewable sources of energy)


### B2. Speaking to Interact

**By the end of Grade 6, students will:**

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns when speaking; paraphrase to clarify meaning; make connections to their own experience when responding to a peer's comment; use facial expressions and gestures to indicate agreement or confusion)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., participate in small-and large-group discussions on international issues; interview a partner about his or her healthy living practices; role-play a meeting between an individual from a First Nation community and an early European settler; debate a local social issue such as bullying; participate in a group discussion about what they and their peers do with their allowance)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., determine which strategies were helpful when interacting with classmates; discuss the effective elements of their presentation and identify elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)


### B3. Intercultural Understanding

**By the end of Grade 6, students will:**

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., describe French-speaking communities, including First Nations, Métis, and Inuit communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis or the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to songs and artwork by French Canadian artists, including Aboriginal artists, such as Leah Fontaine, Marcien Lemay, Derek Letourneau; describe traditions, festivals, songs, and cuisine from French-speaking regions in western, eastern, and northern Canada, and make connections to customs in their own community; make a presentation about a cultural artefact or a cultural event such as a wampum belt, Journée Louis Riel, or National Aboriginal Day)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., levels of formality appropriate to the audience or purpose of communication; politeness/formality in customer service etiquette in restaurants or stores; expressions of gratitude; regional variations in vocabulary)


# Ontario Curriculum French Immersion Grades 1-8

## Grade 6: Reading

### Overall Expectations

#### By the end of Grade 6, students will:

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


#### C1. Reading Comprehension

##### By the end of Grade 6, students will:

- C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., activate prior knowledge about a subject by brainstorming; make predictions about a text based on knowledge of similar texts; use visualization and mental images to clarify the message; read on to confirm or clarify understanding; summarize key points on a graphic organizer)
- C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., create a Venn diagram to compare and contrast characters in two texts; create promotional materials to encourage others to read a text from the class library; in a guided reading group, read an article on an environmental issue and design the cover page for a magazine featuring the article; identify the point of view in a narrative text; summarize an informational text in their own words)
- C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read a radio drama or editorial in role with suitable emphasis and phrasing; use tone of voice, pace, and expression during reader's theatre; reread a familiar text; use knowledge of prefixes and suffixes)


C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., use prefixes and suffixes to create new words; create a personal lexicon; develop a list of word patterns to determine meaning of new words; use a thesaurus to generate synonyms and antonyms for frequently used words)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., compare the effectiveness of written and audio advertisements for the same product; discuss how the point of view expressed in an editorial influenced their opinion; determine the implied audience of an advertisement and describe how the message might change if the advertisement were directed at a different audience; identify differences between language used in packaging for healthy food and fast food; identify features of an eco-tourism brochure that are intended to attract travellers)

#### C2. Purpose, Form, and Style

##### By the end of Grade 6, students will:

- C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., myth – to explain the world through imaginary and supernatural characters; advertisement – to sell a product or promote awareness of an issue; biography – to tell the story of someone's life and accomplishments; map – to convey geographical relationships; directions for a science experiment – to explain steps to students)
- C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., traditional First Nation, Métis, or Inuit story – characters, personification of objects or animals, moral or lesson; newspaper article – captions, headline, and subheadings; map – legend, coordinates, grid; persuasive letter – argument and supporting information; poetry – alliteration and rhyme; narrative – comparison, personification, simile, contrast, metaphor, sarcasm/irony, comparison, symbolism)
- C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., recognize that rereading will help them to repair meaning when understanding has broken down; evaluate how deleting unimportant information when summarizing helped them arrive at the essence of meaning; recognize how synthesizing new knowledge with prior knowledge deepens understanding of ideas or concepts)


#### C3. Intercultural Understanding

##### By the end of Grade 6, students will:

- C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., identify how family is represented in different text forms from various French-speaking regions of Canada; read a daily food log or a menu from an individual in a French-speaking community, such as Iqaluit, Saint Boniface, or Moncton, and compare its contents to their own daily diet; read maps to identify differences and similarities with respect to economic and agricultural activity in various French-speaking communities; consult an atlas or website to identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; read about important French Canadian/Métis historical figures such as Louis Riel; discuss various Aboriginal stories or legends, such as Légende de la Prairie-du-Cheval-Blanc, and make connections to current environmental and social issues; identify examples of texts – such as bilingual signs or government brochures – that reflect the status of French as an official language of Canada; read the lyrics and listen to songs by various French Canadian and Aboriginal artists such as Elisapie Isaac, Florent Vollant, and Samian, and make comparisons with songs in their own first languages; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou)




# Ontario Curriculum French Immersion Grades 1-8

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., formal and informal language and style in letters and advertisements; regional dialects such as l’acadien, le chiac, le Michif, le créole).

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## Grade 6: Writing

### OVERALL EXPECTATIONS

**By the end of Grade 6, students will:**

D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### SPECIFIC EXPECTATIONS

**By the end of Grade 6, students will:**

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to create steps for the respectful resolution of conflict; to share a personal experience; to inform their peers about a global economic issue; to recount a legend; to express an opinion in an editorial; to inform classmates of the dangers of using drugs in a report; to write instructions for a sport or cooperative game; to describe the importance of forest conservation for the protection of animal and plant species)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., compose an article on a current or historical event; create a graphic text to promote the benefits of daily physical activity; write a diary entry from the point of view of an Aboriginal Canadian or early Canadian settler; write a script promoting anti-bullying awareness; review a movie or book; write a letter to their city councillor about steps to improve the local environment)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use regular and irregular adjectives and adverbs to enhance interest in text; use a thesaurus to find synonyms for commonly used words; use online and print dictionaries to determine word meaning)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use similes when comparing themselves to a character; vary sentence length and type; use persuasive language and supporting details to request a change in school rules; use personification to give life to an object or idea; use first- or third-person narration)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., write a script for a vignette/ short video depicting trade between Aboriginal and European peoples in colonial Canada; create a DVD jacket or poster for a movie; create a multimedia campaign to raise awareness about substance abuse; design a web page for an amusement park; create a blog to encourage young people to take action on or find solutions to a social issue in their community; write a script for a public service announcement to encourage healthy eating or litterless lunches)

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., appropriate conjunctions and punctuation in compound and complex sentence structures; indirect object pronouns such as “lui”, “leur”; relative pronouns such as “qui”, “que”, “dont”, “lequel”; possessive pronouns such as “le sien”, “la sienne”, “les siens”, “le leur”; passé composé, imparfait, présent, and futur of familiar verbs according to the context)


**By the end of Grade 6, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., before writing a procedural text, record the steps in a flow chart; brainstorm prior knowledge of a topic to generate ideas for writing; list arguments on a graphic organizer before drafting a persuasive letter; create a storyboard to outline a narrative)

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., make an outline before writing a report; use a graphic organizer to help them organize main points and supporting details; refer to teacher models and exemplars when editing work; highlight ideas or information that should be omitted or changed; cut and paste to present their arguments more logically; use an asterisk to identify sentences that require further clarification; identify repetitive words and substitute alternatives; consider feedback from their teacher or peers)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., refer to checklists and anchor charts to determine whether all criteria have been met; consider comments from peers when editing their writing; choose relevant graphics and images to enhance the message; read their written draft aloud to verify logical organization; use proofreading tools such as a spellcheck program to identify mistakes)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which strategies helped them organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; record areas needing improvement and next steps in a writer’s notebook)


**By the end of Grade 6, students will:**

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., use presentation software to share a cultural experience; write a report on a French Canadian cultural event, making connections to an event from their own cultures; write a biography of a French-speaking person who has contributed to Canadian society; following an example of a French Canadian myth or legend, write a legend explaining a cultural event or geographic phenomenon from their own community; write a report on a French Canadian tradition adapted from First Nations traditions, such as making maple syrup)

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# Ontario Curriculum French Immersion Grades 1-8

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., idiomatic expressions; appropriate level of formality for dialogue between strangers; appropriate language for the questions in a survey)

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# Ontario Curriculum French Immersion Grades 1-8

## Grade 7 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement	Satisfactory	Good	Excellent
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### Grade 7: Listening

**Overall Expectations**

**By the end of Grade 7, student will:**

A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;  
 A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;  
 A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**Specific Expectations**

**A1. Listening to Understand**

**By the end of Grade 7, students will:**

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask relevant questions to make connections and extend a discussion; indicate interest and engagement in a conversation by using vocal prompts; paraphrase a speaker's point of view).  
 A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., identify contrasting points of view during a discussion related to an environmental, social, or political issue; to learn new information; to make inferences about messages heard during a storytelling performance)  
 A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., develop an advertising campaign related to key ideas and messages heard in a presentation about accessibility issues; create a timeline of key events based on a read-aloud of a historical or fictional text; identify implicit messages in public service announcements aimed at adolescent audiences; synthesize different points of view heard in a media clip about the effects of environmental changes on various Aboriginal communities)  
 A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., express an opinion about viewpoints heard during a listener-response broadcast on financial issues facing adolescents; explain personal reactions to sentiments expressed in songs; identify the explicit and implicit messages in online advertising clips; preview a movie trailer and infer key aspects of the story; discuss how the language, music, and special effects convey the message in a public service announcement related to a social or environmental issue)


**A2. Listening to Interact**

**By the end of Grade 7, students will:**

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., ask relevant questions to make connections and extend a discussion; indicate interest and engagement in a conversation by using vocal prompts; paraphrase a speaker's point of view).  
 A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., negotiate solutions to problems, interpersonal misunderstandings, and disputes; discuss current events with peers; participate in oral interactive story building)  
 A2.3 Metacognition:  
 (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., after an activity, explain why they think particular listening strategies were more effective than others; reflect on successes and areas in need of improvement and record them in a learning log; following a presentation, identify and evaluate with a peer the strategies used to understand the speaker's message; maintain a record of learning strategies that they used effectively during listening tasks)


**A3. Intercultural Understanding**

**By the end of Grade 7, students will:**

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., locate French-speaking communities in North and South America based on information from audio and audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and write about their response or create or select images to illustrate their reactions; listen to Franco-Caribbean stories and make connections with their own family's stories; listen to a text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states, and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana; listen to media texts describing customs and traditions of Franco-American communities and compare them to their own).


# Ontario Curriculum French Immersion Grades 1-8

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., regional pronunciation and expressions from different French-speaking cultures; language registers in interactions between youth and adults; language conventions that differ in written and oral contexts)

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## Grade 7: Speaking

### Overall Expectations

**By the end of Grade 7, students will:**

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;

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B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;

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B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

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### B1. Speaking to Communicate

**By the end of Grade 7, students will:**

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., use tone of voice and facial expressions to emphasize emotion; select appropriate vocabulary; use speaking notes in a debate; use known vocabulary when speaking about familiar subjects)

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B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., compose and recite a poem about the impact of a natural disaster; relate an anecdote about a personal embarrassing moment to entertain the class; deliver a speech, using visual supports, to campaign for class president; share personal reactions while presenting a photo essay on a social issue; discuss the possible financial consequences of their personal consumer choices)

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B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., avoid awkward pauses by describing an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; change expression and intonation to reflect the message and situation; change tone/inflection to express sarcasm, irony, respect, and other emotions)

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B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., review a book, movie, or community event in a podcast; create a commercial promoting inclusiveness in the school community; create and record a voice-over narration for a video; present a personal point of view in a news broadcast; create a short video about an important issue faced by a First Nation, Métis, or Inuit community)

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### B2. Speaking to Interact

**By the end of Grade 7, students will:**

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., use appropriate gestures and phrases to indicate that they have something to share; rephrase questions or restate information to ensure that others understand; use appropriate tone and expression during discussions; remain on topic during group discussions)

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B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., debate with peers the points of view presented in a news report on an issue or event in a developing nation; with a partner, brainstorm and discuss what could have been done to prepare for a natural disaster; role-play with a partner asking for and giving directions while on vacation)

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B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss with a partner the efficacy of role-playing situations in enhancing their understanding of the levels of formality in French; plan strategies to avoid use of languages other than French, such as seeking alternative French vocabulary; review a recording of their speech with a peer to determine speaking strategies used effectively and most frequently)

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### B3. Intercultural Understanding

**By the end of Grade 7, students will:**

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., identify and describe characteristics of French-speaking communities in the Americas such as Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class in a presentation or role play; identify and make a presentation on some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community)

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B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., regional dialects; language registers for different audiences; expressions of thanks appropriate to different contexts; the use of Antillean Creole and Cajun expressions and other forms of speech that vary from standard French usage, such as “cher/ chère” in spoken interactions, “Est où” instead of “Où est”, “avoir” instead of “être” as an auxiliary verb as in “il a parti” instead of “il est parti”, “alle” instead of “elle”, and “asteur” instead of “à cette heure”, “Bon jou” instead of “Bonjour”, “wi” instead of “oui”, “mesi” instead of “merci”, “nanan” instead of “grandmère”, “mouche à miel” instead of “abeille”, or “pistache” instead of “arachide”)

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## Grade 7: Reading

# Ontario Curriculum French Immersion Grades 1-8

**Overall Expectations**

**By the end of Grade 7, students will:**

C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;  
 C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;  
 C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**C1. Reading Comprehension**

**By the end of Grade 7, students will:**

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., activate prior knowledge on a topic and note key points on concept maps; make predictions about a text based on knowledge of similar texts; make sketches to assist them in visualizing the action in a scene from a story or a process described in an informational text; read or reread to confirm or clarify understanding)  
 C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., identify and discuss story elements in a literature circle; infer the intended audience for and implicit messages in a selection of posters; write short book reports; select and synthesize information from websites to create a brochure promoting the benefits of a bilingual and multicultural Ontario; find specific items for the classroom or a school event in classified advertisements)  
 C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience; read aloud selected excerpts from poetry, song lyrics, or a novel to inspire and challenge peers; read the class or school daily announcements)  
 C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., record new words found in texts they have read; construct a word web of vocabulary related to the personality traits of a character in a narrative; decode unfamiliar words by using prefixes and suffixes to relate them to known words and cognates)  
 C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., discuss with peers the efficacy of image and caption choices in a poster; evaluate the presentation of the material in billboard advertisements or banner ads and discuss possible reactions; read fashion magazines and explain how images, word choice, text fonts, and graphics appeal to particular audiences)


**C2. Purpose, Form, and Style**

**By the end of Grade 7, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., novel/short story – to give realistic portrayals of imaginary characters; owner’s manual – to inform about the use or maintenance of a product; poetry/song lyrics – to tell a story, inform about an aspect of culture, entertain, or make a social commentary)  
 C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., poetry/song lyrics – repetition, rhyme and use of descriptive words and metaphors to help the reader visualize something; invoice or bill – headings, subheadings, tables, graphs; catalogue or flyer – categories, descriptions, and images to promote products)  
 C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use a journal to keep track of the tools and reading strategies used for improvement and next steps; consider descriptive feedback from the teacher and peers when setting goals; discuss strategies to self-monitor reading comprehension)


**C3. Intercultural Understanding**

**By the end of Grade 1, students will:**

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read information about landmarks and attractions in various French-speaking communities; compare and contrast celebrations from Louisiana and Haiti as recorded in arts and entertainment reports; infer from posted signage the interests, values, and societal norms of a French-speaking community; research aspects of life for French-speaking individuals or groups in the Americas and make connections to life in their own communities, with the aid of a graphic organizer such as a T-chart; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identities)  
 C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., regional colloquial expressions in selected French-speaking communities; language conventions of informational texts; language conventions in comic strip dialogue; abbreviations, acronyms, and symbols used in text messages and posts on social networking sites).


**Grade 7: Writing**

**OVERALL EXPECTATIONS**

**By the end of Grade 7, students will:**

D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively  
 D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively


# Ontario Curriculum French Immersion Grades 1-8

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

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**SPECIFIC EXPECTATIONS**

**By the end of Grade 7, students will:**

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to write a letter in the role of a historical figure such as Chief Pontiac, Joseph Brant, or Marie-Josèphe Angélique, sharing his or her experiences with family members; to advertise a new product; to express a personal view in a rap or poem; to explain an environmental disaster and describe possible preventative measures in a report)

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D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., write an article or an online post about a recent event; develop an expository text outlining arguments on all sides of an issue related to global economic inequities; write an alternative ending for a short story, narrative, or legend read in class)

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D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., incorporate vocabulary from word walls and anchor charts; use print and online resources such as a thesaurus or French dictionary)

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D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., include graphics, visuals, and descriptive language in an article on a health issue for the class newspaper; select words and expressions to share personal responses to a current global issue discussed in an online forum; choose evocative words to create a slogan)

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D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., create a comic strip about the relationships in a group or community; create a poster to inform students about safe behaviour during science experiments or gym class; create promotional materials to inform adolescents about active living options in their community; create an anti-littering sign for a local park, beach, or trail)

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D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., indirect object pronouns “y” and “en”; personal indirect object pronouns “me”, “te”, “lui”, “nous”, “vous”, “leur”; past, present, and future tenses of familiar regular and irregular verbs; conjunctions such as “car”, “comme”, “puisque”, “afin que”, “si”; use of the infinitif as an impératif; disjunctive pronouns “moi”, “toi”, “lui”, “elle”, “nous”, “vous”, “eux”, “elles”; the relative pronoun “où” to describe where or when an action has taken place)

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**By the end of Grade 7, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., generate ideas and group them in mind maps or web charts; record and develop ideas using jot notes; organize their ideas with the aid of a digital graphic organizer; brainstorm a list of writing topics related to personal interests)

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D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., use a digital graphic organizer to help them plan writing pieces; review exemplars while co-constructing success criteria with teachers and peers; use animation software to create a storyboard for a short story or film script)

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D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., refer to feedback from peers when revising content; use agreed-upon success criteria to assess writing for areas of greater and lesser strength in order to improve the final product; proofread using available classroom and technological resources; consider layout and characteristics of a text form when producing a final product)

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D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which graphic organizers helped them organize information and ideas effectively; consider feedback from peers when identifying areas of greater strength in writing, and setting learning goals to improve areas of lesser strength; in conference with the teacher, discuss goals for improving writing, and develop a checklist of specific steps to achieve those goals)

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**By the end of Grade 7, students will:**

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write about the accomplishments of an individual or group from the Americas that has contributed to la francophonie; create a pamphlet about a cultural exchange opportunity in a French-speaking region of the Americas; write an opinion piece about the role of sports in various French-speaking communities; write a nutrition plan outlining healthy food choices for their family and a Creole family in Louisiana based on local agriculture; compare the carbon footprint of a family in Guadeloupe to that of their own family)

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D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., conventions of thank-you letters with different levels of formality; regional expressions and terminology in diverse French-speaking communities; regional idiomatic expressions)

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# Ontario Curriculum French Immersion Grades 1-8

## Grade 8 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement	Satisfactory	Good	Excellent
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### Grade 8: Listening

#### Overall Expectations

##### By the end of Grade 8, student will:

- A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


#### Specific Expectations

##### A1. Listening to Understand

##### By the end of Grade 8, students will:

- A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., use personal experience to make preliminary connections prior to listening to an oral text; create a list of questions to guide listening; visualize key events discussed during an interview or read-aloud; confirm their understanding after listening by analysing predictions made before listening).
- A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to interpret the key messages in a song or radio advertisement; to synthesize ideas heard in a literature circle; to create a character sketch based on a read-aloud; to make decisions about future paths during an oral presentation on course selection for high school; to respond to media releases about current health issues)
- A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., describe points of view stated during a debate; use graphic organizers to highlight the main ideas in an oral presentation; summarize the points made by a spokesperson on an environmental issue; identify the messages in song lyrics)
- A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., respond to an advertisement by a human rights organization; express an opinion about the messages in a television advertisement aimed at young children; parody a media report)


##### A2. Listening to Interact

##### By the end of Grade 8, students will:

- A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., ask relevant questions to elicit further information; paraphrase to clarify meaning; express interest in what is being said during a presentation by commenting and questioning).
- A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., paraphrase different points of view in a discussion on healthy living; during an interview, prepare, ask, and adapt questions based on the speaker's responses; respond to a speaker's opinion; respond to ideas and opinions presented in small- or large-group situations)
- A2.3 Metacognition:  
(a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., consider peer feedback when reflecting on areas in need of improvement and setting goals to improve listening skills; record an authentic exchange with peers and use it to determine next steps to improve their listening skills; refer to a checklist based on success criteria to identify listening strategies that might be helpful during a group discussion)


##### A3. Intercultural Understanding

##### By the end of Grade 8, students will:

- A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (e.g., listen to descriptions of tourist destinations in France and identify and describe significant landmarks; identify important or interesting messages, themes, or values in songs by French artists; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in France and make connections to their own community; listen to a podcast from a community or group in France about celebrations or traditions and identify how their new understanding helps them better relate to the people from that community).
- A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations (e.g., expressions specific to the backgrounds of different speakers; pronunciations from different regions in France; appropriate uses of different language registers).


### Grade 8: Speaking

# Ontario Curriculum French Immersion Grades 1-8

**Overall Expectations**

**By the end of Grade 8, students will:**

- B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


**B1. Speaking to Communicate**

**By the end of Grade 8, students will:**

- B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., alter volume and tone to engage audience; use dramatic pauses to create suspense; use terminology and vocabulary specific to the subject and audience)
- B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., deliver a monologue in the role of a prominent historical figure; present a slideshow on immigration trends; give instructions to lead the class during daily physical activity; communicate their thoughts and feelings on a social or environmental issue through a rap or song lyrics)
- B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use appropriate pauses and emphasis to clarify important ideas; vary intonation and tone of voice when asking questions)
- B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia presentation about a social or environmental issue; record a radio advertisement promoting healthy schools; create a video on the importance of healthy living for young adults; create a public service announcement about the benefits of buying locally produced food)


**B2. Speaking to Interact**

**By the end of Grade 8, students will:**

- B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., follow established roles during group work, such as reciprocal teaching; respond to non-verbal cues; adjust language register and pace based on audience)
- B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., engage in a round-table discussion exploring hobbies, current events, potential career paths, hopes, or ambitions; improvise a conversation between a soon-to-be exchange student and his or her host family; discuss an urban planning situation, such as what kind of facilities should be built for youth or aging populations; establish norms for group work through discussion; participate in a four-corner activity based on the effectiveness of a movie trailer; teach peers a computer application; participate in a debate on a current environmental issue)
- B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., debrief and discuss with a peer strategies used to capture and maintain an audience's attention during a dramatic presentation; reflect on the efficacy of word choices made during an improvisation task, setting goals to improve French vocabulary usage when speaking)


**B3. Intercultural Understanding**

**By the end of Grade 8, students will:**

- B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., use an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs in France; identify and explain reasons for learning French; create an advertisement about the lifelong benefits of learning another language and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment)
- B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,\* and use them appropriately in spoken interactions (e.g., formal and informal language to suit the context and audience; introduction etiquette in different French-speaking communities; colloquialisms, idioms, and gestures appropriate to different settings)


**Grade 8: Reading**

**Overall Expectations**

**By the end of Grade 8, students will:**

- C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.


**C1. Reading Comprehension**

**By the end of Grade 8, students will:**

# Ontario Curriculum French Immersion Grades 1-8

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., identify the main idea and important details; use visualization and comparisons with images from other sources to clarify details of characters, scenes, or concepts; make inferences from visual elements to identify explicit and implicit messages)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., identify and discuss story elements in a mock interview with the author; following a read-aloud, create an animation summarizing a segment of the text; following shared reading of song lyrics, compose an additional verse; identify interesting jobs on employment websites and explain what skills are relevant to the responsibilities posted; identify the details that make a story believable; skim and scan to extract important information from a non-fiction text using titles, subtitles, headers, and margin references)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., read to entertain a younger class using suitable emphasis, intonation, and phrasing; read a statement on current events to inform their peers, using intonation that follows the punctuation)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., analyse word parts and look for familiar words and mots apparentés that are similar to words in their first language; create a personal word list of mathematical terminology; use symbol-sound relationships between the letters of the alphabet and the sounds they represent to recognize words they have only heard before)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., write a comment agreeing or disagreeing with the opinions in a blog post; evaluate the stereotypes presented in print ads; analyse the messages presented in different company slogans and logos and how they influence the consumer; describe how song lyrics convey their message; read advertisements for back-to-school items and analyse their influence on youth choices, including their own; explain the impact of fashion magazines on how young adults dress; compare the treatment in various print media of an environmental issue such as the exportation of water)


## C2. Purpose, Form, and Style

**By the end of Grade 8, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., poem – to express feelings or ideas; online media/newspaper – to inform about current events and issues; report – to describe and analyse an experience or event; magazines – to publish articles related to a particular subject; autobiography – to share personal experiences and reflections; credit card statement – to show the source and amount of charged purchases and the balance owed)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., graphic novel – visuals and text that work together to tell a story; poster or flyer – descriptive language, captions, headlines, pictures, colour, punctuation, and fonts; calendar – gridlines, boldface print, and icons of important dates and events)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., recognize when understanding has broken down; determine which reading strategies they are using effectively)


## C3. Intercultural Understanding

**By the end of Grade 8, students will:**

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read tourist brochures from different regions in France to identify elements of daily life/culture in each; read restaurant menus from different regions of France and compare dishes with their own food; using an online encyclopedia and maps of France, identify the major regions and cities and discuss local agriculture; identify symbols, personalities, landmarks, organizations, and traditions related to France and former French colonies; identify and compare environmental issues of concern in France and Canada; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them)

C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., words and expressions unique to certain regions; language registers in personal and business letters; the use of slang/colloquial/familiar versus “standard” French in posters, cartoons, graphic novels, or advertisements; expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities).


## Grade 1: Writing

### OVERALL EXPECTATIONS

**By the end of Grade 8, students will:**

D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.


### SPECIFIC EXPECTATIONS

**By the end of Grade 8, students will:**



