Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade Seven (Ages 12–13)

Listening

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 before, during, and after listening to understand oral French texts (e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker’s tone of voice to help interpret messages accurately)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges’ opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day)
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 a variety of situations while participating in social and academic interactions (e.g., list key ideas from an oral text and confirm them with peers; provide relevant feedback when appropriate and/or requested; know when to interrupt politely to offer an additional point of view; use respectful body language when participating in a discussion; use appropriate vocal prompts to signal empathy, interest, and personal regard in dialogues and conversations)

A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., listen to a partner’s description of food preferences and respond by asking for more information or making comparisons to their own preferences; listen to a partner’s opinion about a story and compare reactions; listen to an enquiry about a local business and provide the information requested; listen to and participate in a class discussion about ways to conserve energy; listen to a classmate’s description of a community event they have attended or heard or read about and confirm, modify, and/or add to the report)

A2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with vocabulary, difficulty processing information quickly) and some 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 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 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/ 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 or view 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)

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., identify expressions used in advertising that signal an attempt to persuade the listener to do or buy something; compare the language used in conversations with a teacher versus a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls)

Speaking

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 various purposes and to a variety of audiences (e.g., use and reuse familiar and newly acquired phrases and sentences to state needs and preferences; use and reuse familiar sentence patterns and vocabulary to present information in a readily understandable form; use all available resources, including feedback from peers, to assist them in making their ideas understood)

B1.2 Producing Oral Communications: using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support (e.g., create and deliver a school announcement in French; present a personal point of view on an environmental issue; describe their hobbies, interests, and/or activities at school to the class; contribute ideas about a topic in a brainstorming activity; create and deliver a slideshow presentation to the class about a cultural
event, a favourite object, or their plans for a vacation; role-play a familiar, everyday situation)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics (e.g., make themselves clearly understood in exchanges with a partner; leave a clear, brief message on an answering machine with minimal hesitation; use accurate pronunciation and elision [liaison] in classroom activities to practise new vocabulary and expressions)

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., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; ask questions and paraphrase information to confirm understanding; request repetition and explanation from peers when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view)

B2.2 Interacting: engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate (e.g., exchange information with peers about their hobbies and interests, or events at school; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in role plays and interactive games; with a partner, simulate an interview, taking turns asking and answering questions about personal preferences and opinions; share information about family and cultural traditions with a partner, asking for and providing clarifying information)

B2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some 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 the established criteria for effective communication; plan to incorporate
effective communication strategies in their daily interactions; discuss areas of strength with the teacher and peers, and set goals to improve oral communication)

B3. Intercultural Understanding. By the end of Grade 7, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside Canada, 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 those in 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; identify and present some traditions of Haitian, French Guyanese, Cajun, or other French speaking communities in the Americas and compare them with traditions in 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., in a role play or presentation, demonstrate 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” for “Where is...?”; “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”; identify and describe to the class some Antillean Creole alternatives to standard French words – such as “Bon jou” instead of “Bonjour” for “Good day”, “wi” instead of “oui” for “yes”, “mesi” instead of “merci” for “thank you”; identify and describe to the class some Cajun alternatives to standard French words – such as “nanan” instead of “grandmère” for “grandmother”, “mouche à miel” instead of “abeille” for “honey bee”, or “pistache” instead of “arachide” for “peanut”)

READING
C1. Reading Comprehension. By the end of Grade 7, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., preview vocabulary related to the subject matter of a text; activate prior knowledge about a topic through dialogue and discussion; use pictures and illustrations to clarify meaning and make inferences; make predictions about a text based on knowledge of the author; ask questions to focus reading; use graphic organizers to identify relationships between ideas in a text; use visualization to clarify details about a character or scene; use clues related to number and gender agreement to help determine meaning in a sentence; reread key passages to confirm, clarify, or revise their understanding and predictions)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., read and respond to suggestions in a pen pal’s letter; identify key information in a reservation confirmation; read and report on or dramatize the rules of a favourite sport; read and comment on a classmate’s journal entry about a weekend outing; using a graphic organizer, identify and record the main idea and supporting details from a text and share their answers in a small-group discussion; respond to the information in an environmental brochure by brainstorming ways to implement environmentally responsible projects in the school)

C1.3 Reading with Fluency: read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like spoken language, with appropriate emphasis, and pauses, stops, and starts as indicated by the punctuation; identify and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials)

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., look up and develop lists of cognates to expand vocabulary; find a synonym for an unfamiliar word; use words from
electronic texts to expand vocabulary; identify synonyms and antonyms for familiar words; use note-taking to compile new words for a personal word list; recognize syntactic [language structure] cues such as word order and language patterns and use them to solve unfamiliar words)

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., graphic novel – to tell a story through illustrations supported by text; magazine article – to provide information/explanations or outline arguments about a topic, usually related to current events; folktale, such as creation stories from First Nations, or French Canadian legends used by Métis, like La Chasse-galerie – to explain, in imaginative terms, traditional beliefs or customs of a particular cultural group; email or text message – to convey information or greetings, ask for information, or exchange ideas and opinions)

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., graphic novel – photographs or drawings depicting the action, captions explaining the action, speech balloons for dialogue or characters’ thoughts, graphic depictions of sound effects; folktale – human, divine, or animal characters, often with special knowledge or talents, representing aspects of a culture’s traditional belief system; magazine article – captions, illustrations, headings, pull quotes, sidebars; email message – subject line, salutation, emoticons, signature line; text message – abbreviations, acronyms, contractions)

C2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., plan to: use knowledge of similar forms to predict the outcome of a story, reread to find information they may have overlooked on first reading)

C3. Intercultural Understanding. By the end of Grade 7, students will:
C3.1 Intercultural Awareness: using information from a variety of 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., research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity)

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 in diverse French-speaking communities* (e.g., read the lyrics of a popular song in Antillean Creole and identify familiar versus polite forms of expression; dramatize an interaction between a Cajun or Creole French speaker and a speaker of standard French, using vocabulary found in a reading passage; identify conventions used in a letter to the editor or to the author of an advice column)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 7, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (e.g., to create a poem or song similar to one studied in class for an oral presentation to the class; to list the pros and cons of fast-food lunches on a T-chart for posting in the school cafeteria or on the class bulletin board; to invite friends or relatives to a celebration; to create a storyboard in collaboration with a partner or in a small group for a class film-making project; to express appreciation in a fan letter to a favourite celebrity; to provide instructions for using a product they have created or designed; to submit a proposal to the principal recommending environmentally responsible practices for the school)

D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; invitation – description of occasion, date, time, place, information about
appropriate dress, stipulation not to bring gifts [if relevant], information about how to RSVP; “how-to” instructions for product use – headings identifying different options for use, steps listing the procedure[s] for each option, information about any hazards connected with use; storyboard for film – sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot

D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; invitation – description of occasion, date, time, place, information about appropriate dress, stipulation not to bring gifts [if relevant], information about how to RSVP; “how-to” instructions for product use – headings identifying different options for use, steps listing the procedure[s] for each option, information about any hazards connected with use; storyboard for film – sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot)

D1.3 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 resources to verify spelling of newly acquired words and expressions; position adjectives describing the physical traits of family and friends before or after the noun as appropriate; describe pastimes and personal interests using expressions with “faire”; explain occurrences/events in the past, present, and future using the correct verb forms

D2. The Writing Process. By the end of Grade 7, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources (e.g., use collaborative graphic organizers to generate ideas about possible topics for writing; write jot notes about a topic; develop content for writing about a topic based on the questions “Qui?, Quoi?, Quand?, Comment?, Où?, Pourquoi?”; use brainstorming to activate prior knowledge about a topic; use word lists and the word wall to identify vocabulary related to a topic; use peer and teacher discussion and feedback to help clarify the focus of a topic for writing)
D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., use a posted list of guiding questions for revision; share their work in an author’s circle to invite constructive comments; use word walls and other resources to extend and enrich word choice)

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., different fonts and type sizes, colour, labels, text boxes, graphics)

D2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify 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 to generate ideas for writing; determine which graphic organizers were useful to guide the development of thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; evaluate which writing strategies were most helpful)

D3. Intercultural Understanding. By the end of Grade 7, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in the Americas outside Canada, 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 a poem or a song about the Mardi Gras celebrations held in New Orleans using some Cajun expressions from the word wall or an anchor chart; create a travel poster advertising a Frenchspeaking tourist destination in the Caribbean or South America; create a pamphlet describing the benefits of learning another language and developing knowledge of other cultures – benefits such as opportunities for travel, friendship, and careers)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., greetings, leave-taking expressions, and expressions of courtesy; the proper format
for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/hobbies/holiday plans; conventions for writing the date in French)}
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 before, during, and after listening to understand oral French texts (e.g., activate prior knowledge and apply it to new learning; make predictions about the content of a narrative or presentation based on the presenter’s opening remarks; use self-questioning to monitor understanding of what is being said; ask questions to rank ideas in order of importance; use a range of note-taking strategies to keep track of key ideas and supporting details)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (e.g., listen to a review of a movie and identify what the reviewer enjoyed about it, and the reasons for her or his opinion; listen to a radio interview about a familiar topic such as the use of cell phones in the classroom and identify the main ideas; listen to a slogan and infer what the product is; listen to a question-and-answer session on a social or environmental issue and create a poster to illustrate the message; listen to a commercial for a product and list the advertiser’s key claims in order of importance)

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 a variety of situations while participating in social and academic interactions (e.g., in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak; disagree with or challenge the ideas of others respectfully and without making it personal; show interest in what is being said by commenting and questioning)

A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., listen to a peer’s reaction to a review of a video game and identify areas of agreement and disagreement; in a small-group discussion about tourist attractions, listen to others’ opinions, agree or disagree, and share their own preferences; listen to a description of a worthy cause and participate in a group discussion about how to raise funds to support the cause)
A2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with vocabulary, difficulty processing information quickly) and 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., engage in dialogue with the teacher and peers to determine criteria for effective listening; use a personal journal to reflect on areas of need and ways to listen more effectively when interacting; use feedback from the teacher and peers to identify areas of strength and set listening goals)

A3. Intercultural Understanding. By the end of Grade 8, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to descriptions of tourist destinations in French-speaking parts of Europe and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a French-speaking region in Europe and make connections to their own community; identify topics of interest in songs, stories, and legends by European artists and authors, such as MC Solaar – “Lève-toi et Rap”

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., identify appropriate ways to initiate and conclude a telephone conversation; listen to an interview with a sports personality, political figure, environmentalist, or musician and identify vocabulary/expressions that are specific to the occupation of the person being interviewed; listen to French speakers from two different regions in Europe, identify differences in pronunciation and word choice, and make comparisons with the French they are learning in class; identify the difference between the names and times of meals in French-speaking communities in Canada and France)
Speaking

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 various purposes and to a variety of audiences (e.g., adjust volume and tone to suit the message and context; use dramatic pauses in a role play to create suspense; rehearse the delivery of spoken messages)

B1.2 Producing Oral Communications: produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support (e.g., give commands, directions, and instructions; ask for and give advice; share information about their activities and interests; present a critique of a graphic novel, film, or video game; create and deliver an oral presentation about an environmental issue or a financial issue of concern to adolescents; prepare and present a commercial to convince a peer to visit a country or a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics (e.g., 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)

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., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; paraphrase information to confirm understanding; request repetition and explanation from others when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view)

B2.2 Interacting: exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal
interest, with teacher modelling and support as appropriate (e.g., exchange information with peers and the teacher about activities and interests; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; contribute comments and respond to classmates’ contributions in cooperative group activities; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and role plays; discuss personal preferences with a classmate; defend their opinion/point of view in a debate)

B2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some 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 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 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, 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 of European countries where French is widely spoken, such as France, Switzerland, and Belgium; identify and explain reasons for learning French; deliver a presentation 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.,
select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; select and use expressions for opening, maintaining, and closing a conversation as appropriate to the relationship between the speakers; identify and use appropriate conventions in informal oral interactions such as telephone calls – for example, standard phrases for greeting the listener, asking to speak to someone, identifying themselves, asking to leave a message)

Reading

C1. Reading Comprehension. By the end of Grade 8, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., use brainstorming to relate prior knowledge and experiences to specific ideas in a text; use pictorial clues, including cover art, to predict the type of content in a text; make predictions about a text based on knowledge of similar text forms; using think-aloud techniques modelled by the teacher, scan texts for specific information or to identify important ideas; monitor comprehension by rereading or asking questions)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal’s letter with a peer; read the instructions for playing a video game and demonstrate how to play for a classmate; role-play a talk show interview with a character from a text they have read; in a small-group “placemat” activity, list Louis Riel’s leadership qualities and explain how they influenced his actions)

C1.3 Reading with Fluency: read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., use graphophonic cues to recognize and pronounce familiar words within larger words; make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize and pronounce smoothly previously encountered words from oral vocabulary and grade-level
texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials)

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., develop a personal list of words related to specific topics or themes that interest them; develop a bank of sight words using visual dictionaries, the word wall, words from oral vocabulary, and grade-level texts; compile a list of terminology regularly used in discussions and posted on anchor charts; use a thesaurus to expand vocabulary; use technological aids such as online dictionaries to expand vocabulary)

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., magazine – to provide a range of informational, imaginative, and graphic pieces in one volume; website or encyclopedia entry – to provide an organized summary of key information about a subject; fictional narrative/short story/novel – to depict imaginary events, characters, and experiences in an engaging, entertaining form; book jacket or DVD cover – to describe the type of content and reading/viewing experience provided by the text in language that will capture the reader’s/viewer’s attention and stimulate interest)

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., magazine – cover image(s) and caption(s) highlighting key features, table of contents, advertisements, featured articles, editorial, letters to the editor, photographs, illustrations; fictional narrative/short story/novel – plot/action related to gaining an insight or resolving a problem, descriptions of characters and their thoughts, dialogue, descriptions of settings or historical events; book jacket or DVD cover – illustration(s), title, author name, advertising copy and reviewers’ quotations, synopsis of story)

C2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., plan to: look for transition
words to identify relationships between ideas, scan texts to identify and look up unfamiliar technical words related to the subject matter)

C3. Intercultural Understanding. By the end of Grade 8, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., using an online encyclopedia and maps of Europe, identify French speaking countries and countries where French is widely spoken – such as France, Switzerland, and Belgium; identify symbols, personalities, landmarks, organizations, and traditions related to French-speaking communities in Europe and make connections to their own experiences; identify examples of French texts that may be seen in their community; 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 in diverse French-speaking communities* (e.g., compare menus from Switzerland, Belgium, and France and identify different ways of describing similar dishes; identify the use of slang/colloquial/familiar versus “standard” French in posters, cartoons, graphic novels, or advertisements; identify expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 8, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (e.g., to highlight the environmental impact of different kinds of transportation systems
in a poster for a community conservation campaign; to email or text information about an upcoming school event to classmates and/or the teacher; to describe a favourite activity, animal, person, or place in an article for the class newspaper; to describe career opportunities for bilingual workers and related education/training requirements in a brochure for distribution at a job fair; to describe “special offers” in an advertising flyer)

D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., information poster/brochure/advertising flyer – title or phrase identifying the topic, illustrations, captions, brief explanations; email/text message about a school outing – subject line, salutation, closing or signature line, abbreviations for high-frequency words, date and time of event, information about relevant details such as transportation, cost, appropriate clothing; descriptive article – introductory paragraph, additional paragraphs with topic sentences and supporting details, conclusion)

D1.3 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 classroom resources to check word choice; express likes and dislikes using verbs of emotion; describe personal routines using reflexive verbs)

D2. The Writing Process. By the end of Grade 8, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., use guiding questions to identify the purpose and audience for a letterwriting exercise; use graphic organizers to sort and sequence ideas; use “quick writes” based on a read-aloud or shared reading text to capture the main points to include in a summary; use the word wall to activate ideas about vocabulary relevant to a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; consider peer and teacher discussion and feedback when determining their approach or focus in a piece of writing; use print, electronic, and audio-visual resources to gather background material about a topic; write an adaptation based on an oral tradition of a First Nation, Métis, or Inuit storyteller)
D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., participate in a teacher-student conference to evaluate a first draft; reread and reorder information to improve organization; refer to teacher and peer feedback to help them identify gaps and awkward transitions; use teacher and class co-created checklists and models and student exemplars to guide revision; use knowledge of sound-symbol relationships, familiar words, French spelling patterns, and a variety of appropriate resources to confirm or correct spelling and use of verbs in the past, present, and future tenses)

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., a cover page, different font sizes for titles and headings, labelled diagrams, illustrations, photographs, borders and shading, graphics)

D2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify 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 to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps, recording both in a writer’s notebook)

D3. Intercultural Understanding By the end of Grade 8, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Europe, 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 an entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in a French-speaking part of Europe; write an email giving directions for travelling from la Tour Eiffel to l’Arc de Triomphe in Paris)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-
speaking communities* and use them appropriately in their written work (e.g., greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/ hobbies/holiday plans; conventions for writing the date in French)