



French Immersion Language Arts and Literature

Updated Draft
K–6 Curriculum



Subject Overview



French Immersion Language Arts and Literature Overview

In French immersion language arts and literature, students in French immersion programs develop the ability to communicate in French as an additional language. Students read, write, listen, speak, view, and represent and use strategies for understanding and communicating clearly and fluently in a variety of situations.

By exploring a wide variety of texts from local, national, and international sources, students are exposed to diverse viewpoints and cultural experiences. Students enrich their understanding of the Francophonie around the world, develop open-mindedness, and increase their sense of belonging to various communities.

French immersion language arts and literature allows students to experience Canadian linguistic duality, to develop a positive image of their own bilingual/multilingual identity, and to experience the cognitive and social benefits of learning a new language.



Shifts in K–6 French Immersion Language Arts and Literature

These are the main shifts in knowledge and skill requirements from the current K–6 French language arts program of studies to the updated draft K–6 curriculum.

Learning French as an Additional Language

- Current – There are limited opportunities for students to learn the value of learning French.
- Draft – There are opportunities to develop a sense of belonging and a bilingual/multilingual identity throughout the curriculum.
- Current – The relationship between a student's first language and French is only referenced in Kindergarten.
- Draft – There are clear references to similarities between languages to support students' learning of French.

Oral Communication

- Current – Oral language is generally addressed through listening and speaking.
- Draft – There are clear expectations for students to develop oral language skills by understanding, speaking, interacting, and collaborating.

Phonological Awareness

The ability to identify and manipulate sounds in oral language

- Current – There is a limited emphasis on recognizing and manipulating sounds.
- Draft – There is a strong emphasis on spoken sound recognition and manipulation in grades K–2 to support reading and writing.

Phonics

- Current – There is a limited emphasis on understanding the relationship between sounds and letters (phonics).
- Draft – There are clear expectations for students to learn phonics in K–4 then apply this learning to reading and writing in later grades.

Vocabulary

- Current – There is limited emphasis on learning skills that help to develop vocabulary.
- Draft – Students learn to develop and use vocabulary through understanding word formation, meaning, and spelling.

Reading

- Current – Reading comprehension strategies are not presented in a clear progression.
- Draft – Reading comprehension strategies follow a clear progression to enable students to understand information and ideas.
- Current – There is limited emphasis on literary works from diverse sources.
- Draft – There are opportunities to explore a variety of traditional and contemporary works from local, national, and international sources across K–6.

Text

- Current – The term *text* is not clearly defined.
- Draft – The term *text* is clearly defined to be more inclusive and diverse and to support digital and non-digital learning. It includes information and ideas provided in books, reports, websites, media, diagrams, pictures, oral stories, and more.
- Current – There is limited emphasis on the function, characteristics, and structure of texts.
- Draft – The functions, characteristics, and structures of various forms of fiction and non-fiction texts are clear and explicit.

Writing

- Current – The writing process is not clearly defined or developed.
- Draft – The writing process is clearly and explicitly developed to support fiction and non-fiction writing.

Grammar

- Current – Content is not clearly defined and is based on traditional French grammar.
- Draft – The new French grammar is presented in a clear and detailed sequence and supports learning a new language.



Updated Draft K–6 French Immersion Language Arts and Literature Snapshot

In the updated draft K–6 French immersion language arts and literature curriculum, students explore interdependent organizing ideas that develop essential content for communicating, learning, reflecting, and making connections with others. (Note: The examples below are loose translations that capture the meaning of the original French text rather than word-for-word translations.)

Kindergarten

- Explore verbal and non-verbal language to show understanding and communicate using a few familiar words in French.
- Make connections between French words and their meaning.
- Recognize connections between spoken and written language.
- Notice clues to support a general understanding of messages.
- Recognize letters and a few French words.
- Communicate ideas in different ways.

Grade 1

- Experiment with listening to understand and speaking French on very familiar topics.
- Use new words and make connections between spoken and written language.
- Manipulate sounds, syllables, and words when speaking.
- Make connections between letters and the sounds they represent to develop reading and writing.
- Use clues to understand messages in short texts on familiar topics.
- Represent ideas using a few sentences and referring to examples.

Grade 2

- Identify the overall meaning of spoken messages on familiar topics.
- Speak using basic French sentences on familiar topics.
- Recognize spelling patterns and use new words to communicate.
- Make connections between letters and the sounds they represent to read and write.
- Explore the organization and features of fiction and non-fiction texts.
- Demonstrate an understanding of the overall meaning of messages in short fiction and non-fiction texts.
- Write short fiction and non-fiction texts to express ideas, using basic sentence elements.

Grade 3

- Identify important ideas within spoken messages on a variety of familiar topics.
- Speak in French on a variety of familiar topics in spontaneous and structured situations.
- Use knowledge of words, letters, and sounds to expand vocabulary.
- Identify features and structures within different types of written texts.
- Use reading strategies and demonstrate understanding of fiction and non-fiction texts.
- Use the writing process and basic sentences to express ideas in fiction and non-fiction texts.

Grade 4

- Speak and understand messages on a variety of topics in different contexts.
- Use knowledge of words, letters, and sounds to support understanding and communication.
- Recognize text types based on purpose, features, and structure.
- Apply reading strategies to understand a variety of fiction and non-fiction texts.
- Use the writing process and complete sentences to express ideas in fiction and non-fiction texts.

Grade 5

- Listen to understand the main and secondary ideas in spoken communications.
- Communicate consistently in French, in spontaneous and structured situations, considering the topic, intent, and context.
- Examine the characteristics and structure of text types.
- Select and apply comprehension strategies and demonstrate understanding of various texts.
- Consider text type and purpose to generate, plan, and write ideas using sentence grammar.
- Set personal language-learning goals.

Grade 6

- Interpret the meaning of messages in spoken communications based on the topic, purpose, and audience.
- Speak consistently in French and consider strategies for improving language skills.
- Analyze words to enrich vocabulary, comprehension, and expression.
- Use comprehension strategies to analyze and interpret various genres and types of texts.
- Generate, plan, and write ideas, respecting text type requirements and sentence grammar.
- Demonstrate perseverance in the pursuit of personal goals.