



is done in a group; the teacher reads the stories to the students (who can follow on printed sheets).

- **Notions and concepts:** Choice of the teacher. The teacher could, for example, put the emphasis on the grammatical and writing concepts seen in class at the time of the project (the simple sentence, verb tenses, etc.)

#### ENGLISH LANGUAGE ARTS:

##### Disciplinary Competencies:

- 1) To read and listen to literary, popular and information-based texts.
- 2) To write self-expressive, narrative and information-based texts.
- 3) To use language to communicate and learn.

##### Key Features targeted by the Competencies :

###### Competency 1 :

- To construct meaning by applying appropriate reading strategies.
- To use a response process when reading and listening to literary, popular, and information-based texts.
- To construct her/his own view of the world through reading and listening to literary, popular and information-based texts.

###### Competency 2:

- To integrate her/his knowledge of texts into own writing.
- To follow a process when writing.
- To use writing as a system for communicating and constructing meaning.

###### Competency 3:

- To use language (talk) to communicate information, experiences and point of view.
- To use language (talk) for learning and thinking.

##### Evaluation Criteria:

Evaluation of the 1st competency:

- Develops and uses a repertoire of meaning-making strategies (cycle 1). / Develops preferred reading strategies when meaning-making breaks down (cycle 2). / Uses appropriate reading strategies to construct meaning in a specific context (cycle 3).
- Begins to acknowledge and support different interpretations of the same text (cycle 1). / Seeks to clarify own meanings and meanings of others through a response process (cycle 2). / Begins to respond to the interpretative processes of her/his peers (cycle 3).
- Begins to identify some structures and features of text type (cycle 1). / Identifies some structures and features of familiar text types and explains how they contribute to meaning (cycle 2). / Begins to adapt some familiar structures and features from reading into own writing (cycle 3).

Evaluation of the 2nd competency:

- Uses signs, symbols, illustrations and words to communicate to a familiar audience (cycle 1). / Produces self-expressive and narrative texts for a familiar (cycle 2) and wider (cycle 3) audience.
- Uses a limited range of developmentally appropriate spelling strategies, including purposeful approximations (cycle 1). / Communicates meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context (cycle 2). / Begins to make simple revision and editing decisions (cycle 3).
- Begins to adapt (cycle 1) and adapts (cycle 2) ideas and structures drawn from reading/viewing experiences to own texts. / Makes appropriate choices about structures and features of the text type she/he is writing given the purpose, audience and context (cycle 3).

Evaluation of the 3rd competency:

- Uses language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination (cycles 1, 2 and 3).
- Experiments with and adapts linguistic features when communicating in specific contexts for a familiar audience (cycles 2 and 3).

##### Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.
- To solve problems.
- To use information.

- To communicate appropriately.
- To adopt effective work methods.

#### ENGLISH AS A SECOND LANGUAGE:

##### Disciplinary Competencies:

- 1) To interact orally in English.
- 2) To reinvest understanding of oral and written texts.

##### Key Features targeted by the Competencies:

###### Competency 1:

- The student reacts to messages using strategies.
- The student takes the initiative to transmit oral messages using strategies.
- The student maintains oral interaction using strategies.

###### Competency 2:

- The student prepares to listen to and to read texts using strategies.
- The student demonstrates understanding of oral and written texts using strategies.
- The student carries out meaningful tasks using strategies.

##### Evaluation Criteria:

Evaluation of the 1st competency:

- Use of functional language.
- Use of strategies.
- Participation in exchanges.
- Pronunciation.

Evaluation of the 2nd competency:

- Use of strategies.
- Demonstration of understanding of key elements and overall meaning.
- Carrying out tasks.

##### Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.
- To solve problems.
- To use information.
- To communicate appropriately.
- To adopt effective work methods.