Primary French Immersion (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 a variety of oral French texts (e.g., ask questions about facts to clarify meaning; take notes using a graphic organizer during an oral presentation; make personal connections during and after listening to an audio text; use visualization during the description of a past or future event)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to enable them to respond appropriately to peers during literature circles; to formulate an opinion about a social or environmental issue based on information provided in a broadcast; to learn from others during oral presentations; to learn new vocabulary from songs, chants, and rhymes; to participate in a game or activity)

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., summarize main ideas using graphic organizers; paraphrase ideas heard after a think-pair-share activity; discuss the purpose and main points of an oral presentation by a peer or guest speaker; create a tableau depicting the solution to a problem from a read-aloud; use a pictogram to demonstrate sequencing after listening to the description of a historical event;
express opinions on the platforms presented by candidates in a class election; explain their feelings and personal reactions to a recorded Aboriginal folktale)

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 texts for their opinions, with teacher support as appropriate (e.g., listen to a video clip on a health or environmental issue and explain its impact on their life; identify expressions heard in advertisements that signal an attempt to persuade the listener to do or buy something; listen to an advertisement aimed at youth and identify how the product is promoted)

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 about familiar and personally relevant topics (e.g., demonstrate an understanding of when to listen and when to speak; listen without interrupting; 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., acknowledge another point of view in conversation; ask and answer questions to understand a peer’s statements and opinions; respond effectively to a peer’s ideas in a think-pair-share situation)

A2.3 Metacognition: (a) describe factors that prevent them from listening effectively and 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., refer to feedback from teachers and peers to identify areas of strength and set listening goals; reflect in a personal journal on areas in need of improvement and ways to listen more effectively)
peers to identify areas of strength and set listening goals; reflect in a personal journal on areas in need of improvement and ways to listen more effectively)

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 daily life in their immediate environment, such as the bilingual version of the national anthem sung at school or sports events; listen to a peer describe a Franco-Ontarian 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., differences in language used in conversations with a teacher versus with a peer; conventions used in informal exchanges such as telephone calls with a family member)

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., plan and rehearse their message; use gestures and visuals to support their point of view; use vocal techniques to engage the audience)

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., summarize
or retell a First Nations, Métis, or Inuit story such as the creation story of L’île de la tortue; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; deliver a speech communicating personal thoughts and opinions on an environmental or financial issue; share, in small or large groups, personal reactions to the music in advertisements; discuss the impact of product placement – food, beverages, toys, clothing, or games – in films and television shows; debate the suitability of video games for different age groups)

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., make straightforward requests, express preferences, and describe 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., record an interview with someone in the school community about his or her role in protecting the environment; use technology to record their point of view on social media and how it affects their interactions; provide the voice-over for an advertisement advocating the purchase of fairtrade goods; create a video recounting a traditional story from a First Nation or Métis Elder)

B2. Speaking to Interact. By the end of Grade 4, 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 speaking in a group; make relevant and constructive comments in discussions with peers; ask relevant questions in conversations)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (e.g., discuss the importance of recycling practices in their community; discuss healthy and unhealthy eating habits; ask for and give directions to specific places, such as a restaurant, friend’s home, park, or town; role-play an interaction that involves a financial transaction)
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., refer to and use established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with teachers and peers, and set goals to improve oral communication)

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., give brief oral presentations describing Franco-Ontarian traditions and festivals such as le Bal de Neige in Ottawa; describe the significance of la FESFO – la Fédération de la jeunesse franco-ontarienne; research and discuss French-speaking historical and current figures and their influence on Ontario; discuss the rich cultural diversity that constitutes the Franco-Ontarian community; discuss ways in which French-speaking Aboriginal people can celebrate both their Franco-Ontarian and Aboriginal cultures)

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., appropriate form of address – polite/familiar, singular/plural – to suit specific situations; greetings, leave-taking expressions, and expressions of courtesy appropriate to the social context; ways to accept or decline invitations; expressions of understanding or lack of understanding such as “Je comprends”, “Je ne comprends pas”, “Comment?”)

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.,
activate prior knowledge through brainstorming; use visualization to clarify details;
made and confirm predictions based on evidence from the text)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and
meaning of a variety of French texts about familiar, academic, and personally
relevant topics, with contextual and visual support (e.g., create a visual
representation of a narrative in storyboard form; write a journal entry to respond to
an independent reading text; dramatize important events in a story read in a
literature circle)

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and
language structures, and dealing with familiar, academic, and personally relevant
topics, at a sufficient rate and with sufficient expression 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 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., categorize vocabulary based on word
patterns; create a personal dictionary of interesting words and familiar expressions;
look for familiar prefixes, suffixes, or word stems in unfamiliar words; use visuals
to help them infer the meaning of unfamiliar words or expressions; read words
within 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., express
opinions on a magazine article; compare newspaper and online articles on the same
event or subject; identify and evaluate the persuasive techniques used in
advertisements; discuss how photography and headlines or slogans work together
on magazine covers or billboards; identify effective elements in comics, graphic
novels, or product packaging)

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., diary/journal – to articulate a personal perspective; brochure – to present information briefly; instructions – to describe how to perform a task or use a device; receipt – to show the item bought and the price paid for it)

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., magazine – headlines, subheadings, text boxes, and photographs; movie review – opinions and supporting evidence; letter – date, salutation, information, feelings, and opinions intended for a specific reader; travel guide – maps, images, and information divided by many headings)

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., recognize when understanding has broken down; identify which reading strategies are being used effectively; discuss how the text form affects their choice of reading strategies)

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 to those in their own community; research the achievements and contributions of French speakers in Ontario; make connections to stories or legends from French-speaking communities in Ontario, such as Sleeping Giant in Thunder Bay; research information about traditions and festivals such as le Festival des tulipes and le Festival Haïti en Fête – Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, le Festival Bana y’Afrique – Toronto, and powwows, 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: 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., the familiar and formal forms of expressions used in letters, emails, and text messages, such as “À la prochaine” versus “Bien à vous”; appropriate ways to invite someone to do something; conventions of personal and business letters)

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 give a friend directions to their home; to create a timeline of significant events to accompany a biography; to express in a letter to the parents’ committee of the school their feelings about the importance of recreational equipment in the school yard; to write about the use of plants in traditional remedies)

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 an alternative ending to a popular folktale, fairy tale, legend, or tall tale; develop and write directions for a board game linked to bullying prevention or healthy living; write a poem, letter, or email to a veteran recognizing the sacrifices made by Canadian soldiers and peacekeepers; write a report or journal entry to convey thoughts and feelings about an environmental or social issue in their community)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., select new words from a list of synonyms to avoid repetition and vary word choice; use fiction and non-fiction texts to confirm spelling and meaning; use a visual dictionary to associate pictures and written words)
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 a main idea and supporting details in a letter; use present tense and sequencing words in an explanation; use adjectives and adverbs to describe the characters, setting, and events in a narrative)

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 poster to illustrate a procedure or to promote healthy living; create a brochure for a provincial park; design a bumper sticker about a social or environmental issue; create a map with labels and a legend showing where plants with medicinal properties such as blueberries, apples, and wild ginger can be harvested) Teacher prompts: ‘Comment est-ce que tu peux incorporer des éléments tels que des photos ‘avant et après’ pour convaincre les autres d’être plus actifs physiquement?’ “Comment peut-on inciter les touristes à aller visiter un parc provincial? Quel format choisirais-tu pour appuyer ton message?”

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., masculine and feminine forms of adjectives; irregular plural nouns such as “travail/travaux”, “cheval/chevaux”; present, past, and future tenses of familiar -er, -ir, and -re verbs; expressions with “avoir” and “faire” such as “avoir besoin”, “avoir faim”, “avoir soif”, “faire chaud”, “faire du ski”; passé récent using “venir de”, such as “Je viens d’arriver”; impératif to give directions and instructions; demonstrative adjectives such as “ce”, “cet”, “cette”, “ces”; position and agreement in gender and number of irregular adjectives with nouns, such as “bel arbre”, “neige blanche”; possessive adjectives such as “notre/nos”, “votre/vos”, “leur/leurs”; position of frequently used adverbs such as “peu”, “beaucoup”, “assez”, “trop”; the prepositions “voici” and “voilà”; subject-verb inversion to ask questions; compound sentences using connecting words such as “d’abord”, “et”, “puis”, “ensuite”)

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., order the events in a story on a storyboard;
select an idea from their writer’s notebook and develop questions to guide research; sort and classify ideas by highlighting key words, using graphic organizers, or making jot notes)

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., outline the elements of their report on a graphic organizer; consult classroom resources when editing their writing; refer to teacher models and exemplars when revising 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 criteria, with support as appropriate (e.g., refer to feedback from their teacher or peers when refining or proofreading their writing; consult a checklist to ensure that they have included all the appropriate elements in their narrative; enhance the presentation of information in a report with diagrams, pictures, and illustrations; add personal touches that support the message, such as titles, subtitles, word art, or text boxes, using presentation software)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several 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 importance of co-constructing success criteria before writing; describe how using exemplars helps improve writing skills; evaluate the effectiveness of using a checklist to improve the final draft)

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

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Ontario, including aspects of their culture and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a report about a Franco-Ontarian tradition and compare and contrast it with a personal tradition; write a journal entry about the contributions of local Franco-Ontarians; research a Franco-Ontarian legend/myth/story and develop a song or poem about it; compare modern and traditional methods used in French-speaking Aboriginal communities to produce maple syrup)
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 of an invitation; conventions for writing numbers, such as the use of spaces in numbers with four or more digits [1 000], the position of currency signs after the amount, and the use of a comma rather than a decimal point in currency amounts [1,75$])

Grade 5 (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 a variety of oral French texts (e.g., ask questions to clarify meaning; use non-verbal cues to facilitate understanding; use a graphic organizer to help them synthesize ideas; activate prior knowledge before listening)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to gather information by taking notes during a teacher or peer conference; to identify the main point of view in a video clip; to compare their ideas with those of their peers during and after an oral presentation; to gather information from an interview)

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., list main ideas and some supporting details from an oral presentation; draw something based on a partner’s oral instructions; participate in a dramatization following a read-aloud; share personal opinions related to the messages in a report; create a timeline of events after listening to a biography; identify the main message and key lessons heard in a story from a French-speaking First Nation, Métis, or Inuit community)

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 texts for their opinions, with teacher support as appropriate (e.g., describe how different audiences might react to a television commercial; role-play to convey their agreement or disagreement with the message presented in a popular song; create a poster to share personal reactions to the information heard in an interview; listen “between the lines” to detect bias in a media text; identify missing points of view; evaluate the effectiveness of an advertisement about an eco-friendly product)

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 about familiar and personally relevant topics (e.g., make connections
between personal experiences and what is being said; reconsider their opinion after hearing what others say; 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 nodding to indicate understanding or agreement

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., paraphrase a group member’s opinion before responding to it; acknowledge another point of view in a telephone, video, or face-to-face exchange; ask and answer questions in small groups, during a role play, or in reader’s theatre; use a talking stick to share information and ideas in a community circle)

A2.3 Metacognition: (a) describe factors that prevent them from listening effectively and 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., record listening strategies they have found helpful in a journal for future reference; engage in dialogue with teachers and peers to determine criteria for effective listening; use feedback from peers and self-evaluation when identifying and planning next steps to improve listening comprehension)

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” or Laïla Héloua – “Mandarine et Kiwi”; using a graphic organizer to guide listening, organize information from oral texts about family, school life, traditions, powwows, and festivals in Québécois communities (Quebec City – Festival des journées d’Afrique, Danse 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 story
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 Frenchspeaking communities* (e.g., dialects and regional vocabulary; formal and informal language; language styles among various age groups)

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., rehearse what they want to say; concentrate on the message; rephrase ideas using familiar vocabulary to clarify their message; ask questions to engage their audience)

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 personal interest, with contextual, auditory, and visual support (e.g., respectfully present a personal opinion in a soapbox forum; deliver a speech regarding the importance of a balanced diet and regular exercise; recount a personal experience; identify obvious and subliminal key messages in a television commercial)

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 intonation to show surprise; give clear directions with minimal hesitation; recite a poem using appropriate pauses as indicated by the punctuation and/or layout of the lines to communicate the poet’s intended meaning accurately)

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 short announcement identifying the benefits of knowing another language; create a public service announcement detailing the evacuation procedure during a fire; record an advertisement for a local farmers’ market; create a podcast promoting Earth Day or Earth Hour)
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 speaking; use appropriate tone; remain on topic in a conversation; use formal and informal language appropriately)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (e.g., engage in a discussion following a read-aloud; discuss rules and laws in various contexts such as sports, school, and government; express understanding of the perspectives and opinions of others by making connections and drawing comparisons to their own experiences)

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., explain during a student-teacher conference how they monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation)

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 Maurice Richard, Mario Lemieux, Boucar Diouf, Marie-Mai, Gilles Vigneault, William Shatner, Pierre Trudeau, Oscar Peterson, 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., regional terminology for food; greetings and salutations used by youth in various French-speaking communities; polite directions or instructions in different language registers)

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., ask questions to focus reading; visualize content to clarify details; reread to confirm and clarify meaning; 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 a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (e.g., explain the point of view of various characters in traditional French, Aboriginal, or other tales; participate in an informal class discussion about the arguments presented in a persuasive text; illustrate the main points of a newspaper article on an environmental issue; role-play an interview with a character from a story; identify the key messages in and intended audience for a travel brochure about Quebec)

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant 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; read words and expressions from other subject areas; understand and read words in context with appropriate tone of voice and intonation; chunk text into logical sections/phrases)
C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., create a word web on a specific topic and its sub-topics; use technology/media to help them classify vocabulary based on word patterns; 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., explain the effect of humour in cartoon advertisements; share personal reactions to a blog post; comment on the graphic design of a video game package or book jacket; identify promises made in junk mail or flyers; discuss the impact of subtitles in movies; describe the main message of an environmental website and explain how the message connects to the organization that created it)

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., short story – to entertain and/or to depict imagined events or experiences; email and text messages – to communicate with friends; website – to provide information about a specific topic; bill or invoice – to show the cost of goods or services bought or sold)

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., song/poem – analogy, rhyme, parallel structure, comparison, contrast, simile, metaphor, personification; short story/legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings; manual – numbered steps, diagrams)

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 reading log to track their reading trends; analyze their reading log to determine preferred text forms
and set goals to expand the variety of texts read; plan to use newly acquired vocabulary in spoken and written contexts)

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 Québécois and/or Aboriginal stories or legends, such as “Le Cap diamant” or “Le Rocher de Grand-mère”, and make connections to current environmental or 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 Alain M. Bergeron or Sheldon Cohen; read about Québécois personalities such as Oliver Jones, Senaya, Céline Dion, or Gilles Pelletier, or historical figures, 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., standard salutations and expressions in invitations; language in personal letters; layout of and vocabulary in newspaper articles; abbreviations and use of the infinity in recipes or procedural texts)

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 outline their opinion on a social issue in a formal letter to the local government;
to write horoscopes or review a sporting event for the class newspaper; to draft notes for a speech on an environmental issue)

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., research and write a report about an aspect of healthy living; develop a narrative based on a topic from social studies or science and technology; draft a script for a short play based on a novel, illustration, song, event, or short story)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use dictionaries, thesauri, and subject-specific texts to help them make accurate word choices; create a word web to prepare vocabulary before writing)

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (e.g., use comparative adjectives and adverbs, similes, and metaphors to describe a character from a novel or movie in a review; using a serious tone, write a newspaper article telling the story of a local hero or heroine)

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 photo essay with captions about an outing with family, friends, or peers; create a poster to advertise an event or inform their peers about a social studies or science topic; create a multimedia presentation to persuade consumers to buy local produce; compose song lyrics about an environmental issue)

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use of hyphens in subject-verb inversions; present, past, and future tenses of familiar -er, -ir, and -re verbs; various interrogative constructions such as subject-verb inversion, “est-ce que”, and the interrogative adjectives “quel”, “quelle”, “quels”, “quelles”; the superlative and comparative forms of adjectives and adverbs, such as “plus”, “le plus”, “moins”, “le moins”, “mieux”, “le mieux”; formation of regular adverbs through the addition of “-ment”; standard ways of expressing past events and personal experiences)
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., think-pair-share to determine the topic and content of a script; use a timeline when planning a biography; brainstorm ideas and questions before beginning research; use a KWL chart to help them plan their research)

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., select appropriate graphic organizers to assist with planning and revisions; refer to teacher models and exemplars when editing work; work in pairs to identify errors and repetition)

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., refer to success criteria to help them self-assess their work; use technology to publish finished work; select fonts, images, or photographs that enhance their message or support their opinion)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several 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 how brainstorming and thought webs help them generate ideas for writing; determine which graphic organizers were most useful in helping them develop and organize thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; determine which writing strategies were most helpful)

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 culture 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
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 appropriately before, during, and after listening to understand a variety of oral French texts (e.g., make predictions before listening to a text; ask questions to clarify things they do not understand in a peer’s presentation; recognize and interpret gestures, facial expressions, and tone of voice to facilitate understanding; visualize elements of an oral text)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to gather feedback during student-teacher and peer conferences that can be used to help them plan next steps;
to formulate questions on a topic based on peer presentations; to express an opinion in a class debate; to identify the perspective in the dramatization or retelling of a myth or legend)

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., create a poster for a product using the main ideas heard in a commercial; summarize main ideas and supporting details heard in a webcast, using a graphic organizer; create a storyboard based on a read-aloud; compare experiences heard in a song with their own experiences; identify whose points of view are present or missing in an oral text)

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 texts for their opinions, with teacher support as appropriate (e.g., evaluate different news broadcasts for bias; analyse the effectiveness of an advertisement aimed at a specific age group; evaluate how the visuals support the spoken messages in a documentary on Aboriginal peoples; explain how a television or radio advertisement might have a different effect on boys and on girls; identify the target audience for a documentary on an environmental issue; compile images from newspapers, magazines, and the Internet to illustrate the mood of a song or poem)

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 about familiar and personally relevant topics (e.g., ask questions to clarify meaning and understanding; paraphrase ideas from peers during a debate; ask for repetition when participating in discussions)

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., offer feedback on a peer’s presentation; respond to a speaker’s opinion while showing respect for his or her ideas; offer suggestions in a group discussion on preserving biodiversity; listen and respond during improvised role play; exchange opinions with a peer about a story read in class)
A2.3 Metacognition: (a) describe factors that prevent them from listening effectively and 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 what helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often; set learning goals during a teacher conference to improve their listening skills)

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 or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and determine 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 and discuss their significance to the development of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’là 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., language used in different French-speaking regions; formal and informal language used in a variety of social situations)

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 various purposes and to a variety of audiences (e.g., allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse with a partner or while recording themselves before sharing a presentation in a large group; use visuals to supplement and enhance a presentation; use editing tools to help make a presentation flow; use tone of voice, pace, and volume to help communicate meaning; use appropriate facial expressions, gestures, and eye contact to engage their audience)

B1.2 Producing Oral Communications: produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (e.g., explore various points of view through dramatization and role play; prepare an oral presentation to persuade peers to react to a social or environmental issue; share their opinion of a book or movie; deliver a speech to motivate students to participate in an environmental initiative; analyse the works of various Aboriginal artists through group discussion; talk about the purpose, message, and effectiveness of editorial cartoons; express personal reactions to a documentary on economic globalization; discuss the effectiveness of persuasive language in television ads)

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 appropriately when presenting information; use tone of voice to articulate feeling or expression during a role play)

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 podcast presenting opposing opinions about a current event; create a television commercial for a healthy food product; create an anti-drug advertising campaign for radio; create a historical travelogue describing the journey of a First Nation guide and a European explorer; create a multimedia report on renewable sources of energy)

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., take turns when speaking; paraphrase to clarify meaning; make connections to their own experience when responding to a peer’s comment; use facial expressions and gestures to indicate agreement or confusion)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (e.g., participate in small and large-group discussions on international issues; interview a partner about his or her healthy living practices; role-play a meeting between an individual from a First Nation community and an early European settler; debate a local social issue such as bullying; participate in a group discussion about what they and their peers do with their allowance)

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 helpful when interacting with classmates; discuss the effective elements of their presentation and identify elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)
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 topics in French Canadian history – such as the Métis 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 artefact or a cultural event such as a wampum belt, Journée Louis Riel, or National Aboriginal Day)

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., levels of formality appropriate to the audience or purpose of communication; politeness/formality in customer service etiquette in restaurants or stores; expressions of gratitude; regional variations in vocabulary)

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., activate prior knowledge about a subject by brainstorming; make predictions about a text based on knowledge of similar texts; use visualization and mental images to clarify the message; read on to confirm or clarify understanding; summarize key points on a graphic organizer)
C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (e.g., create a Venn diagram to compare and contrast characters in two texts; create promotional materials to encourage others to read a text from the class library; in a guided reading group, read an article on an environmental issue and design the cover page for a magazine featuring the article; identify the point of view in a narrative text; summarize an informational text in their own words)

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant 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 radio drama or editorial in role with suitable emphasis and phrasing; use tone of voice, pace, and expression during reader’s theatre; reread a familiar text; use knowledge of prefixes and suffixes)

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., use prefixes and suffixes to create new words; create a personal lexicon; develop a list of word patterns to determine meaning of new words; use a thesaurus to generate synonyms and antonyms for frequently used 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., compare the effectiveness of written and audio advertisements for the same product; discuss how the point of view expressed in an editorial influenced their opinion; determine the implied audience of an advertisement and describe how the message might change if the advertisement were directed at a different audience; identify differences between language used in packaging for healthy food and fast food; identify features of an eco-tourism brochure that are intended to attract travellers)

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., myth – to explain the world through imaginary and supernatural characters; advertisement –
to sell a product or promote awareness of an issue; biography – to tell the story of someone’s life and accomplishments; map – to convey geographical relationships; directions for a science experiment – to explain steps to students)

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., traditional First Nation, Métis, or Inuit story – characters, personification of objects or animals, moral or lesson; newspaper article – captions, headline, and subheadings; map – legend, coordinates, grid; persuasive letter – argument and supporting information; poetry – alliteration and rhyme; narrative – comparison, personification, simile, contrast, metaphor, sarcasm/irony, comparison, symbolism)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, some 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., recognize that rereading will help them to repair meaning when understanding has broken down; evaluate how deleting unimportant information when summarizing helped them arrive at the essence of meaning; recognize how synthesizing new knowledge with prior knowledge deepens understanding of ideas or concepts)

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 how family is represented in different text forms from various French-speaking regions of Canada; read a daily food log or a menu from an individual in a French-speaking community, such as Iqaluit, Saint Boniface, or Moncton, and compare its contents to 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 to identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western
provinces, and the northern territories; read about important French
Canadian/Métis historical figures such as Louis Riel; discuss various Aboriginal
stories or legends, such as Légende de la Prairie-du-Cheval-Blanc, and make
connections to current environmental and social issues; 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 such as Elisapie Isaac, Florent
Vollant, and Samian, and make comparisons with songs in their own first
languages; identify the traits of heroes in traditional legends such as Ti-Jean 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.,
formal and informal language and style in letters and advertisements; regional
dialects such as l’acadien, le chiac, le Michif, le créole)

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 create steps for the respectful resolution of conflict; to share a personal
experience; to inform their peers about a global economic issue; to recount a
legend; to express an opinion in an editorial; to inform classmates of the dangers of
using drugs in a report; to write instructions for a sport or cooperative game; to
describe the importance of forest conservation for the protection of animal and
plant species)

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., compose an article on a current or historical event;
create a graphic text to promote the benefits of daily physical activity; write a diary
entry from the point of view of an Aboriginal Canadian or early Canadian settler;
write a script promoting anti-bullying awareness; review a movie or book; write a letter to their city councilor about steps to improve the local environment)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use regular and irregular adjectives and adverbs to enhance interest in text; use a thesaurus to find synonyms for commonly used words; use online and print dictionaries to determine word meaning)

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (e.g., use similes when comparing themselves to a character; vary sentence length and type; use persuasive language and supporting details to request a change in school rules; use personification to give life to an object or idea; use first- or third-person narration)

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 vignette/short video depicting trade between Aboriginal and European peoples in colonial Canada; create a DVD jacket or poster for a movie; create a multimedia campaign to raise awareness about substance abuse; design a web page for an amusement park; create a blog to encourage young people to take action on or find solutions to a social issue in their community; write a script for a public service announcement to encourage healthy eating or litterless lunches)

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., appropriate conjunctions and punctuation in compound and complex sentence structures; indirect object pronouns such as “lui”, “leur”; relative pronouns such as “qui”, “que”, “dont”, “lequel”; possessive pronouns such as “le mien”, “la tienne”, “les siens”, “le leur”; passé composé, imparfait, présent, and futur of familiar verbs according to the context)

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., before writing a procedural text, record the
steps in a flow chart; brainstorm prior knowledge of a topic to generate ideas for writing; list arguments on a graphic organizer before drafting a persuasive letter; create a storyboard to outline a narrative)

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., make an outline before writing a report; use a graphic organizer to help them organize main points and supporting details; refer to teacher models and exemplars when editing work; highlight ideas or information that should be omitted or changed; cut and paste to present their arguments more logically; use an asterisk to identify sentences that require further clarification; identify repetitive words and substitute alternatives; consider feedback from their teacher or 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., refer to checklists and anchor charts to determine whether all criteria have been met; consider comments from peers when editing their writing; choose relevant graphics and images to enhance the message; read their written draft aloud to verify logical organization; use proofreading tools such as a spellcheck program to identify mistakes)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several 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., determine which strategies helped them organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; record areas needing improvement and next steps in a writer’s notebook)

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

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in eastern, western, and northern Canada, including aspects of their culture 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
report on a French Canadian cultural event, making connections to an event from their own cultures; 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 report on a French Canadian tradition adapted from First Nations traditions, such as making maple syrup)

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; appropriate language for the questions in a survey)