

Grade 4 - 2013 Ontario FSL Curriculum Correlation to Échos Pro, Level 1

Overall Expectations	Specific Expectations	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
By the end of Grade 4, students will:						
A. Listening						
A1. Listening to Understand: determine meaning in a variety of French oral 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 (e.g., identify familiar words and phrases and frequently used expressions; use contextual and/or visual clues in oral texts, including the speaker's body language and tone of voice, to confirm or clarify meaning; activate prior knowledge and make connections to personal experiences to confirm understanding; ask questions to obtain additional information; visualize, sketch, or draw to record information and ideas) Teacher prompts: "Quels sont les mots familiers du texte qui t'aident à comprendre le message?" "Comment est-ce que les images t'aident à clarifier le sens du texte?" "Quels sont les mots et les expressions dans le texte qui t'aident à visualiser?"	Student Resource pp. 2-3, 18-19, 20-21, 28-29 Teacher's Guide Lessons 2, 10, 12, 13, 14, 15, 16, 20, 22	Student Resource pp. 2-3, 12-13, 14-15 Teacher's Guide Lessons 2, 7, 9, 10, 11, 13	Student Resource pp. 2-3, 12-13, 16, 18-19, 20-21 Teacher's Guide Lessons 1, 2, 3, 8, 10, 13, 14, 16, 17, 18, 19, 23, 24	Student Resource pp. 2-3, 14-15, 20-21 Teacher's Guide Lessons 2, 11, 17	Student Resource pp. 2-3, 18-19, 20-21 Teacher's Guide Lessons 1, 2, 10, 11, 12, 13, 17
	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 (e.g., follow classroom directions; follow a series of Total Physical Response [TPR] commands; sequence a group of pictures or images for a storyboard, based on a description; make drawings to illustrate objects in an oral description; find a specific classroom object by following directions from the teacher and class; identify refrains, rhyme schemes, and other word/sound patterns in songs, poems, read-alouds, chants, and rhymes; listen to a description and identify the object described) Teacher prompts: "Qu'est-ce que tu as compris de l'histoire ou de la description? Montre-moi." "Comment est-ce que tu peux démontrer ta compréhension de la description d'un objet/d'un animal/d'une personne?"	Student Resource pp. 18-19, 20-21 Teacher's Guide Lesson 5	Student Resource pp. 12-13, 14-15 Teacher's Guide Lessons 9, 10, 11, 12, 14, 15, 18	Student Resource pp. 12-13, 20-21 Teacher's Guide Lessons 2, 3, 5, 7, 10, 13, 16, 21	Student Resource pp. 14-15, 20-21 Teacher's Guide Lessons 10, 11, 20	Student Resource pp. 20-21 Teacher's Guide Lessons 5, 7, 8, 10, 20
A2. Listening to Interact: interpret 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 (e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; make connections between personal experiences and what is being said; reconsider their point of view after hearing what others say; repeat a partner's ideas in their own words as a way of confirming understanding; ask for repetition, confirmation, or clarification of what they hear using phrases such as "Un instant...Je ne comprends pas. Pourriez-vous répéter cela, s'il vous plaît? Qu'est-ce que cela veut dire...?"; use body language such as a nod to indicate understanding and/or agreement) Teacher prompts: "Qu'est-ce que tu as en commun avec ton partenaire? Comment est-ce que le fait de faire des liens avec tes expériences personnelles t'aide à participer à la conversation?" "Comment est-ce que tu utilises le langage corporel pour montrer ta compréhension pendant une conversation?"	Student Resource pp. 8-9 Teacher's Guide Lessons 5, 6, 9, 12, 19, 22	Student Resource pp. 8-9 Teacher's Guide Lesson 3	Student Resource pp. 8-9 Teacher's Guide Lessons 3, 7	Student Resource pp. 8-9 Teacher's Guide Lessons 3, 4, 8, 9, 14, 15, 18	Student Resource pp. 8-9

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By the end of Grade 4, students will:						
A. Listening						
A2. Listening to Interact (continued)	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 (e.g., respond appropriately to questions requiring a brief answer in paired and small-group interactions on familiar topics; respond constructively to a partner's ideas in think-pair-share sessions, using gestures, visual aids, and/or familiar words and phrases; share reactions to a partner's plans for a celebration or for the weekend) Teacher prompts: "Comment vas-tu réagir aux idées d'un partenaire?" "Après avoir entendu les suggestions des membres de ton groupe, quelle sera ta suggestion d'activité pour la récréation?"	Teacher's Guide Lessons 5, 13, 14, 15, 16, 20, 21	Teacher's Guide Lessons 12, 19, 21	Teacher's Guide Lessons 7, 17	Teacher's Guide Lesson 20	Teacher's Guide Lessons 4, 6, 8, 11, 12, 18
	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 (e.g., discuss with a partner some strategies and tools that have helped them improve their listening skills; self-monitor listening during a group discussion) Teacher prompts: "Quelle stratégie t'aide à identifier l'idée principale d'une présentation ou d'une conversation?" "Pourquoi est-il utile de faire des prédictions avant d'écouter?" "Comment est-ce qu'une discussion avec un ou une partenaire peut t'aider à clarifier ce que tu as entendu?" "Quelle nouvelle stratégie d'écoute veux-tu essayer la prochaine fois?"	Student Resource pp. 24–25 Teacher's Guide Lessons 19, 20	Student Resource pp. 24–25 Teacher's Guide Lessons 18, 19	Student Resource pp. 24–25 Teacher's Guide Lessons 21, 22	Teacher's Guide Lesson 21	Student Resource pp. 24–25 Teacher's Guide Lesson 18
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 Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to directions and locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in their immediate environment – such as the bilingual version of the national anthem sung at sports events; listen to a peer describe a family tradition and make connections to a similar tradition in their own family) Teacher prompts: "Qu'est-ce que tu as appris en écoutant la description des communautés francophones?" "Où est-ce que tu entends parler le français dans ta vie quotidienne (p. ex., à l'école/à la maison/grâce à la technologie médiatique)?" "Comment est-ce que le fait d'écouter les histoires des autres t'aide à les connaître?"	Student Resource pp. 18–19 Teacher's Guide Lessons 12, 13, 15, 20	Student Resource pp. 12–13 Teacher's Guide Lessons 7, 19	Student Resource pp. 16–17 Teacher's Guide Lessons 12, 22	Student Resource pp. 14–15, 20–21 Teacher's Guide Lessons 11, 21	Student Resource pp. 14–15 Teacher's Guide Lessons 8, 18
	A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., formal and informal expressions of courtesy such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings versus classroom contexts; brief expressions used to introduce themselves and others) Teacher prompts: "Quand dit-on 'bonjour' et 'salut'?" "Comment est-ce que les indices non verbaux utilisés par un individu t'aident à comprendre son message?" "Comment montres-tu du respect à la personne avec qui tu parles?" *Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.	Student Resource pp. 2–3, 8–9 Teacher's Guide Lessons 3, 22	Student Resource pp. 8–9, 12–13 Teacher's Guide Lessons 3, 7–8, 9	Student Resource pp. 8–9, 16–17 Teacher's Guide Lessons 3, 13	Student Resource pp. 8–9 Teacher's Guide Lessons 3, 7	Student Resource pp. 8–9 Teacher's Guide Lessons 3, 13

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By the end of Grade 4, students will:						
B. Speaking						
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 (e.g., use and reuse familiar language structures and patterns, such as repetition, and incorporate previously learned words and phrases to clarify the meaning of oral messages; use visual, nonverbal cues such as gestures, facial expression, body position, and eye contact – pointing, smiling, nodding, leaning forward – and vocal effects such as changes in pitch, tone, pace, and volume to support and clarify meaning; refer to classroom visuals such as anchor charts to help them clarify a message) Teacher prompts: "Qu'est-ce que tu fais quand tu parles français et que la classe ne comprend pas?" "Quels gestes ou aides visuels peux-tu utiliser pour aider les autres à comprendre ton message?" "Qu'est-ce que tu peux faire pour capter l'attention de ton auditoire, et pourquoi?"	Student Resource pp. 4–5, 8–9, 11 Teacher's Guide Lessons 4, 5, 10	Student Resource pp. 4–5, 8–9, 22 Teacher's Guide Lessons 3, 6, 9, 12, 14, 17	Student Resource pp. 4–5, 8–9 Teacher's Guide Lessons 2, 3	Student Resource pp. 4–5, 8–9, 22–23 Teacher's Guide Lessons 2, 3, 13, 18, 19, 20	Student Resource pp. 4–5, 8–9, 23 Teacher's Guide Lessons 2, 3, 15, 16, 17
	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 (e.g., describe classroom routines; prepare and deliver a presentation introducing themselves, family members, and/or pets; recount a sequence of events from a fictional or news story; deliver brief, rehearsed oral presentations; give concise directions to a classmate describing how to perform an action or find an object) Teacher prompts: "Comment est-ce que tu peux décrire cet objet ou ton ami?" "Comment est-ce que tu peux communiquer clairement tes besoins, tes émotions et tes idées?"	Student Resource pp. 4–5, 32 Teacher's Guide Lessons 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 19, 20, 21, 22	Student Resource pp. 4–5, 23, 32 Teacher's Guide Lessons 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21	Student Resource pp. 4–5, 12–13, 32 Teacher's Guide Lessons 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 21, 22, 23, 24	Student Resource p. 32 Teacher's Guide Lessons 1, 4, 6, 7, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22	Student Resource pp. 4–5, 23, 32 Teacher's Guide Lessons 1, 2, 5, 7, 8, 9, 12, 13, 15, 16, 17, 18, 19, 20
	B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (e.g., use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; accurately pronounce familiar vocabulary when introducing themselves or their friends and family; speak at a comfortable pace in short, rehearsed question-and-answer routines about familiar topics; pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, rhymes, and newly acquired vocabulary and when participating in choral speaking and/or shared reading activities; use intonation as modelled by the teacher to ask questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis) Teacher prompts: "Quand est-ce que tu as confiance de parler en français? Lorsque tu parles à un partenaire? En petits groupes? Devant la classe?" "Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t'aide à parler avec confiance?"	Student Resource pp. 20–21 Teacher's Guide Lessons 1, 2, 5, 6, 14, 15, 16, 17, 18, 19	Student Resource pp. 8–9, 12–13, 18–19, 20–21 Teacher's Guide Lessons 3, 4, 5, 7, 13, 14, 15, 16, 17, 19, 20	Student Resource pp. 26–27 Teacher's Guide Lessons 1, 2, 3, 5, 15, 20, 21, 22, 23, 24	Student Resource pp. 4–5, 23 Teacher's Guide Lessons 3, 4, 8, 10, 12, 13, 14, 16, 19, 20, 22	Student Resource pp. 8–9, 20–21, 23 Teacher's Guide Lessons 1, 3, 4, 5, 8, 12, 13, 14, 17, 18, 19, 20
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 (e.g., restate the contributions of other group members to confirm understanding and share preferences; use facial expressions, tone of voice, and gestures that are appropriate to the context and audience; ask questions to clarify the context and purpose for exchanging information) Teacher prompts: "Pourquoi est-ce qu'il faut connaître son sujet avant de parler?" "Comment est-ce que tes gestes aident à clarifier ton message quand tu oublies un mot ou une expression?"	Student Resource pp. 4–5, 8–9, 23 Teacher's Guide Lessons 4, 5, 9, 15, 17, 18, 19	Student Resource pp. 8–9 Teacher's Guide Lesson 3	Student Resource pp. 8–9, 18–19 Teacher's Guide Lessons 12, 14, 15, 16	Student Resource pp. 8–9 Teacher's Guide Lessons 2, 3, 13, 14	Student Resource pp. 8–9 Teacher's Guide Lesson 3

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By the end of Grade 4, students will:						
B. Speaking						
B2. Speaking to Interact (continued)	<p>B2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support (e.g., contribute brief oral instructions and responses in interactive games and role plays; ask and answer questions in surveys and interviews; participate in simulated telephone conversations; answer the teacher's or their classmates' questions about their oral presentations)</p> <p>Teacher prompts: "Comment est-ce que le fait de participer à une discussion t'aide à mieux parler aux autres?" "Pourquoi est-ce que c'est important de parler en français avec les autres dans la classe?"</p>	<p>Student Resource pp. 23, 32 Teacher's Guide Lessons 1, 2, 3, 4, 6, 8, 9, 11, 12, 14, 15, 18, 19, 20, 21, 22</p>	<p>Student Resource pp. 14–15, 23, 32 Teacher's Guide Lessons 1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 19, 21</p>	<p>Student Resource pp. 23, 32 Teacher's Guide Lessons 4, 5, 6, 7, 8, 11, 12, 14, 15, 17, 19, 20, 22, 23, 24</p>	<p>Student Resource p. 32 Teacher's Guide Lessons 1, 4, 9, 10, 14, 15, 16, 20, 21, 22</p>	<p>Student Resource p. 32 Teacher's Guide Lessons 3, 4, 5, 6, 7, 9, 13, 14, 18, 19, 20</p>
	<p>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 (e.g., determine the elements of effective presentations; provide feedback on a peer's oral presentation and listen to peers' comments about their own presentations; evaluate their use of French in daily interactions with peers and the teacher)</p> <p>Teacher prompts: "Quels sont les éléments d'une présentation orale efficace?" "Comment est-ce que la rétroaction que tu donnes à tes pairs peut t'aider à améliorer ton travail?" "Qu'est-ce que tu vois pendant la conversation? Comment est-ce que cet exemple te permet de mieux parler avec les amis?" "Comment les commentaires de tes pairs t'aident-ils à planifier tes prochaines étapes?" "Quel sera ton but d'amélioration? Qu'est-ce que tu dois faire pour l'atteindre?"</p>	<p>Student Resource pp. 24–25 Teacher's Guide Lessons 19, 20</p>	<p>Student Resource pp. 24–25 Teacher's Guide Lessons 18, 19</p>	<p>Student Resource pp. 24–25 Teacher's Guide Lessons 21, 22</p>	<p>Teacher's Guide Lessons 20, 21</p>	<p>Student Resource pp. 24–25 Teacher's Guide Lessons 17, 18</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>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, and make connections to personal experiences and their own and other communities (e.g., share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; give brief oral presentations describing traditions and festivals such as le Bal de Neige in Ottawa; use a T-chart to organize information and guide discussions about aspects of Franco-Ontarian cultures, such as family, school life, traditions, and festivals, and make connections to their own culture)</p> <p>Teacher prompts: "Quels aspects des cultures franco-ontariennes (famille, vie scolaire, traditions, festivals) peux-tu relier à ta famille?" "Selon toi, pourquoi le français est-il important au Canada?" "Quels liens personnels as-tu faits avec les expériences des autres?"</p>	<p>Student Resource pp. 2–3, 20–21 Teacher's Guide Lessons 1, 2, 11, 16, 20</p>	<p>Student Resource pp. 16–17 Teacher's Guide Lessons 9, 12, 19</p>	<p>Student Resource pp. 14–15, 18–19 Teacher's Guide Lessons 9, 10, 11, 14, 22</p>	<p>Student Resource pp. 14–15, 20–21, 26–29 Teacher's Guide Lessons 7, 10, 11, 16, 17, 21, 22</p>	<p>Student Resource pp. 6–7, 12–13, 16–17, 18–19 Teacher's Guide Lessons 4, 7, 10, 12, 18</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 (e.g., use greetings, leave-taking expressions, and expressions of courtesy – "bonjour", "salut", "au revoir", "à demain", "oui", "non", "merci", "s'il vous plaît", "excusez-moi" – as appropriate to the social context; use the verb "avoir" to state their age; use gestures and other forms of nonverbal communication as appropriate to the social context – bowing, shrugging, hand shaking; use standard introductory phrases to give personal information – "Je m'appelle... J'habite...")</p> <p>Teacher prompts: "Comment est-ce que vous saluez un ami? Un professeur? Votre frère?" "Quels indices non verbaux sont utiles pendant une conversation?"</p> <p>*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.</p>	<p>Student Resource pp. 6–7, 8–9, 12–13, 16–17, 28–29 Teacher's Guide Lessons 3, 5, 6, 11, 22</p>	<p>Student Resource pp. 8–9, 14–15, 16–17, 20–21, 26–27, 28–29 Teacher's Guide Lessons 3, 9, 10, 11, 12, 15, 16, 20, 21</p>	<p>Student Resource pp. 8–9 Teacher's Guide Lesson 3</p>	<p>Student Resource pp. 8–9 Teacher's Guide Lesson 3</p>	<p>Student Resource pp. 8–9 Teacher's Guide Lesson 3</p>

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By the end of Grade 4, students will:						
C. Reading						
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 (e.g., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; preview vocabulary to identify familiar words and cognates; create key questions as a class before reading; relate prior knowledge and personal experiences to topics in texts; discuss how they visualize a character or a scene in a text; discuss, draw, or write about evidence in the text that can be used to predict possible outcomes; use pictorial clues to predict meaning and confirm understanding of a text; use contextual clues to determine the meaning of new words; recognize relationships between words with common spelling patterns and use them to determine the meaning of new words, as in "an/année/anniversaire"; use visual clues such as illustrations, photos, and charts to help clarify meaning) Teacher prompts: "Pourquoi est-il important de regarder la couverture et la page titre d'un livre/d'un catalogue/d'un magazine et d'en discuter avant de lire?" "Quels mots et expressions t'aident à visualiser le personnage de l'histoire?" "Pourquoi est-ce que c'est important d'analyser le titre et les illustrations avant de commencer à lire un livre?"	Student Resource p. 10 Teacher's Guide Lessons 2, 3, 6, 9, 11, 12, 15, 21, 22	Student Resource pp. 10–11 Teacher's Guide Lessons 4, 7, 8, 10, 12, 13, 15, 20, 21	Student Resource pp. 10–11, 14–15 Teacher's Guide Lessons 1, 4, 7, 9, 12, 13, 14, 17, 23, 24	Student Resource pp. 10–11 Teacher's Guide Lessons 5, 6, 7, 8, 10, 11, 12, 14, 16, 22	Student Resource pp. 10–11 Teacher's Guide Lessons 1, 4, 6, 8, 9, 11, 13, 19, 20
	C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required (e.g., draw pictures to retell a story; restate the main idea in a text using familiar vocabulary; create a tableau to dramatize a scene from a story they have read; use drama, music, or visual arts to respond to an issue raised in a text) Teacher prompts: "Quel est le message du texte?" "Quelles images choisis-tu pour représenter les idées principales du texte?" "Quelle est la scène la plus importante du texte?" "Comment vas-tu jouer le rôle du héros de l'histoire?"	Student Resource pp. 6–7, 12–13, 14–15, 16–17, 23, 26–27 Teacher's Guide Lessons 7, 11, 18, 21	Student Resource pp. 6–7, 14–15, 16–17, 18–19, 20–21, 22, 26–27, 28–29 Teacher's Guide Lessons 4, 17, 20	Student Resource pp. 6–7, 14–15, 18–19, 26–27, 28–29 Teacher's Guide Lessons 11, 14, 18, 19, 24	Student Resource pp. 6–7, 12–13, 16–17, 18–19 Teacher's Guide Lessons 7, 12, 14	Student Resource pp. 6–7, 12–13, 14–15, 16–17, 26–27, 28–29 Teacher's Guide Lessons 12, 14, 17, 20
	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 (e.g., recognize high-frequency words, most regularly used words, and words of personal interest; recognize the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on shared- and interactive-writing charts in personal writing, and in a variety of fonts; make oral reading sound like spoken language, with appropriate pauses, stops, and starts as indicated by the punctuation) Teacher prompts: "Pourquoi est-ce qu'il faut identifier les mots familiers quand on lit?" "Pourquoi est-ce que c'est important de continuer à lire même si tu ne comprends pas un des mots?" "Quand est-ce qu'il faut sauter un mot et continuer à lire, ou chercher la définition d'un mot avant de continuer?"	Teacher's Guide Lessons 7, 18, 21	Teacher's Guide Lesson 15	Teacher's Guide Lesson 10	Teacher's Guide Lessons 13, 14, 22	Teacher's Guide Lessons 10, 16
	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 (e.g., develop a bank of sight words using visual dictionaries; make word lists of personally relevant vocabulary; use memorization and visualization strategies and verbal and written repetition to consolidate learning of new words; develop lists of cognates to expand vocabulary; identify the tense of familiar verbs in the present, past, and future by their suffixes) Teacher prompts: "Comment est-ce que le mur de mots t'aide à élargir ton vocabulaire?" "Qu'est-ce qui t'aide à te rappeler d'un nouveau mot de vocabulaire ou d'une nouvelle expression?" "Qu'est-ce que tu fais quand tu ne comprends pas un mot?" "Comment est-ce que les mots apparentés t'aident à apprendre le français?"	Student Resource pp. 30–31 Teacher's Guide Lessons 4, 8, 10, 11, 13, 15, 21	Student Resource pp. 30–31 Teacher's Guide Lessons 5, 15, 20	Student Resource pp. 30–31 Teacher's Guide Lessons 5, 23, 24	Student Resource pp. 30–31 Teacher's Guide Lessons 5, 8, 10, 13, 14, 22	Student Resource pp. 30–31 Teacher's Guide Lessons 5, 6, 7, 9, 10, 11

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By the end of Grade 4, students will:							
C. Reading							
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 (e.g., poem/song – to express ideas or convey a mood in figurative, evocative language; pattern book story – to entertain and/or explore problems, characters, and ideas; menu – to describe food offerings; calendar, list, or chart – to communicate information in an organized, easy-to-understand form; non-fiction book – to explain or describe something or explore an issue or topic; greeting card – to send good wishes or convey thanks; sign – to attract attention and/or give directions; advertisement – to attract attention and persuade) Teacher prompts: "Comment est-ce que les paroles d'une chanson aident l'auteur à exprimer ses idées?" "Pourquoi est-ce qu'on lit un texte informatif, une pancarte ou une annonce publicitaire?"	Teacher's Guide Lessons 9, 11, 12, 15, 21, 22	Teacher's Guide Lessons 4, 5, 8, 10, 11, 12, 13, 14, 15, 20	Teacher's Guide Lessons 4, 7, 12, 13, 14, 15, 17, 23, 24	Teacher's Guide Lessons 5, 9, 11, 12, 13, 14, 15, 16, 17, 22	Teacher's Guide Lessons 4, 6, 8, 9, 10, 11, 13, 19, 20	
	C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words and phrases, description of characters/setting/conflict, possible resolution; menu – subsections listing offerings of salads/main courses/desserts/beverages, prices, illustrations; calendar, list, or chart – table or column format; greeting card – brief text message in special fonts, illustrations/graphics; non-fiction book – table of contents, illustrations, and captions; sign – distinctive fonts, colours, and symbols related to the content of the message; advertisement – eye-catching graphics, fonts, colours, and illustrations) Teacher prompts: "Quels sont les éléments d'une histoire à structure répétitive qui rendent cette dernière intéressante à lire?" "Quels sont les éléments d'une carte de vœux qui rendent cette dernière attrayante pour un lecteur?" "Quelles sont les différences entre un texte informatif et un texte graphique?"	Student Resource pp. 6–7, 12–13, 14–15, 18–19, 20–21 Teacher's Guide Lessons 5, 8, 11, 14, 15	Student Resource pp. 6–7, 12–13, 14–15, 18–19, 20–21 Teacher's Guide Lessons 5, 8, 11, 14, 15	Student Resource pp. 24–25 Teacher's Guide Lessons 21, 22	Student Resource pp. 6–7, 12–13, 14–15, 20–21 Teacher's Guide Lessons 5, 9, 13, 15, 17	Student Resource pp. 24–25 Teacher's Guide Lessons 20, 21	Student Resource pp. 24–25 Teacher's Guide Lessons 17, 18
	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 (e.g., use book reviews written by peers to expand choices for independent reading; discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson) Teacher prompts: "Quelles sont les stratégies de lecture les plus efficaces?" "Parmi les suggestions de stratégies de lecture que tu as données aux autres, quelles sont celles qui peuvent t'aider?" "Quelles sont tes prochaines étapes?"	Student Resource pp. 24–25 Teacher's Guide Lessons 19, 20	Student Resource pp. 24–25 Teacher's Guide Lesson 19	Student Resource pp. 24–25 Teacher's Guide Lessons 21, 22	Student Resource pp. 24–25 Teacher's Guide Lessons 20, 21	Student Resource pp. 24–25 Teacher's Guide Lessons 20, 21	Student Resource pp. 24–25 Teacher's Guide Lessons 17, 18

Grade 4 - 2013 Ontario FSL Curriculum Correlation to Échos Pro, Level 1

Overall Expectations	Specific Expectations	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
By the end of Grade 4, students will:						
C. Reading						
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 Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., information about traditions, powwows, and festivals such as le Bal de Neige or le Festival des tulipes – Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, sporting events such as les Jeux franco-ontariens, children's games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis, such as Marcel Labelle and Christian Pilon, and identify some of their accomplishments) Teacher prompts: "Comment est-ce que les détails des histoires d'une communauté peuvent t'aider à mieux connaître cette dernière?" "Comment est-ce que le Bal de Neige à Ottawa représente les activités d'hiver favorites des Canadiens?" "Pourquoi est-ce que c'est important pour les jeunes Franco-ontariens de participer aux 'Jeux franco-ontariens'?" "Quels liens est-ce que tu as faits entre la communauté franco-ontarienne et tes expériences personnelles?"	Student Resource pp. 16–17 Teacher's Guide Lessons 11, 20	Student Resource pp. 16–17, 18–19 Teacher's Guide Lessons 12, 13, 19	Student Resource pp. 16–17, 26–27 Teacher's Guide Lessons 12, 22, 23	Student Resource pp. 16–17, 26–29 Teacher's Guide Lessons 12, 21	Student Resource pp. 4–5, 6–7, 12–13, 14–15, 16–17, 18–19, 26–27 Teacher's Guide Lessons 1, 2, 4, 7, 8, 9, 18, 19
	C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., the use of "Salut" instead of "Bonjour", "la fin de semaine" instead of "le week-end", "mon mari/ma femme" instead of "mon époux/mon épouse", "mon amie/mon ami" instead of "ma copine/mon copain") Teacher prompts: "Comment peux-tu identifier le narrateur du texte?" "Comment est-ce qu'on sait si le texte s'adresse à une personne ou à plusieurs personnes?" "Comment est-ce que la langue utilisée dans un texte reflète le contexte régional?" "Comment est-ce que la connaissance des mots d'une communauté t'aide à élargir ton vocabulaire?" *Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.	Student Resource pp. 12–13, 16–17 Teacher's Guide Lessons 6, 11	Student Resource pp. 14–15, 20–21, 28–29 Teacher's Guide Lessons 16, 21	Student Resource pp. 6–7, 20–21, 26–27 Teacher's Guide Lessons 4, 5, 6, 17, 18, 23	Student Resource pp. 12–13 Teacher's Guide Lesson 7	Student Resource pp. 4–5, 6–7, 12–13 Teacher's Guide Lessons 1, 2, 3, 4, 5, 6, 7, 13

Grade 4 - 2013 Ontario FSL Curriculum Correlation to Échos Pro, Level 1

Overall Expectations	Specific Expectations	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
By the end of Grade 4, students will:						
D. Writing						
D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms.	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 (e.g., to convey best wishes to a friend in a card/email/note; to complete a registration form or provide personal information in an application to a summer sports camp; to share a list of favourite activities with a friend in an email or text message; to communicate information in a report; to persuade people to protect the environment or to buy an environmentally responsible product in an advertisement) Teacher prompts: "Quels sont le sujet, le destinataire et l'intention de ton travail?" "À qui t'adresses-tu quand tu écris? Pourquoi est-il important de penser à ça quand tu écris?" "Comment vas-tu partager l'information avec tes camarades?"	Student Resource pp. 4–5, 18–19, 20–21, 28–29 Teacher's Guide Lessons 12, 13, 14, 15, 17	Student Resource pp. 4–5 Teacher's Guide Lessons 6, 8, 11	Student Resource pp. 4–5 Teacher's Guide Lessons 16, 24	Student Resource pp. 4–5 Teacher's Guide Lessons 9, 15, 17, 18	Student Resource pp. 4–5 Teacher's Guide Lessons 7, 10
	D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., postcard/greeting card/email/announcement/invitation – salutation and closing and a clear message; information sentence on a topic of interest – sentence starter followed by specific details; captions for a series of photographs of a class activity – classmates' names and information about what they are doing; recipe for an easy-to-prepare meal, such as corn soup – lists of ingredients and instructions for combining them; survey/questionnaire – numbered questions in list format, with subsections for different subtopics, interrogative pronouns to introduce questions; shopping list – names of items, categories, prices) Teacher prompts: "Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?" "Quels sont les éléments nécessaires dans un formulaire demandant des informations personnelles?" "Quels types de questions vas-tu proposer pour un sondage?" "Quels éléments sont nécessaires pour rédiger une recette?"	Student Resource p. 22 Teacher's Guide Lessons 2, 4, 7, 10, 14, 17	Student Resource pp. 20–21, 22 Teacher's Guide Lessons 6, 16, 17	Student Resource pp. 18–19, 22, 28–29 Teacher's Guide Lessons 6, 8, 16, 19, 20	Student Resource p. 23 Teacher's Guide Lessons 9, 15, 17, 18, 22	Student Resource pp. 26–27 Teacher's Guide Lessons 2, 19
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing expression, correct errors, and present their written work effectively.	D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities (e.g., brainstorm ideas for writing using visual prompts; gather ideas for writing from shared class experiences such as read-alouds and shared reading; activate prior knowledge about personal, family, and community experiences through brainstorming and think-alouds; do research to identify key ideas related to a topic; use graphic organizers to create a list of words related to a topic and/or to sort and classify ideas; discuss the topic with peers and the teacher to focus thinking; draw or sketch to formulate ideas and thoughts; jot down plans and draft an outline) Teacher prompts: "Comment est-ce que tu choisis le vocabulaire pour ton travail?" "Comment est-ce que tu te prépares pour écrire?" "Pourquoi est-il important de développer et d'organiser tes pensées avant d'écrire?"	Teacher's Guide Lessons 2, 4, 7, 8, 10, 11, 14	Student Resource pp. 14–15, 22 Teacher's Guide Lessons 8, 17	Teacher's Guide Lessons 8, 16, 19, 20	Teacher's Guide Lessons 6, 8, 13, 18	Student Resource p. 22 Teacher's Guide Lessons 4, 6, 7, 9, 11
	D2.2 Drafting and Revising: plan and produce drafts following a model (e.g., email, postcard, procedure, directions to determine location), and revise their writing using a variety of strategies, with teacher support (e.g., reread, change, add, subtract, and/or reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and peers) Teacher prompts: "Pourquoi est-ce que c'est une bonne idée de lire ton ébauche à un ou plusieurs camarades ou au professeur?" "Quels commentaires de tes camarades ou de ton enseignant ou enseignante vont t'aider à améliorer ton travail?" "Quels mots choisis-tu pour clarifier ton message?"		Teacher's Guide Lesson 17	Teacher's Guide Lesson 20	Teacher's Guide Lessons 9, 15, 17, 18, 22	Student Resource p. 22 Teacher's Guide Lessons 7, 10, 12, 15

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Overall Expectations	Specific Expectations	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
By the end of Grade 4, students will be:						
D. Writing						
D2. The Writing Process (continued)	<p>D2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French (e.g., spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, and community members; use high-frequency verbs in the present tense to describe things that are happening to and around them), and use a few elements of effective presentation to produce a polished product for publication (e.g., a larger font for headings; bold/italics/underlining for emphasis)</p> <p>Teacher prompts: "Comment est-ce que tu utilises le vocabulaire familier affiché dans la classe pour vérifier l'orthographe des mots et améliorer ton travail écrit?" "Quels éléments de présentation (p. ex., souligner, caractères gras) peux-tu incorporer avant de remettre un travail écrit?"</p>	Student Resource pp. 4–5, 22–23 Teacher's Guide Lessons 2, 17, 22, 23	Student Resource pp. 4–5, 22–23 Teacher's Guide Lessons 2, 17	Student Resource pp. 4–5, 22–23 Teacher's Guide Lessons 2, 20	Student Resource pp. 4–5, 22–23 Teacher's Guide Lessons 2, 18	Student Resource pp. 4–5, 22–23 Teacher's Guide Lessons 2, 16
	<p>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 (e.g., when conferencing with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their peers to plan next steps; reflect on their ability to represent familiar words in writing)</p> <p>Teacher prompts: "Comment est-ce que tes commentaires à propos du travail d'un partenaire te permettent d'améliorer ton travail?" "Comment la discussion peut-elle clarifier les étapes de la rédaction?" "Comment peux-tu vérifier la clarté de ton message?" "Quels sont tes forces et tes défis comme écrivain?"</p>	Student Resource pp. 24–25 Teacher's Guide Lessons 19, 20	Student Resource pp. 24–25 Teacher's Guide Lessons 18, 19	Student Resource pp. 24–25 Teacher's Guide Lessons 21, 22	Student Resource pp. 24–25 Teacher's Guide Lessons 20, 21	Student Resource pp. 24–25 Teacher's Guide Lessons 17, 18
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.	<p>D3.1 Intercultural Awareness: in their written work, communicate information about French speaking communities in Ontario, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., select pictures of a Franco-Ontarian, Aboriginal, or Métis community such as Sturgeon Falls, Verner, Noelville, or Mattawa and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; research a famous Franco-Ontarian legend, myth, or story and write a poem about it)</p> <p>Teacher prompts: "Comment peux-tu utiliser le vocabulaire pour créer des étiquettes descriptives pour un photoreportage sur une communauté franco-ontarienne?" "Comment peux-tu bien représenter les gens de cette communauté?"</p>	Student Resource pp. 16–17 Teacher's Guide Lessons 11, 20	Student Resource pp. 14–15 Teacher's Guide Lessons 10, 19	Student Resource pp. 18–19 Teacher's Guide Lesson 14	Student Resource pp. 14–15 Teacher's Guide Lessons 11, 22	Student Resource pp. 12–13, 16–17, 18–19, 20–21 Teacher's Guide Lessons 14, 18
	<p>D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., greetings and expressions of courtesy such as "bonjour", "au revoir", "non", "merci", "s'il vous plaît"; standard formats for personal letters, postcards, emails; conventions for writing the date)</p> <p>Teacher prompts: "Comment est-ce qu'on écrit une salutation appropriée?" "Pourquoi est-il important de connaître la structure d'une lettre, d'une carte postale ou d'un courriel?" "Comment est-ce que la date en français est écrite différemment de la date en anglais?"</p> <p>*Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.</p>	Student Resource pp. 4–5, 22 Teacher's Guide Lessons 2, 22, 23		Student Resource pp. 28–29 Teacher's Guide Lesson 24		Student Resource pp. 12–13, 26–27 Teacher's Guide Lessons 7, 19