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|  | **Kindergarten****Maternelle** | **Grade One****Première année** | **Grade Two****Deuxième année** | **Grade Three****Troisième année** | **Grade Four****Quatrième année** | **Grade Five****Cinquième année** | **Grade Six****Sixième année** | **Grade Seven****Septième année** | **Grade Eight****Huitième année** | **Grade Nine****Neuvième année** |
| Exploring and Reflecting | Become involved in activities and discussions in order to develop a sense of belonging to the class through the use of the French language | Recognize Francophone and Aboriginal cultural elements in a **text** | Identify, in Francophone and Aboriginal **texts**, elements that are present in one’s own culture | * Recognize that there are similarities and differences between one’s own culture and those of others
 | * Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society
 | Identify the cultural and historical elements in Aboriginal and other **texts**, to put them into context | Interpret and respond to a **text** independently | Identify verbal and non-verbal responses and adjust discourse accordingly, in order to be better understood | Analyze a **text** in order to explore its various interpretations | Interpret messages to gain an awareness of the linguistic and cultural variety found in the French-speaking world |
| Actively participate in listening and reading to facilitate understanding of the **text** | Recognize frequently encountered words | Deconstruct a sentence into word groups to enhance comprehension | Deconstruct a complex sentence into word groups to facilitate comprehension | Identify the main idea and details in a **text** | Describe the dominant mood of a written work or its audiovisual adaptation | Identify cultural and historical elements in Francophone and Aboriginal **texts**, and compare these with one’s own cultural and historical reference points | Compare the cultural elements of different Francophone and Aboriginal **texts** | Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message | Identify and analyze cultural values and symbols in Aboriginal and other **texts** |
| Make connections between personal knowledge and one’s learning | Deconstruct a sentence into word groups to enhance comprehension | Identify the key words and themes in a **text** in order to understand the message | Identify the **main idea** in a **text** | Formulate hypotheses based on **textual cues** | Distinguish secondary ideas from main ideas in a **text** | Formulate hypotheses with respect to a **text**, and adjust these hypotheses | Identify implicit information in a **text**, relying on specific cues and prior knowledge | Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other **texts** | Analyze and synthesize a message |
| Make predictions based on **visual formats** | Grasp the overall meaning of a **text** in order to be able to retell it in one’s own words | Visualize information when reading in order to facilitate comprehension | Make predictions based on **textual cues**  | Make inferences based on a **text** | Distinguish objectivity from subjectivity in a **text** | Distinguish between what is real and what is fictitious in the genres under study in order to highlight the imaginary elements | Analyze the roles that characters play in the plot to understand the important stages of plot development | Situate a play in its socio-historical context to gain a better understanding of its subtleties | Develop one’s critical thinking skills by questioning one’s knowledge and assumptions and modifying them accordingly |
| Recognize and name the characters and objects represented in **visual formats** | Make predictions and connections based on a **text** | Organize information **thematically** | Identify the values conveyed by a narrative and its characters | Identify the role that characters play in a narrative | Analyze the interdependence of **text** and image | Identify spatial and temporal indicators in a **text** in order to imagine the **setting** of the action and explain the events depicted | Identify **poetic elements** and explain their effects on readers | Identify the role that non-verbal elements play in supporting verbal meaning in a dramatic work | Compare the messages, points of view and intentions of different authors in their **texts** |
| Recognize the letters of the alphabet and their corresponding sounds | Identify the elements of a story | Identify the elements of a story in order to associate it with the genres under study | Organize information and one’s ideas to better convey a message | Know how to distinguish between and use **reference tools** for definition and translation |  | Identify the different ways of telling a story and how this affects the audience | Identify the structure of a **text** to determine how it is organized and how its ideas are connected | Distinguish between the explicit and implicit meanings of a **text** | Identify the characteristics of the **texts** under study to deepen one’s understanding of a society |
|  | Use **text elements** to understand a text | Tell a story by organizing a series of events in chronological order | Use textual elements to enhance comprehension of a **text** | Obtain information from various sources and sift through this information to identify the most relevant elements |  |  |  | Assess the reliability and accuracy of information in a **text** by examining and questioning the sources of this information | Distinguish between literal meaning and figurative meaning |
|  | Make the distinction between an informational text and a narrative text |  |  |  |  |  |  |  | Identify the elements that help to define a character’s personality |
| Creating and Communicating | Communicate ideas and emotions spontaneously, using learned vocabulary | Speak about oneself and one’s daily life | Express ideas, emotions and personal experiences using visual and gestural elements | Express opinions, ideas and feelings using complex sentences | Express opinions and consider the opinions of others in discussions | * Adapt a message by taking into account its **intention** and audience to ensure comprehension
 | 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 | Spontaneously support and justify own viewpoints | Respond critically to different types of **texts** | Communicate orally in a spontaneous and effective way in response to proposed and actual situations |
| Respond to the teacher’s instructions verbally and non-verbally | Interact with others in a respectful manner, adapting behaviour to the interlocutor | Interact spontaneously with peers using complete sentences | Ask and respond to questions to hold a spontaneous conversation | Read a **text** with fluency and intonation, pronouncing the liaisons between words | Describe the characters in a work based on their actions, and according to the social and historical context | **Reformulate** the main idea in a **text** | Respond to a **text** by identifying passages that evoke feelings and emotions | **Summarize a text** by reformulating the main and secondary ideas | Create a **text** with the aim of evoking feelings or emotions |
| Interact with others while respecting communication strategies | **Read** simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions. | Read a simple **text** with fluency | Read a **text** with fluency and intonation | Respond to a **text** by asking spontaneous questions | Use biographical details from different sources to recreate the life of a character | Develop imagination through creative writing | **Summarize** the main idea in a **text** in a clear, well-organized manner | Create a character profile based on explicit and implicit elements | Understand the value of tenses in order to use them appropriately in communication |
| Use **non-conventional writing** and drawing to convey a message | Take the initiative of asking questions of the teacher and peers | Ask questions in order to enhance understanding and deepen knowledge | Respond to a **text** by drawing on prior knowledge | Plan the content of a message based on the intended audience | Synthesize information from different **texts** | Organize and **draft a coherent, well-structured text** | Create a character portrayal including physical characteristics and psychological traits | Prepare and present arguments and counter-arguments to justify one’s own viewpoint and to understand the viewpoints of others | Write **texts** that follow the specific structures under study. |
| * Write the letters of the alphabet
 | Reproduce simple sentence structures in oral self-expression | Write short **texts** that follow the rules of sentence structure and connect ideas in a logical fashion | In expressing oneself, avoid transfers and literal translations | Use **stylistic elements** to create a unique effect | * Organize and write a **text** following the structures under study
 | Revise one’s own work by referring to the spelling and grammar rules learned | Organize thoughts using the most appropriate structure for presenting one’s work | Select quotations that are relevant to one’s arguments and incorporate them in a text according to **style conventions** | Apply strategies for enriching a text to improve its coherence, flow and quality |
|  | Write simple sentences using words that follow spelling patterns and conventions of syntax |  | Write detailed **texts** that follow the structures being studied | Organize ideas into structured paragraphs | * Revise own work using **reference tools**
 |  | Write clear, coherent **texts**, following the structures being studied | Organize ideas logically and fluently in order to write coherent **texts** that follow a specific structure |  |
|  |  |  |  | Respect the grammatical and lexical spelling rules learned in producing one’s own written and oral work |  |  | In one’s work, revise the ideas, organization and grammar to improve the message | Use the most appropriate revision strategies to improve one’s work |  |