Junior Core French (Grade 4 to Grade 6)
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade Four (Ages 9 – 10)

Listening

A1. Listening to Understand. By the end of Grade 4, students will:

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)

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)

A2. Listening to Interact. By the end of Grade 4, students will:

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)

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)

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; selfmonitor listening during a group discussion)

A3. Intercultural Understanding. By the end of Grade 4, students will:

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)

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)

Speaking

B1. Speaking to Communicate. By the end of Grade 4, students will:

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)

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)

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 58THE ONTARIO CURRICULUM | French as a Second Language: Core, Grades 4–8 CORE FRENCH questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)

B2. Speaking to Interact. By the end of Grade 4, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior 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)

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)

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)

B3. Intercultural Understanding. By the end of Grade 4, students will:

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 FrancoOntarian 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)

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…”)

Reading

C1. Reading Comprehension. By the end of Grade 4, students will:

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)

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)

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 61GRADE 4 READING 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)

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)

C2. Purpose, Form, and Style. By the end of Grade 4, students will:

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)

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)

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)

C3. Intercultural Understanding. By the end of Grade 4, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify Frenchspeaking 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)

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”)

Writing
D1. Purpose, Audience, and Form. By the end of Grade 4, students will:

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)

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 easyto-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)

D2. The Writing Process. By the end of Grade 4, students will:

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 classroom 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)

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)

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)

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)

D3. Intercultural Understanding. By the end of Grade 4, students will:

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)

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)
Grade Five (Ages 10 – 11)

Listening

A1. Listening to Understand. By the end of Grade 5, students will:

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., talk about ideas and personal experiences related to a topic before beginning a listening task to make predictions about it; take notes to confirm what they have heard; ask questions to determine next steps; use visual and auditory clues in multimedia texts to help determine meaning; sequence actions in descriptions of past, present, and future events)

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 (e.g., listen and re-listen to a read-aloud and note key ideas in a class-generated graphic organizer; identify a classmate from a physical description; listen to a classmate or teacher describe the weather and draw a picture to illustrate the description; use a checklist to indicate the important ideas in an oral text or presentation; construct or draw a model of an object based on a partner’s instructions; identify key concepts and vocabulary in recorded messages, songs, and audio webcasts, and use multiple intelligences to represent them; listen to a description of a classmate’s personal collection, favorite activity, or family celebration and write, draw, or choose images to compare it with their own)

A2. Listening to Interact. By the end of Grade 5, students will:

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., build on what others are saying by offering relevant comments when participating in paired and small-group exchanges on familiar topics; observe a peer’s body language to help understand his or her intended message; ask questions in paired and small-group activities to clarify their understanding of what is said)
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., using familiar words/expressions and/or actions, respond appropriately to questions in paired and small-group exchanges on familiar topics or to a partner’s comments in a think-pair-share session; listen and respond to questions about familiar topics such as personal preferences, interests, and past or future events or experiences; offer a classmate comparable information in response to a description of his or her family; interview a classmate and use the information to introduce him or her to a group)

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., plan to keep a journal of listening strategies they have found helpful, for future reference)

A3. Intercultural Understanding. By the end of Grade 5, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to and identify topics of interest in songs, stories, and legends by Québécois artists and authors, such as Anthony Phelps – “Et moi, je suis une île”, Laïla Héloua – “Mandarine et Kiwi”; using a graphic organizer to guide listening, organize information from French texts about family, school life, traditions, powwows, and festivals in Québécois communities, such as Quebec City – Festival des journées d’Afrique, Danses et Rythmes du Monde, Trois-Rivières – Festival urbain, Montreal – Festival du monde arabe, and make connections to their own culture; listen to the recitation of a traditional French Canadian story used by Métis, such as La Chasse-galerie, and make connections to a familiar tale)

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., compare French expressions to expressions used in English and/or their first language; compare different types of body language used in social
interactions in various cultures; identify French phrases that are used to initiate, interrupt, and conclude conversations politely)

Speaking

B1. Speaking to Communicate. By the end of Grade 5, students will:

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 a familiar model to structure messages; use think-aloud stems to structure descriptions and comments; use changes in pitch, tone, and volume to maintain the interest of listeners; vary the pace of speech to hold the audience’s attention when presenting)

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., make introductions; respond to questions and instructions using previously learned vocabulary; ask questions to obtain additional information about healthy food choices; describe themselves, other people, and places using familiar expressions; state their reactions to information in texts such as posters, food guides, environmental brochures, and Aboriginal songs and stories)

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., speak about familiar topics using planned pauses and few hesitations; pronounce new words from shared reading activities accurately, as modelled by the teacher)

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior in a variety of situations (e.g., demonstrate an understanding of when to speak and when to listen, for instance using a talking stick/stone/feather to indicate the speaker; take turns; speak clearly; look at the listener/audience; use visual supports, facial expression, tone of voice, and gestures such as nodding, pointing, and shrugging to help clarify their meaning; when working in pairs or in a group, acknowledge the contributions of others before stating their own views; make personal connections to the experiences of
others when responding; show awareness of and sensitivity towards the background and experiences of others when expressing their views)

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 (e.g., ask and answer questions about name, age, and family; ask questions to clarify meaning before responding; share their ideas and respond to others’ opinions in a literature circle; make constructive comments when giving feedback to a classmate in a peer assessment activity; contribute and respond to comments in interactive games and structured oral activities; participate in role-play conversations that simulate the authentic use of language; respond to questions from the teacher and their peers about their oral presentations; ask and answer questions about healthy food choices or environmental issues)

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., share and discuss a strategy used to participate in a discussion; compare speaking situations to reflect on their own ability to communicate; use classroom visuals and reference material to give feedback)

B3. Intercultural Understanding. By the end of Grade 5, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Quebec, 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., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; describe the ingredients and procedure for making a familiar Québécois dish such as poutine; recite or paraphrase songs, stories, and/or legends by Québécois artists and authors; identify some famous Québécois [es], such as Michaëlle Jean, Maurice Richard, Mario Lemieux, Boucar Diouf, Nikki Yanofsky, Gilles Vigneault, William Shatner, Simple Plan, Pierre Trudeau, Samian, Emmanuelle Chriqui, Alexandre Bilodeau, Julie Payette, Marc Garneau, or Guy Laliberté, and describe some of their accomplishments; deliver a brief oral
presentation comparing important issues or events in a Quebec community and their own community)

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., identify and use appropriate forms of address to suit formal and informal situations – such as “tu” versus “vous” or the use of “Oui” by itself with their peers versus “Oui, Madame/Monsieur” with adults; use gestures and other forms of non-verbal communication – such as kissing and hand shaking – as appropriate to the social context; use greetings, leave-taking expressions, and expressions of courtesy – such as “bonjour”, “au revoir”, “s’il vous plaît”, “merci” – as appropriate to the social context; use accepted verbal formulas for interrupting, initiating, and concluding conversations politely – such as “Pardon, Madame/Monsieur”)

Reading

C1. Reading Comprehension. By the end of Grade 5, students will:

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., preview texts by looking at images, captions, headlines, and tables to gain a sense of the subject matter and structure; use brainstorming to activate prior knowledge about a topic; preview vocabulary to identify familiar words and cognates; predict possible outcomes to a story based on knowledge of similar text forms; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding)

C1.2  Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required (e.g., retell the events of a narrative in pictures and simple phrases using a graphic organizer to identify the beginning, middle, and end; create skits or commercials based on a text; make graphs or T-charts to organize information from a text; dramatize a story they have read using puppets or oral accounts; use visual art, music, or dance to communicate their reactions to a text; identify a classmate’s favorite pastime from information on his or her web page)
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., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize familiar language structures in different contexts; identify 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 used in personal writing, in a variety of fonts)

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., update a personal list of familiar words using resources such as dictionaries and the word wall; develop lists of cognates to expand vocabulary; use knowledge of word structure [prefixes, stems, suffixes] to determine the meaning of unfamiliar words)

C2. Purpose, Form, and Style. By the end of Grade 5, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., letter/email – to ask for information, share news with a friend, extend or reply to an invitation, express thanks; list – to record or communicate information or instructions; fictional story/legend, such as the Métis legend Ti-Jean – to entertain or enlighten through a description of imaginary events, places, and people; travelogue – to describe the experience of travelling to or in a country or region; newspaper/magazine article – to explore/describe a contemporary issue, event, person in the news, or trend) Teacher prompts: “Pourquoi est-il important d’identifier l’intention de différents types de textes?” “Pourquoi est-ce que l’auteur a décidé de présenter l’information de cette façon-là?”

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., travelogue – sequential/chronological order, descriptions of experiences and key sites/landmarks, maps/illustrations/photographs, captions; newspaper/magazine article – statement of theme or topic, photographs/illustrations, captions, title, author name, subheadings, sidebars, pull quotes; fictional story/legend – description of characters and setting, plot line involving a problem or conflict, resolution; textbook/informational text – table of
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 an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres)

C3. Intercultural Understanding. By the end of Grade 5, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., determine the ingredients in a typical Québécois dish such as “le pouding chômeur”; describe ideas, themes, and characters depicted in music, stories, and legends by Québécois artists and authors such as Alain M. Bergeron, Sheldon Cohen, or Samian; read about Québécois personalities such as Régine Chassagne, Bruny Surin, Céline Dion, Gilles Pelletier, or Marc Favreau, or historical figures, and describe some of their accomplishments)

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., in the lyrics of a popular Québécois rap or song, recognize and explain variations in the spelling of a common word – such as “p’tit” versus “petit”; identify salutations and common words and expressions used in different types of letters, emails, and postcards)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 5, students will:
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 (e.g., to send a greeting to a parent or classmate; to describe a real or imaginary place in a postcard to a friend, parent, or teacher; to provide a family tree to show to members of their family; to describe their personal preferences and interests to a pen pal; to communicate information about the school intramural sports program to classmates; to entertain with an amusing anecdote; to share their feelings with an Elder, grandparent, or veteran regarding the teachings and lessons learned from him or her)

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., a family tree – names of family members and labels identifying their relationship to the writer – such as “ma mère/mon père”, “mon frère/ma sœur”, “mon grand-père/ma grand-mère”; a greeting card – salutation, closing, and message suited to the occasion; a memo giving information about a school event – a heading identifying the intended audience, the time and place of the event, and other relevant details) Teacher prompts: “Comment peux-tu identifier et présenter les membres d’une famille?” “Pourquoi est-il important de connaître les éléments d’une carte de vœux?”

D2. The Writing Process. By the end of Grade 5, students will:

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., view films to generate ideas; formulate questions to use in gathering information for a report on the favourite activities of their family and friends; use word lists and the word wall to create a list of vocabulary related to a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; brainstorm ideas for writing using visual prompts; use print resources and assistive technology to do research on a topic; use a graphic organizer to record and sort information from a field trip to use in a description of the outing; write or draw to explore different facets of ideas; use peer and teacher feedback to clarify the focus of a topic)

D2.2 Drafting and Revising: plan and produce drafts following a model (e.g., a letter or postcard template, a series of sentence starters), and revise their writing using a variety of strategies, with teacher support (e.g., reread, rethink, and use teacher feedback to determine the best order in which to present information; use a dictionary to monitor word choice; add or subtract information, based on peer or teacher feedback, to highlight the most important points; rewrite, edit, and revise using an editing checklist provided by the teacher and/or teacher and peer feedback)
D2.3 Producing Finished Work: make improvements to their written work using knowledge of a few of the conventions of written French (e.g., use personal word lists to spell familiar words and expressions correctly; distinguish between a question and a statement using appropriate punctuation; describe and distinguish between male and female members of the family using adjectives of the appropriate gender; use appropriate verb tenses according to the context), and use a few elements of effective presentation to produce a polished product for publication (e.g., select pictures appropriate to the subject matter; use headings to identify main ideas)

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., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and use feedback from teacher and peers to identify gaps in information and plan next steps)

D3. Intercultural Understanding. By the end of Grade 5, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Quebec, 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., create labels for a poster advertising a sports or music event in Quebec, such as le Festival Couleurs du monde; write an email to a Québécois student describing information they have learned about the student’s community and asking for further details or clarification of unfamiliar practices or traditions; describe the sights and sounds they see and hear at a traditional celebration such as a powwow)

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, leave-taking expressions, and expressions of courtesy – such as “bonjour”, “au revoir”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi”; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; appropriate expressions for introducing themselves or
asking for information; conventions for writing the date in French – such as the use of lower-case letters for days of the week and months of the year)
Grade 6 (ages 11-12)

Listening

A1. Listening to Understand. By the end of Grade 6, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge to make connections between texts and their own experiences; take notes to record new vocabulary; visualize different elements in a description and speak, mime, or draw to depict what they have imagined; use self-questioning and make predictions to monitor understanding while listening; formulate and ask questions to clarify understanding)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar and new words and expressions about themselves, family, friends, and topics of personal interest, with contextual and visual support (e.g., listen to a classmate’s description of a procedure and mime the steps and/or actions described; listen to a description of a person in a story/movie and identify which character is being described; listen to the results of a survey and use numbers, words, and pictures to illustrate the findings; listen to a read-aloud of an authentic text about the environment, healthy eating, or First Nations people and use words, pictures, and/or actions to restate the main idea and related details; listen to a popular song in French and identify familiar words and expressions; listen to directions to a popular location or attraction and trace the route on a map)

A2. Listening to Interact. By the end of Grade 6, students will:

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., ask questions to deepen understanding and make connections to the ideas of others; affirm the ideas of others and build on them when offering their own views; use brief vocal prompts to signal agreement or interest during conversations; ask for repetition when necessary)

A2.2 Interacting: respond with understanding to what others say while participating in guided interactions about familiar topics, with contextual and visual support (e.g., conduct and/or respond to a survey of classmates and compile
information about their favorite foods, sports, and/or family activities; in
collaboration with a peer, plan a waste-free lunch; exchange opinions with a peer
about a favorite video game, movie, or book; listen and respond to questions from
a partner about personal interests; listen to a short paragraph read by the teacher
and work with a group to reconstruct the text; participate in a conversation about
school rules by listening to classmates’ ideas and contributing their own opinion)

A2.3 Metacognition: (a) describe, in conversation with the teacher and their peers,
factors that prevent them from listening effectively (e.g., lack of familiarity with
topics discussed, lack of familiarity with vocabulary, difficulty processing
information quickly) and some 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., compare postures
that are conducive and not conducive to attentive listening; reflect on their ability
to respond to specific cues that signal the need for attentive listening; evaluate their
use of listening strategies and plan to incorporate new strategies to ensure
comprehension; record useful strategies in a learning log)

A3. Intercultural Understanding. By the end of Grade 6, students
will:

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 cultures; and make connections to personal experiences and
their own and other communities (e.g., identify examples from audio and/or audio-
visual media that illustrate the status of French as an official language of Canada;
listen to the national anthem in French and work in groups to map some
similarities and differences between the French and English versions; listen to
French Canadian folktales and legends and speak, draw, write, graph, or select
images to illustrate topics that interest them; listen to historical accounts about the
voyageurs and coureurs de bois and discuss their significance in the development
of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est
l’aviron”, “V’la l’bon vent” and identify their significance to Métis and other
French Canadian communities; listen to participate in traditional storytelling
games)

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., identify similarities and differences in language used by different age groups; listen to examples of polite/familiar and singular/plural forms of address and identify the correct form to suit specific situations; respond with understanding to familiar expressions used in greetings and leave-takings)

Speaking

B1. Speaking to Communicate. By the end of Grade 6, students will:

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 (e.g., use gestures, familiar words, and memorized expressions based on a model to present and refine a message; provide supporting details to clarify ideas and opinions)

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 (e.g., describe past and future personal experiences and events, and everyday routines, using familiar sentence patterns and vocabulary; use familiar expressions and words as sentence starters; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; describe how they are caring for the planet by being environmentally friendly; describe the roles of an animal within its ecosystem)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics (e.g., make straightforward requests, express preferences, and describe interests with minimal hesitation; express themselves with some facility on everyday topics, using familiar vocabulary, language patterns, and learned sentence structures; use standard greetings and expressions of courtesy with minimal hesitation in classroom activities; pronounce words correctly in classroom activities to practice new vocabulary)

B2. Speaking to Interact. By the end of Grade 6, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior in a variety of situations (e.g., paraphrase to clarify meaning; acknowledge and show respect for different points of view; ask for information to clarify understanding; acknowledge the contributions of others
before stating their own views; look at the listener/audience; use visual supports, facial expression, tone of voice, and gestures such as nodding, pointing, and shrugging to help clarify their meaning)

B2.2 Interacting: engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support (e.g., initiate and respond to greetings; participate in brief conversations; outline rules and negotiate actions when playing barrier games; ask questions, describe different perspectives, and outline possible solutions in discussions about environmental issues; contribute and respond to comments in interactive games and role plays; ask and answer questions in conducting or responding to surveys and interviews)

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., use feedback from the teacher and peers to make revisions to the form and content of oral language as they speak; determine which strategies were helpful when presenting their message; plan to use effective communication strategies to enhance interactions with others)

B3. Intercultural Understanding. By the end of Grade 6, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in eastern, western, and northern Canada, 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., describe French-speaking communities, including Aboriginal communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis and the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to and opinions of songs and artwork by French Canadian artists, including Aboriginal artists such as Leah Fontaine, Marcien Lemay, or Derek Letourneau; describe traditions, festivals, songs, and cuisine from French-speaking regions in western, eastern, and northern Canada, and make connections to customs in their own community)
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 the correct form to refer to the days of the week, the months of the year, and the date and time; use the appropriate form of address – polite/familiar, singular/plural – to suit specific situations; use idiomatic expressions with “avoir” – such as “j’ai besoin de”, “tu as chaud”, “il a faim”, “elle a soif”, “nous avons confiance”, “vous avez froid”, “elles n’ont jamais tort”; use an appropriate form of words to show understanding or lack of understanding – such as “Je comprends”, “Je ne comprends pas”, “Comment?”)

Reading

C1. Reading Comprehension. By the end of Grade 6, students will:

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., use titles, captions, illustrations, and knowledge of similar forms to make predictions about a story; use brainstorming to activate prior knowledge about a topic; use visual cues to confirm or clarify details; use semantic [meaning] cues such as prefixes, suffixes, and base words to activate existing knowledge of oral and written language; make connections to personal experience to understand characters’ feelings and behavior; ask questions to clarify meaning

C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate (e.g., identify and restate the main idea in a letter from a pen pal, orally or by drawing or writing; read and mime the steps outlined in a classmate’s instructions for carrying out a procedure such as making a sandwich or bannock; read and dramatize a story using props; read a restaurant, cafeteria, or powwow vendor’s menu and identify items they would like to order; use a graphic organizer to record important information from a text; list questions they have about an issue or character described in a text)

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., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as
indicated by the punctuation; identify the same word in different graphic representations – such as on the word wall, 89GRADE 6 READING GRADE 6 in shared/guided/independent-reading texts, on shared- and interactive-writing charts used in personal writing, in a variety of fonts)

C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., develop a bank of sight words using visual dictionaries and personal word lists; develop lists of cognates to expand vocabulary; use memory aids and visualization techniques to consolidate learning of new words; develop lists of words from oral vocabulary and grade-level texts to expand vocabulary; analyze word parts/structures to help determine meaning; compile thematic lists of key concepts to consolidate learning of new words; use a dictionary to expand vocabulary; use new words appropriately in different contexts)

C2. Purpose, Form, and Style. By the end of Grade 6, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., “how-to” book – to describe the equipment and actions for carrying out a procedure; logo – to aid in quick recognition or identification of a company or product; poster – to present specific information in a striking, memorable way; catalogue – to provide information in a systematic, easy-to-retrieve form; text message – to share personal experiences, thoughts, and actions; poem/song – to express ideas or feelings in vivid, evocative language; short story – to entertain and/or to depict or highlight the significance of imagined events or experiences)

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; short story/legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings; manual – numbered steps, diagrams; recipe – list of ingredients and quantities, steps in cooking procedure, cooking time, number of servings; travel brochure – description of destination sites and activities/events, description of accommodation, maps, contact information; magazine article – repetition of key words or phrases, titles, subtitles, text boxes; flyer – images and descriptions of products)
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., scan texts to identify the elements of the particular form or unfamiliar words to look up)

C3. Intercultural Understanding. By the end of Grade 6, students will:

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 cultures; and make connections to personal experiences and their own and other communities (e.g., consult an atlas or website and identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; write a sample exchange of letters between Louis and Sarah Riel; identify examples of texts – such as bilingual signs or government brochures – that reflect the status of French as an official language of Canada; read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; identify examples of French on product labels and street signs, and in newspapers, telephone directories, and websites; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou)

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 familiar and formal forms of words and expressions used in email messages from social network friends in French-speaking communities across Canada – such as “À la prochaine” versus “Bien à vous”; appropriate ways to invite someone to do something; conventions of a personal or official letter)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 6, students will:

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 (e.g.,
to describe personal activities and interests to the class; to record a schedule of activities in a personal diary; to outline the menu for a class celebration; to describe a fire evacuation route on a poster about school safety for the classroom; to provide a “to-do” list for a small-group project; to create a word web describing a character in a story for a class discussion; to add healthy or locally grown foods to the family’s weekly shopping list; to teach a friend how to cook a favorite dish; to complete a registration form for summer camp; to describe, for an advertising brochure, a company’s socially and environmentally responsible practices; to describe celebrations such as powwows; to describe garments historically worn by Métis and voyageurs in the fur trade)

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., a menu outlining the courses for a traditional Métis family meal or a school event – subsections for different courses, brief descriptions of dishes with ingredients, illustrations, information about beverage choices; sequential chart – columns and rows for entering date/time and type of activity; brochure – headings, subheadings, illustrations/graphics, captions, descriptive or explanatory text; “how-to” manual, such as how to build a traditional canoe – lists of needed tools and materials, numbered steps, descriptions of techniques, diagrams/illustrations, captions; email message – subject line, salutation, closing/signature line)

D2. The Writing Process. By the end of Grade 6, students will:

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., refer to the word wall to identify vocabulary related to a topic; use brainstorming to activate prior knowledge about a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; use print resources, Internet search engines, and assistive technology to research a topic; use peer and teacher feedback to clarify the focus of an idea for writing; use graphic organizers such as timelines and charts to record, sort, and classify information about a topic)

D2.2 Drafting and Revising: plan and produce drafts following a model (e.g., a model of a “how-to” manual or book; examples of pamphlets, brochures, advertisements, and/or logos provided by students; templates for letters, emails, or text messages), and revise their writing using a variety of strategies, with teacher
support (e.g., review drafts to determine whether information is presented in the best order and to identify gaps; rewrite, edit, and revise based on teacher and peer feedback and/or an editing checklist provided by the teacher; use a dictionary to monitor word choice)

D2.3 Producing Finished Work: make improvements to their written work, using knowledge of some of the conventions of written French (e.g., spell familiar words correctly; verify that they have used the appropriate prepositions to indicate direction and location; verify that they have used appropriate endings to indicate the masculine or feminine form; verify that they have used the correct preposition with the verb to suit the context – as in “jouer à” for playing a sport versus “jouer de” for playing a musical instrument), and use a few elements of effective presentation to produce a polished product for publication (e.g., graphics, borders and shading, different text sizes and colors)

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 (e.g., act on teacher and peer feedback to identify information gaps; record writing successes and challenges in a personal journal; use a class-developed anchor chart to provide feedback to a partner; share and discuss with peers revision strategies that they find useful)

D3. Intercultural Understanding. By the end of Grade 6, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, 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., using a T-chart, organize and compare information about Frenchspeaking communities in Manitoba and New Brunswick, such as St. Laurent and Memramcook; using a graphic organizer, classify the popular pastimes of French-speaking students in Atlantic Canada, the prairie and western provinces, and the northern territories; build a personal dictionary of French expressions from different regions and communities in Canada)

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 (e.g., greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; conventions for writing the date in French; conventions for writing numbers and money amounts – such as the use of spaces in numbers with four or more digits [1 000] and the use of a comma rather than a decimal point in currency amounts [1,75 $])