Junior Extended 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

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 a variety of oral French texts (e.g., identify cognates; visualize the setting of a story during a read-aloud; draw on personal background knowledge to make connections to the emotions of a speaker; ask for repetition to clarify meaning)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to follow teacher instructions; to identify familiar words in songs; to learn new expressions and word patterns from texts read aloud; to be entertained by a humorous story or joke)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., record key information from fictional and non-fictional oral texts; 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 of an object and identify the object)
A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., dramatize or draw an image depicting their personal response to the emotions expressed in a song; evaluate the effectiveness of sound effects in supporting the spoken dialogue of a video clip or movie; discuss an announcer’s use of intonation to convey emotion; create a collage reflecting the tone of an advertisement; create an acrostic poem that outlines their opinion of a song; identify elements in commercials that persuade listeners to purchase the product)

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 the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics (e.g., ask questions; paraphrase; study non-verbal cues; ask for repetition)

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (e.g., ask questions to gather more information about a peer’s family or friends; acknowledge others’ ideas during a discussion about plans for recess; compare family traditions with a peer)

A2.3 Metacognition: (a) describe 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., evaluate the effectiveness of paraphrasing a partner’s ideas; identify the elements of an effective presentation and plan to incorporate them in their own; identify strategies and tools to improve their listening skills)
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 to 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 descriptions of a cultural tradition from a Franco-Ontarian community and make connections to a similar tradition in their own family; identify new and interesting words and expressions in songs by various Franco-Ontarian artists)

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 salutations heard during an interview; describe differences in formal and informal forms of politeness used by a guest speaker; identify slang and jargon in commercials)
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 a variety of purposes and to various 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, non-verbal 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; use classroom visuals such as anchor charts to clarify a message).

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., prepare and present an introduction of themselves and/or their family; recount events and key information; express wishes and needs to the teacher and their peers; give instructions for a physical activity; talk about how cultural elements seen in a text compare to their own culture).

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (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; use intonation as modelled by the teacher to ask questions).

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., develop a television or radio commercial for an
invented product; create a radio announcement about a community event; create a short video honoring the contributions of a French-speaking and/or Aboriginal community in Ontario)

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., take turns; stay on topic; adjust tone and volume to the situation; use a combination of words and non-verbal cues; paraphrase the main idea of a peer’s message before contributing an opinion; ask questions to confirm understanding)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., discuss a current event with a peer and respond to each other’s point of view; ask questions in a conversation with a peer about personal interests; share ideas, opinions, and feelings, and encourage others to share their points of view during a literature circle; role-play a telephone conversation with a friend; role-play an interaction between a customer and a clerk in a store; interview a classmate to become informed about his or her cultural celebrations; with a peer, discuss how their cultural customs affect their daily lives)

B2.3 Metacognition: (a) describe 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., describe their use of tone of voice, intonation, and pacing when interacting; identify areas of strength in the delivery of a presentation and plan possible next steps for improvement; plan how to present a more convincing argument when expressing personal opinions)

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 the 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; 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 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 appropriate formal and informal personal pronouns – “vous”/“tu”; 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 non-verbal 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 range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., identify cognates and familiar words; activate prior knowledge before reading; make connections to the events or the experiences of a character in a text; ask questions to support understanding; make inferences to understand explicit and implicit messages; use visualization to clarify details of a scene)
C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with every day and academic topics, with contextual and visual support (e.g., draw pictures to illustrate the main events in a story; dramatize a scene or the main theme from a story they have read; use words and pictures to express feelings and opinions about an issue raised in a text; summarize the main idea and supporting details of a short story in a presentation to the class; identify elements of non-fiction texts such as newspaper articles and explain how they help the reader)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., group words into meaningful phrases; read aloud with some intonation and expression; recognize various spellings of the same sound in independent reading selections; participate in shared or echo reading to develop fluency; use punctuation clues and sentence structure to read with appropriate intonation)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., use cognates [mots apparentés] to understand the meaning of new words; use context clues to infer meaning; use root words, prefixes, and suffixes to determine the meaning of new words; use familiar words and high-frequency words to interpret meaning; refer to classroom visual supports and resources, such as subject-specific word banks)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., evaluate the effectiveness of the packaging and design of a cereal box intended to attract young consumers; discuss the techniques used on a billboard designed to encourage families to visit a tourist attraction; agree or disagree with the arguments presented in a magazine article; discuss how elements
of a movie poster work together to express a particular point of view; discuss the effectiveness of the layout of a menu or sign at an amusement park; analyze how specific features communicate the intended message in a web or print advertisement)
C2. **Purpose, Form, and Style. By the end of Grade 4, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – to express ideas and emotions or convey a mood; short story – to entertain and/or explore characters, ideas, and problems; social media text – to say thank you, send an invitation, or inform someone about a current event; advertisement – to send a message and persuade; article/report – to describe an experience or event or discuss a topic)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; picture book – title page, illustrations, and repetitive use of familiar words, phrases, and sentence structures; social media text – special fonts, graphics, and illustrations; map – pictures, symbols, legends, and use of different colors; magazine – contents page, headlines, subheadings, text boxes, and photographs)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., evaluate the effectiveness of the reading strategies they use and identify new strategies they plan to incorporate in their reading; record reading trends in a reading journal and set a goal to read a greater variety of texts)

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

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., compare cultural experiences and perspectives in texts with those in their own
community; research the achievements and contributions of French speakers in Ontario; research information about festivals such as le Festival des tulipes – Ottawa, le Festival des voyageurs – Mattawa, le Festival Haïti en Fête – Ottawa, Métis rendez-vous – Rivière des français, le Festival Bana y’Afrique – Toronto; explain the importance of sporting events such as les Jeux Franco-ontariens, children’s games such as voyageur competitions and blanket throwing, powwows, family traditions, and favourite songs in various Franco-Ontarian 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: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of reading situations in diverse French-speaking communities* (e.g., familiar and formal forms of expression used in letters, emails, and text messages; formalities of a wedding invitation versus a birthday invitation; language used in menus in various francophone communities; use of language on signs and billboards in public places and on notices in workplaces)

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 write a set of directions for a science experiment; to provide a timeline of significant events for a biography of a French Canadian, First Nation, Métis, or Inuit artist; to organize ideas for a class presentation; to write a message to arrange a meeting with peers; to contribute to a class poetry anthology; to create an announcement for an upcoming school sports event)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends,
family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., write a postcard to a pen pal describing a community event; express ideas about themselves through a poem; create and complete a questionnaire using biographical information; write brief descriptions on a variety of familiar topics, such as animals, friends, family, and hobbies; recount the highlights of their weekend; complete a bio-card for the student-of-the-month bulletin board)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use word walls or a personal dictionary to spell familiar and high-frequency words; verify unfamiliar words, using strategies such as rhyming patterns or the use of a dictionary; select and apply new vocabulary from various sources, such as anchor charts, visuals [posters, images, charts, etc.], or a thesaurus)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use words to convey an attitude or a feeling; use pictures or charts to add context to their writing)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (e.g., describe a virtual character or avatar that they have created; prepare a multimedia presentation on a famous or influential francophone; create a weather forecast to help their peers select appropriate clothing for the day; create a website describing a typical day in Grade 4; create a script about travelling to a new country; produce an informative brochure on a Canadian tourist attraction; create captions for an anti-bullying cartoon)

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

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., brainstorm ideas for writing about a familiar topic; use prior knowledge and
experiences to generate and develop ideas about familiar topics; use various texts, read independently or in class, to gather information about a topic; use labels, titles, pictures, or graphic organizers to sort and organize ideas)

D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies (e.g., use prepositions and conjunctions to create compound sentences; use a variety of familiar adjectives and verbs to describe how they feel and what they like to do; use a checklist to verify use of conventions; use teacher feedback to make revisions; add words from personal dictionaries or word walls to develop or clarify content; ask for feedback on elements of writing [such as ideas, organization, voice, fluency, word choice, conventions] that need improvement or development)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use a checklist to edit their text and ensure the criteria have been followed; use feedback from a peer to proofread and edit their writing; use teacher feedback in editing for stylistic elements, such as punctuation; use pronouns to vary sentence structure and avoid repetition; ensure the appropriate placement of nouns and adjectives within a sentence; add captions or text boxes to visuals to support ideas in published work)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., identify elements of writing [such as ideas, organization, voice, fluency, word choice, conventions, presentation] that need improvement or further development; use a writing portfolio to organize stages of writing; use a reflection journal to record writing successes and challenges and to plan for future writing tasks; share and discuss with peers revision strategies that they find useful during the writing process; self-assess and select pieces of writing they consider successful)
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 from a Franco-Ontarian community and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; research a short Franco-Ontarian legend/myth/story and develop a song or poem about it; compile a list of names that reflects the cultural diversity of their community; write an announcement welcoming new Canadians to Ontario; create a calendar showing significant dates for various cultures [powwows, full moons with indigenous names, feast days, traditional/community celebrations and events]; design a greeting card or invitation recognizing a FrancoOntarian holiday or celebration)

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., varying levels of politeness in letter writing; use of “tu” and “vous” in giving directions; use of common jargon/slang when discussing a favourite regional artist with a friend)

**Grade Five**

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 a variety of oral French texts (e.g., identify the main idea and supporting details; use context and background knowledge to make inferences while listening; make
predictions and verify them after listening to confirm meaning; record information heard to reinforce understanding)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to follow instructions or perform a sequence of tasks; to provide helpful feedback about a presentation; to identify vocabulary, expressions, and information in descriptions)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support (e.g., restate information heard; ask relevant questions and provide descriptive feedback following a peer’s oral presentation; record information using pictures, words, and sentences; follow and mime the steps to perform a task)

A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways their personal thoughts, feelings, and opinions about the messages and the ways they are presented in brief oral media texts about familiar, everyday topics, with teacher support and guidance as appropriate (e.g., discuss how the lyrics of the theme song of a television show or movie are appropriate for its intended audience; describe personal reactions to a company’s jingle; share reflections on the use of body language and tone of voice in a television broadcast)

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 the situation while participating in a variety of structured and guided social and academic interactions about familiar and personally relevant topics (e.g., paraphrase a teacher’s instructions using familiar words and phrases; ask for clarification while listening; interpret the body language of the speaker)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (e.g., respond appropriately to personal
stories shared by a peer; share feelings evoked during a group discussion; negotiate how to complete a project with group members)

A2.3 Metacognition: (a) describe 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 why it is helpful to talk about ideas and personal experiences related to a topic before listening; keep a journal of effective listening strategies to self-monitor improvement and next steps; evaluate their participation by watching a video of a class role play; compare effective listening strategies for different situations; use anchor charts to plan next steps to improve listening)

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 discuss the music used in festivals or celebrations of Québécois and other communities; identify topics of interest in EXTENDED FRENCH songs, stories, and legends by Québécois artists and authors; make connections between Québécois oral stories or legends with those of others, including those of their own community; using a graphic organizer to guide listening, organize information from oral 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, TroisRivières – Festival Urbain, Montréal – Festival du monde arabe, and make connections to their own culture; analyse a song or recitation of a poem to gain information about a Québécois community and its people; listen to the recitation of a traditional French Canadian story used by Métis, such as La Chasse-galerie, and discuss the life of early European settlers in Quebec)
A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., compare figurative expressions in French to expressions used in their own language; identify when formal or informal ways of addressing people are appropriate; observe and discuss different types of body language used in the social interactions of various French-speaking cultures; identify a variety of ways of greeting and leaving various social situations)

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 a variety of purposes and to various audiences (e.g., maintain eye contact and use non-verbal cues to connect with an audience; vary pace and tone to maintain the listener’s interest; use visuals and classroom aids to support their message; rehearse an oral presentation with a partner to receive feedback)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., present an announcement on an important issue to a group of younger students; share the findings of a survey conducted in class; deliver a prepared speech on a social issue; describe personal feelings in a critique of a piece by a French-speaking First Nation, Métis, or Inuit artist)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned and rehearsed communications about personal and familiar topics, using familiar words and expressions (e.g., use appropriate intonation when asking a
question; incorporate familiar vocabulary in presentations; retell a story using a familiar structure such as beginning, middle, and end; use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; recite a poem or story using pauses for dramatic emphasis)

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a video clip on a social or environmental movement or campaign, such as Shannen’s Dream; produce a radio advertisement to promote the importance of learning the French language; deliver a news report about global warming; create an announcement to persuade younger children to practise sun sense; create a commercial to advertise eco-tourism in Quebec)

B2. Speaking to Interact By the end of Grade 5, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., take turns when debating in a small group; use non-verbal cues to demonstrate agreement or disagreement; ask questions to clarify understanding before responding to a partner’s comments or opinion)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., respectfully present a point of view about school uniforms; discuss the importance of recycling practices in their community; compare eating habits that affect health in the school community; ask for and give directions to specific places, such as a restaurant, friend’s home, park, or town)

B2.3 Metacognition: (a) describe 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 which strategies were most helpful to engage the audience; examine which
speaking strategy is the most appropriate to the context/situation; discuss the effectiveness of the strategies they use during focused discussion; use feedback from a partner to plan next steps)

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 or tourtière; recite or paraphrase songs, stories, and legends by Québécois artists and authors; identify some famous Québécois[es], such as Michaëlle Jean, Maurice Richard, Mario Lemieux, Boucar Diouf, Marie-Mai, Gilles Vigneault, William Shatner, Simple Plan, Pierre Trudeau, Samian, Alexandre Bilodeau, Oscar Peterson, 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., use appropriate formal and informal ways of addressing people; use culturally specific French expressions [“ben”, “à plus”, “t’es correcte?”, “allô”, “char”, “pis”] when interacting with peers; use appropriate interjections depending on the social situation)
READING

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

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., activate prior knowledge through a class discussion before reading; make predictions about a text based on a picture/book walk; read on to confirm or clarify understanding; summarize important facts and details)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions and dealing with everyday and academic topics, with contextual and visual support (e.g., restate important information from a text; list similarities and differences regarding their personal life and the life of a fictional character; dramatize important events in a story; present arguments to justify their selection of a vacation destination from a travel guide; summarize the key message from the home page of an environmental organization’s website)

C1.3 Reading with Fluency: read French texts containing familiar words, names, expressions, and language structures, and dealing with everyday topics, at a sufficient rate and with sufficient ease to convey the sense of the text, using a variety of cues (e.g., use appropriate phrasing and expression when participating in a reader’s theatre; make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by punctuation)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., update a personal list of familiar words using resources such as dictionaries and a word wall; develop lists of cognates to expand vocabulary; use knowledge of word structure [prefixes, stems, suffixes] to determine the meaning of unfamiliar words)

C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally
relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., identify effective elements in a billboard designed to promote a product; discuss ways of using a logo created to represent a company; explain how a movie poster is designed to appeal to a particular audience; describe how a fashion advertisement makes them feel; analyse the point of view represented in a tabloid magazine; defend an opinion about the credibility of an online source of information; explain what can and cannot be recycled, using information from a municipal recycling flyer)
C2. **Purpose, Form, and Style. By the end of Grade 5, students will:**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., map – to show a location; brochure – to present information briefly; poster – to inform people about a product, event, or issue; newspaper – to provide information on current events; bill – to indicate a purchase and its price; email and text messages – to communicate with friends; fictional text – to depict imagined events or experiences)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., informational text – table of contents, index, glossary, subheadings, captions; French song – repetition, rhyming or non-rhyming patterns, simile; social media website – links, advertisements, images)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a record of which reading strategies were most helpful to them; discuss effective reading strategies for particular text forms; discuss with the teacher or a peer how they might incorporate new comprehension strategies in their reading)

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., role-play stories and legends from diverse French-speaking communities; research national and Québécois symbols and how they represent the values and accomplishments of Canada and Quebec; discuss various
Aboriginal legends and make connections to current environmental and social issues; 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 Oliver Jones, Alain M. Bergeron, and Sheldon Cohen; read about Québécois personalities such as Régine Chassagne, Bruny Surin, Céline Dion, Gilles Pelletier, or Marc Favreau, or historical figures such as Marguerite Bourgeoys, Marguerite D’Youville, or George-Étienne Cartier, and describe some of their accomplishments.

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., regional French expressions found in texts from a variety of Québécois communities, such as “asteur”, “dépanneur”, “jaser”, “toast”, “téléroman”; forms of address used to denote formal and informal relationships; spelling of French words that reflects a local dialect)

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 for writing and the audience for French texts they plan to create (e.g., to write about their family in a letter to a pen pal; to write instructions for a game played in physical education class; to invite the school administration to attend a class cultural celebration)

D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form (e.g., recount their participation in a school-wide activity; create a mini-biography of a friend, family member, or
classmate; prepare a brochure promoting an exhibition on historical artefacts; create a picture book explaining an environmental or social issue to a younger audience; write an article or report about green living choices; write a sketch of a character from a favourite movie)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., create a word web to increase their vocabulary related to a familiar topic; use a word wall to confirm spelling of subject-specific words; use reference materials to review the meaning of words; incorporate familiar language from oral texts and interactions in their writing; keep an ongoing reading journal of new or relevant vocabulary and interesting words/expressions)

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., use repetition to highlight key ideas and emphasize a point of view; write a film review using hyperbole [such as “Il est grand comme une maison”, “Ce film est plus long que l’Amazone”, “C’est un film absolument génial, super bon et complètement drôle”, “Il est fort comme un bœuf”] to demonstrate opinions and ideas; use onomatopoeias [such as “glou glou”, “OUIN”, “Miaou”, “Cocorico”, “Pouf”, “Aïe”, “Toc Toc”, “Ouf”] to convey feelings, emotions, and

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (e.g. write a script for a radio announcement on an environmental issue; create a poster for a lost item; write a slogan or a jingle for healthy living practices; create an electronic invitation or greeting card)
D2. **The Writing Process. By the end of Grade 5, students will:**

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., use a word web to brainstorm ideas about energy conservation; conference with the teacher about a subject for a project; talk with peers to expand on ideas for a pamphlet on healthy living habits; use a cause-and-effect structure to prepare ideas for a report)

D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies (e.g., identify parts of texts that need to be reorganized to ensure clarity of ideas; use reference materials to vary word choice and avoid repetition; revise texts using feedback from teachers and peers)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use a checklist co-constructed with teacher and peers to edit their text; reread and review the text following the guidelines provided to ensure that the specified criteria have been met; use adjectives and adverbs to clarify specific information; use quotation marks to indicate direct quotes and dashes to indicate a change in speaker; use conjunctions to ensure a smooth flow of ideas; share their final written product with the intended audience)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., discuss the effectiveness of the selected writing strategies or graphic organizers; determine next steps in writing based on feedback received from the teacher and peers)

D3. **Intercultural Understanding. By the end of Grade 5, students will:**
D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking 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., draft a “Bienvenue au Québec” brochure for children immigrating to Canada; describe a Québécois cultural celebration from the point of view of a visitor to Canada; create the home page for a website of a prominent Québécois artist, musician, or celebrity; write a letter or email to a real or fictional pen pal in Quebec requesting information about his or her cultural traditions or celebrations while sharing some of their own traditions; create a caption for an illustration or photograph describing the relationship between the voyageurs, the Métis, and the Northwest Company during the fur trade; write a message for the class bulletin board or blog about the value of cultural diversity in their school)

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., conventions for writing a greeting card, such as greetings and closing; conventions related to personal and formal letters; polite ways to accept or decline an invitation; expressions from different Frenchspeaking regions)

GRADE 6

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 appropriately before, during, and after listening to understand a variety of oral French texts (e.g., use visual or environmental clues to make predictions while listening to a video clip; infer underlying meaning from tone and rhythm in a song or poem; identify words that are repeated or stressed for emphasis to summarize main ideas presented; listen for cognates
and word families to clarify understanding; use a checklist to highlight important information; ask for repetition and clarification during and after listening

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to formulate opinions based on a peer’s presentation; to identify new vocabulary and expressions in a media presentation on a social or environmental issue; to formulate questions for a guest speaker about a current issue affecting Aboriginal people)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate (e.g., paraphrase information heard in a peer presentation; record information heard in a media report dealing with current events; develop questions to clarify information shared by others in small and large-group situations; describe personal connections made while listening to a song; draw a picture based on a read-aloud; infer the speaker’s point of view by listening for discourse markers; during a jigsaw activity, paraphrase ideas of the “expert” group to members of their group)

A1.4 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., discuss personal reactions to information in a documentary or heritage moment about the relationship between early European explorers and First Nations peoples; determine how song lyrics address a specific audience; evaluate the delivery of the message in a newscast or webcast and make suggestions on how it could be more effective; discuss the effectiveness of a commercial in targeting the product’s consumers; identify the various perspectives present and missing in a video related to a social or environmental issue)
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 the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics (e.g., ask questions for clarification; infer the intended message from the speaker’s tone of voice, body language, and facial expressions; reconsider their opinion after hearing what others say; ask the speaker to repeat or explain at appropriate moments)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (e.g., respond to a peer’s point of view on a healthy or active living topic by making connections to personal experience; ask questions to find out more information in an interview; share opinions about a favourite music group or author; participate in a debate about a social, economic, or environmental issue; affirm and build on the ideas of others during discussions; listen to participate in traditional storytelling games)

A2.3 Metacognition: (a) describe 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., ask for suggestions and act on a peer’s feedback; determine the best strategies to identify key information in oral texts; assess their use of verbal and nonverbal cues to demonstrate comprehension during a dialogue; set goals to improve use of listening skills and strategies)

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 discuss, write about, or create artworks to depict aspects that interest them; listen to historical accounts about the voyageurs and coureurs de bois who traded with First Nations, Métis, and Inuit communities, and discuss the significance of these relationships 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.

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify similarities and differences in formal and informal speech used by different groups; compare levels of language used by different age groups; compare the dialects of different French speakers)

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 various audiences (e.g., use facial expressions and body language; vary pace to engage the audience; use linking words and a variety of sentence structures to enhance the flow of ideas during a presentation; use subject-specific vocabulary to explain a topic clearly)

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support (e.g., present their point of view on a social or environmental issue; explain a current event in detail; perform a skit that compares traditions, festivals, or customs of First Nations, Métis, or Inuit peoples; give a speech about
accessibility in public buildings; share a personal opinion about healthy living; deliver an oral presentation regarding the importance of French-language skills when travelling)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions (e.g., use pauses to accentuate personal preferences when describing food or music choices; use tone and intonation to indicate emphasis; make straightforward requests, express preferences, and describe French interests with minimal hesitation; use standard greetings and expressions of courtesy with minimal hesitation in classroom activities; pronounce new vocabulary correctly in classroom activities; use classroom reference materials and teacher prompts to self-correct errors in spoken French)

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., identify and use advertising strategies in a television commercial; produce a podcast explaining the impact of space exploration; create a public service announcement for peers about substance abuse; create a news report about a current event at school or in the community)

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

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., use body language and gestures to acknowledge information given by a peer; politely state agreement and disagreement during a debate or interview; use appropriate language when entering or interjecting into a conversation; ask follow-up questions to show interest and encourage conversation; anticipate responses from peers to formulate rebuttals during a debate or role play)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar
topics related to matters of personal interest and academic topics (e.g., collaboratively determine roles for a specific group task according to areas of personal strength; review safety requirements with peers before a new physical activity; engage in a role play on the negative effects of drugs; interview a peer about a familiar topic of interest; debate the importance of getting an allowance or having homework; with a group, plan a fundraiser for a school trip; reformulate statements and ask questions in response to a peer’s presentation; make personal connections to a text during a group discussion)

B2.3 Metacognition: (a) describe 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., discuss the importance of using speaking strategies to communicate ideas clearly; assess how effectively different speaking strategies engaged an audience; describe how selected speaking interaction strategies help maintain conversations; plan next steps to develop speaking skills based on feedback from teachers and peers)

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 First Nations, Métis, and Inuit 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 significant individuals and topics in French Canadian history – such as the Métis/Louis Riel or the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to songs and artwork by French Canadian artists, including Aboriginal artists, such as Leah Fontaine, Marcien Lemay, 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; make a presentation about a cultural event or artefact)

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 regional terminology for food; recognize and use greetings and salutations used by youth in various French-speaking communities; give polite directions or instructions in different language registers)

READING

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

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., apply prior knowledge during pre-reading activities; make predictions after previewing excerpts from a text; make connections to understand a character’s motivation; identify the main idea and supporting details)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (e.g., summarize a passage from an informational text in their own words; identify implicit and explicit messages in a print advertisement; perform a monologue presenting the point of view of a character in a fiction text) Teacher prompts: “Comment un gabarit t’aide-t-il à organiser les points importants lus dans un texte?” “Pourquoi utilise-t-on certains visuels dans une publicité?” “Quel point de vue est représenté ou absent dans le texte?” “Comment le fait de te mettre à la place du personnage t’aide-t-il à comprendre son point de vue?”

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, personally relevant, and academic topics, at a sufficient rate and with
sufficient expression to convey the sense of the text, using a variety of
cues (e.g., read a poem aloud with appropriate emphasis and phrasing;
use tone of voice, intonation, and varied pace to express feelings
during reader’s theatre; chunk text into logical sections or phrases)

C1.4 Developing Vocabulary: identify and use several different strategies
to expand vocabulary through reading (e.g., predict the meaning of
unfamiliar vocabulary by using cues such as word patterns; create a
word web on a specific topic and subtopics; refer to classroom
anchors and word walls; identify subject-specific terminology and
incorporate it in their daily communications)

C1.5 Responding to and Evaluating Media Texts: express their personal
opinions about the treatment and presentation of the messages in a
variety of media texts about familiar, academic, and personally
relevant topics, and give evidence from the text for their opinions,
with teacher support as appropriate (e.g., describe how elements of a
bumper sticker are intended to evoke a response to a social issue;
explain how a print advertisement promotes a product or lifestyle;
explain how graphic text features of a pamphlet such as tables or
charts are used to present data; discuss how the point of view
expressed in an editorial influences their opinion; evaluate the
effectiveness of a summer camp brochure in appealing to the intended
audience; identify the elements of a book jacket that are designed to
attract readers; explain how images are used in print and television
advertisements to evoke emotions, such as ways in which nature
scenes or animals are used in a car commercial)

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

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text
forms, including fictional, informational, graphic, and media forms
(e.g., biography – to tell the story of a person’s life and
accomplishments; graphic novel – to entertain and to explore
characters, ideas, and problems; social media – to share opinions;
survey – to obtain and analyze information; news article – to provide
information about a current event)
C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., textbook – text features such as table of contexts, index, and headings; script – use of various type styles to indicate stage directions and spoken parts; scientific experiment – instructions and procedures in sequential order).

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., evaluate the effectiveness of applying prior knowledge in facilitating the understanding of the text read; assess the effectiveness of making predictions to deepen understanding; reflect on and explain the benefits of examining graphics in a brochure to support their comprehension).

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., identify ways in which families are represented in different text forms from various French-speaking regions of Canada; read a daily food log [or a menu] from a French-speaking community, and compare its contents with their own daily diet; read maps to identify differences and similarities with respect to economic and agricultural activity in various French-speaking communities; 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; read about important French Canadian and Métis historical figures such as Louis 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 the traits of heroes in traditional stories, myths, and legends such as Ti-Jean, Kluskap, and Nanabijou)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., abbreviations found in French texts; dialects found in French texts; text message shorthand used in a francophone community)

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 for writing and the audience for French texts they plan to create (e.g., to write a persuasive letter to the school newspaper; to write an informative report about the dangers of using drugs or alcohol; to write a story to entertain younger children; to write a set of rules and procedure for playing a new game)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form (e.g., write a biography of an important Canadian historical figure such as an early settler or a member of a First Nations, Métis, or Inuit community; compose a newspaper article reporting on a current event at the school; write a script for a short play on a topic of personal interest; prepare a lab report for a science experiment)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use print or online French dictionaries to find word meanings; use a French thesaurus to explore alternative word choices; use word walls to determine the meaning of words within the same word family; create
new words by adding known prefixes and suffixes such as “in-”, “dé-”, “-ion”, “-eur/-euse” to nouns, verbs, and adjectives; use a variety of 165GRADE 6 WRITING expressions such as “Croyez-le ou non…”, “Selon les experts,…”, “Quatre médecins sur cinq recommandent…”, “Tout le monde pense…” to persuade an audience)

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (e.g., provide supporting details to establish a point of view in reporting on an equity issue; use a serious tone in a letter to the principal or a lively tone in a short story for younger children; select an alternative perspective in recounting an event; use the third person for a newspaper article or the first person for an editorial)

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (e.g., create a book jacket to entice a potential reader; create a brochure to promote a summer camp; create a multimedia presentation on an environmental issue; create a CD cover for a song or musical group; write the script for a television commercial for a healthy product)

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

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g. brainstorm topics independently or in small groups for writing about an equity issue; use a graphic organizer such as a fishbone to map out details; use chronological order to organize information in a biography; sort and organize ideas in order of importance)

D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies (e.g., use highlighters to identify words and phrases that could be omitted or changed; use descriptive feedback from peers and the teacher to ensure logical organization of
ideas; add transition words and phrases to improve the flow of their writing)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established EXTENDED FRENCH criteria, with support as appropriate (e.g., use commas to separate words in a list; use dashes in dialogue to indicate a change in speaker; use word walls to verify the spelling of high-frequency words; apply rules for forming plurals to unfamiliar words; use correct placement of verbs and adverbs in a sentence; use peer editing to improve their written text before publication; use checklists and anchor charts to verify that the specified criteria have been met; use a variety of font styles and sizes to highlight key ideas for the reader; use multimedia and visual support to enhance published texts)

D2.4 Metacognition: (1) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (2) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which graphic organizers were most helpful in generating ideas before writing and in guiding the development of thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; evaluate which writing strategies were most helpful to them in completing the task)
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., use presentation software to share a cultural experience; write a comparative description of two cultural artefacts for a museum; write a report on a French Canadian cultural event, making connections to an event from their own culture; write a biography of a French-speaking person who has contributed to Canadian society; following an example of a French Canadian myth or legend, write a legend explaining a cultural event or geographic phenomenon from their own community; write a myth or fable for their own community that reflects a moral or value, drawing on examples from other cultures)

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., idiomatic expressions; appropriate level of formality for dialogue between strangers; use of French text shorthand in writing an email to a friend; variations in spelling to reflect a particular dialect)