



The Ontario Curriculum: French as a Second Language:

Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013

Grade 4 - Ontario Curriculum

Accelerative Integrated Methodology

	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies That Support the Development of Skills at This Language Level
A. L I S T E N I N G	<p>A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.</p> <p>A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p>	<p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. Strategies discussed explicitly with students are to ask the speaker to speak slowly, awareness of known vocabulary (comprehensible input), rephrasing for comprehension.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support.</p> <p>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.</p> <p>A2.2 Interacting: Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p> <p>A2.3 Metacognition:</p> <ol style="list-style-type: none"> (a) describe, in conversation with the teacher and their peers, a few 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. 	<ul style="list-style-type: none"> - The students hear (or speak) French for the entire class period. The teacher is the main language model, but the students also hear a variety of accents on the Student DVD. - The use of Teacher-Led Self-Expression (TLSE) allows students to visualize word-meaning associations as well as syntax and grammar concepts, such as the feminine and plural forms of nouns, adjectives and verbs. - Because all words and grammar concepts are gestured by the teacher when interacting with the whole class, students have extensive practice developing their listening skills in tandem with oral production and are supported constantly with visual and kinesthetic cues. - Words introduced at this level are selected specifically for their frequency, scope and reliability and are part of what is termed Pared-Down Language (PDL). Many are concrete words and expressions that are quickly understood and internalized through the kinesthetic and visual support of a gesture. - The teacher gestures every aspect of the basic vocabulary and actions that occur in the classroom. - At this level, the meaning of words is often supported by the use of a gesture. The students listen to a variety of texts, such as a play, questions and explanations of activities. Students listen to songs, raps and rhymes. - Specific praise is very important at this level. As the students are new to the language, the activities required of them can be challenging and require concentration. The teacher always points out when students are doing a good job. - Strategies discussed explicitly with students are: asking the speaker to speak slowly, being aware of known vocabulary (comprehensible input) and rephrasing for comprehension. Students are asked to self-assess and to reflect on their use of these strategies.

<p style="text-align: center;">A. L I S T E N I N G</p>	<p>A3. Intercultural Understanding: Demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>A3.1 Intercultural Awareness: Using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their culture, and make connections to personal experience their own and other communities.</p>	<ul style="list-style-type: none"> - The AIM Cultural Literacy Pack (<i>La culture en ACTION 1A: Matthieu et Cassandra, deux Franco-Ontariens</i>), as well as the cultural mini-unit in the kits and the AIM SMART Board activities, provide reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada.. - Students read simple sentences in the plays studied and then complete a variety of written activities involving these same words. As there is a lot of pleasant repetition of the vocabulary across numerous activities, a strong foundation of skills is developed so that the students learn to read fluently using these words.
<p style="text-align: center;">B. S P E A K I N G</p>	<p>B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p>	<p>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.</p> <p>B1.2 Producing Oral Communications: Using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support.</p> <p>B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics.</p>	<ul style="list-style-type: none"> - The AIM is designed to ensure extensive opportunities for both guided spoken interactions (through the use of gestures) and spontaneous ones (especially during partner and group work). During instruction, the teacher gestures everything at this level. This includes both questions and answers. Students receive extensive practice, engaging in guided spoken interactions. During this time, the students do not simply parrot what the teacher says; they have to think about what they are saying. For example, if a teacher gestures je suis or tu es, the same gesture is used for both suis and es. When the students speak, they must think about which word they will use. Teachers pause to question constantly, to ensure that students are listening as they speak, comprehending every word. This constant reinforcement ensures the ability for spontaneous independent interaction without gestures. - Teachers use Teacher-Led Self-Expression (TLSE) to model sentence structures and questioning, providing numerous opportunities for supported practice. Students then independently apply this knowledge to communicate spontaneously during partner and group activity time. - Teachers use Teacher-Led Self-Expression (TLSE) to model the sentence structures, to model questioning and respond in complete thoughts, thus allowing students to talk about themselves. Following this, in partner and group activities, students are engaged in cooperative learning opportunities for practice. Finally, in independent practice the teacher observes the skills acquired in order to assess proficiency. - As the students learn verbs by using a regularized stem, they are able to speak using a large variety of verbs, including both irregular and very common verbs. The students work in the third person for the narration part of their plays, and work in the first and second person when the teacher personalizes her lessons and asks the students about themselves. - Thematic vocabulary is taught by association with common verbs. (e.g. food is taught with the word mange). This helps students to have useful words on the tip of their tongue.

B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

B2.2 Interacting: Engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support.

B2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

B3. Intercultural Understanding: In their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, make connections to personal experiences, their own and other communities.

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.

- During partner and group activities, the students use French at all times. The only way to get better at interacting is to interact. Therefore students are given time each class in which to do so. Written work is also oral work.

- All classroom talk is exclusively in the second language.

- As the students spend some of their time interacting in role, inhibitions disappear as they enter the world and personality of the character. For older students this is beneficial for lowering the affective filter (Krashen) and for younger students, the natural need to role-play in order to learn is satisfied.

- When the students make grammar mistakes, the teacher guides them to correcting these errors themselves, either by gesturing the correct word or by asking a total question (a question requiring an answer in a full sentence whose wording is contained in the question).

- As well as learning their own roles in a play, the students memorize an entire play. The practice the students get by doing so, helps them to develop correct pronunciation in French and gives them confidence that they can learn to speak.

- Teachers and students co-construct success criteria as described in the *Action-Oriented Tasks Resource Book*.

- Students identify their strengths in the self-assessment grids found in AIM resources.

- The mini-cultural units contained in the kits as well as the AIM Cultural Literacy Packs and the AIM SMART Board activities, provide reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada.

- Students read simple sentences in the plays studied and then complete a variety of written activities involving these same words. As there is a lot of pleasant repetition with the vocabulary across numerous activities, the students learn to read fluently using these words.

- AIM gestures provide visual, kinesthetic and auditory representation that clearly distinguishes the **tu/vous** forms.

C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.

C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C1.1 Using Reading Comprehension Strategies: Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts.

C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required.

C1.3 Reading with Fluency: Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text.

C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words.

C2.1 Purposes of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms.

C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

- Reading skills are developed after language has been introduced orally in a meaningful context. This oral introduction is essential at this level, to ensure the students have correct pronunciation.

- Words included in reading activities are the same words used in teacher-talk. Part of the philosophy of the AIM is to ensure pleasant repetition over time of essential words and grammar concepts. These words appear in teacher-gestured talk, reading materials and all written activities.

- Teachers may gesture alongside reading to support oral pronunciation of unfamiliar sound/symbol relationships, as the oral word is established in combination with the gesture initially. This ensures quick and successful transfer to reading fluency, comprehension and correct pronunciation.

-The *La lecture en ACTION* series contains many reading strategies to support AIM's balanced literacy approach.

- As the focus of this literacy-based methodology, students have ample opportunity to work with text. In a simple way that corresponds to their beginning level of proficiency, students discuss with the teacher how to make meaning – how to look for contextual cues, images and cognates to support their understanding.

- Teachers probe for understanding of student awareness of reading strategies and their use of these strategies through simple comprehension checks such as thumbs-up.

- Teachers co-construct success criteria with students, as described in the *Action-Oriented Tasks Resource Book*.

- Students self-assess, using the grids found in the AIM resources.

C. R E A D I N G	<p>C3. Intercultural Understanding: Demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>C3.1 Intercultural Awareness: Using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<ul style="list-style-type: none"> - The mini-unit in the AIM Cultural Literacy Pack (<i>La culture en ACTION 1A : Matthieu et Cassandra, deux Franco-Ontariens</i>), as well as the AIM SMART Board activities, provide reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada. - Students read simple sentences in the plays studied and then complete a variety of written activities involving these same words. As there is a great deal of pleasant repetition with the vocabulary across numerous activities, students learn to read fluently using these words.
D. W R I T I N G	<p>D1. Purpose, Audience, and Form: Write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively.</p>	<p>D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create.</p> <p>D1.2 Writing in a Variety of Forms: Write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form.</p>	<ul style="list-style-type: none"> - The students complete a variety of writing activities that are carefully sequenced to ensure success. In addition, the teacher models these same activities both orally and in writing. Students begin with simple fill-in-the-blanks activities and progress to answers in complete sentences, and then sentence and story writing, based on the play being studied. - Writing activities support and reinforce the oral work in each kit. These include: story retelling, invitations to play presentations, lists of tasks to prepare for play presentations, student profiles and menus. - As the students work with the same play and activities associated with it for an extended time (approximately 50 hours), they see the same words again and again, and many students naturally develop spelling skills for these words. - In the <i>Action-Oriented Tasks Resource Book</i>, students create on-line profiles, Facebook entries, invitations and emails. - A dictionary, <i>Mon livre de mots</i>, to which students can add extra words of their own choice, is included in the <i>Partner/Group Activities Book</i>.

D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.

D2.1 Generating, Developing, and Organizing Ideas: Generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate.

D2.2 Drafting and Revising: Plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies.

D2.3 Drafting and Revising: Plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies.

D2.4 Metacognition:

- (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;
- (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills.

- Students are taken through the basic steps of the writing process in the second language in their first piece of writing – a story retelling.

- Teacher modelling ensures that a template is developed through shared writing, where teachers help students generate and organize ideas and develop skills in the editing process.

- In partners or small groups, students engage in guided reading activities, based on the modelling that occurs in the shared writing activities. Students produce drafts and revise their writing to improve content, detail and accuracy.

- In both shared and guided writing activities, teachers help students identify areas of strength and weakness and also help them develop strategies to improve writing. This information is shared in the student portfolio at the end of each kit.

- Students publish books for the classroom library, story retelling or extensions, create play invitations, posters and fill out forms to list tasks.

- Students read each other's story drafts, engaging in peer-correction.

- Students create checklists for story retelling and engage in self-assessment using AIM grids.

D3. Intercultural Understanding: In their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

D3.1 Intercultural Awareness: In their written work, communicate information about French-speaking communities in Ontario, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences, their own and other communities.

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.

- Students become aware of cultural similarities and differences and are asked to discuss Francophone culture in Ontario, make connections to personal experiences and their own communities through the cultural mini-unit in the kits, in the AIM SMART Board activities as well as in the *La culture en ACTION 1A : Matthieu et Cassandra, deux Franco-Ontariens* resource.

	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies that Support the Development of Skills at This Language Level
<p style="text-align: center;">A.</p> <p style="text-align: center;">L</p> <p style="text-align: center;">I</p> <p style="text-align: center;">S</p> <p style="text-align: center;">T</p> <p style="text-align: center;">E</p> <p style="text-align: center;">N</p> <p style="text-align: center;">I</p> <p style="text-align: center;">N</p> <p style="text-align: center;">G</p>	<p>A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.</p>	<p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p>	<ul style="list-style-type: none"> - The students hear (and speak) French for the entire class period. This allows them to hear as much French as possible. The teacher is the primary language model, but the students also hear a variety of accents on the Student DVD. The teacher gestures throughout the entire class for contextual and visual support. - There is a wide range of listening comprehension strategies. The most commonly used is Teacher-Led Self-Expression (TLSE). This allows students to visualize word-meaning associations as well as syntax and grammar concepts, such as the feminine and plural forms of nouns, adjectives and verbs. As the teacher is using Pared-Down Language (PDL), the words are familiar to the students and they are able to recognize predictable words or phrases. - Various listening techniques and comprehension checks are used. Questioning through Teacher-Led Self-Expression (TLSE) is key. Students are asked to give opinions and topics based on the story, which are used as a starting point to discuss personal opinions. - These strategies allow the teacher to see what vocabulary or phrases the students understand and where they need additional support. The teacher may give a statement or ask a question for which students then place themselves on a line, in a corner, or move into/out of the circle to show how they feel or what their beliefs are. - Comprehension checks such as a five-point scale or thumbs-up/ thumbs-down allow for immediate feedback from the students of their understanding and for additional teaching if needed. - The Teacher-Led Self-Expression (TLSE) technique allows students to visualize words and meanings, syntax and grammar (e.g. feminine forms, verb endings). - Strategies discussed explicitly with students are: asking the speaker to speak slowly, being aware of known vocabulary (comprehensible input) and rephrasing for comprehension. Students are asked to self-assess and to reflect on their use of those strategies.

A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.

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.

A2.2 Interacting: Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support.

A2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

- All words and grammar concepts are gestured by the teacher when interacting with the whole class. Students have extensive practice to develop their listening skills in tandem with oral production, and are supported constantly with visual and kinesthetic cues.

- There is a large focus on partner and small-group cooperative learning. Various strategies are used to get students working with as many peers as possible during the partner and group activities. All written work must be completed through discussion in French. Students are given ample opportunity to listen and respond during brief structured interactions in classroom activities.

- Words introduced at this level are selected specifically for their frequency, scope and reliability, and are part of what is termed Pared-Down Language (PDL). Many are concrete words and expressions that are quickly understood and internalized through the kinesthetic and visual support of a gesture and learned in complete sentences that are contextualized.

- At this level, the meaning of words is supported by the use of a gesture. The students listen to a variety of texts, such as a play, questions and explanations to their play activities. In addition, students listen to songs, raps and rhymes that are not only about the play they are studying but also reinforce thematic vocabulary and sentence structure.

- Student self-reflection at the end of a lesson as to how well they have spoken only in French is a key component of the philosophy. Using a five-point scale or thumbs-up/thumbs-down is a quick way for students to identify their areas of greater and lesser strength. Praising all students and pointing out strategies they are employing to use French at all times is important, as listening can be challenging at this level.

A3. Intercultural Understanding: Demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

A3.1 Intercultural Awareness: Using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.

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.

- The AIM Cultural Literacy Packs, *La culture en ACTION 2A : La culture québécoise*, the cultural mini-units in the kits and the AIM SMART Board activities, provide reading practice of fiction and non-fiction materials related to aspects of Francophone culture in Canada.

- The literacy packs are used as a springboard for interactions on the topic of differences and similarities between cultures.

- The numerous activities found in the packs help students to make connections between their own lives and the Francophone culture.

- Teachers are encouraged to use the AIM strategies and techniques to guide discussions that focus on specific cultural elements – these may include Francophone celebrations such as *Le Carnaval de Québec*.

B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.

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.

B1.2 Producing Oral Communications: Using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support.

B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics.

- The AIM is designed to ensure extensive opportunities for both guided spoken interactions (through the use of gestures) and spontaneous ones (especially during partner and group work). During instruction, the teacher gestures everything at this level in complete sentences and in meaningful context. Through this extensive practice of the Pared-Down Language (PDL), the students constantly practise guided spoken interactions. During this time, the students do not simply parrot what the teacher says; they have to think about what they are saying. For example, if a teacher gestures **je suis** or **tu as**, the same gesture is used for both **suis** and **as**. When the students speak, they must think about which word they will use.

- Teachers use various speaking strategies such as pausing to question and sandwiching (French/English/French) to ensure that students are listening and comprehending every word. This constant reinforcement ensures spontaneous independent interaction without gestures.

- At this level, the teacher explicitly teaches appropriate speaking behaviour through the use of an anchor chart, which explains how to listen attentively. This can be referenced before any group work that requires students to engage in structured interactions.

- As the students learn verbs by using a regularized stem, they are able to speak using a large variety of verbs, including both irregular and very common verbs. The students work with the third person for the narration of their plays and with the first and second person when the teacher personalizes the lessons and asks the students about themselves.

- Thematic vocabulary is taught by association with common verbs. This helps students to have useful words on the tip of their tongue.

- Teachers use Teacher-Led Self-Expression (TLSE) to model sentence structures and questioning, providing numerous opportunities for supported practice. Students then independently apply this knowledge to communicate spontaneously during partner and group activity time.

B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

B2.2 Interacting: Engage in brief, structured spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support.

B2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

B3. Intercultural Understanding: In their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in Quebec, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences, their own and other communities.

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.

- During partner and group work, the students use French at all times. The only way to get better at interacting is to interact. Therefore students are given time each class in which to do so.

- As the students spend some of their time interacting in role, inhibitions disappear as they enter the world and personality of the character. For older students this is beneficial for lowering the affective filter (Krashen) and for younger students, this responds to the natural need to role-play to learn.

- When the students make grammar mistakes, the teacher guides them to correcting these errors themselves either by gesturing the correct word or by asking a total question (a question requiring an answer in a full sentence whose wording is contained in the question).

- As well as learning their own role in a play, the students memorize an entire play. This repetition helps them to develop correct pronunciation in French and gives them confidence that they can learn to speak. Students are able to ask themselves: "Does this sound right?" which allows them to distinguish and correct errors.

- Teachers and students co-construct success criteria as described in the *Action-Oriented Tasks Resource Book*.

- Students identify their strengths in the self-assessment grids found in AIM resources.

- The AIM Cultural Literacy Packs (*La culture en ACTION 2A : La culture québécoise*), the cultural mini-unit in the kits and the AIM SMART Board activities provide reading practice of fiction and non-fiction materials related to aspects of Francophone culture in Canada. These are used as a springboard to make connections to personal experiences, and their own and other communities.

- AIM gestures provide visual, kinesthetic and auditory representation that clearly distinguishes the *tu/vous* forms.

C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.

C1.1 Using Reading Comprehension Strategies: Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts.

C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required.

C1.3 Reading with Fluency: Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text.

C1.4 Developing Vocabulary: Use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words.

C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C2.1 Purposes of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms.

C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

- Reading skills are developed after language has been introduced orally in a meaningful context. An oral introduction is essential at this level to ensure the students have correct pronunciation.

- Various reading comprehension strategies are used to demonstrate meaning and vocabulary acquisition before reading e.g. decoding the images, or total questions to introduce new vocabulary; during reading e.g. cognates, questioning as to whether this makes sense, re-reading, looking at the images and finding word families; and after reading e.g. word activities, oral story retelling, graphic organizers for new words and expressions.

- Words included in reading activities are the same words used in teacher-talk. Part of the philosophy of the AIM is to ensure pleasant repetition over time of essential words and grammar concepts. These words appear in gestured teacher-talk, reading materials and all written activities.

- Teachers may gesture alongside reading to support oral pronunciation of unfamiliar sound/symbol relationships, as the oral word is established in combination with the gesture initially. This ensures quick and successful transfer to reading fluency, comprehension and correct pronunciation.

- The *La lecture en ACTION* series contains many reading strategies to support AIM's balanced literacy approach.

- Additional basic reading sources such as posters, songs, and AIM beginner fiction and non-fiction readers are used to further develop reading strategies. Through the use of total questions, the teacher helps students to identify the text form as well as infer audience, purpose and message.

- Reflection of the reading strategies through the use of a five-point scale or thumbs-up/thumbs-down is a quick way for students to identify their areas of greater and lesser strength. Teachers praise all students and point out effective strategies they are using to decode.

- Teachers co-construct success criteria with students, as described in the *Action-Oriented Tasks Resource Book*.

- Students self-assess, using the grids found in the AIM resources.

C. R E A D I N G	<p>C3. Intercultural Understanding: Demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>C3.1 Intercultural Awareness: Using information from a variety of French texts, identify French-speaking communities in Quebec, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<ul style="list-style-type: none"> - The AIM Cultural Literacy Packs (<i>La culture en ACTION 2A : La culture québécoise</i>), the cultural mini-unit in the kits and the AIM SMART Board activities, provide opportunities for reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada. These are used as a springboard to make connections to personal experiences and between their own and other communities. - The stories used in the Cultural Literacy Packs and the topics found in the cultural mini-unit contain many of the words used in the Pared-Down Language (PDL), which helps to make connections to information about aspects of French-speaking communities and their own lives.
D. W R I T I N G	<p>D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms.</p>	<p>D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create.</p> <p>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.</p>	<ul style="list-style-type: none"> - The students complete a variety of writing activities that are carefully sequenced to ensure success. In addition, the teacher models these same activities both orally and in writing. Students begin with simple fill-in-the-blanks and progress to answers in complete sentences, and then sentence and story writing based on the play being studied. Play retells are used to show students knowledge of basic structural and stylistic elements, as they must use their own words to describe the events - In the <i>Action-Oriented Tasks Resource Book</i>, students create online profiles, Facebook entries, invitations and emails. - A dictionary, <i>Mon livre de mots</i>, to which students can add extra words of their own choice, is included in the <i>Partner/Group Activities Book</i>. - Students at this level are guided through the writing process in whole-class shared and creative writing. Teachers can target common errors and then use the AIM grammar raps as a way to apply language conventions correctly. Making various purposeful mistakes during shared and creative writing allows the students to see how revising and editing their work helps to correct common errors. After a retell is heavily modelled by the teacher and used as an anchor chart, students are confident and able to produce their own stories.

D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.

D3. Intercultural Understanding: In their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

D2.1 Generating, Developing, and Organizing Ideas: Generate, develop, and organize ideas for writing, using a variety of prewriting strategies and resources during modelled, shared, guided, and independent writing activities.

D2.2 Drafting and Revising: Plan and produce drafts, following a model.

D2.3 Producing Finished Work: Make improvements to their written work using knowledge of a few conventions of written French.

D2.4 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

D3.1 Intercultural Awareness: In their written work, communicate information about French-speaking communities in Quebec, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences, their own and other communities.

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.

- Writing activities support and reinforce the oral work in each kit. These include: story retelling, invitations to play presentations, list of tasks to prepare for play presentations, student profile, menus.

- As the students work with the same play for an extended time (approximately 50 hours), the students see the same words over and over, and many naturally develop spelling skills for these words.

- Reflection of the writing strategies through the use of a five-point scale or thumbs-up/thumbs-down are quick ways for students to identify their areas of greater and lesser strength. Praise of all students and pointing out effective strategies during the writing process (teacher modelling) is essential to student success with the AIM.

- Students publish books for the classroom library, story retelling or extensions, create play invitations and posters, and fill out forms to list tasks.

- Students read each other's story drafts, engaging in peer-correction.

- Students create checklists for story retelling, engage in self-assessment using AIM grids.

- The AIM Cultural Literacy Packs (*La culture en ACTION 2A : La culture québécoise*), the cultural mini-unit in the kits and the AIM SMART Board activities are used as a springboard to make connections to personal experiences, their own community and others. Students can fill out a Venn diagram comparing facts from the text to these aspects.

- The stories and topics found in the Cultural Literacy Packs and the cultural mini-unit in each kit contain many of the words used in the Pared-Down Language (PDL), which helps to make connections to the information about aspects of French-speaking communities and their own lives.

	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies that Support the Development of Skills at This Language Level
<p>A. L I S T E N I N G</p>	<p>A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.</p> <p>A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p>	<p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p> <p>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.</p> <p>A2.2 Interacting: Respond with understanding to what others say while participating in guided interactions about familiar topics, with contextual and visual support.</p> <p>A2.3 Metacognition:</p> <p>(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively;</p> <p>(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills.</p>	<ul style="list-style-type: none"> - The students hear (and speak) French for the entire class period. Keeping students in French for the entire lesson allows them to hear as much French as possible. - The teacher is the primary language model, but the students also hear a variety of accents on the Student DVD. - There is a wide range of listening comprehension strategies. The most commonly used is Teacher-Led Self-Expression (TLSE). This allows students to visualize word-meaning associations as well as syntax and grammar concepts, such as the feminine and plural forms of nouns, adjectives and verbs. As the teacher is using Pared-Down Language (PDL), the words are familiar to the students and they are able to recognize predictable words or phrases. - Various listening techniques and comprehension checks are used. Questioning through Teacher-Led Self-Expression (TLSE) is key. Students are asked to give topics based on the story, which is used as a starting point to discuss personal opinions. - These strategies allow the teacher to see what vocabulary or phrases the students understand and where they need additional support. The teacher may give a statement or ask a question after which students place themselves on a line, in a corner or move into/out of the circle to show their feelings and beliefs. - There is a large focus on partner and small-group cooperative learning. Students have extensive practice to develop their listening skills in tandem with oral production. Various strategies are used to get students working with as many peers as possible, such as inside-outside circle and think-pair-share. Students are given many opportunities to listen and respond during brief structured interactions in classroom activities and authentic conversations. - Strategies discussed explicitly with students are: asking the speaker to speak slowly, being aware of known vocabulary (comprehensible input), and rephrasing for comprehension. Students are asked to self-assess and to reflect on their use of these strategies.

- There is a large focus on partner and small-group cooperative learning. Various strategies are used to get students working with as many peers as possible during the partner and group activities.

- All written work must be completed through discussion in French. Students are given many opportunities to listen and respond during brief structured interactions in classroom activities.

- AIM comprehension checks allow for immediate feedback from the students of their understanding and for additional teaching if needed.

- Words introduced at this level are selected specifically for their frequency, scope and reliability, and are part of what is termed Pared-Down Language (PDL). Many are concrete words and expressions that are quickly understood and internalized through the kinesthetic and visual support of a gesture, as well as being taught in complete sentences that are contextualized. In addition, students listen to songs, raps and rhymes that are not only about the play they are studying, but also reinforce thematic vocabulary and sentence structure.

- Student self-reflection at the end of a lesson as to how well they sustain communication in French is a key component of the philosophy. The use of a five-point scale or thumbs-up/thumbs-down is a quick way for students to identify their areas of greater and lesser strength.

- Praising all students and pointing out strategies that students are employing to use French at all times is key, as listening can be challenging at this level.

	<p>A3. Intercultural Understanding: Demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>A3.1 Intercultural Awareness: Using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<p>- The AIM Cultural Literacy packs (<i>La culture en ACTION 2A : La culture québécoise</i>), the cultural mini-unit in the kits and the AIM SMART Board activities at this level provide reading practice of fiction and non-fiction materials related to aspects of Franco-phone culture in Canada. Different expressions as well as the formality of speech used in various French-speaking communities are explored in meaningful context. The literacy packs are used as a springboard for interaction on the topic of differences and similarities between cultures.</p> <p>- Using various Canadian festivals (for example <i>Festival du Voyageur</i>), teachers use AIM readers, other books, video clips, singing songs and visit websites (such as www.festivalvoyageur.mb.ca and www.acadianfestival.com) to identify aspects of the various cultural French-speaking communities across Canada and make connections to their own and other communities. Teachers use AIM strategies to ensure meaningful discussion and support through gestures.</p>
<p>B. S P E A K I N G</p>	<p>B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p>	<p>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 a variety of purposes and to a variety of audiences.</p> <p>B1.2 Producing Oral Communications: Using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual support.</p> <p>B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics.</p>	<p>- The AIM is designed to ensure extensive opportunity for both guided spoken interactions (through the use of gestures) and spontaneous ones (especially during partner and group work). During instruction, the teacher gestures in complete sentences and meaningful context. Through this extensive practice of the Pared-Down Language (PDL), the students constantly practise guided spoken interactions. During this time, the students do not simply parrot what the teacher says; they are critically thinking about what they are saying and whether it sounds right. Students are also able to express their likes/dislikes and preferences during spoken interactions.</p> <p>- Teachers use various speaking strategies such as pausing to question and sandwiching (French/English/French) to ensure that students are listening and comprehending every word. This constant reinforcement ensures spontaneous independent interaction without gestures.</p> <p>- The teacher explicitly teaches appropriate speaking behaviour through the use of an anchor chart, which explains how to listen attentively, show respect and give appreciation/praise. This can be referenced before any group work that requires students to engage in structured interactions.</p> <p>- Teachers use Teacher-Led Self-Expression (TLSE) to model sentence structures.</p>

B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

B2.2 Interacting: Engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support.

B2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few 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.

B3. Intercultural Understanding: In their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences, their own and other communities.

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.

- At this level, students are increasingly engaged in small-group cooperative learning. Through guided activities such as asking and answering questions, guessing and word games, students interact, using French at all times. Students are able to ask themselves “Does this sound right?” which allows them to distinguish and correct errors while working with peers.

- Thematic vocabulary is taught by association with common verbs. This helps students to have useful words on the tip of their tongue.

- When the students make grammar mistakes, the teacher guides them to correcting these errors themselves either by gesturing the correct word or by asking total questions (a question requiring an answer in a full sentence whose wording is contained in the question) and partial questions (where only part of the answer is contained in the question).

- Teachers and students co-construct success criteria as described in the *Action-Oriented Tasks Resource Book*.

- Students identify their strengths in the self-assessment grids found in AIM resources.

- The AIM Cultural Literacy Packs (*La culture en ACTION*), the cultural mini-unit in the kits and the AIM SMART Board activities at this level, provide reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada, such as customs, traditions and values. These are used as a springboard to make connections to personal experiences, their own and other communities.

- Using various Canadian festivals, teachers have students use AIM and non-AIM books, video clips, sing songs, and visit websites (such as www.festivalvoyageur.mb.ca and www.acadianfestival.com) to identify aspects of the various cultural French-speaking communities across Canada and make connections to their own and other communities through various questioning techniques, using AIM strategies and supporting students for success and ongoing reflection.

- AIM gestures provide visual, kinesthetic and auditory representation that clearly distinguishes the **tu/vous** forms.

C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.

C1.1 Using Reading Comprehension Strategies: Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts.

C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate.

C1.3 Reading with Fluency: Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text.

C1.4 Developing Vocabulary: Use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar, or recently learned words.

C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C2.1 Purposes of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms.

C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms.

C2.3 Metacognition:
 (a) describe, in conversation with the teacher and their peers, a few 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.

- At this level, students in an AIM classroom have a large bank of Pared-Down Language (PDL). Integration of new words is done through gestures in complete sentences and meaningful context.

- Various reading comprehension strategies are used to demonstrate meaning and vocabulary acquisition before reading e.g. decoding the images, or total and partial questions to introduce new vocabulary, and using charts to organize thoughts; during reading, e.g. gesturing words, cognates, making sense, rereading, looking at the images and finding word families; and after reading, e.g. word activities, oral story retelling, graphic organizers, oral questioning and playing games to develop and increase vocabulary.

- Words included in reading activities are the same words used in teacher-talk. Part of the philosophy of the AIM is to ensure pleasant repetition over time of essential words and grammar concepts. These words appear in teacher-gestured talk, reading materials and all written activities. This ensures a successful transfer to reading fluency, comprehension and correct pronunciation.

- The *La lecture en ACTION* series contains many reading strategies to support AIM's balanced literacy approach.

- Additional reading sources such as posters, images, songs, and fiction and non-fiction readers are used to further develop reading strategies. Through the use of total and partial questions, the teacher helps students to identify the text form as well as infer audience, purpose and message. Students are encouraged to ask simple questions about the source.

- Reflection of the reading strategies through a five-point scale or thumbs-up/thumbs-down is a quick way for students to identify their areas of greater and lesser strength. Praise of all students and pointing out effective strategies they are using to decode words or phrases help to improve their reading skills.

- Teachers co-construct success criteria with students, as described in the *Action-Oriented Tasks Resource Book*.

- Students self-assess, using the grids found in the AIM resources.

<p style="text-align: center;">C. R E A D I N G</p>	<p>C3. Intercultural Understanding: Demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>C3.1 Intercultural Awareness: Using information from a variety of French texts, identify French-speaking communities in eastern, western and northern Canada, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<ul style="list-style-type: none"> - The AIM Cultural Literacy Packs (<i>La culture en ACTION 2A : La culture québécoise</i>), the cultural mini-unit in the kits and the AIM SMART Board activities at this level provide reading practice of fiction and non-fiction materials related to aspects of Francophone culture in Canada. These are used as a springboard to make connections to personal experiences, their own and other communities. - The stories used in the Cultural Literacy Packs contain many of the words used in the Pared-Down Language (PDL), which helps to make connections to the information about aspects of French-speaking communities and their own lives - Teachers use AIM and non-AIM books, video clips, have students sing songs and visit websites to identify aspects of the various cultural French-speaking communities across Canada, and make connections to their own and other communities through various reading strategies used before, during and after reading the text. Teachers use AIM strategies and techniques to support students in their comprehension and through discussion.
<p style="text-align: center;">D. W R I T I N G</p>	<p>D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms.</p>	<p>D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create.</p> <p>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.</p>	<ul style="list-style-type: none"> - The students complete a variety of writing activities that are carefully sequenced to ensure success. The teacher models these same activities both orally and in writing. They begin with simple fill-in-the-blanks and progress to answers in complete sentences, and then sentence and story writing based on the play being studied. Play retells are used to show students' knowledge of basic structural and stylistic elements, as they must use their own words to describe events. - Writing activities support and reinforce the oral work in each kit. These include: story retelling, invitations to play presentations, lists of tasks to prepare for play presentations, student profiles and menus. - As the students work with the same play and activities associated with it for an extended time (approximately 50 hours), the students see the same words over and over, and many naturally develop spelling skills for these words. - In the <i>Action-Oriented Tasks Resource Book</i>, students create online profiles, Facebook entries, invitations and emails. - A dictionary, <i>Mon livre de mots</i>, to which students can add extra words of their own choice, is included in the <i>Partner/Group Activities Book</i>.

D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.

D3. Intercultural Understanding: In their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

D2.1 Generating, Developing, and Organizing Ideas: Generate, develop, and organize ideas for writing, using a variety of prewriting strategies and resources during modelled, shared, guided, and independent writing activities.

D2.2 Drafting and Revising: Plan and produce drafts, following a model.

D2.3 Producing Finished Work: Make improvements to their written work, using knowledge of some of the conventions of written French.

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

D3.1 Intercultural Awareness: In their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences, their own and other communities.

D3.2 Awareness of Sociolinguistic Conventions: Identify examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work.

- Students at this level are guided through the writing process through whole-class/small-group creative writing. Teachers can target common errors and then use the AIM grammar raps as a way to apply language conventions correctly. By making various purposeful mistakes during shared and creative writing, the teacher allows the students to see how revising and editing their work helps to correct common errors.

- Using the theme of the play, various writing activities are provided, such as a retell, rewrite, adding a scene, poem, comic strip, puppets and student-suggested activities. After the various activities are modelled by the teacher and used as exemplars, students are confident and able to create and produce their own writing.

- As the students work with the same play for an extended time (approximately 50 hours), they see the same words again and again, and many naturally develop spelling skills for these words.

- Reflection of the writing strategies through the use of a five-point scale or thumbs-up/thumbs-down are quick ways for students to identify their areas of greater and lesser strength. Praise of all students and pointing out effective strategies they are using to improve writing skills are highlighted.

- Students publish books for the classroom library, story retelling or extensions, create play invitations, posters, and fill out forms to list tasks.

- Students read each other's story drafts, engaging in peer-correction.

- Students create checklists for story retelling and engage in self-assessment using AIM grids.

- The AIM Cultural Literacy Packs (*La culture en ACTION 2A : La culture québécoise*), the cultural mini-unit in the kits and the AIM SMART Board activities, are used as a springboard to make connections to personal experiences, their own and other communities. Students can fill out various graphic organizers comparing and using facts from the text in regards to these aspects.

- The stories used in the Cultural Literacy Packs contain many of the words used in the Pared-Down Language (PDL), which helps to make connections to the information about aspects of French-speaking communities and their own lives.

- Using various Canadian festivals (e.g. *Festival du Voyageur* and *Festival Acadien*), teachers use AIM and non-AIM books, have students watch video clips, sing songs and also visit websites (such as www.festivalvoyageur.mb.ca and www.acadianfestival.com) to identify aspects of the various cultural French-speaking communities across Canada and make connections to their own and other communities.

	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies that Support the Development of Skills at this Language Level
A. L I S T E N I N G	<p>A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.</p>	<p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p>	<ul style="list-style-type: none"> - The students hear (or speak) French for the entire class period. Although the teacher is the main language model, some students give increasingly complex responses and questions, and a variety of accents is provided in person, and on the Student DVD. - Gesturing continues to be used in grade 7 to: review vocabulary and/or structures, to introduce new vocabulary and structures and to give support to the students who are in need of assistance. These visual cues allow students to take risks at an age that is often risk-averse. With this assistance, the students can interact in French and build on their learning. - Words introduced at this level continue to be selected specifically for their frequency, scope and reliability and are part of what is termed Pared-Down Language (PDL). However, to add to this vocabulary bank, oral texts may be selected to build upon student interest such as multimedia clips from a variety of Internet sites. These would contain a main idea, which students would understand based on their previously acquired language, but would also include words or structures that would be slightly beyond what they know, thereby inviting students to infer or deduce their meaning. After viewing, discussion of these new words would take place and the learning strategies would be added to anchor charts e.g. families of words, contextual clues, etc.). - The teacher uses a range of short activities such as the inside/outside circle to practise targeted strategies and/or structures, thereby underlining their importance and improving student performance.

A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.

A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

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.

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.

A2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively.
- (b) identify their areas of greater and lesser strength as listeners and plan steps they can take to improve their listening skills.

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 culture, and make connections to personal experiences, their own and other communities.

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.

- The use of the Teacher-Led Self-Expression (TLSE) technique continues to be empowering and engaging at this grade level as it allows students to probe personal topics that have the most meaning to them. These topics are authentic and emerge from the students themselves. This usually happens at the beginning of the class in the initial warm-up. For example, this might deal with a YouTube clip, a discussion of **Qu'est-ce que tu as fait hier soir ?**, current event topics, school-based events or simply a review of vocabulary, which can initiate discussions around topics that have personal meaning. From this, the teacher can determine what words to add to the word wall, or the students may determine which words to add to their own vocabulary reference logs.

- The teacher displays posters/charts of strategies used in the classroom to build social respect for each other (e.g. tribal grouping has been used in AIM classrooms). These strategies help students learn how showing respect, listening actively, taking turns and praising each other's accomplishments look and sound like. These techniques strongly encourage metacognition as students can identify what enables them to listen well and can then take steps to improve their social and language-related skills.

- Teachers and students co-construct success criteria as described in the *Action-Oriented Tasks Resource Book*.

- Students identify their strengths in the self-assessment grids found in AIM resources.

- Cultural literacy at this level emerges from a variety of sources. The AIM Cultural Literacy Packs provide a substantial number of activities that help students identify and learn about Franco-Ontarian communities and culture as well as Quebec culture. AIM SMART Board activities contain cultural activities that may be the starting point for discussion of culture. Each kit contains a cultural mini-unit related to the theme of the kit itself (e.g. French-African culture in the *L'arbre ungalie* kit and French culture of Louisiana in the *Les animaux du bayou* kit). The AIM *La lecture en ACTION* series includes several readers that provide stories that are based in other French-speaking countries (e.g. Haiti, North Africa, Martinique, Louisiana, Mauritius) and provide a springboard for interaction on the topic of differences and similarities between cultures. In addition, teachers may introduce stories from the National Film Board, songs from the Internet and personal stories from students in the class to expand intercultural awareness. Within this context, the various expressions as well as the forms of speech used in different countries are explored in a meaningful context.

B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.

B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

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.

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.

B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

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.

B.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.

- In grade 7, the AIM teacher continues to model speaking, ensuring smooth pace, appropriate intonation, and accurate pronunciation. During partner and group work, the students use French at all times, and the teacher observes and gives feedback when necessary, praising them when appropriate, making them aware of their errors and helping them correct these, in order to build upon their skills. AIM's correction techniques at the grade 7 level are individualized, based on student need and stem from student errors with either the use of total questions (a question requiring an answer in a full sentence whose wording is contained in the question) or partial questions (where only part of the answer is contained in the question). In this way, the interaction that takes place allows students to improve their language skills. All work has an ongoing oral component as French is spoken and heard at all times.

- As the teacher observes, commonalities of mistakes and/or exceptional use of words are noted as students practise spontaneously. These are then brought to the attention of the whole class as the teacher relates them to rules and/or previously acquired knowledge, using this information as a basis for the next step for improving spoken language skills (e.g. the use of liaison or the use of various verb forms and/or adjective use).

- Students engage in interactions in a variety of contexts, from partner and group work and in varied contexts, such as literature circles in which they each have an assigned role, interactive games, word games and asking and answering questions on a variety of topics.

- In preparation for presentations, students identify what visual cues, gestures and resources would best help their audience understand their message. This holds true for the presentation of a play, for story extensions or for activities dealing with readers. Students are encouraged to think of which strategies will help to hold audience attention.

- After presentations, students discuss the strategies used by the presenters to help the audience understand what was said. Students identify which strategies they personally found most useful.

- Teachers and students co-construct success criteria as described in the *Action-Oriented Tasks Resource Book*.

- Students identify their strengths in the self-assessment grids found in AIM resources.

<p style="text-align: center;">B. S P E A K I N G</p>	<p>B3. Intercultural Understanding: In their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<p>B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their culture and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<ul style="list-style-type: none"> - Using the AIM cultural mini-units, the AIM Cultural Literacy Packs, the AIM SMART Board activities and the AIM <i>La lecture en ACTION</i> readers focusing on non-fictional aspects as well as fictional stories from our <i>La lecture en ACTION</i> series (which take place in other French-speaking countries e.g. Haiti, North Africa, Martinique, Louisiana, Mauritius), students explore the culture of different countries, underlining their customs and traditions, as well as their value. This is done in pairs and in groups. Students role-play scenes from the stories, using expressions particular to the culture, present a scene that would involve the cuisine, or present elements of the culture to their classmates, inviting them to make connections to their own lives. - AIM gestures provide visual, kinesthetic and auditory representation that clearly distinguishes the tu/vous forms.
<p style="text-align: center;">C. R E A D I N G</p>	<p>C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> - By grade 7, students in an AIM classroom will have acquired a sizeable bank of Pared-Down Language (PDL) to form a springboard for developing further vocabulary and integrating new language structures. This strong base of vocabulary/language structures continues to be built upon through the addition of new essential words, which are learned by the use of gestural cues and are integrated meaningfully for the student's personal use (e.g. enlever... un chapeau, un manteau, sa tuque, etc). This AIM strategy is called Word Associations. This takes place in a number of lessons throughout the kit. As the new context for each kit is introduced (the play), students build upon previously acquired vocabulary in a scaffolded manner. At this time, students can also make predictions about the story, make connections to the characters, access prior knowledge, etc. - By the time the students start learning the play, they understand enough of the key words to make sense of the play. By the time they are given the play to read, they are ready for the extensive work they will be doing in pairs and in groups to explore main ideas and supporting details, and to do extensive word study. - Images in the play and in activities such as <i>Décrie la photo</i>, <i>Décrie l'image</i> and <i>Les gens en action !</i> are used for describing what they see, what could have happened before this image and what could happen after. In this context, students are helped to build on the use of the past tense and of the future, typically using the futur proche. Timelines are used to sequence occurrence of activities. Graphic organizers and word webs are used to consolidate understanding. -The <i>La lecture en ACTION</i> series contains many reading strategies to support AIM's balanced literacy approach.

C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C2.1 Purposes of Text Forms: Identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms.

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.

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.

C3. Intercultural Understanding: Demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

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 culture, and make connections to personal experiences, their own and other communities.

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.

- Although the plays are used as a basis for the development of language with the AIM, they are by no means the only reading material. Besides this fictional form, other forms of reading including informational readers, fictional readers, songs, posters and letters are used and explored. During this exploration, students identify the text forms and use critical thinking to make their reading more meaningful. They identify facts given in these materials and make inferences and predictions. They are also encouraged to ask questions about the characters and/or about the facts being presented, and questions from basic to more complex questions.

- Teachers co-construct success criteria with students, as described in the *Action-Oriented Tasks Resource Book*.

- Students self-assess, using the grids found in the AIM resources.

- When exploring a reader from the AIM *La culture en ACTION* or *La lecture en ACTION* series, literature circles are also used where each student takes on a specific role to ensure participation and deepen meaning. When exploring a reader focusing on a French-speaking community, one of the roles is often of a cultural nature, to help students to make connections from their own lives to the French community.

D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level.

D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

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.

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.

D1.3 Applying Language Conventions: Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation.

D2.1 Generating, Developing, and Organizing Content: Generate, develop, and organize ideas for writing, using a variety of prewriting strategies and resources.

D2.2 Drafting and Revising: Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies.

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.

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.

- In grade 7, the students continue to complete a variety of writing activities that are carefully sequenced to ensure success. Any activity that is new in its format is carefully modelled by teachers during shared, write-aloud or modelled writing time. During these write-aloud activities, the teacher applies AIM strategies and techniques in order to: demonstrate effective writing, expand access to writing beyond students' abilities, develop writing strategies, introduce a variety of writing styles, model the connection between and among words, letters and sounds, and also to model clear communication. During this time of shared-writing activities, the following whole-class creative writing activities may take place: cooperative story retelling, cooperative story retelling in rhyme, cooperative story extension, cooperative writing of a rap, cooperative journal writing, amongst others. From this basis, guided writing takes place where students create their own writing with the teacher as the guide.

- In the *Action-Oriented Tasks Resource Book*, students create online profiles, Facebook entries, invitations and emails.

- There is a class dictionary, *Mon livre de mots*, to which students can add extra words of their own choice, is included in the *Partner/Group Activities Book*.

- Based on the play, students also use choice boards where they select writing activities dealing with the theme of the play in a range of forms. These could be songwriting or poetry, (including the use of rhyming words, which AIM students are already familiar with) as well as film-making, letter writing, recipe writing or other student-suggested activities. For each of these forms, a model featuring its structural and stylistic elements is given to increase student success.

- Throughout these activities, students use the grammatical anchor charts in the classroom (e.g. grammar raps, masculine/feminine, etc.), word walls and various resources to apply language conventions correctly. Students learn rules of grammar patterns allowing them very quickly to recognize whether words sound right (e.g. **ons** corresponding to a **nous** ending). From this basis, they build from an instinctual recognition of rules to actually being able to identify specific mistakes and then to name the rule.

- Students publish books for the classroom library, story retelling or extensions, create play invitations, posters, or fill out forms to list tasks.

- Students read each other's story drafts, engaging in peer-correction.

- Students create checklists for story retelling and engage in self-assessment, using AIM grids.

D3. Intercultural Understanding: In their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

D3.1 Intercultural Awareness: In their written work, communicate information 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, their own and other communities

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.

- For all writing, the writing process is used. Extensive modelling is provided and gradual release of responsibility is key to student success. For those who need more structure, students are shown how to make a plan (e.g. in graphic organizer form). All students produce a draft form, which is edited using the AIM *Code de correction* – a series of symbols to identify certain types of mistakes (e.g. spelling, etc.). This allows students to take responsibility for learning to understand an error, to explain what the error is, how to correct it and finally to explain the rule that explains the form.

- Students read each other’s work and share ideas for improvement. They then make improvements to complete their final written work.

- Students select written work for their portfolio throughout the year, and state why they have selected it and how they believe it indicates progress on their part.

- When working with a text from AIM’s *La culture en ACTION* series involving cultural elements, students first write factually about what they have read and then are asked to make connections to something “off the page” relating to the text, such as celebrations, cuisine, music, etc. Finally, students can reflect on how these topics relate to them, and on their value (e.g. **J’aime bien comment ils.../Je me demande si...**).

Grade 8 - Ontario Curriculum		Accelerative Integrated Methodology	
	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS	AIM Strategies that Support the Development of Skills at This Language Level
A. L I S T E N I N G	A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies.	A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support.	<ul style="list-style-type: none"> - In grade 8, the students hear (and speak) French for the entire class period with the teacher as the main language model, and with other students giving increasingly complex responses and questions, as well as providing a variety of accents. - Gesturing continues to be used appropriately in grade 8 to: review vocabulary and/or structures, to introduce new vocabulary and structures and to give support to the students who are in need of assistance. Students recognize and use these visual cues when needed, allowing them to interact in French and build on their learning. - Words introduced at this level continue to be selected specifically for their frequency, scope and reliability, and are part of what is termed Pared-Down Language (PDL). However, in grade 8, to add to this vocabulary bank, teachers take great care in selecting oral texts that have meaning to students of that age. As such, multimedia clips from a variety of Internet sites may be included in weekly programming. These are selected to appeal to students but also take into consideration language difficulty, containing enough known language for students to understand the text. They include words or structures that would be slightly beyond what they know, thereby inviting students to infer or deduce their meaning. After viewing, discussion of these new words would take place and the learning strategies would be added to anchor charts (e.g. families of words, contextual clues, etc.). Teachers also use think-aloud to share and model how to interpret the meaning of words or grammatical structures. - The technique of Teacher-Led Self-Expression (TLSE) allows students to visualize words and meaning, syntax, grammar (e.g. feminine forms, verb endings) and even more complex forms.

A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.

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.

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.

A2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively;
- (b) identify their areas of greater and lesser strength as listeners and plan steps they can take to improve their listening skills.

- Grade 8 students continue to benefit from the use of Teacher-Led Self-Expression (TLSE), which allows the teacher to engage their students to probe personal topics that have the most meaning to them, ranging from what is happening in the school, in the community or in the world. These topics are authentic and emerge from the students themselves as they either review words or are introduced to new ones and apply them to their own lives. For example, a word such as **trop** can become **trop de bruit** to **trop de devoirs**, to lead to a discussion of whether or not students should have homework. Because this is so authentic, students are engaged and willing to participate. From this participation, the teacher can determine what words to add to the word wall or the students may determine which words to add to their own vocabulary reference logs.

- Anchor charts and posters of strategies used in the classroom to build social respect for each other are displayed in the classroom. These strategies help students learn what showing respect, listening actively, taking turns and praising each other's accomplishments look and sound like. These techniques strongly encourage metacognition as students can identify what enables them to listen well, and can then take steps to improve their social and language-related skills.

- These strategies are added to as the year progresses, based on need and are done so contextually. For example, if a student wants to ask for clarification of another student's opinion but does not ask clearly, the teacher would then take this as a teachable moment and would ask the class: **Comment est-ce que tu peux expliquer ton opinion ?** Various ways could then be added to the chart.

<p style="text-align: center;">A. L I S T E N I N G</p>	<p>A3. Intercultural Understanding: Demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>A3.1 Intercultural Awareness: Using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<p>- Cultural literacy in grade 8 is woven into the fabric of the lessons, be it through readers from AIM's <i>La lecture en ACTION</i> series, which include several stories based in other French-speaking countries (e.g. Haiti, North Africa, Martinique, Louisiana, Mauritius), or from stories from the National Film Board, songs from the Internet as well as personal stories from students in the class. All of these are used as oral texts to help students find out aspects of other parts of la francophonie, exploring its famous people, landmarks, cuisine and customs. From these oral texts, students are always asked to make connections to their own lives. Because the grade 8 age is so socially conscious, students' are particularly interested in learning about different pronunciation, word choices, differences and similarities to their everyday lives, from the way salutations are used to the time of day meals are taken. These discussions are easily made successful through AIM's techniques and strategies, such as Teacher-Led Self-Expression (TLSE) and the use of the Pared-Down Language (PDL), where appropriate.</p>
<p style="text-align: center;">B. S P E A K I N G</p>	<p>B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p>	<p>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.</p> <p>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.</p> <p>B1.3 Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics.</p>	<p>- In grade 8, the AIM teacher continues to model and identify explicitly a range of speaking strategies for various purposes. These strategies can range from being in character during a play, using voice to persuade, creating suspense with one's voice and many other possibilities. AIM teachers provide many opportunities for students to use a variety of these strategies as they play different roles and use the French language daily and in varied contexts.</p>

B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.

B2.1 Using Speaking Interaction Strategies: Demonstrate an understanding of appropriate speaking behaviour in a variety of situations.

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.

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.

- During partner and group work, students are required to use French at all times in both rehearsed and spontaneous ways. They share information, ask questions, critique each other's work, co-create and deliver oral presentations dealing with a variety of topics from film reviews to issues dealing with poverty. They engage in Creative Improvisational Storytelling (CIS), play games such as *Est-ce que tu as... ?*, *Quelle est la définition ?* and *Les contraires avec un(e) partenaire*. At all times, the teacher observes and gives feedback when necessary, praising students when appropriate, making them aware of their errors and helping them correct these during this time, to help them build upon their skills. This way of error-correction even at the grade 8 level is individualized based on student need, with either the use of total or partial questions. In this way, the interaction that takes place allows them to improve their language skills. All work has ongoing oral component to it as French is spoken and heard at all times

- As the teacher observes, commonalities of mistakes and/or exceptional use of words are noted as students practise spontaneously. These are then brought to the attention of the whole class, as the teacher relates them to rules and/or previously acquired knowledge, using this information as a basis for the next step for improving spoken language skills (e.g. the correct use of the different forms of the past tense or **imparfait**). With the AIM, the past participles are taught by commonality of sounds (e.g. **descendu, voulu, pu, and fini, mis, dit**) and often an anchor chart of these is displayed in the classroom, so referring or adding to the chart is a strategy that is frequently used.

- In preparation for presentations, students identify what visual cues, gestures and resources would best help their audience understand their message. This holds true for the presentation of a play, story extensions or activities dealing with readers. Students are encouraged to think of what strategies will help to hold audience attention.

- After presentations, students use sentence starters such as **Je pense que, je crois que**, etc. displayed in the class to discuss strategies employed by the presenters to help the audience understand what was being said. They also increasingly use comparative and superlative adjectives and adverbs as they engage in deconstructing presentations, e.g. **J'aime comment il parle plus doucement au moment où il annonce qu'il est coupable./ Je crois que c'est excellent comment il parle fort, mais il ne crie jamais.**

- As always, scaffolding is used in the AIM context, with the teacher building on what students know, to help them progress to the next step. This is very important as students work successfully and respectfully in cooperative situations to discuss topics on which there are divergent opinions.

<p style="text-align: center;">B. S P E A K I N G</p>	<p>B3. Intercultural Understanding: In their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<p>B3.1 Intercultural Awareness: Communicate information orally about French-speaking communities in Europe, including aspects of their culture and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences, their own and other communities.</p> <p>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.</p>	<p>- As students explore la francophonie outside Canada, they are asked to think critically, progressing from what the people eat in a certain area to the source of food in that area and what they do with it. Social constructs are explored, from the relationship of family members to their place in the world. Based on information gained about these countries, opportunities for exchanges are discussed and reasons for learning French as well as other languages are explored. AIM resources such as the cultural units within each core kit, the AIM SMART Board activities, the Cultural Literacy Packs, as well as our readers that focus on Francophone culture, contain opportunities for connections.</p> <p>- Students can be asked to present three Francophone places they would choose to visit and why. They can take other students on a virtual tour of other landmarks from these sites. These can be as quirky as famous gravesites in Paris to the funiculaire in Quebec City, e.g. Voici Paris. Je veux y aller pour voir....</p>
<p style="text-align: center;">C. R E A D I N G</p>	<p>C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>- In AIM classrooms, students have the opportunity to engage in shared, guided and independent reading. A variety of forms of texts are used across each of these. Although the play with its carefully scaffolded vocabulary and grammatical structures forms the backbone text of the program, it is by no means the only text. In whole-class, shared-reading activities, the teacher selects different forms of texts that contain some familiar vocabulary and a text that is predictable, in order to: demonstrate awareness of the form of the text, develop a sense of story, plot, content, descriptive vocabulary and dialogue, teach and model reading strategies processes used by readers, and meet the needs of individual students.</p> <p>- During AIM guided reading activities, teachers provide introductions focused on meaning, with students accessing prior knowledge and experiences, relating the text and its particular form (e.g. a magazine excerpt, a poem, a log, etc.). During the guided reading, various levels of texts are used to meet student needs. Students read the entire text quietly, alone or with their partner or group, where they have the opportunity to use grapho-phonetic cues to recognize familiar words within larger words, and read with fluency and expression.</p>

C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.

C2.1 Purposes of Text Forms: Identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms.

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.

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.

C3. Intercultural Understanding: Demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

C3.1 Intercultural Awareness: Using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their culture, and make connections to personal experiences, their own and other communities.

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.

- During their reading, students use the word wall, anchor charts and technological aids to help them with the vocabulary. Based on their reading, they add to their personal list of words.

- Students ask and answer questions that are not only based on comprehension and knowledge, but they also develop higher-order thinking skills and the ability to infer, predict and relate stories to their own lives. Students respond to the stories through personal and authentic discussions and activities. AIM teachers are encouraged to use literature circles as a means to engage their students in guided reading.

- AIM teachers are also encouraged to have a library of student written texts or published texts, which the students can read independently.

- When exploring a text focused on a French-speaking community, students engage in activities that help them explore the various aspects of that community. Official websites for various Francophone cities in Europe and across the world are used. Travel is discussed and the advantage of knowing French is promoted.

D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level.

D2. The Writing Process: Use the stages of the writing process – including prewriting, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

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.

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.

D1.3 Applying Language Conventions: Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation.

D2.1 Generating, Developing, and Organizing Content: Generate, develop, and organize ideas for writing using a variety of prewriting strategies and resources.

D2.2 Drafting and Revising: Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies.

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.

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.

- In grade 8, the students continue to complete a variety of writing activities that are carefully sequenced to ensure success, with any newly introduced purpose and form of writing being carefully modelled by teachers during shared, write-aloud or modelled writing time. Examples of such activities include the writing of stories, journals, songs, text, letters, and descriptions of photos among many others. During these write-aloud activities, the teacher applies AIM strategies and techniques in order to: demonstrate effective writing elements of the particular form of writing, expand access to writing beyond students' abilities, develop writing strategies, introduce a variety of writing styles, model the connection between and among words, letters and sounds, and model clear communication. From this basis, guided writing takes place where students create their own writing with the teachers as the guide on the side. During this time, students work together, brainstorming ideas for the writing assignment, working on the format, building of each other's vocabulary and checking each other's grammar.

- In grade 8, students build on their use of the past tense, using anchor charts showing patterning of past participles in the class.

- As students work on their writing, the teacher continues to use Gestural Mirroring to assist students when they cannot think of the form of a verb, the appropriate use of adverbs or possessive adjectives in the plural in particular, or when they make any other type of error currently being targeted for improvement. Transitional words such as **ensuite** and **puisque** are commonly used in this technique.

- Students also use technology and resources in the class to help them in their independent writing. After the initial draft, the teacher uses a familiar error-correction key (**Code de correction**) which serves to indicate where corrections need to be made. Based on this, improvements are made for the final product.

- AIM teachers include stories published by the students in their own class library so that students are aware of the elements needed to produce a product for publication and therefore know the range of available resources to produce their best work.

D3. Intercultural Understanding: In their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

D3.1 Intercultural Awareness: In their written work, communicate information 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, their own and other communities.

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.

In conjunction with readers, students complete activities to add to their repertoire of different forms of writing. Any summative activities are prefaced by co-created success criteria. When exploring texts dealing with **la francophonie**, students are asked to paraphrase, summarize and report information in a variety of forms and for different purposes, often presented to students in the form of choice boards.

References

Histoires en action !

Jeunesse en action !

La culture en ACTION

La lecture en ACTION

AIM Action-Oriented Tasks Resource Book

AIM/CEFR Language Assessment Activities Package and Portfolio