### Français langue seconde K-10 – Curricular Competencies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and reflecting</th>
<th>Creating and communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>• Become involved in activities and discussions in order to develop a sense of belonging to the class through the use of the French language  &lt;br&gt; • Actively participate in listening and reading to facilitate understanding of the text  &lt;br&gt; • Make connections between personal knowledge and one’s learning  &lt;br&gt; • Make predictions based on visual formats  &lt;br&gt; • Recognize and name the characters and objects represented in visual formats  &lt;br&gt; • Recognize the letters of the alphabet and their corresponding sounds  &lt;br&gt; • Communicate ideas and emotions spontaneously, using learned vocabulary  &lt;br&gt; • Respond to the teacher’s instructions verbally and non-verbally  &lt;br&gt; • Interact with others while respecting communication strategies  &lt;br&gt; • Use non-conventional writing and drawing to convey a message  &lt;br&gt; • Write the letters of the alphabet</td>
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<tr>
<td>1</td>
<td>• Recognize Francophone and Aboriginal cultural elements in a text  &lt;br&gt; • Recognize frequently encountered words  &lt;br&gt; • Deconstruct a sentence into word groups to enhance comprehension (Grades 1-2)  &lt;br&gt; • Grasp the overall meaning of a text in order to be able to retell it in one’s own words  &lt;br&gt; • Make predictions and connections based on a text  &lt;br&gt; • Identify the elements of a story  &lt;br&gt; • Use text elements to understand a text  &lt;br&gt; • Make the distinction between an informational text and a narrative text  &lt;br&gt; • Speak about oneself and one’s daily life  &lt;br&gt; • Interact with others in a respectful manner, adapting behaviour to the interlocutor  &lt;br&gt; • Read simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions  &lt;br&gt; • Take the initiative of asking questions of the teacher and peers  &lt;br&gt; • Reproduce simple sentence structures in oral self-expression  &lt;br&gt; • Write simple sentences using words that follow spelling patterns and conventions of syntax</td>
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<td>2</td>
<td>• Identify, in Francophone and Aboriginal texts, elements that are present in one’s own culture  &lt;br&gt; • Deconstruct a sentence into word groups to enhance comprehension (Grades 1-2)  &lt;br&gt; • Identify the key words and themes in a text in order to understand the message  &lt;br&gt; • Visualize information when reading in order to facilitate comprehension  &lt;br&gt; • Organize information thematically  &lt;br&gt; • Identify the elements of a story in order to associate it with the genres under study  &lt;br&gt; • Tell a story by organizing a series of events in chronological order  &lt;br&gt; • Express ideas, emotions and personal experiences using visual and gestural elements  &lt;br&gt; • Interact spontaneously with peers using complete sentences  &lt;br&gt; • Read a simple text with fluency  &lt;br&gt; • Ask questions in order to enhance understanding and deepen knowledge  &lt;br&gt; • Write short texts that follow the rules of sentence structure and connect ideas in a logical fashion</td>
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<td>3</td>
<td>• Recognize that there are similarities and differences between one’s own culture and those of others  &lt;br&gt; • Deconstruct a complex sentence into word groups to facilitate comprehension  &lt;br&gt; • Identify the main idea in a text  &lt;br&gt; • Make predictions based on textual cues  &lt;br&gt; • Identify the values conveyed by a narrative and its characters  &lt;br&gt; • Organize information and one’s ideas to better convey a message  &lt;br&gt; • Use textual elements to enhance comprehension of a text  &lt;br&gt; • Express opinions, ideas and feelings using complex sentences  &lt;br&gt; • Ask and respond to questions to hold a spontaneous conversation  &lt;br&gt; • Read a text with fluency and intonation  &lt;br&gt; • Respond to a text by drawing on prior knowledge  &lt;br&gt; • In expressing oneself, avoid transfers and literal translations  &lt;br&gt; • Write detailed texts that follow the structures being studied</td>
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### Français langue seconde K-10 – Curricular Competencies – continued

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| 4     | • Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society  
      • Identify the main idea and details in a text  
      • Formulate hypotheses based on textual cues  
      • Make inferences based on a text  
      • Identify the role that characters play in a narrative  
      • Know how to distinguish between and use reference tools for definition and translation | • Express opinions and consider the opinions of others in discussions  
      • Read a text with fluency and intonation, pronouncing the liaisons between words  
      • Respond to a text by asking spontaneous questions  
      • Plan the content of a message based on the intended audience  
      • Use stylistic elements to create a unique effect  
      • Organize ideas into structured paragraphs  
      • Respect the grammatical and lexical spelling rules learned in producing one’s own written and oral work |
| 5     | • Identify the cultural and historical elements in Aboriginal and other texts, to put them into context  
      • Describe the dominant mood of a written work or its audiovisual adaptation  
      • Distinguish secondary ideas from main ideas in a text  
      • Distinguish objectivity from subjectivity in a text  
      • Analyze the interdependence of text and image  
      • Obtain information from various sources and sift through this information to identify the most relevant elements | • Adapt a message by taking into account its intention and audience to ensure comprehension  
      • Describe the characters in a work based on their actions, and according to the social and historical context  
      • Use biographical details from different sources to recreate the life of a character  
      • Synthesize information from different texts  
      • Organize and write a text following the structures under study  
      • Revise own work using reference tools |
| 6     | • Interpret and respond to a text independently  
      • Identify cultural and historical elements in Francophone and Aboriginal texts, and compare these with one’s own cultural and historical reference points  
      • Formulate hypotheses with respect to a text, and adjust these hypotheses  
      • Distinguish between what is real and what is fictitious in the genres under study in order to highlight the imaginary elements  
      • Identify spatial and temporal indicators in a text in order to imagine the setting of the action and explain the events depicted  
      • Identify the different ways of telling a story and how this affects the audience | • Express views in a manner that recognizes the value of other people’s viewpoints, in order to broaden one’s own perspective and that of peers  
      • Reformulate the main idea in a text  
      • Develop imagination through creative writing  
      • Organize and draft a coherent, well-structured text  
      • Revise one’s own work by referring to the spelling and grammar rules learned |
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<td>• Grasp the general idea of a text by identifying the key words</td>
<td>• Express and justify an opinion on a familiar theme</td>
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<td>• Recognize that there are similarities and differences between one’s own culture and other cultures</td>
<td>• Describe situations of daily life</td>
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<td>• Identify, in Francophone and Aboriginal texts, themes and elements that are present in one’s own culture</td>
<td>• Read a text, articulating and pronouncing the words correctly</td>
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<td>• Identify causal links between different events in a story, and determine the impact of those events on how the story unfolds</td>
<td>• Ask questions in order to verify comprehension, clarify a message, and deepen knowledge</td>
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<td>• Identify spatial and temporal indicators in a text in order to imagine the setting of the action</td>
<td>• Demonstrate understanding of a text by responding to it, drawing inferences, and making predictions</td>
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<td>• Identify the structure of a sentence by identifying the word groups within it</td>
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<td>• Know how to differentiate between and use reference tools for definition and translation</td>
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<td>(late immersion)</td>
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<td>7</td>
<td>• Identify verbal and non-verbal responses and adjust discourse accordingly, in order to be better understood</td>
<td>• Spontaneously support and justify own viewpoints</td>
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<td>• Compare the cultural elements of different Francophone and Aboriginal texts</td>
<td>• Respond to a text by identifying passages that evoke feelings and emotions</td>
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<td>• Identify implicit information in a text, relying on specific cues and prior knowledge</td>
<td>• Summarize the main idea in a text in a clear, well-organized manner</td>
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<td>• Analyze the roles that characters play in the plot to understand the important stages of plot development</td>
<td>• Create a character portrayal including physical characteristics and psychological traits</td>
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<td>• Identify poetic elements and explain their effects on readers</td>
<td>• Organize thoughts using the most appropriate structure for presenting one’s work</td>
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<td>• Identify the structure of a text to determine how it is organized and how its ideas are connected</td>
<td>• Write clear, coherent texts, following the structures being studied</td>
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<td>• Gain a better understanding of the plot by determining the roles played by the various characters</td>
<td>• In one’s work, revise the ideas, organization and grammar to improve the message</td>
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<td>• Identify poetic elements and understand their effects on the reader</td>
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<td>7</td>
<td>• Identify examples of linguistic and cultural variety in the French-speaking world</td>
<td>• Express and justify an opinion using varied and appropriate vocabulary</td>
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<td>• Engage in a spontaneous conversation, taking into account the non-verbal behaviour of the other person</td>
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<td>• Compare cultural elements in Aboriginal and other texts</td>
<td>• Read with fluency, pronouncing the liaisons between words</td>
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<td>• Identify the secondary ideas in a text</td>
<td>• Create a character portrayal including physical characteristics and psychological traits</td>
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<td>• Formulate hypotheses based on textual cues</td>
<td>• Summarize the main idea in a text in a clear and well-organized way</td>
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<td>• Interpret and respond to a text</td>
<td>• Organize texts into paragraphs with transitions and varied sentence structures</td>
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<td>• Gain a better understanding of the plot by determining the roles played by the various characters</td>
<td>• Write well-structured texts that convey a message clearly and effectively</td>
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<td>• Identify poetic elements and understand their effects on the reader</td>
<td>• Revise one’s work by referring to the spelling and grammar rules learned</td>
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|       | • Analyze a text in order to explore its various interpretations  
• Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message  
• Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts  
• Situate a play in its socio-historical context to gain a better understanding of its subtleties  
• Identify the role that non-verbal elements play in supporting verbal meaning in a dramatic work  
• Distinguish between the explicit and implicit meanings of a text  
• Assess the reliability and accuracy of information in a text by examining and questioning the sources of this information | • Respond critically to different types of texts  
• Summarize a text by reformulating the main and secondary ideas  
• Create a character profile based on explicit and implicit elements  
• Prepare and present arguments and counter-arguments to justify one’s own viewpoint and to understand the viewpoints of others  
• Select quotations that are relevant to one’s arguments and incorporate them in a text according to style conventions  
• Organize ideas logically and fluently in order to write coherent texts that follow a specific structure  
• Use the most appropriate revision strategies to improve one’s work |
|       | • Interpret messages to gain an awareness of the linguistic and cultural variety found in the French-speaking world  
• Identify and analyze cultural values and symbols in Aboriginal and other texts  
• Analyze and synthesize a message  
• Develop one’s critical thinking skills by questioning one’s knowledge and assumptions and modifying them accordingly  
• Compare the messages, points of view and intentions of different authors in their texts  
• Identify the characteristics of the texts under study to deepen one’s understanding of a society  
• Distinguish between literal meaning and figurative meaning  
• Identify the elements that help to define a character’s personality | • Communicate orally in a spontaneous and effective way in response to proposed and actual situations  
• Create a text with the aim of evoking feelings or emotions  
• Understand the value of tenses in order to use them appropriately in communication  
• Write texts that follow the specific structures under study  
• Apply strategies for enriching a text to improve its coherence, flow and quality |
| 8     | • Analyze the communication strategies used by the sender to evaluate their impact on the recipient  
• Examine the roles of stories in Francophone and First Peoples cultures  
• Grasp the linguistic and cultural variety found in the French-speaking world  
• Distinguish between abstract notions and concrete notions within a text  
• Identify and understand the social, historical, and cultural context of a work and its author  
• Identify the themes and poetic elements of a text in order to understand the implicit message  
• Analyze the plot and examine and understand the role and evolution of a character in a literary short story | • Communicate according to the context using a variety of expressions and the presentation formats best suited to the sender’s and recipients’ skills and abilities  
• Develop own writing style by exploring registers of language  
• Adapt the register to the communication situation at hand  
• Use poetic elements to elicit a response from the recipient  
• Further refine the message by applying the strategies for enriching a text that are presented in the course |
| 9     | • Analyze the communication strategies used by the sender to evaluate their impact on the recipient  
• Examine the roles of stories in Francophone and First Peoples cultures  
• Grasp the linguistic and cultural variety found in the French-speaking world  
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• Examine the roles of stories in Francophone and First Peoples cultures  
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