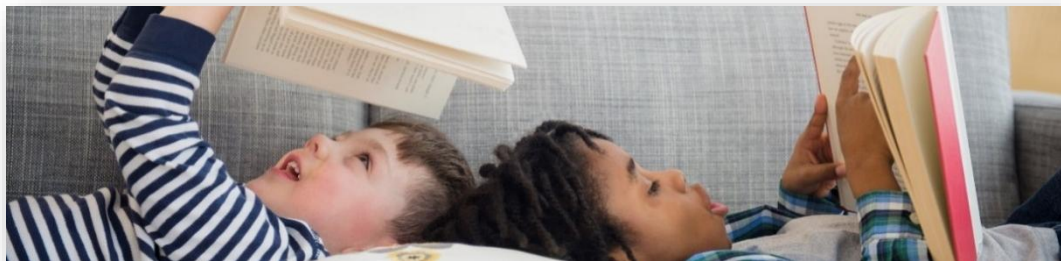


INFORMATION FOR EDUCATORS AND SCHOOL LEADERS

K-4 Foundational Français langue seconde – immersion Learning Progressions

PURPOSE

- The K-4 Foundational Français langue seconde - immersion Learning Progressions provide additional details and clarity to help teachers develop key foundational skills found in the Learning Standards of the curriculum - they are not intended to replace the Français langue seconde – immersion curriculum.
- The grade-specific descriptors describe what proficiency in foundational reading, writing and oral language skills looks like at the end of the school year.
- The Learning Progressions are intended to support teacher instruction and classroom assessment in key foundation skills and should not be the only Français langue seconde - immersion skills that teachers are teaching and assessing.



GUIDING INFORMATION

- The Learning Progressions set a high standard of learning starting with our youngest learners. While working towards proficiency, it is normal for students to be assessed as “emerging” or “developing” as they continue to develop the foundational skills outlined in the Learning Progressions.
- The skills included in the Learning Progressions do not need to be developed in isolation and students can practice or demonstrate multiple foundational skills at the same time.
- While it’s important to ensure students acquire skills such as decoding, reading with fluency and developing strong oral and written communication skills, it is equally important to ensure students can experience the enjoyment of reading, writing and exploring oral language and use those skills in meaningful ways.
- The K-4 Foundational Français langue seconde – immersion Learning Progressions below are organized by Skill. The Foundational Learning Progressions Skills are **Oral Language, Reading and Spelling, Fluency, Comprehension, and Writing.**

CURRICULUM-ALIGNED RESOURCES

- Teachers can use instructional strategies and learning resources that are approved for use by schools and districts and recommended by professional associations, or suggested in Ministry resources, to help students work toward proficiency.
- See the [Teaching and Learning Stories](#) for examples of how BC classroom teachers are supporting their students in developing literacy skills, including samples of proficient student work.
- During the 2025/26 school year, additional supporting resources will be developed and made available on the Ministry’s curriculum website.



Email: LearningPathways@gov.bc.ca



Website: <https://curriculum.gov.bc.ca>

WHAT DOES LANGUAGE LEARNING LOOK LIKE IN THE CLASSROOM?

- The Français langue seconde - immersion curriculum allows for a great deal of choice in the ways in which content and competencies can be combined to create engaging lessons, units, and learning experiences helping teachers meet the individual needs of their students. The Learning Progressions describe what proficient students might look like when they are demonstrating the foundational skills in the Français langue seconde - immersion curriculum.
- Students learn to communicate effectively, develop, practice, and demonstrate language knowledge, competencies, and understandings that are transferrable across the curriculum and to life outside school. The Français langue seconde – immersion curriculum supports students in becoming educated citizens by:
 - helping them develop language strategies that can be applied to new contexts
 - developing their cultural awareness and understanding while also deepening their own self identity
 - helping them learn to read for information and for enjoyment
 - enhancing their understanding of how language is constructed, how it works, and how it changes with time and circumstance
 - preparing them for success in future educational and career contexts

The curriculum is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens. The Learning Progressions aim to support teachers in creating these experiences for their students.

OVERVIEW

Each **SKILL** represents a set of foundational language arts knowledge.
 A proficient student should be able to develop, practice, and demonstrate each skill.
 All skills are important when building knowledge in language arts.

Grade 4 Français langue seconde – immersion Learning

Skill – Oral Language

In the French Immersion classroom context, oral language is the entry point to literacy. It is the foundational skill that comes before reading and writing when learning an additional language. Students begin by learning basic, everyday words (**vocabulaire de base**) that they encounter in daily classroom life and that are used in spoken language. As their confidence and understanding grow, they begin to use more complex words that are found in written language in the classroom and that are useful across many different content areas (**vocabulaire spécifique**). These words have high utility for students and build flexibility in how they are able to express ideas. Over time, they expand their French language skills further by learning vocabulary linked to specific subjects or learning themes (**vocabulaire académique**), introduced through classroom activities that integrate listening, speaking, and content learning. This progression supports their overall language proficiency and helps them communicate more freely and confidently in French.

The use of intentional **explicit instruction**, **scaffolding** techniques, and **multisensory instruction** that engages multiple **modalities** supports students in building vocabulary and developing strong language skills. Word choice depends on student needs, classroom context, and the texts being used, rather than a fixed list. Regular exposure to varied French **texts**—oral, written, and visual, both fiction and non-fiction—builds **oral fluency**, enriches vocabulary, and strengthens overall proficiency in speaking, reading, and writing, while fostering an appreciation for the French language, culture, and diverse forms of literacy.

- o For Expressive Language Skills & Oral Storytelling: Across all grades, we want to encourage risk-taking (attempting to try), creativity, and informal conversation without placing emphasis on accuracy. The focus is on developing **oral fluency** and supporting the natural development of **pronunciation** in a gentle, supportive way, rather than expecting perfect accuracy.
- o Vocabulary development is explicitly taught rather than expected to develop on its own.
- o **Pronunciation** is supported through modeling and repetition, not correction.

There isn't a mandated list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, and the classroom context.

Each **SKILL DESCRIPTOR** provides additional information as to the skills developed within each **SKILL**.

Each **SUB-SKILL** further defines the foundational knowledge within each skill.

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term.

DEFINITIONS provide further explanation for key concepts found in the **foundational proficiency descriptors**.

Sub-skill	Proficiency Descriptor <i>(for the end of the school year)</i>	
	Grade 4	
Vocabulary <i>Understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts.</i>	<p>Uses vocabulaire de base, vocabulaire spécifique and vocabulaire académique, acquired through independent word learning and explicit instruction, in various contexts, including other learning areas.</p> <p>Expands vocabulary by using vocabulaire spécifique and vocabulaire académique in context (e.g., Le castor construit sa hutte avec des branches et de la boue ; La planète Terre orbite autour du soleil).</p>	<p>Uses a wider variety of descriptive words in oral communication (e.g., <i>joyeux</i> instead of <i>content</i>; <i>minuscule</i> instead of <i>petit</i>; <i>rapidement</i> instead of <i>vite</i>; <i>observer</i> instead of <i>regarder</i>).</p> <p>Uses linking words and connectors to enhance vocabulary in sentences. (e.g., "aussi", "alors", "comme", "donc", "puis").</p> <p>Consistently identifies and understands more challenging cognates between English and French, such as conceptually abstract or subject-specific words (e.g., <i>courageous</i> → <i>courageux</i>, <i>to invite</i> → <i>inviter</i>, <i>axis</i> → <i>un axe</i>, <i>nocturnal</i> → <i>nocturne</i>).</p>
Sentence Construction (Syntax) <i>Formulating grammatically correct sentences helps students convey their thoughts logically and coherently in both spoken and written communication.</i>	<p>Produces more complex sentences using learned tenses (<i>présent</i>, <i>futur proche</i> and <i>passé composé</i>) (e.g., Hier, j'ai visité le musée avec ma classe).</p> <p>Uses a variety of conjunctions to link ideas with greater clarity and accuracy (e.g., <i>parce que</i>, <i>donc</i>, <i>si</i>, <i>lorsque</i>) (e.g., Je fais mes devoirs avant de jouer aux jeux vidéo).</p> <p>Varies word order and sentence starters to create style and emphasis (e.g., Dans la bibliothèque, les élèves travaillent en silence).</p> <p>Shows growing accuracy with articles, gender, number, and agreement with adjectives and verbs (e.g., Les filles heureuses chantent une chanson).</p>	

Definitions
<p><i>Note: Many of these terms are found in multiple Skills/Sub-Skills and across grades and the example included may or may not be appropriate for the grade you're referencing.</i></p> <ul style="list-style-type: none"> • adjective – a word that gives information about a noun by describing its qualities, showing ownership, or identifying which one is being referred to • qualitative adjectives – words that describe a quality or characteristic of a noun, such as size, colour, or shape (e.g., "grand", "petit", "rouge") • adverb – a word that describes a verb (e.g., "rapidement", "facilement", "heureusement") • affixes – added to the beginning (prefixes) or end (suffixes) of a word to change its meaning (e.g., The prefix 'un-' changes the meaning of the word "happy" to "unhappy")

Grade 4 Français langue seconde – immersion Learning

Skill – Oral Language

In the French Immersion classroom context, oral language is the entry point to literacy. It is the foundational skill that comes before reading and writing when learning an additional language. Students begin by learning basic, everyday words (**vocabulaire de base**) that they encounter in daily classroom life and that are used in spoken language. As their confidence and understanding grow, they begin to use more complex words that are found in written language in the classroom and that are useful across many different content areas (**vocabulaire spécifique**). These words have high utility for students and build flexibility in how they are able to express ideas. Over time, they expand their French language skills further by learning vocabulary linked to specific subjects or learning themes (**vocabulaire académique**), introduced through classroom activities that integrate listening, speaking, and content learning. This progression supports their overall language proficiency and helps them communicate more freely and confidently in French.

The use of intentional **explicit instruction**, **scaffolding** techniques, and **multisensory instruction** that engages multiple **modalities** supports students in building vocabulary and developing strong language skills. Word choice depends on student needs, classroom context, and the texts being used, rather than a fixed list. Regular exposure to varied French **texts**—oral, written, and visual, both fiction and non-fiction—builds **oral fluency**, enriches vocabulary, and strengthens overall proficiency in speaking, reading, and writing, while fostering an appreciation for the French language, culture, and diverse forms of literacy.

- For Expressive Language Skills & Oral Storytelling: Across all grades, we want to encourage risk-taking (attempting to try), creativity, and informal conversation without placing emphasis on accuracy. The focus is on developing **oral fluency** and supporting the natural development of **pronunciation** in a gentle, supportive way, rather than expecting perfect accuracy.
- Vocabulary development is explicitly taught rather than expected to develop on its own.
- **Pronunciation** is supported through modeling and **recasting**, not correction.

There isn't a mandated list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, and the classroom context.

Sub-skill	Proficiency Descriptor <i>(for the end of the school year)</i>
	Grade 4
Vocabulary <i>Understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts.</i>	<p>Uses vocabulaire de base, vocabulaire spécifique and vocabulaire académique, acquired through independent word learning and explicit instruction, in various contexts, including other learning areas.</p> <p>Expands vocabulary by using vocabulaire spécifique and vocabulaire académique in context (e.g., Le castor construit sa hutte avec des branches et de la boue ; La planète Terre orbite autour du soleil).</p> <p>Uses a wider variety of descriptive words in oral communication (e.g., <i>joyeux</i> instead of <i>content</i>; <i>minuscule</i> instead of <i>petit</i>; <i>rapidement</i> instead of <i>vite</i>; <i>observer</i> instead of <i>regarder</i>).</p> <p>Uses linking words and connectors to enhance vocabulary in sentences. (e.g., "aussi", "alors", "comme", "donc", "puis").</p> <p>Consistently identifies and understands more challenging cognates between English and French, such as conceptually abstract or subject-specific words (e.g., <i>courageous</i> → <i>courageux</i>, <i>to invite</i> → <i>inviter</i>, <i>axis</i> → <i>un axe</i>, <i>nocturnal</i> → <i>nocturne</i>).</p>
Sentence Construction (Syntax) <i>Formulating grammatically correct sentences helps students convey their thoughts logically and coherently in both spoken and written communication.</i>	<p>Produces more complex sentences using learned tenses (<i>présent, futur proche and passé composé</i>) (e.g., Hier, j'ai visité le musée avec ma classe).</p> <p>Uses a variety of conjunctions to link ideas with greater clarity and accuracy (e.g., <i>parce que, donc, si, lorsque</i>) (e.g., Je fais mes devoirs avant de jouer aux jeux vidéo).</p> <p>Varies word order and sentence starters to create style and emphasis (e.g., Dans la bibliothèque, les élèves travaillent en silence).</p> <p>Shows growing accuracy with articles, gender, number, and agreement with adjectives and verbs (e.g., Les filles heureuses chantent une chanson).</p>

<p>Expressive Language Skills and Oral Storytelling</p> <p><i>The ability to tell stories and narrate events orally lays the groundwork for crafting engaging narratives in writing.</i></p>	<p>Actively participates in French oral language activities (e.g., singing songs, drama activities such as readers' theatre, role play, skits, and short plays).</p> <p>Retells or creates stories with clear sequence and a wider range of transition words (e.g., "Au début...", "Ensuite...", "Finalement...").</p> <p>Uses a range of temporal words to show order and passage of time (e.g., "Hier soir, on a mangé au restaurant.").</p> <p>Consistently includes characters, setting, and key details when recounting events or stories (e.g., "Les élèves visitent le musée avec leur enseignante et découvrent de nouveaux tableaux.").</p> <p>Adds dialogue and expressive language to bring stories to life (e.g., "Le loup a crié : « Ouvre la porte tout de suite ! »").</p> <p>Uses clear pronunciation and better control of rhythm (e.g., "On entend la chanson dans la cour.").</p> <p>Speaks without hesitation in familiar conversations (e.g., "Je préfère lire parce que c'est relaxant.").</p> <p>Adjusts speech to be understood (self-corrects, rephrases) (e.g., "J'ai... euh... oublié mon cahier." → "Je n'ai pas mon cahier.").</p> <p>Uses périphrase to describe or find another way to say something in French when the exact word is unknown, continuing to communicate without switching to English.</p>
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Skill – Reading and Spelling: Word Level

Students learn to make sense of print, decode, read with comfortable fluency, and understand a variety of vocabulary while also discovering that reading is enjoyable, unlocks the imagination, and builds knowledge about the world. Students use the foundational skills of phonemic awareness (phoneme-level blending and segmenting) and **alphabetic knowledge** to begin to build their decoding and spelling skills. Spelling instruction should reinforce taught decoding skills through dictation, sentence generation and be connected to **text** writing. Once an understanding of the **alphabetic principle** is achieved, phonemic awareness instruction should be integrated with letters (e.g., using graphemes) to help students develop an understanding of how words can be changed to make new words.

Reading and spelling involve developing students' ability to recognize, **decode**, and **encode** words accurately using knowledge of phonics, spelling patterns, and word structures. Students learn to sound out letters and combinations, identify high-frequency words, and apply spelling rules while reading and writing. **Explicit instruction** supports these skills through modelling, repetition, rewording, and visualization of words and patterns, and through guided practice that builds both **fluency** and **automaticity**.

- Teachers are encouraged to follow a phonics program approved by their school or district to ensure systematic, consistent instruction in letter-sound correspondences, **blends, digraphs, and spelling patterns**. Research shows that phonics instruction is most effective when taught explicitly, systematically, and sequentially. Although research does not support the use of one specific "Scope and Sequence" over another, teachers are encouraged to follow a scope and sequence for phonics instruction
- The lists of examples are intended as a starting point to support teachers in planning a scope and sequence for French phonics instruction in K–4 Immersion. They are not prescriptive or exhaustive.
- Emphasize the importance of continuing **phonemic awareness** in Grades 2 and 3, as well as regularly reviewing previously taught phonics and maintaining explicit phonics instruction from Grades 2 to 4.

International Phonetic Alphabet charts for French are available online and can be used as a reference for French pronunciation and sound-symbol correspondences.

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>
Phonological Awareness and Phonemic Awareness	Grade 4

<p>The ability to identify and manipulate individual sounds (phonemes) in spoken words.</p>	
<p>Phonics</p> <p>Decoding and encoding with grapheme-phoneme (letter-sound) correspondence.</p>	
<p>Morphology</p> <p>Parts of a word that carry meaning including affixes, prefixes, suffixes, base words, and root words.</p>	<p>Understands that more complex affixes change the meaning of the base word, including prefixes (e.g., re-, in-/im-, dé-) (e.g., "faire" → "refaire", "possible" → "impossible", "faire" → "défaire") and suffixes (e.g., -tion, -age, -ure, -ette) (e.g., "invente" → "invention", "affiche" → "affichage", "arme" → "armure", "table" → "tablette", "national" → "international").</p> <p>Uses <i>-ment</i> to form adverbs (e.g., "rapide" → "rapidement").</p> <p>Develops strategies for decoding unfamiliar words using base words and affixes (e.g., "heureux"/ "malheureux").</p> <p>Uses present and near future (<i>futur proche</i>) verb tenses and conjugations consistently and accurately ; uses passé composé and imparfait with increasing accuracy.</p> <p>Applies knowledge of stems and inflectional endings in familiar verbs to understand and apply conjugation patterns (e.g., student uses the stem (le radical) of the verb aimer (aim) and deletes or modifies the ending (la terminaison) to conjugate it in the present indicative tense based on the subject: aime, aimes, aimons, aimez, aiment).</p> <p>Applies adjective agreement in gender and number (e.g., "le gros chat" / "la grosse chatte", "un ruban violet" / "une cravate violette" / "les sacs violets").</p>
<p>Spelling</p> <p>Making the connection between letters and their sounds, enhancing a student's ability to both read and write and leads to confidence in all skills of literacy.</p>	<p>Uses conventional spelling more consistently while applying spelling patterns, integrating knowledge of morphology and etymology as needed.</p> <p>Independently applies sound-symbol correspondences, accents, and gender and number agreement (ex. : petit(e), content(e), grand(s), chaton(s), maison(s), jeu(x), genou(x)).</p> <p>Uses morphological knowledge to spell related words (e.g., "chanter" → "chant", "chantons"; "national" → "internationale", "nationalité").</p> <p>Spells a variety of vocabulary from curricular themes with accuracy (e.g., "forêt", "rivière", "marin", "commerce").</p> <hr/> <p>Applies developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode and spell (encode) words with irregularities</p> <p>Memorizes irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used</p>

Skill: Fluency

Fluency focuses on a student's ability to read with accuracy, pace and expression to support comprehension. Emphasis should be on accuracy, with pace and expression developing as students gain **automaticity**. Instruction in comprehension should be embedded from the start and emphasized further as students gain independence in **decoding**.

<p>Sub-skill</p>	<p>Proficiency Descriptor <i>(for the end of the year)</i></p>
	<p>Grade 4</p>
	<p>INCREASINGLY MORE COMPLEX FICTION AND NON-FICTION TEXTS</p>
<p>Fluency</p> <p>As word reading (decoding) grows in automaticity, the ability to read texts fluently increases making space to focus on the meaning of the text.</p>	<p>Reads a variety of familiar and unfamiliar texts (e.g., narrative, informational, poetry) aloud with expression, phrasing, and fluency that reflect understanding of the text, including passages of dialogue (e.g., changes voice between narration and dialogue, like: "Qui a mangé les biscuits ?" demanda-t-elle. Les enfants ont répondu : "On ne sait pas.").</p> <p>Demonstrates sustained fluency and accuracy when encountering unfamiliar vocabulary by applying decoding strategies to read new words, while showing automaticity with familiar words and using strategies to support comprehension.</p> <p>Applies liaisons accurately across a wider range of contexts, including less familiar vocabulary (e.g., "les_oiseaux", "vous_êtes_arrivés", "bons_amis").</p>

Skill: Comprehension

Students develop their ability to understand and interpret **text**, including identifying main ideas, making predictions and summarizing information. Listening comprehension and reading comprehension should be emphasized from the beginning of reading instruction, even while students are still learning to decode words. While decoding is a prerequisite for full reading comprehension, students can engage in oral comprehension, **text** discussion, and predicting/infering before they become fluent readers.

For reading comprehension, the focus is on students' ability to make meaning and connections — whether they express their understanding through gestures, drawings, or spoken language. The production of complete sentences or the use of specific vocabulary is not the focus when assessing comprehension; evidence that students are understanding and engaging with **text** can be demonstrated through a range of **multimodal** responses. Teachers can support students' progress in their ability to demonstrate comprehension through spoken language by providing prompts, **scaffolding**, and explicit instructional support (e.g., sentence frames, teacher modeling) as well as guided vocabulary supports (e.g., sentence starters, checklists, visual aids).

Students should also have the opportunity to explore a variety of **texts** to develop **comprehension** across **genres**, experience various literary devices, and explore the elements of story that appear in diverse **texts**.

For additional information on comprehension, related to comprehending **texts** and applying understanding, please see the [K-5 Cross Curricular Literacy Learning Progressions](#) or [Les Progressions d'apprentissage transdisciplinaires en litt ratie de M   5](#).

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>
	Grade 4
<p>Listening Comprehension</p> <p><i>Built through oral language experiences, the ability to process spoken language and understand its meaning, including identifying main ideas and relevant details in oral texts, conversations, and classroom interactions.</i></p>	<p>Demonstrates an understanding of familiar verbal messages and subject-specific language in French (e.g., "�crivez une phrase avec un adjectif pour d�crire votre animal.").</p> <p>Identifies the main ideas and several supporting details when listening to conversations, longer texts, stories, or short novel read-alouds, making connections between characters, setting, events, feelings, and resolution. Can respond in French with increasing independence, using appropriate vocabulary and expressions with minimal support or prompting.</p> <p>Asks for clarification or repetition more independently (e.g., "Qu'est-ce que �a veut dire, "photosynth�se"?").</p>
<p>Reading Comprehension</p> <p><i>Built alongside word reading ability (see Fluency), the ability to process written text and understand its meaning, including literal, inferential and evaluative comprehension.</i></p>	<p>Understands and recognizes the author's message or theme in a variety of genres and forms.</p> <p>Uses personal experiences, familiar ideas, and previously read texts to make connections (to self, to other texts, or to the world) and explains how these connections support their understanding of the text.</p> <p>Asks questions based on information acquired from a text (both fiction and non-fiction), demonstrates a shift in their existing perspective, and explains the reasoning for this change.</p> <p>Identifies the main ideas and supporting details in non-fiction text.</p> <p>Is able to summarize important information and draw conclusions.</p> <p>Makes inferences about a characters' feelings, motivations, decisions and actions in fiction writing.</p>

Skill: Writing

Writing allows students to demonstrate their learning and communicate their thoughts in unique and expressive ways. **Handwriting** instruction should ensure accurate letter formation and spacing. Students should receive regular practice (5-10 minutes/day) to build **automaticity** which reduces cognitive load and frees up the brain to think about word choice, conventions and sentence formation. Writing instruction should focus on the joy of writing while naturally reinforcing reading and phonics instruction and begin with explicitly teaching sentence, then paragraph construction. Composition of **text** can take many shapes, including a focus on narrative, persuasive, informational (expository) and opinion **genres**.

For additional information on Composition, related to developing and communicating ideas and information in a variety of ways, please see the [K-5 Cross Curricular Literacy Learning Progressions](#) or [Les Progressions d'apprentissage transdisciplinaires en litt ratie de M   5](#).

Sub-skill	Proficiency Descriptor <i>(for the end of the year)</i>
	Grade 4
Printing <i>The formation of letters by hand, both upper and lowercase, including appropriate spacing, strokes, directionality and size.</i>	
Composition <i>The formation of words, sentences and paragraphs to create a written piece of text, either fiction or non-fiction with appropriate grammar and mechanics.</i>	<p>Writes a paragraph (8–10+ sentences) to narrate, describe, or explain ideas, including an introduction, supporting details, and a concluding statement.</p> <p>Spells most words conventionally, including many irregular and less frequent words (e.g., "chaud", "toujours", "travail", "monsieur").</p> <p>Varies sentence structure for effect, incorporating both simple and compound sentence (e.g., "Boum! Le chien s'est r�veill�. Il a japp� et son ma�tre est venu tout de suite voir pourquoi il y avait du bruit. Tout � coup, il a vu un �norme animal.>").</p> <p>Uses a broader set of transition words to guide the reader (e.g., "cependant", "par contre", "de plus", "par exemple").</p> <p>Integrates more complex vocabulary and descriptive detail to enhance writing.</p> <p>Writing demonstrates clear organization, with improved coherence and flow of ideas.</p> <p>Writing uses some key features of the form, including, plot characters, dialogue, conflict, and setting.</p> <p>Fiction writing follows a logical sequence with a clear purpose.</p> <p>Non-fiction writing elaborates on main ideas and uses a variety of connecting words, supporting details, and explanations.</p> <p>Uses quotation marks in dialogue (e.g., Il s'est exclam� : "Je veux aller chez mon ami!").</p> <p>Completes sentences when provided with a sentence stem containing a subordinate conjunction (e.g., "Je ne peux pas aller au parc parce que....").</p> <p>With a prompt from the teacher, begins to proofread and correct grammar, punctuation, and spelling errors.</p>

Definitions

Note: Many of these terms are found in multiple Skills/Sub-Skills and across grades and the example included may or may not be appropriate for the grade you're referencing.

- **adjective** – a word that gives information about a noun by describing its qualities, showing ownership, or identifying which one is being referred to
- **qualitative adjectives** – words that describe a quality or characteristic of a noun, such as size, colour, or shape (e.g., “grand”, “petit”, “rouge”)
- **adverb** – a word that describes a verb (e.g., “rapidement”, “facilement”, “heureusement”)
- **affixes** – added to the beginning (prefixes) or end (suffixes) of a word to change its meaning (e.g., The prefix ‘un-’ changes the meaning of the word “happy” to “unhappy”)
- **appropriate grip** – three-finger tripod grip is considered by many to be the most appropriate pencil grip for both right and left-handed writers as it allowed the fingers and wrist to work together to provide a more free-flowing movement. Most students naturally develop a pencil grip that is comfortable for them, a grip is only a problem if a child has difficulty writing legibly and at a fluent speed. General guidelines for an appropriate grip include:
 - the pencil is held in a stable position between the thumb, index and middle fingers
 - the ring and little fingers are bent and rest comfortably on the table
 - the index fingers and thumb form an open space
 - the wrist is bent back slightly, and the forearm is resting on the table
 - the pencil is held about 1-2 centimetres from the tip
- **article (a determiner)** – a word that precedes a noun to show whether it is specific or non-specific, as well as its gender (masculine or feminine) and number (singular or plural). The article always agrees in gender and number with the noun it accompanies
- **automaticity** – ability to rapidly, effortlessly and accurately recognise letter-sound correspondence, letter formation, words, phrases, text etc. reading with accuracy, pace and expression to support comprehension. As word reading (**decoding**) grows in automaticity, the ability to read text fluently increases making space to focus on the meaning of the text
- **base words** – the basic word that has no prefix or suffixes (e.g., in the word “malheureux”, the prefix “mal-” is added to the base word “heureux”, creating the opposite meaning (*heureux* → *malheureux*))
- **blends** – the ability to combine individual phonemes to form words (e.g., /s/ /a/ /k/ = “sac”)
- **character** – a person within a story or piece of text
- **CV, VC, CVC, CVCV, CCV, CCVC, CVCVC** – the letters in a word (C=consonant or V=vowel)
 - **CV** – consonant-vowel (e.g., “ma”, “la”)
 - **CVC** – consonant-vowel-consonant (e.g., “sac”)
 - **CCV** – consonant-consonant-vowel (e.g., “clé”)
 - **CCVC** – consonant-consonant-vowel-consonant (e.g., “club”, “bloc”, “truc”)
 - **CVCV** – consonant-vowel-consonant-vowel (e.g., “papa”, “bébé”)
 - **CVCVC** – consonant-vowel-consonant-vowel-consonant (e.g., “salade”, “minute”, “petite”)
 - **VC** – vowel-consonant (e.g., “il”)
- **cognates** – words in two languages that look similar, sound similar, and have the same meaning (e.g., animal/animal, chocolat/chocolate, music/musique)
- **complement** – a word or group of words that completes the meaning of the verb by adding extra information such as where, when, how, what, or who
- **complex sounds** – sounds in French that are made up of multiple letters and may not follow predictable phonetic patterns, often requiring explicit instruction and practice to master (e.g., ‘eau’ in “château”, ‘oin’ in “coin”, ‘ien’ in “chien”)
- **complex sentence(s)** – a sentence that includes additional information introduced by a subordinating conjunction or a simple preposition and adds more detail to the main idea (e.g., “J’arrive en retard parce que j’ai marché avec ma classe.”)
- **conjugate** – to change the verb form so it fits the subject and the time (tense) of the action
- **conjunctions** – a word that combines clauses (e.g., using “and” or “but” to form a compound sentence)
- **consonant blends** – two or more consonants that appear together in a word without any vowels between them (e.g., ‘fr’ in “frais”, ‘bl’ in “blanc”, ‘cl’ in “clown”)
- **decode** – reading words using phonemes and **graphemes** by blending letter sounds
- **digraphs** – a pair of letters that together represent a single sound (phoneme). In French, digraphs are common and may differ from English ones. (e.g., ‘ch’ in “chat”, ‘ou’ in “fou”, ‘ai’ in “maison”)
- **encode** – taking a word, segmenting it into its sounds, and representing each sound with a **grapheme**
- **etymology** – the origin of a word and the development of its meaning
- **explicit instruction** – direct, intentional teaching of language and literacy skills using modelling, guided practice and independent practice (I do, we do, you do model)
- **fluency** – the ability to read with accuracy, pace, and expression to support comprehension, with emphasis on accuracy first and pace and expression developing as students gain automaticity
- **form** – the structure of a piece of writing, how its constructed and organized (e.g., narrative, exposition, report)
- **genre** – literary or thematic categories with similarities in form or style (e.g., fantasy, humour, adventure or biography)
- **grapheme(s)** – written representation of a sound, using individual letters or combinations of letters (e.g., “c” → /k/ in “carotte”)
- **handwriting** – as used in the BC Curriculum, handwriting refers to the ability to write by hand. K-2 uses “printing” while Grade 3 moves to “handwriting” – cursive writing may be taught at this level, but it is not a requirement of the learning standard
- **homophones** – words that sound the same but have different meanings (e.g., “c’est”, “ces”, “ses”)
- **initial phoneme** – the beginning sound of a word (e.g., /l/ in “lac”)
- **liaison** – a feature of spoken French in which a normally silent final consonant is pronounced when the following word begins with a vowel sound, creating a single connected pronunciation across the two words (e.g., “les_amis”, “vous_avez”)
- **modalities** – kinesthetic/motor, tactile, visual, auditory (e.g., gestures connected to vocabulary, tracing or manipulating objects, visual supports such as print or images, and auditory strategies such as pacing of speech, repetition, intonation, and rephrasing)
- **morphology** – the study of meaningful units of language, called morphemes, and how they combine to form words (e.g., the word “malchanceux” can be broken up as ‘mal-chance-eux’, with the prefix ‘mal-’ (bad), the root word ‘chance’ (luck), and the suffix ‘-eux’ (a descriptive adjective ending))
- **multimodal** – ways of responding or communicating that draw on more than one possible mode — such as oral language, gestures, drawings, visuals, or written words — to support students in expressing their understanding. In literacy learning, multimodal responses allow students to demonstrate comprehension even when their oral or written language skills are still developing
- **multisensory Instruction** – an instructional approach that engages two or more sensory modalities simultaneously to reinforce comprehension and support language acquisition (e.g., students may listen to French words, see them in print, trace them with their fingers, and act them out).

- **multisyllabic words** – words that contain two or more syllable segments (e.g., "autobus" – 3 syllables – /au/ /to/ /bus/)
- **noun** - person, place or thing (e.g., "Olivia", "maison", "chaise")
- **orthographic mapping** – a cognitive process where a word's letter string, sound sequence, and meaning are linked to support permanent storage
- **oral fluency (aisance)** – the ability to communicate a spoken message with appropriate pace, clarity, and smoothness
- **orthographic signs** – written symbols that indicate pronunciation, distinguish meaning, or clarify spelling (e.g., accents, the cedille, hyphens, apostrophes) and help readers decode and understand words correctly
- **personally significant** – words that appear in a student's everyday life – including their name, a friend's name, Mom, Grandpa or the name of classroom subjects (Math, Gym)
- **perspective** – a student's particular attitude or belief on a topic or event; a point a view
- **phoneme deletion** – the ability to recognize and manipulate sounds in spoken words by removing a phoneme and identifying the resulting word (e.g., removing the /s/ from "sac" → "ac"; removing the /m/ from "main" → "ain"), a skill that supports phonemic awareness and spelling development
- **phoneme substitution** – the ability to recognize and manipulate sounds in spoken words by removing or replacing a phoneme and identifying the resulting word (e.g., replacing the initial sound in "veux" with /p/ → "peux"), a skill that supports phonemic awareness and spelling development
- **phoneme(s)** – the individual sounds of a language, represented by the 26 letters of the alphabet on their own or in combinations of letters (e.g., /s/ /a/ /k/ in "sac"; /ʃ/ /a/ in "chat")
- **phonemic awareness** – a subset of phonological awareness that refers to the ability to hear, identify, and manipulate individual phonemes (sounds) in spoken words
- **phonics patterns** – common letter combinations found in words; taught phonics patterns help students decode and encode words (e.g., consonant blends, syllable patterns (open, closed etc.), vowel sounds, prefixes, suffixes etc.) *NOTE: Grade-specific phonics patterns can be found within the Phonics sub-skill proficiency descriptors*
- **phonological awareness** – the ability to identify and manipulate the sound structures of spoken language, including awareness of words, syllables, and phonemes.
- **plot** – the main events within a story or piece of text
- **possessive determiners (déterminants possessifs)** – words that show ownership or belonging and agree in gender and number with the noun they accompany (e.g., "mon", "ma", "mes")
- **predicate** – what the subject is doing or what is happening
- **pronunciation** – the way the sounds of a language are produced, including articulation, intonation, rhythm, and stress
- **périphrase** – a communication strategy where a person describes an idea or object using different words when they do not know (or cannot recall) the exact word, allowing them to keep communicating in the same language without pausing or switching languages
- **recasting** – a language support strategy that confirms or responds to what a learner says while modelling the correct grammar, vocabulary, pronunciation, or language structure, allowing the learner to hear the correct form without interrupting the flow of communication
- **scaffolding** – temporary instructional support that is gradually reduced as students gain independence, often by breaking learning into smaller steps as needed (e.g., gestures and body language, chunking information, repetition and rephrasing, use of first language)
- **segments/segmenting** – breaking words into individual phonemes or sounds (e.g., "sac" = /s/ /a/ /k/)
- **sequencing words** – words or phrases used to show the order in which events or steps happen, helping readers and listeners understand what occurs first, next, and last (e.g., "d'abord", "ensuite", "puis", "enfin")
- **setting** – the time, place or surrounding conditions in which a story or piece of text takes place; it may include one or more of these elements
- **simple sentence** – a sentence that contains a subject and a verb and expresses a complete thought
- **spelling patterns** – follow the taught rule (spelling rules from previous grades can be reviewed/taught as needed)
 - **Grade 2**
 - the /o/ sound is often spelled 'eau' at the end of words (e.g., "bateau")
 - at the beginning of words, the /o/ sound is often spelled 'au' (e.g., "autobus")
 - the /è/ sound is spelled 'e' when it is followed by two consonants (e.g., "elle", "raquette", "cette", "terre")
 - at the beginning of words, the /k/ sound is most often spelled with 'c' (e.g., "cloche", "cuisine")
 - when the /j/ sound is heard at the end of a word, it is usually spelled '-ge' (e.g., "plage")
 - when the /k/ sound is heard at the end of a word, it is usually spelled '-que' (e.g., "masque")
 - when the /s/ sound is heard at the beginning of a word, it is usually spelled 's' (e.g., "sur")
 - **Grade 3**
 - the letter 'n' changes to 'm' before m, b, and p in the graphemes 'an', 'en', 'in', 'on' (e.g., "lampe", "jambe", "chambre", "temps", "exemple", "simple", "timbre", "grimpe", "novembre", "tomber", "ombre")
 - the /in/ sound is often spelled 'in' at the end of words with two or more syllables (e.g., "sapin", "lapin")
 - the /sion/ sound at the end of a word is written '-tion', except in words ending in '-ission', '-ersion', or '-ession' (e.g., "attention", "récréation", "permission", "immersion", "expression")
- **story framework** – an approach to creating narratives that can include elements such as character, plot, conflict and resolution
- **story language** – a narration of an incident or series of events that occurred within the story (e.g., mention of characters, setting, events, problems, ending etc.)
- **story elements** – the parts of a story that are essential to ensuring your story is well-developed and engaging (e.g., character, plot, setting, conflict, theme)
- **subject** – who or what a sentence is about
- **subordinating conjunction** – a word or phrase that links a dependent clause to an independent clause (e.g., "Je ne peux pas aller au parc *parce que* je suis malade".)
- **temporal words** – words or phrases that indicate time, sequence, or the order in which events happen (e.g., "d'abord", "ensuite", "puis", "après", "avant", "enfin", "hier", "aujourd'hui", "demain")
- **terminal (final) phoneme** – the end sound of a word (e.g., /k/ in "sac")
- **text(s)** – generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs
 - Written texts include novels, articles, and short stories
 - Visual texts include posters, photographs, and other images
 - Digital texts include electronic forms of all the above

- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **text features** – elements of the text that are not considered the main body (e.g., typography (bold, italics, underline), font style, guide words, titles, headings, diagrams, captions, labels, maps, charts, illustrations, photographs, tables etc.)
- **transition words** – words or phrases that help connect ideas by showing the relationship between them, making writing or speech easier to follow (e.g., “cependant”, “par contre”, “de plus”, “par exemple”)
- **trigraphs** – a group of three letters that together represent a single sound (e.g., ‘eau’ in “beau”, ‘euil’ in “feuille”, ‘oin’ in “loin”)
- **VC** – vowel-consonant (e.g., “il”)
- **verb** – an action word (e.g., “walk”, “play”, “think”)
- **vocabulaire académique** – vocabulary related to a specific subject area or theme; these words are less common in everyday oral language and often require explicit instruction (e.g., in science: “photosynthèse”, “migration”, “érosion”, “atome”; in mathematics: “numérateur”, “dénominateur”, “fraction décimale”; in social studies: “confédération”, “démocratie”, “hiéroglyphes”)
- **vocabulaire de base** – basic, everyday words that are simple, frequent, and concrete, appearing in students’ daily school life and oral communication and learned primarily through use and interaction (e.g., nouns: “chat”, “maison”, “pomme”, “école”; verbs: “manger”, “courir”, “dormir”, “parler”; adjectives: “grand”, “petit”, “rouge”, “content”)
- **vocabulaire spécifique** – more complex words that can apply to multiple contexts or change meaning depending on the context (e.g., “cherche”, “regarde”, “collation”, “pâte”, “éclair”)