<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and reflecting</th>
<th>Creating and communicating</th>
</tr>
</thead>
</table>
| K     | • Recognize and manipulate phonological units.  
        • Recognize the letters of the alphabet and common words.  
        • Rely on images to construct the meaning of a story.  
        • Predict how events will unfold based on images.  
        • Draw on prior knowledge to make connections between texts and personal and cultural experiences. (K-2)  
        • Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning. (K-1)  
        • Communicate orally using complete sentences.  
        • Ask questions to improve one’s understanding of a text.  
        • Use communication and socialization strategies to deepen understanding.  
        • Demonstrate writing skills by using the letters of the alphabet or non-conventional writing to convey a message.  
        • Participate in activities and discussions to develop a sense of belonging to the class.  
| 1     | • Segment and combine phonological units to develop phonological awareness.  
        • Rely on images to understand a text.  
        • Identify the main idea in a text and restate it in your own words.  
        • Draw on prior knowledge to make connections between texts and personal and cultural experiences. (K-2)  
        • Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning. (K-1)  
        • Respect sentence structure and make logical links between ideas when expressing oneself.  
        • Respond to a message by asking questions and giving one’s opinion.  
        • Make connections between a text and a personal experience.  
        • Convey a message following a sequence of events.  
        • Make short oral presentations that are clear and well structured.  
        • Read previously seen short texts with fluency, following the final punctuation of sentences. (Grades 1-2)  
        • Correctly spell words commonly used in writing.  
        • Write a short story by following a template.  
| 2     | • Recognize the root of unknown words in order to infer their meaning.  
        • Visualize information when reading to enhance comprehension.  
        • Plan and organize ideas by theme using graphic organizers.  
        • Draw on prior knowledge to make connections between texts and personal and cultural experiences. (K-2)  
        • Identify important information in Aboriginal narratives and other texts.  
        • Make connections between texts, one’s experience, and Francophone culture.  
        • Express oneself with accuracy and fluency using the strategies studied. (Grades 2-5)  
        • Ask questions to clarify the meaning of a message.  
        • Share one’s reactions to a text by giving an opinion and expressing emotions.  
        • Adapt gestures and voice to a specific communication situation and audience.  
        • Read previously seen short texts with fluency, following the punctuation studied. (Grades 1-2)  
        • Write texts with short paragraphs, following the structure and language conventions studied.  
        • Use discourse markers to ensure that a text is coherent.  
        • Collaborate with peers, and take their views and ideas into consideration to achieve a common goal. |
## Francais langue première K-9 – Curricular Competencies – continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and reflecting</th>
<th>Creating and communicating</th>
</tr>
</thead>
</table>
| 3     | • Define the meaning of a word based on its root and affixes.  
      | • Make inferences based on the clues found in a text.  
      | • Identify the referents in a text in order to enhance comprehension.  
      | • Compare texts by identifying their similarities and differences.  
      | • Recreate the narrative structure of a text in order to summarize it.  
      | • Distinguish between facts and opinions.  
      | • Identify the human characteristics and behaviour of non-human characters in fairy and folk tales.  
      | • Become aware of the role of oral traditions in Aboriginal narratives.  | • Express oneself with accuracy and fluency using the strategies studied. (Grades 2-5)  
      | • Establish a communicative intention when planning one’s texts and deciding on how they will be presented.  
      | • Write texts made up of complex sentences, following the structures and language conventions studied.  
      | • Revise own texts or those of others.  
      | • Respond to a message by asking questions, making connections with personal experiences, expressing preferences and opinions, and respecting others’ ideas.  |  |
| 4     | • Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions.  
      | • Identify the purpose of a text, as well as its steps and organization.  
      | • Identify discourse markers to show the connections between the various ideas in a text.  
      | • Specify the roles of the different characters in a text.  
      | • Make connections between the characters’ feelings and their actions.  
      | • Ask questions to develop one’s creative thinking ability.  
      | • Identify how narratives in Aboriginal cultures connect people to their environment.  | • Express oneself with accuracy and fluency using the strategies studied. (Grades 2-5)  
      | • Express the ways in which a text can generate an emotional response.  
      | • Adapt communication to the audience, taking into account speech arts.  
      | • Reformulate the main idea in a text.  
      | • Write texts that reflect the characteristics of the types of texts and language conventions studied.  
      | • Revise own texts and clarify ideas.  |  |
| 5     | • Distinguish important ideas from secondary ideas in a text.  
      | • Formulate hypotheses on the basis of textual clues, and verify these hypotheses.  
      | • Recognize that a text can develop in a non-linear fashion, by identifying flashbacks and flash forwards.  
      | • Analyze a text to establish connections between the characters, plot, and resolution of the problem.  
      | • Support ideas or opinions with facts and arguments extracted from texts.  
      | • Demonstrate how Aboriginal legends reflect specific beliefs.  
      | • Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures.  
      | • Identify cultural elements in texts and compare them with one’s own cultural points of reference.  
      | • Recognize that there is linguistic variety within the Francophonie.  | • Express oneself with accuracy and fluency using the strategies studied. (Grades 2-5)  
      | • Plan a text for a particular audience, selecting the subject, recipient, and main ideas in advance.  
      | • Express and justify a point of view with the help of examples and sources.  
      | • Create a portrait of a character, period, place, etc., based on explicit or implicit elements in texts.  
      | • Write texts following the characteristics of the types of texts and language conventions studied. (Grades 5-9)  
      | • Summarize a text.  
      | • Revise, correct, and improve own work with the use of reference tools.  |  |
Français langue première K-9 – Curricular Competencies – continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and reflecting</th>
<th>Creating and communicating</th>
</tr>
</thead>
</table>
| 6     | • Identify the characteristics of a text and the genre to which it belongs. (Grades 6-7)  
   • Analyze the relationship between a text and image to better understand the author’s intentions.  
   • Analyze the symbolic value of words and images.  
   • Make connections between different characters, their respective roles in the plot, and their motivations.  
   • Identify the values and world view presented in different texts.  
   • Identify cultural elements found in different texts.  
   • Recognize the existence of different registers, dialects, and accents.  
|       | • Use words, images, and prosody to express emotions and enrich writing.  
   • Read and interpret a variety of poetic texts fluently and with intonation to convey the author’s intention.  
   • Identify and reformulate the main ideas in a text to verify and deepen one’s understanding.  
   • Explore the potential of language by playing with words to transform a text.  
   • Write texts following the characteristics of the types of texts and language conventions studied. (Grades 5-9)  
   • Revise, correct, and improve own texts, being mindful of the quality of form and expression. |
| 7     | • Identify the characteristics of a text and the genre to which it belongs. (Grades 7-9)  
   • Understand how authors use different stylistic elements to give their text a unique character.  
   • Put a work into context based on the era, setting, and the characters and their interactions.  
   • Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society. (Grades 6-7)  
   • Analyze the similarities and differences in myths from different eras to determine changes over time.  
   • Analyze the cultural symbols in Aboriginal and other texts.  
|       | • Organize and structure an oral presentation.  
   • Present own opinion on a text based on examples drawn from it.  
   • Write texts following the characteristics of the types of texts and language conventions studied. (Grades 5-9)  
   • Practice creative writing to develop a sense of the abstract and the imaginary.  
   • Use citations to substantiate own point of view.  
   • Use stylistic tools to enrich and improve one’s text.  
   • Improve own texts, being mindful of the quality of form and expression. (Grades 7-9) |
| 8     | • Identify the literary elements in a text and their role.  
   • Evaluate the objectivity or subjectivity of an author through clues found in a text.  
   • Question the assumptions, values or points of view presented in a text, using relevant arguments.  
   • Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society. (Grades 7-9)  
   • Explain how descriptions create contextual subtleties that help readers to better understand a text and the author’s intentions.  
   • Compare Aboriginal and other texts based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches.  
   • Make connections between one’s own Francophone cultural reference points, those of others, and those found in texts.  
|       | • Adapt expression to generate an emotional response in one’s audience.  
   • Identify the non-verbal reactions of interlocutors, and adjust discourse accordingly, in order to be better understood and to be more persuasive.  
   • Write texts following the characteristics of the types of texts and language conventions studied. (Grades 5-9)  
   • Write argumentative texts that are convincing and well-structured.  
   • Enrich one’s texts using descriptive elements.  
   • Improve own texts, being mindful of the quality of form and expression. (Grades 7-9) |
### Français langue première K-9 – Curricular Competencies – continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and reflecting</th>
<th>Creating and communicating</th>
</tr>
</thead>
</table>
| 9     | • Determine an author’s implicit message or vision on the basis of specific clues.  
• Identify choices in stage adaptations and explain their effects.  
• Situate a work in its context by relying on author biographies and textual clues related to the socio-historical dimension of a text.  
• Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society. (Grades 7-9)  
• Clarify the criticisms conveyed through fables and identify the target audience.  
• Recognize the importance of dramatization in the genres studied.  
• Identify the elements that help to define the “character effect.”  
• Recognize the similarities and differences between texts from different socio-historical contexts.  
• Recognize the literary diversity in the French-speaking world and among Aboriginal communities. | • Share one’s reactions to the themes in a text.  
• Use different stylistic elements to create an effect on the recipient.  
• Prepare and present stagings of portions of texts or complete texts.  
• Write texts following the characteristics of the types of texts and language conventions studied. (Grades 5-9)  
• Improve own texts, being mindful of the quality of form and expression. (Grades 7-9) |