

French first language and literature

Draft K-6 curriculum

French first language and literature overview

Students in Francophone schools take French first language and literature. They develop speaking, listening, viewing, reading, writing, and representing skills to communicate in different ways in a variety of situations. By exploring cultural information and ideas, students understand how language provides a sense of belonging and connection over time. Students also consider how language can develop thought and describe diverse viewpoints in a variety of literary works.

Developing French first language knowledge and skills supports students in daily activities, choosing career paths, or working or travelling within Canada or internationally.

Shifts in K-6 French first language and literature

These are the main shifts in knowledge and skill requirements from the current K-6 French first language and literature curriculum to the draft:

Text organization

- Current – No focus on studying genres of French language information and ideas.
- Draft – Clear expectations that students learn the characteristics, structures, and genres of French language information and ideas in all grades.

Oral communication

- Current – Oral communication is addressed separately in oral comprehension and oral production.
- Draft – Clear expectations for students to develop listening and speaking skills in a variety of situations.

Vocabulary/morphological awareness

The study of words and their parts, such as prefixes, suffixes, and base words

- Current – No focus on developing and using new vocabulary.
- Draft – Clear expectations for students to learn vocabulary and develop knowledge and skills to form and use words in speaking and writing.

Foundational literacy skills and knowledge

- Current – Reading and writing skills are not mentioned for Kindergarten.
- Draft – Reading and writing skills start in Kindergarten.
- Current – Limited or no focus on students learning to identify and adjust sounds when speaking.
- Draft – From Kindergarten to Grade 2, students must learn to identify and adjust sounds when speaking and apply these skills to reading and writing in later grades.
- Current – Learning the relationship between sounds and letters (phonography) happens in a general way through reading.
- Draft – Clear expectations for students to learn phonics from Kindergarten to Grade 4, then apply them to reading and writing in later grades.

Find out more at alberta.ca/curriculum

©2021 Government of Alberta | Published: March 2021 | Subject Fact Sheet: Page 1 of 3

Reading fluency

The ability to read text accurately, automatically, and with expression

- Current – No mention of reading fluency.
- Draft – Students are expected to develop accurate, automatic and expressive reading skills in all grades.

Reading comprehension

- Current – Thinking processes for reading comprehension are not developed in detail.
- Draft – Detailed thinking processes to develop reading skills and knowledge.
- Current – The term “text” is not clearly defined.
- Draft – The term “text” is clearly defined to be more inclusive, diverse, and support digital and non-digital learning. It includes information and ideas provided in books, reports, websites, videos, diagrams, pictures, oral stories, and more.
- Current – General references to the forms, structure, and formats used to communicate information and ideas.
- Draft – Clear, detailed learning progressions that focus on text forms and structures that support reading, writing, listening, speaking, viewing, and representing information and ideas in a variety of digital and non-digital forms.

Literature

- Current – No focus on works of literature.
- Draft – Opportunities for students to study great works of literature from many world cultures.

Grammar

- Current – Knowledge and skills are not described in detail.
- Draft – Knowledge and skills are developed in a clear and detailed sequence.

Francophone cultures and perspectives

- Current – Francophone perspectives are developed only in one section of the curriculum.
- Draft – Opportunities for students to understand Francophone cultures, perspectives, and diversity.

Draft K-6 French first language and literature snapshot

These are samples of what students learn in K-6 from grade to grade:

Kindergarten

- Recognize texts in their surroundings.
- Use verbal and non-verbal language and show an understanding of spoken messages about familiar subjects.
- Identify some letters and words rapidly and accurately.
- Understand messages that are read, seen, or heard.
- Represent ideas in various ways.
- Recognize oral and written sentences.

Grade 1

- Recognize similarities and differences between texts.
- Speak about familiar subjects and show an understanding of spoken messages in a variety of situations.
- Identify letters and some words rapidly and accurately in written texts.
- Use text clues to understand messages in texts.
- Create texts that represent ideas and information.
- Show an understanding of simple written and oral sentences and identify words based on their role in a sentence.

Grade 2

- Associate text features to fiction or non-fiction texts.
- Speak in a variety of situations and practise active listening to show understanding.
- Read words and sentences rapidly and accurately and begin to read texts with expression.
- Use reading strategies and show an understanding of fiction and non-fiction texts.
- Create fiction and non-fiction texts to express ideas and share information.
- Show an understanding of grammar and punctuation in simple written and oral sentences.

Find out more at [alberta.ca/curriculum](https://www.alberta.ca/curriculum)

©2021 Government of Alberta | Published: March 2021 | Subject Fact Sheet: Page 2 of 3



Grade 3

- Identify characteristics of fiction and non-fiction texts.
- Listen actively, understand, and speak in a variety of spontaneous and planned interactions.
- Read quickly and accurately, and experiment with rhythm, speed, pitch, vocal patterns, and emphasis in speech.
- Use reading strategies and show an understanding of fiction and non-fiction texts.
- Apply the writing process and consider the purpose and audience to express and share ideas, and create fiction and non-fiction texts.
- Show an understanding of grammar and punctuation in simple and complex written and oral sentences.

Grade 4

- Recognize fiction and non-fiction texts according to their characteristics and structure.
- Use active listening strategies in a variety of situations.
- Read with fluency and expression and use some rhythm, speed, pitch, vocal patterns, and emphasis in speech.
- Select and apply reading strategies that support comprehension of fiction and non-fiction texts.
- Apply the writing process and consider the purpose and audience to share ideas and create fiction and non-fiction texts.
- Show an understanding of grammar and punctuation, and identify the parts of simple and complex written and oral sentences.

Grade 5

- Identify the characteristics and structure of a variety of texts.
- Use active listening and speaking strategies in a variety of interactions.
- Read with fluency and expression and self-correct as needed.
- Apply reading strategies according to the text and purpose.
- Organize and write ideas according to the text type.
- Show an understanding of grammar and punctuation and analyze simple and complex written and oral sentences.

Grade 6

- Analyze the features, structures, and functions of texts to identify genres.
- Manage listening and speaking behaviours to promote mutual understanding in a variety of interactions.
- Read with fluency and expression in a variety of situations, and self-correct as needed.
- Analyze and interpret various text genres using reading strategies to show comprehension.
- Organize and write ideas while respecting text genre and language conventions.
- Show an understanding of grammar, punctuation, and syntax and analyze simple and complex written and oral sentences.