

The Ontario Curriculum

French as a Second Language

Core French

Grades 4–8

Extended French

Grades 4–8

French Immersion

Grades 1–8



FSL

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PREFACE

This document replaces *The Ontario Curriculum, French as a Second Language: Core French, Grades 4–8, 1998* and *The Ontario Curriculum, French as a Second Language: Extended French, Grades 4–8; French Immersion, Grades 1–8, 2001*. Beginning in September 2014, all elementary French as a second language (FSL) programs will be based on the expectations outlined in this document.

ELEMENTARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

Ontario elementary schools strive to support high-quality learning while giving every student the opportunity to learn in the way that is best suited to his or her individual strengths and needs. The Ontario curriculum is designed to help every student reach his or her full potential through a program of learning that is coherent, relevant, and age appropriate. It recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including FSL, and that learning in turn contributes to their overall well-being.

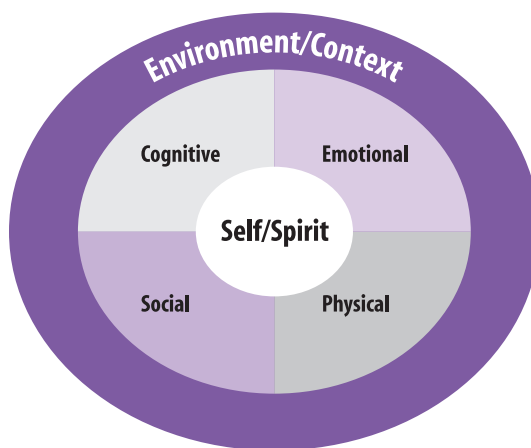
Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical,

social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),¹ identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an “enduring (yet changing) core” – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- **cognitive development** – brain development, processing and reasoning skills, use of strategies for learning
- **emotional development** – emotional regulation, empathy, motivation
- **social development** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- **physical development** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

1. Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/early_learning_for_every_child_today.aspx, and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx.

The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.²

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

2. The Ministry of Education is making materials available to Ontario schools and school boards to support educators in this regard.

INTRODUCTION

VISION AND GOALS OF THE FRENCH AS A SECOND LANGUAGE CURRICULUM

All programs in the French as a second language curriculum at the elementary and secondary levels share a common vision, as follows:

Vision and Goals for French as a Second Language – Core, Extended, and Immersion, Grades 1 to 12

Vision

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

Goals

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.

In order to achieve the goals of the elementary and secondary FSL curriculum, students need to:

- acquire a strong oral foundation in the French language and focus on communicating in French;
- understand the value of learning another language;
- develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to build relationships and interact positively with others, and to use critical and creative thinking processes.

THE IMPORTANCE OF FRENCH AS A SECOND LANGUAGE IN THE CURRICULUM

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.

While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity. Learning French equips students to communicate with French-speaking Canadians and millions of French speakers around the world.

In addition to strengthening students' ability to communicate, learning another language develops their awareness of how language and culture interconnect, helping them appreciate and respect the diversity of Canadian and global societies. When a student is exposed to another culture through its language, he or she begins to understand the role that language plays in making connections with others. Learning an additional language not only challenges a mind, it also teaches understanding, encourages patience, and fosters open-mindedness.

Knowledge of an additional language strengthens first-language skills. The ability to speak two or more languages generally enhances cognitive development, as well as reasoning and creative-thinking skills. It also enhances the student's confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations. For example, second-language learners tend to be more divergent thinkers, with improved memory and attention span.

Positive outcomes for students in the FSL curriculum include:

- increased mental flexibility;
- improved problem-solving skills;
- a better understanding of aspects of a variety of cultures;
- a greater awareness of global issues, including those related to the environment and sustainability;
- expanded career opportunities.

The ability to speak both of Canada's official languages helps prepare students for their role as active and engaged citizens in today's bilingual and multicultural Canada. Moreover, the language learning strategies that students develop in the FSL program can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so. Such abilities benefit the individual; but Canadian society – as well as the global community – also stands to gain from having plurilingual citizens.³

ENDURING IDEAS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM

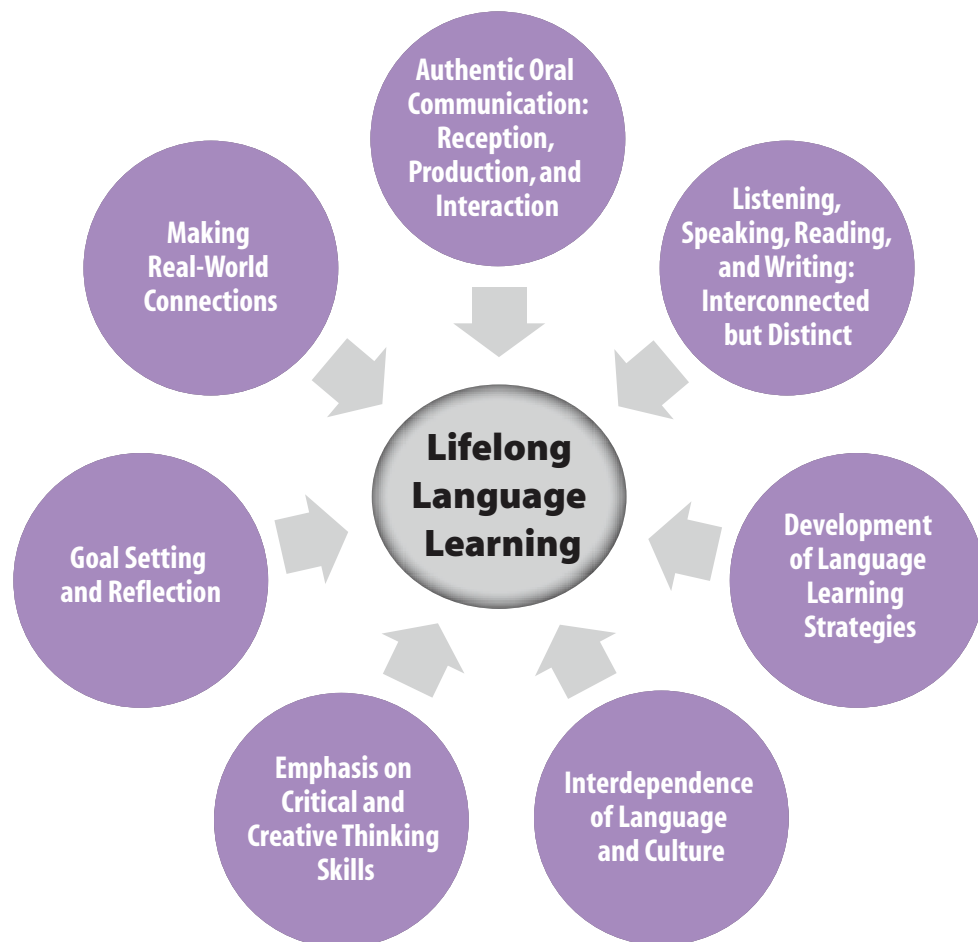
By studying a second language, students learn a great deal about interacting effectively with others, because they have to focus closely on what it is they are trying to communicate; what they need others to understand, and why; how their oral or written expression is received and interpreted; and what others are trying to communicate to them, and why. As they learn to exchange information and ideas in another language, they also learn about other ways of thinking, other ways of doing things, and other ways of living – in short, about other people and other cultures.

3. For more information on plurilingualism, see Council of Europe, *Plurilingual Education in Europe: 50 Years of International Co-operation*, Strasbourg, February 2006; available at www.coe.int/t/dg4/linguistic/Source/PlurinlingalEducation_En.pdf.

The French as a second language curriculum emphasizes communicating a message by using knowledge of vocabulary, language conventions, and grammar while taking into consideration the purpose, the audience, and the situation or context. This focus on the sociolinguistic and cultural aspects of language allows students to apply their language knowledge in a variety of real-world situations and contexts.

Through the study of French, students experience multiple opportunities to communicate for authentic purposes in real-life situations. These opportunities enable students to build on and apply their knowledge of French in everyday academic and social situations, thus developing effective communication skills. Students can take control of their learning through observation, listening, and rehearsing with others; refining their use of language; and making thoughtful and meaningful connections to the world around them. If students see aspects of the FSL curriculum modelled and reinforced by educators, family members, and community members, their learning is reinforced and validated as more relevant to their lives.

The FSL curriculum strives, ultimately, to foster an interest in language learning that continues not only during a student's time in school but later in life. The FSL curriculum is therefore founded on seven fundamental concepts, or "enduring ideas", which focus, from Grade 1 to Grade 12, on the development of skills that are also necessary as a basis for lifelong language learning. These enduring ideas are discussed below.



Authentic Oral Communication: Reception, Production, and Interaction

The main purpose of learning a language is communication. Communication is a social act. In order to learn French, therefore, students need to see themselves as social actors communicating for real purposes. Teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities.

To reach their potential, students need to hear, see, use, and reuse French in meaningful yet developmentally appropriate contexts. One of the key terms in second-language learning is “comprehensible input”. It is the teacher’s responsibility to provide comprehensible input, ensuring that the messages that students receive are understandable. Making the input *relevant* – to the learner, the context, the situation – is one way of doing this. Repetition and recycling are also integral to making input comprehensible. Effective comprehensible input must be slightly challenging in order to provide the scaffolding students need to be able to begin “producing” – that is, speaking and writing – French in an authentic way. In order to go beyond receptive skills, students need to use and negotiate the input they receive by conversing in authentic situations.

Interaction in French is pivotal in this curriculum. Research indicates that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. It is therefore recommended that teachers and students use French both inside the classroom and, when feasible, beyond it.

Listening, Speaking, Reading, and Writing: Interconnected but Distinct

In order to develop the skills necessary to become lifelong language learners, students will be given multiple opportunities to:

- listen and respond to texts and to others;
- speak and interact with others;
- read, view, and respond to a variety of texts;
- write a variety of texts for many different purposes and audiences.

Listening and speaking skills are the springboards to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second-language acquisition. If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.

Development of Language Learning Strategies

Successful French language learners use a number of strategies to learn more effectively. These language learning strategies are often categorized as cognitive, metacognitive, and social/affective. Cognitive strategies involve the direct manipulation of the language itself, such as remembering information and understanding or producing messages in French. Metacognitive strategies involve planning, thinking about the learning process as it is taking place, and monitoring and evaluating one’s progress. Social and affective

strategies enhance cooperation and help students regulate their emotions, motivations, and attitudes as they learn French through interacting with others.

Most students will benefit from explicit classroom instruction regarding the use of French language learning strategies in authentic and relevant contexts. It is important to note that the language learning strategies are not grade or program specific and that they are used to help students communicate effectively and make meaning in their daily interactions and activities. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be able to monitor their use of the strategies, set goals for improvement, and become more motivated and more effective French language learners.

Interdependence of Language and Culture

Language and culture are strongly intertwined. Language is not only a major aspect of culture, but also a means of accessing other cultural manifestations. Understanding the language is a major advantage when exploring other aspects of a culture. When studying a language, and the cultures in which it is spoken, students need to recognize that cultures are not homogeneous: diversity exists not only between but also within cultures. It is important for FSL educators to help students develop their understanding of, and appreciation and respect for, diverse cultures. Two essential elements of the FSL curriculum are intercultural awareness and intercultural competence. Educators encourage students to develop their intercultural awareness by exploring diverse cultures and expanding their ability to differentiate between personal, cultural, and universal behaviours, traditions, and beliefs. In addition, educators encourage students to develop the attitudes, knowledge, and skills, including their French-language skills, needed to interact with people in French-speaking cultures effectively and respectfully.

Throughout the FSL curriculum, expectations that deal with the development of intercultural understanding are included in each of the four interconnected strands (Listening, Speaking, Reading, and Writing). These expectations help students make connections and relate to diverse French-speaking communities and other societies. Students will develop skills in accessing and understanding information about various French-speaking communities and cultures, and will apply that knowledge for the purposes of interaction. Intercultural awareness and understanding are key aspects of global citizenship, which encompasses citizenship at all levels, from the local school and community to Canada and the world beyond.

Emphasis on Critical and Creative Thinking Skills

Learners of a second language are engaged in critical and creative thinking on a daily basis. In order to make sense of what they are hearing, reading, and viewing, and to communicate their messages clearly, students need to solve problems, for example. Problem-solving skills are thus an integral part of learning and interacting in a second language.

Initially, students will be exposed to a variety of texts with simplified language and will need support and guidance to understand and interpret their messages. As students become more proficient in French, they will use a range of strategies to comprehend and respond to texts. When students think critically about what they are hearing, reading, and viewing, they also begin to develop critical literacy skills.

Goal Setting and Reflection

Students need to take responsibility for their learning by being aware of their abilities and monitoring their progress. Goal setting and reflection are thus important aspects of the FSL curriculum that will serve students both in the classroom and beyond.

When teachers communicate clear learning goals and criteria for successful achievement in a particular activity or task, students can understand the purpose for their learning. Descriptive feedback from teachers and peers helps students monitor their learning and use of French, set goals, and identify their own strengths and areas in need of improvement. As students reflect on their learning and the achievement of their goals, they will be able to determine what strategies contributed to their success and how they can apply, adapt, and/or modify these strategies as they pursue their goals for future learning.

Making Real-World Connections

The learning across all strands of the FSL curriculum is highly connected and relevant to the lives of students, helping them see and articulate the immediate and long-term benefits of learning French. Through the exploration of themes and topics related to other subject areas, students will see that communicating in French is an important skill that is applicable beyond the FSL classroom. In addition, meaningful contact with French-speaking individuals in their community enables students to develop their language learning skills in real-life situations.

When students are unable to interact with French speakers in their community, teachers can use authentic materials, electronic communications, and multimedia resources to support language learning. Teachers can also facilitate student participation in exchanges, language camps or immersion experiences, and field trips or longer excursions. Schools or communities can be twinned, or visitors invited into the school.

ROLES AND RESPONSIBILITIES IN FRENCH AS A SECOND LANGUAGE

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, take risks in using French, and work respectfully with peers. Students will have ongoing practice in using French in contextualized, meaningful, and age-appropriate situations. Through reflection on their use of French, students will deepen their appreciation and understanding of the French language as well as of themselves and others.

In addition to their learning experiences in the classroom, students should be encouraged to:

- pursue opportunities outside the classroom to listen to and speak French;
- seek out recreational reading materials and multimedia works in French, as well as in their first language, to extend their knowledge of the world around them;
- discuss with their parents what they are reading, writing, and learning.

Parents

Parents⁴ play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the FSL curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and will enhance their ability to work with teachers to improve their children's learning.

Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and cultural, spiritual, and personal beliefs and traditions, and they are their children's first role models. It is therefore important for parents to communicate to their children the value of learning French, and for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to complete their assignments and to practise new skills or apply new learning at home. In connection with their children's learning of French, parents can also:

- encourage their children to talk, read, and write at home in their first language to strengthen their first-language skills, which are the foundation for learning French;
- read aloud to their children either in their first language or in French;
- encourage their children to write in French (e.g., shopping lists, stories, a letter);
- go to the library with their children to borrow books, music, and DVDs in their first language and in French, and talk about them with their children;
- join a local group to meet other parents and to find out about French resources and cultural opportunities in the community.

Teachers

Teaching is key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the FSL curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for

4. The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

every student. The attitude with which teachers approach FSL is critical, as teachers are important role models for students.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their knowledge of and skills in communicating in French in authentic contexts. These learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

Teachers have the important role of being a French-language model for their students and the disseminator of information about French-speaking cultures. Often FSL teachers are the students' first contact with the French language. It is essential that French be the language of communication in all classroom interactions so that students receive constant exposure to the language in a variety of situations. Teachers also need to expose students to the many social and geographical varieties of French through a range of authentic materials, as well as through speakers of different ages and geographic origins and from various sociocultural groups. This will help students develop an understanding and appreciation of the diversity within French-speaking cultures.

Active engagement in meaningful, age-appropriate, and cognitively stimulating tasks and projects is key to motivating FSL students. Students are more likely to engage in learning when they have a certain degree of choice and can express preferences for the themes and activities in lessons. Being involved in controlling the learning process puts students at the centre of their own learning and is critical in developing their engagement, motivation, and success.

As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed. Such communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Strong connections between the home and the school support student learning and achievement.

Teachers provide students with frequent opportunities to communicate their understanding, practise their skills, apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further develop and refine their learning. By assigning tasks that promote the development of critical and creative thinking skills, teachers also help students become thoughtful and effective communicators. Opportunities to relate knowledge and skills in FSL to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. The principal is a community builder who creates an environment that is welcoming to all, and who ensures that all members of the school community are kept well informed.

To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including FSL, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals can support students' learning in FSL by promoting the value of learning French. They can foster an atmosphere of collegiality among all staff members, and include FSL teachers/educators in school improvement planning and in professional learning communities concerning student learning and the use of evidence-based strategies. Principals also can ensure that information about FSL programs and events is included in school newsletters, in yearbooks, on school bulletin boards, in awards assemblies, and in letters to parents. They can also encourage students to participate in such extracurricular activities as student clubs in which French is spoken.

Community Partners

Community partners are an important resource for a school's FSL program. Relationships with universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations can benefit not only the students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting instruction and in promoting a focus on French inside and outside the school. Community partners can be included in events held in the school, including presentations by guest speakers who are part of the local French-speaking community. School boards can collaborate with leaders of existing community-based programs for youth, such as camps, programs offered in public libraries or community centres, or events sponsored by French-language organizations. Many local, provincial, and national institutions can provide valuable resources and can serve as rich environments for field trips and for exploration of French-speaking communities.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants.

THE PROGRAMS IN FRENCH AS A SECOND LANGUAGE

OVERVIEW OF FRENCH AS A SECOND LANGUAGE PROGRAMS

The primary goal of the three French as a second language programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to communicate in French. The programs also enable students to better understand the stages of language learning and the use of language learning strategies to acquire the language.

Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French. For this reason, FSL programs often exceed the minimum requirements discussed below.

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a *minimum* of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8. School boards are encouraged to consider alternative timetabling for Core French program delivery to maximize learning for students.

School boards have the option of offering an Extended French and/or a French Immersion program based on local demand and resources; where such a program is offered, students may enrol in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools.

In an **Extended French** program, French must be the language of instruction for a *minimum* of 25 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 1260 hours of instruction in French by the end of Grade 8. The program must include the study of French as a second language and the study of at least one other subject taught in French. That subject must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.

In a **French Immersion** program, French must be the language of instruction for a *minimum* of 50 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Although the French Immersion curriculum is written for a Grade 1 start, many immersion programs starting in Grade 1 provide instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English.⁵ Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.

School boards may choose to start an Extended French or French Immersion program at various grade levels. Regardless of the grade in which these programs begin, all boards must ensure that the policy and program requirements described above are met and that students enrolled in these programs are given the opportunity to achieve all of the expectations outlined in this document for the relevant program. Administrative teams can also consider ways of supporting students in making use of their knowledge of French outside the classroom.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.

In any program of study, students should advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills. Therefore, once students embark on an instructional sequence in Core French, Extended French, or French Immersion, they must be given the opportunity to continue in an uninterrupted program to Grade 8.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level. The expectations that form the basis of the secondary school curriculum build on the knowledge and skills that students acquire in their elementary programs.⁶

A Framework for French as a Second Language in Ontario Schools

In order to help school boards and schools in Ontario maximize opportunities for students to reach their full potential in FSL, the Ministry of Education has published *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*. The document presents a call to action to strengthen FSL programming. It articulates the overarching vision and goals for FSL in Ontario, which are aligned with those of the FSL curriculum, and also provides guiding principles and strategies to inform

5. Students who start their study of English in Grade 3 or 4 will be expected to achieve the curriculum expectations outlined in *The Ontario Curriculum, Grades 1–8: Language, 2006* between Grade 3 or 4 and Grade 8.

6. Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied in Extended French or French Immersion programs at the elementary level should receive special consideration when selecting an appropriate pathway in the Core French program.

decision making. The framework is available online at www.edu.gov.on.ca/eng/amenagement/frameworkFSL.pdf.

CURRICULUM EXPECTATIONS

The Ontario Curriculum, French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013 identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each grade in each *strand*, or broad area of the curriculum, in FSL for Grades 1 to 8. (The strands are numbered A, B, C, and D.) *Taken together, the overall and specific expectations represent the mandated curriculum.*

The three *overall expectations* in each strand describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop various lessons and learning activities for their students.

The *specific expectations* reflect the progression in knowledge and skills from grade to grade through (1) the wording of the expectation itself, (2) the examples that are given in parentheses in the expectation, and/or (3) the “teacher prompts” and “instructional tips” that may follow the expectation. Most of the specific expectations are accompanied by examples, teacher prompts, and instructional tips, as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. The instructional tips provide instructional strategies and authentic contexts for the effective modelling, practice, and application of language in real-world situations.

The examples, teacher prompts, and instructional tips have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. They are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples, prompts, and tips that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 18 shows all of the elements to be found on a page of curriculum expectations.

A **numbered subheading** introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectation (e.g., “A1. Listening to Understand” relates to the first overall expectation in strand A, Listening).

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each grade. Three overall expectations are provided for each strand in every grade. The numbering of overall expectations indicates the strand to which they belong (e.g., A1 through A3 are the overall expectations for strand A).

Each grade is organized into four **strands**, numbered A, B, C, and D.

CORE FRENCH

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 7, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker's tone of voice to help interpret messages accurately)

Teacher prompts: “Pourquoi faut-il poser des questions avant, pendant et après l'écoute d'un texte?” “Comment est-ce que la connaissance des différents types de texte t'aide à faire des prédictions?” “Comment est-ce que tu organises les informations entendues pour t'aider à comprendre un texte?” “Comment est-ce que tu peux utiliser les idées des membres de ton groupe pour t'aider à formuler ta propre opinion?”

Instructional tips:

- (1) Teachers can have students create a personal reference log of new vocabulary and expressions heard in oral texts.
- (2) Teachers can encourage students to use future tenses when making predictions.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges' opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day)

Teacher prompts: “Quels détails de l'annonce t'aident à planifier ta participation aux activités parascolaires?” “Comment peux-tu partager le message principal de ce balado?”

Instructional tip: Teachers can model the pronunciation of the different endings in feminine and masculine adjectives to give students practice in listening for gender distinctions.

The **examples** help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear within parentheses and are set in italics.

Teacher prompts illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the expectation and examples.

Instructional tips are given for many of the specific expectations. They suggest teaching and/or learning strategies and contexts. Instructional tips are illustrations only, not requirements. They follow the teacher prompts.

THE STRANDS IN THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The expectations for FSL are organized into four distinct but interrelated strands:

- A. Listening
- B. Speaking
- C. Reading
- D. Writing

The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. Students can develop skills covered in multiple strands by engaging in richly integrated tasks such as participating in a debate on a current issue, discussing strategies for organizing ideas in a writing assignment, or offering constructive and descriptive feedback about work produced by their peers. A high-quality FSL program should provide daily opportunities for students to engage in various oral activities in connection with expectations in all four strands.

The curriculum at all levels is designed to develop a range of essential skills in the four interconnected strands, incorporating the use of analytical, critical, and metacognitive thinking skills. Because students learn best when they are provided with opportunities to monitor and reflect on their learning, each strand includes an expectation that calls for such reflection. Each strand also includes expectations on the development of intercultural understanding.

Listening

Well-developed listening skills in French are essential for students' development of language proficiency. French language learners need to develop listening skills for a variety of purposes, including their interactions with others; comprehension of classroom presentations, radio or television broadcasts, or audiobooks; and numerous other social and school purposes. In the early stages of instruction, students might be expected to understand basic directions, instructions, and school announcements; later, as their competence grows, students might demonstrate their listening skills by taking point-form notes during classroom presentations or providing summaries of multimedia presentations.

To develop their listening and interaction skills, French language learners need extensive, daily opportunities to listen to people's opinions on, discuss, and reflect on a range of subjects, including personally relevant topics, school subjects, and current affairs. Students need to hear their teachers and peers speak French in a variety of interactive settings (e.g., in pairs, in groups, and in whole class discussions/activities). It is important that teachers contextualize listening interactions and activities for students. This can be done through brainstorming to identify what students already know about the topic of a new text they are about to hear, view, or read. French programs should provide many cognitively challenging opportunities for students to engage in listening activities.

Speaking

French language learners need to speak and interact daily in French in a purposeful way – for example, through collaborative learning in pairs and small groups that allows them to engage in speaking and listening for authentic purposes. Through multiple rich opportunities to speak in various groupings, students not only enhance their competence in communicating information, but also explore and come to understand ideas and concepts; identify and solve problems; and express and clarify their thoughts, feelings, and opinions.

In developing their speaking skills, students benefit from having the language model provided by their teachers. Not only do teachers offer students instruction and supportive feedback related to speaking, but they also demonstrate communication conventions that are appropriate in both academic and social contexts. Teachers must take into account differences in the norms and conventions associated with oral communication in different cultures to ensure that all students benefit from the opportunities provided for speaking.

Reading

An effective reader not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the student must be able to think clearly, creatively, and critically about the ideas and information encountered in texts. He or she can then understand, analyse, and absorb them and recognize their relevance in other contexts. The FSL curriculum develops the knowledge, strategies, and skills that will enable students to become effective readers in both of Canada's official languages. Students will learn to apply a range of comprehension strategies as they read a wide variety of texts in French.

Students may come to the task of reading French equipped with skills developed in reading their first language. However, as they learn to read in French, students are acquiring new vocabulary and language structures as well as a new phonological awareness of the sound system of French. Students build on their experiences with listening to and speaking French and apply that knowledge to determining the meaning of written texts.

Initially, students will be exposed to texts with simplified language that is appropriate to their age and language development. With teacher guidance and support, students will begin to understand the meaning of the texts they read. As students develop their reading skills, they will be able to read texts of increasing complexity and will have many opportunities to read for a variety of purposes (e.g., to get directions or advice, for personal interest or enjoyment, for practice, to build vocabulary, to satisfy curiosity, or for research).

Reading is a complex process that involves the application of many strategies before, during, and after reading. Teachers need to model the use of such strategies, engage students in shared and guided exploration of texts, and foster the independent application of reading strategies. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

It is important that students read a range of authentic materials illustrating the many uses of writing, because these texts serve as models for texts that they will create. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of

the curriculum will also help students discover, pursue, and develop their interests and abilities. The reading program should therefore include a wide variety of literary, informational, and graphic texts – for example, picture books and novels; poetry; myths, fables, and folktales; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopedia entries; advertisements; websites; graphs, charts, and diagrams in textbooks or magazine articles; recipes, instructions, and manuals; graphic novels, comic books, and cartoons; newspaper articles and editorials; and essays and reports.

Writing

Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively in writing. The process of writing in turn enables them to clarify their thinking and express their thoughts and feelings. Writing activities should also give students opportunities to sort out and develop their thoughts, opinions, and ideas orally in French.

To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various tasks associated with the writing process. To this end, teachers need to establish a well-balanced writing program that uses a variety of strategies to support students throughout the writing process.

While students are learning a second language, the planning stage of the writing process is critical. Students must become skilled at choosing the correct French vocabulary while selecting and organizing their ideas. They must also keep in mind the purpose for which they are writing and the audience they are addressing. To communicate clearly and effectively, they need to learn to use standard written forms and French language conventions. However, learning to write as clearly, correctly, and precisely as possible is only part of the goal of writing instruction. Students should be given opportunities to produce interactive writing, different types of creative writing, and writing that addresses topics that are of interest to them and that reflects their capacity for independent critical thought. Writing activities that are meaningful to students and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting command of the essential skills of writing.

For more information about effective instruction in the four strands, consult the following ministry resource documents:

- *A Guide to Effective Literacy Instruction in Reading, Kindergarten to Grade 3, 2003*
- *A Guide to Effective Literacy Instruction in Writing, Kindergarten to Grade 3, 2005*
- *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volumes 1–7, 2006 to 2008*
- *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12, 2013*

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement⁷ of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to elementary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

7. "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to parents and the student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject and discipline (see pages 28–29). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;

- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the school year, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (assignments for evaluation, culminating activities, tests), combined with the teacher's professional judgement and consideration of factors such as the number of tests/examinations or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence. The grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Reporting Student Achievement

Three formal report cards are issued in Ontario's publicly funded elementary schools, as described below.

The Elementary Progress Report Card shows a student's development of learning skills and work habits during the fall of the school year, as well as the student's general progress in working towards achievement of the curriculum expectations in each subject (reported as "progressing very well", "progressing well", or "progressing with difficulty").

The Elementary Provincial Report Card shows a student's achievement at specific points in the school year. The first provincial report card reflects student achievement of the overall curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of learning skills and work habits during that period. The second reflects achievement of curriculum expectations introduced or further developed from January/February to June, as well as further development of learning skills and work habits during that period. The provincial report card for Grades 1–6 uses letter grades; the report card for Grades 7 and 8 uses percentage grades.

Although there are three formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

THE ACHIEVEMENT CHART FOR FRENCH AS A SECOND LANGUAGE

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in FSL. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on page 23.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding.** Subject-specific content acquired in each subject or course (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking.** The use of critical and creative thinking skills and/or processes.
- **Communication.** The conveying of meaning and expression through various forms.
- **Application.** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different subjects, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the FSL curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content
- understanding of content

Thinking

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes, skills, and strategies

Communication

- expression and organization of ideas and information in oral, visual, and written forms
- communication of meaning and ideas for different audiences and purposes in oral, visual, and written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

Application

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a subject in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and a *high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 1–8

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--|---|---|---|
| Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| | The student: | | | |
| Knowledge of content (e.g., vocabulary and expressions; language structures and conventions; concepts, ideas, opinions, facts; aspects of culture) | demonstrates limited knowledge of content | demonstrates some knowledge of content | demonstrates considerable knowledge of content | demonstrates thorough knowledge of content |
| Understanding of content (e.g., concepts, ideas, opinions; language structures and strategies; forms and characteristics of texts) | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough understanding of content |
| Thinking – The use of critical and creative thinking skills and/or processes | | | | |
| | The student: | | | |
| Use of planning skills (e.g., establishing a focus; setting goals; observing; generating ideas; formulating questions; gathering and organizing information; selecting and using strategies and resources) | uses planning skills with limited effectiveness | uses planning skills with some effectiveness | uses planning skills with considerable effectiveness | uses planning skills with a high degree of effectiveness |
| Use of processing skills (e.g., predicting; inferring; analysing; evaluating; visualizing; interpreting; summarizing; integrating; classifying; revising and refining) | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
| Use of critical/creative thinking processes (e.g., using inquiry and problem-solving strategies; manipulating information and ideas; forming and justifying conclusions) | uses critical/creative thinking processes with limited effectiveness | uses critical/creative thinking processes with some effectiveness | uses critical/creative thinking processes with considerable effectiveness | uses critical/creative thinking processes with a high degree of effectiveness |
| Communication – The conveying of meaning through various forms | | | | |
| | The student: | | | |
| Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|---|
| Communication <i>(continued)</i> | | | | |
| | The student: | | | |
| Communication for different audiences <i>(e.g., self, peers, teachers, community)</i> and purposes <i>(e.g., to interact, to raise awareness, to inform, to entertain, to persuade, to express feelings and ideas, to collaborate, to solve problems)</i> in oral, visual, and written forms | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms <i>(e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)</i> | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| Application – The use of knowledge and skills to make connections within and between various contexts | | | | |
| | The student: | | | |
| Application of knowledge and skills <i>(e.g., strategies, concepts, processes)</i> in familiar contexts | applies knowledge and skills in familiar contexts with limited effectiveness | applies knowledge and skills in familiar contexts with some effectiveness | applies knowledge and skills in familiar contexts with considerable effectiveness | applies knowledge and skills in familiar contexts with a high degree of effectiveness |
| Transfer of knowledge and skills <i>(e.g., strategies, concepts, processes)</i> to new contexts | transfers knowledge and skills to new contexts with limited effectiveness | transfers knowledge and skills to new contexts with some effectiveness | transfers knowledge and skills to new contexts with considerable effectiveness | transfers knowledge and skills to new contexts with a high degree of effectiveness |
| Making connections within and between various contexts <i>(e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages)</i> | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN FRENCH AS A SECOND LANGUAGE

INSTRUCTIONAL APPROACHES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as “compare and contrast” (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Unless students have an Individual Education Plan with modified curriculum expectations, *what* they learn continues to be guided by the curriculum expectations and remains the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in French as a Second Language

Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students. Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.

The Value of Oral Language

To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world.

Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in French:

- *Informal talk* is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.
- *Discussion* involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding. Discussions may involve responding to ideas in a story or other piece of fiction or exchanging opinions about current events or issues in the classroom or community.
- *Formal talk* involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role playing, oral reports, book talks, interviews, debates, and multimedia presentations.

For more information on developing oral language skills, see the list of ministry resource documents on literacy on page 21.

Instructional Strategies in French as a Second Language

Teachers should use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on “next steps” and goals.

Teachers need to provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students’ interests, needs, and desire to communicate will achieve the best results in a classroom. As facilitator, the teacher selects the communicative situation, models the effective use of language, and plans activities to enable students to continually develop their communication skills in various contexts.

By providing guidance to students as they carry out practice activities and work on tasks and projects, teachers also assume the role of coach. Teachers coach, for example, when they guide a group in a discussion of the advantages and disadvantages of learning another language or when they model sentence structure and fluency while speaking with students.

Well-designed lessons include a variety of instructional strategies, such as structured simulations, guided inquiry, cooperative learning, and open-ended questions. Teachers should conduct frequent comprehension checks to ensure that students understand the information being conveyed, including both general concepts and specific vocabulary. Teachers can use various tools, such as body language, gestures, and auditory or visual supports, to support student comprehension. Teachers should encourage students to develop their self-expression in and spontaneous use of French, eliciting talk that increases in fluency, accuracy, and complexity over time. Teachers should also model the use of a variety of strategies that students can use for requesting clarification and assistance when they have difficulty understanding.

As stated earlier, it is essential that French be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in French. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking French to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- present information in smaller, more manageable pieces;
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in French;
- use a variety of strategies to selectively correct students' errors in speaking and writing;
- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to communicate in French in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support French language learners in their acquisition of French. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;
- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;

- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader's theatre);
- value and acknowledge the importance of students' literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

Teachers can also make use of classroom and school resources to enrich students' learning. For example, teachers can:

- introduce vocabulary and illustrate concepts using picture books, visuals, age-appropriate informational texts and media, and real objects (e.g., magazine pictures, photos, posters, flyers, brochures, advertisements, forms, timetables, schedules, money, models, and maps);
- reinforce vocabulary in various ways (e.g., using word walls, visuals, or anchor charts) to increase students' understanding and enhance their ability to communicate;
- use technology to support language and literacy development;
- demonstrate the use of a variety of graphic organizers.

CROSS-CURRICULAR AND INTEGRATED LEARNING

In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, all subjects, including FSL, can be related to the Language curriculum. In FSL, students use a range of language skills: they build subject-specific vocabulary; they use words, images, and actions to communicate feelings and share and interpret information; and they read about current issues and research new information. As students develop intercultural awareness in FSL, links can be made to aspects of culture in the arts and to aspects of society in social studies, history, and geography. Similarly, environmental issues studied in science and technology can be discussed in French in FSL lessons. Authentic materials such as websites, advertisements, brochures, maps, and graphs can be used to make real-world connections and allow students to apply their language skills and strategies in various subjects across the curriculum.

In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. There are clear connections, for example, between the expectations in FSL and those in subject areas such as language, the arts, health and physical education, social studies, history, and geography, and science and technology.

In integrated learning, teachers need to ensure that *the specific knowledge and skills for each subject are taught*. For example, if students are communicating their response to French texts, artwork, music, or media, they can use drama techniques to convey feelings and opinions. Additionally, students can listen to presentations on or speak, read, or write about topics or themes from social studies, history, and geography or science and technology using language specific to the discipline, in order to gain a better understanding of the world around them.

Integrated learning can also be a solution to problems of fragmentation and isolated skill instruction – that is, in integrated learning, students can learn and apply skills in a meaningful context. In such contexts, students also have an opportunity to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.

PLANNING FRENCH AS A SECOND LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft, 2011) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning FSL programs need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design⁸ and differentiated instruction⁹ are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

8. The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

9. Differentiated instruction, as discussed on page 31 of this document, is effective instruction that shapes each student's learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

In planning FSL programs for students with special education needs, teachers should begin by examining both the curriculum expectations for the student's appropriate grade level and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations¹⁰ or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a grade and which constitute alternative programs.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs,¹¹ can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.ontario.ca/edu.)

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the grade-level curriculum expectations. The accommodations required to facilitate the student's learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.

10. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

11. Alternative programs are identified on the IEP by the term "alternative (ALT)".

- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004* for more examples).

If a student requires “accommodations only” in FSL, assessment and evaluation of his or her achievement will be based on the regular grade-level curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s progress report card and provincial report card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In FSL, modified expectations for most students with special education needs will be based on the regular grade-level curriculum, with an increase or decrease in the number and/or complexity of expectations. Modification may also include the use of expectations at a different grade level. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate independently and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Elementary Provincial Report Card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in FSL, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the progress report card and the provincial report card, the IEP box must be checked for any subject in which the student requires modified expectations, and, on the provincial report card, the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 61, must be inserted. The teacher’s comments should include relevant information on the student’s demonstrated learning of the modified expectations, as well as next steps for the student’s learning in the subject.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the children in Ontario’s English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other

English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development, and FSL teachers can contribute to their understanding of the importance of literacy more generally in the context of learning French.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language, and there are important educational and social benefits associated with continued development of their first language while they are learning English and French. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English and French. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

In the context of FSL, research confirms that a prior language learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in French, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between themselves and their peers may be much greater. In other words, the study of French offers them a context in which they can soon function on the same level as their English-speaking peers. In addition, the positive experience of succeeding in learning French has been shown to help English language learners improve their English-language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These children generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for children with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English and French to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students’ English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers who speak the students’ first language may also be helpful in supporting English language learners in the FSL classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations for FSL include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of French proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; previewing of key vocabulary; peer tutoring; strategic use of students’ first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams, word walls with French vocabulary, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; demonstration of learning through participation in movement activities, songs, or chants; use of portfolios, demonstrations, visual representations or models).

Teachers may need to adapt the program for English language learners as they acquire English and French proficiency. For students in the early stages of language acquisition, teachers may need to modify the curriculum expectations in some or all curriculum areas. For example, if an English language learner begins the study of French in Grade 7, it may be desirable to modify the expectations to meet the student's level of readiness and needs. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the progress report card and the provincial report card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). Unlike when the IEP box is checked, there is no required statement that must be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *Supporting English Language Learners, Grades 1 to 8: A Practical Guide for Ontario Educators, 2008*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005*

ENVIRONMENTAL EDUCATION IN FRENCH AS A SECOND LANGUAGE

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

There are many opportunities to integrate environmental education into the teaching of FSL. Some examples related to environmental education have been included in examples and teacher prompts in the curriculum. Teachers are encouraged to select French texts about environmental topics, enabling students to learn about issues of concern to different communities around the world. Throughout the FSL curriculum, students can be encouraged to read about, discuss, listen to programs about, or make presentations on environmental issues that are of interest to them.

A resource document – *The Ontario Curriculum, Grades 1–8, and Kindergarten Programs: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in subjects across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the *context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/curriculum/elementary/enviro18curr.pdf.

HEALTHY RELATIONSHIPS AND FRENCH AS A SECOND LANGUAGE

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the Foundations for a Healthy School framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, they can help students develop and practise the skills they need for building healthy relationships by giving them opportunities to apply critical-thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

Communication and social skills, as well as intercultural awareness, are significant components of the FSL curriculum. These skills and this awareness contribute to the students’ ability to form and maintain healthy relationships. Students have many opportunities to practise relating positively and respectfully as they interact in the classroom in French.

EQUITY AND INCLUSIVE EDUCATION IN FRENCH AS A SECOND LANGUAGE

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to strive for high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range

of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members from diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

FINANCIAL LITERACY IN FRENCH AS A SECOND LANGUAGE

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French-speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

A resource document – *The Ontario Curriculum, Grades 4–8: Financial Literacy, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies curriculum expectations and related examples and prompts, in various subjects from Grade 4 through Grade 8, that provide opportunities through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr4to8.pdf.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY IN FRENCH AS A SECOND LANGUAGE

Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.

Reach Every Student: Energizing Ontario Education, 2008, p. 6

Literacy instruction must be embedded across the curriculum. All teachers of all subjects ... are teachers of literacy.

Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003, p. 10

As these quotations suggest, literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Literacy instruction takes different forms of emphasis in different subjects, but in all subjects, literacy needs to be explicitly taught. Literacy, mathematical literacy, and inquiry and research skills are critical to students’ success in all subjects of the curriculum and in all areas of their lives.

As they learn French, students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms.

As stated earlier, oral communication skills are fundamental to the development of FSL literacy and are essential for thinking and learning. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a new topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

Activating prior knowledge and connecting learning to past experiences help students acquire French literacy skills. Making connections to the literacy skills and strategies students already possess in their first language contributes to their literacy development in both languages. A focus on developing strategies that help students understand, talk, and write about texts that are authentic, interesting, challenging, and age appropriate yet linguistically accessible will increase student engagement, motivation, and success in FSL.

In addition to providing opportunities for literacy development, FSL also reinforces mathematical literacy, particularly in areas involving problem solving, data management, and graphing. For example, calculations and graphing are often used when reporting the results of surveys or exploring everyday financial transactions.

Whether students are talking, writing, or showing their understanding in FSL, teachers can prompt them, through questioning, to explain the reasoning that they have applied to a particular solution or strategy, or to reflect on what they have done. Because rich, open-ended questioning is the starting point for effective inquiry or for addressing a problem, it is important that teachers model this style of questioning for their students and allow students multiple opportunities to ask, and find answers to, their own questions.

Inquiry and research are at the heart of learning in all subject areas. In FSL, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. Careful structuring of learning opportunities and teacher questioning can encourage the development of these inquiry skills in students, whether they are interacting with others, interpreting oral or written texts, or producing their own writing. In FSL, students are encouraged to explore diverse social, economic, and environmental topics, and to conduct research into and suggest possible ways to address local, national, and global issues. Students solve problems in order to communicate in French. Solving problems enables students to explore, discover, create, experiment, and arrive at solutions.

Different kinds of questions can be used to stimulate thinking. These include:

- *simple content and/or skill-related questions*, which elicit purposeful feedback and develop skill awareness (e.g., *Which strategy was the most helpful in understanding the text? What information should you be looking for when reading/viewing this text?*)
- *analytical questions*, which develop decision-making and problem-solving skills with respect to an issue by asking how or why (e.g., *How might you present your information for your selected audience? Which text is more informative and helpful? Why?*)
- *review questions*, which develop thinking skills related to reflecting on an activity or on the development of knowledge or skills and devising ways to improve on the activity or approach (e.g., *What could you change in this activity so that everyone has more of a chance to be involved? What did you like about that presentation? What skills are you developing by interacting with others? What might you do differently next time?*)

The ability to respond to such questions helps students build their confidence and competence as they develop their French literacy skills. The teacher's questioning also provides students with a model for developing their own habits of inquiry.

As they advance through the grades, students acquire the skills to locate relevant information from a variety of print and electronic sources, such as books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and evaluate the quality of information allows a student to become an independent, lifelong learner.

CRITICAL THINKING AND CRITICAL LITERACY IN FRENCH AS A SECOND LANGUAGE

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, hypothesizing, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in FSL when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. The development of these skills is fostered in the expectations in all four strands.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students, including many First Nations, Métis, and Inuit students, may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

In developing critical-thinking skills in FSL, students must ask themselves effective questions in order to interpret information, detect bias in their sources, determine why a source might express a particular bias, and consider the values and perspectives of a variety of groups and individuals.

Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical

literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to be aware of points of view (e.g., those of people from various cultures), the context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed), the background of the person interacting with the text (e.g., upbringing, friends, school and other communities, education, experiences), intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously), gaps in the text (e.g., information that is left out and that the reader or viewer must fill in), and silences in the text (e.g., voices of a person or group not heard).

In FSL, students who are critically literate are able, for example, to actively analyse media messages and determine potential motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Students would then be equipped to produce their own interpretation of the issue. Opportunities should be provided for students to engage in a critical discussion of “texts”, which can include books (including textbooks), television programs, movies, web pages, advertising, music, gestures, oral texts, and other means of expression. Such discussions empower students to understand how the authors of texts are trying to influence them as members of society. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

Another aspect of critical thinking is metacognition, which involves developing one’s thinking skills by reflecting on one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills related to critical literacy across all disciplines. In FSL, metacognitive skills are developed in a number of ways across the four strands. Initially, students may find themselves relying on their first language in this process. Through ongoing modelling and practice, students will develop proficiency in using French to reflect on their thinking processes and on their skill in the use of the language.

THE ROLE OF THE SCHOOL LIBRARY IN FRENCH AS A SECOND LANGUAGE PROGRAMS

The school library program can help build and transform students’ knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the FSL curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of artworks, fiction, and informational texts produced by French-speaking artists and writers in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of FSL to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access information, databases, demonstrations, and a variety of texts and performances in French;
- design inquiry questions for research for FSL projects;
- create and produce single-medium or multimedia presentations.

Teachers of FSL are also encouraged to collaborate with both local librarians and teacher-librarians on collecting digital, print, and visual resources for projects (e.g., storybooks on a theme or topic to inspire role play in the primary grades; picture books for inspiration; culture-specific image collections; informational videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

In addition to resource materials in the school library, teachers may be able to access specialized libraries of copyright-free authentic texts in French, including audiobooks and music from a variety of cultures in which French is spoken. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN FRENCH AS A SECOND LANGUAGE

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning in FSL. ICT tools include multimedia resources, databases, websites, digital cameras, and an extensive array of specialized software. Computer programs can help students to collect, organize, and sort the data they gather, and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technologies into the FSL program represents a natural extension of the learning expectations. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. For example, online dictionaries, thesauri, encyclopedias, and other reference works may be helpful tools for students when conducting research or editing and revising, and digital cameras and projectors can be used in creative work, such as multimedia presentations. Teachers and students may also be able to access authentic texts by French-speaking people from a variety of cultures through ICT.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

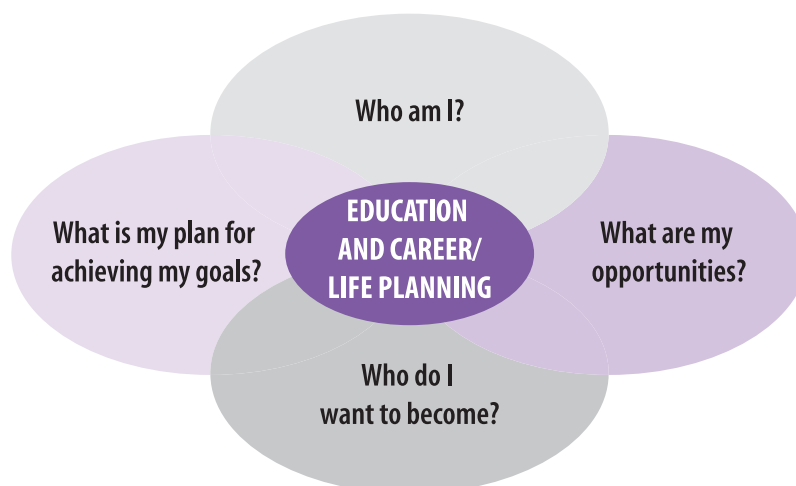
ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in FSL are licensed through the ministry; they are listed at www.osapac.org/db/software_search.php?lang=en.

EDUCATION AND CAREER/LIFE PLANNING THROUGH THE FRENCH AS A SECOND LANGUAGE CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?.



Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in FSL provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

HEALTH AND SAFETY IN FRENCH AS A SECOND LANGUAGE

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Teachers must consider safety issues before students participate in a field trip. A field trip can provide an exciting and authentic dimension to students' learning experiences, but teachers must assess potential dangers and implement measures to protect students from risks. Safety considerations related to field trips include assessing risks related to attending cultural events or festivals in the community or visiting museums.

The school principal must ensure that parents have informed the school of any medical conditions that might affect their children, either in the regular classroom or during field trips. Teachers must take students' medical conditions into consideration when planning activities both inside and outside the classroom.



THE CORE FRENCH PROGRAM, GRADES 4 TO 8

GRADE 4

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 4, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts (*e.g., identify familiar words and phrases and frequently used expressions; use contextual and/or visual clues in oral texts, including the speaker's body language and tone of voice, to confirm or clarify meaning; activate prior knowledge and make connections to personal experiences to confirm understanding; ask questions to obtain additional information; visualize, sketch, or draw to record information and ideas*)

Teacher prompts: “Quels sont les mots familiers du texte qui t’aident à comprendre le message?” “Comment est-ce que les images t’aident à clarifier le sens du texte?” “Quels sont les mots et les expressions dans le texte qui t’aident à visualiser?”

Instructional tips:

- (1) Teachers can model expressions that students can use to ask for clarification (*e.g., “Je n’ai pas bien entendu. Peux-tu répéter un peu plus lentement?”*).
- (2) Teachers can model familiar temporal expressions such as “hier”, “aujourd’hui”, and “demain” to assist students in identifying when an action takes place.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support (*e.g., follow classroom directions; follow a series of Total Physical Response [TPR] commands; sequence a group of pictures or images for a storyboard, based on a description; make drawings to illustrate objects in an oral description; find a specific classroom object by following directions from the teacher and class; identify refrains, rhyme schemes, and other word/sound patterns in songs, poems, read-alouds, chants, and rhymes; listen to a description and identify the object described*)

Teacher prompts: “Qu’est-ce que tu as compris de l’histoire ou de la description? Montre-moi.” “Comment est-ce que tu peux démontrer ta compréhension de la description d’un objet/ d’un animal/ d’une personne?”

Instructional tips:

(1) Teachers can help students build on known vocabulary to understand new vocabulary and recognize the use of the *impératif* when listening to directions.

Step 1: The teacher gives instructions for the class to follow: “Marchez! Arrêtez! Attendez! Indiquez!”

Step 2: The teacher gives more detailed instructions for the class to follow: “Marchez

vers la porte! Arrêtez! Attendez une autre instruction! Indiquez la porte de la classe!"

Step 3: The teacher gives instructions for individual students to follow: "Sebastian, marche vers la porte."

Step 4: Students develop their own instructions for one or more classmates to follow.

(2) Teachers can help students recognize familiar words and cognates (*mots apparentés*) from English and/or their first language as they listen to a read-aloud or a song.

A2. Listening to Interact

By the end of Grade 4, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; make connections between personal experiences and what is being said; reconsider their point of view after hearing what others say; repeat a partner's ideas in their own words as a way of confirming understanding; ask for repetition, confirmation, or clarification of what they hear using phrases such as "Un instant... Je ne comprends pas. Pourriez-vous répéter cela, s'il vous plaît? Qu'est-ce que cela veut dire...?"*; use body language such as a nod to indicate understanding and/or agreement)

Teacher prompts: "Qu'est-ce que tu as en commun avec ton partenaire? Comment est-ce que le fait de faire des liens avec tes expériences personnelles t'aide à participer à la conversation?" "Comment est-ce que tu utilises le langage corporel pour montrer ta compréhension pendant une conversation?"

Instructional tip: Teachers can remind students to listen for descriptive words/adjectives (e.g., "jeune", "beau", "blond", "marron", "roux", "frisé", "petit", "noir") to help them understand information in exchanges with the teacher and peers about culture, family, and friends.

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support (e.g., *respond appropriately to questions requiring a brief answer*)

in paired and small-group interactions on familiar topics; respond constructively to a partner's ideas in think-pair-share sessions, using gestures, visual aids, and/or familiar words and phrases; share reactions to a partner's plans for a celebration or for the weekend)

Teacher prompts: "Comment vas-tu réagir aux idées d'un partenaire?" "Après avoir entendu les suggestions des membres de ton groupe, quelle sera ta suggestion d'activité pour la récréation?"

A2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *discuss with a partner some strategies and tools that have helped them improve their listening skills; self-monitor listening during a group discussion*)

Teacher prompts: "Quelle stratégie t'aide à identifier l'idée principale d'une présentation ou d'une conversation?" "Pourquoi est-il utile de faire des prédictions avant d'écouter?" "Comment est-ce qu'une discussion avec un ou une partenaire peut t'aider à clarifier ce que tu as entendu?" "Quelle nouvelle stratégie d'écoute veux-tu essayer la prochaine fois?"

A3. Intercultural Understanding

By the end of Grade 4, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to directions and locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in their immediate environment – such as the bilingual version of the national anthem sung at sports events; listen to a peer describe a family tradition and make connections to a similar tradition in their own family*)

Teacher prompts: "Qu'est-ce que tu as appris en écoutant la description des communautés francophones?" "Où est-ce que tu entends

parler le français dans ta vie quotidienne (p. ex., à l'école/à la maison/grâce à la technologie médiatique)?” “Comment est-ce que le fait d'écouter les histoires des autres t'aide à les connaître?”

Instructional tip: Teachers can model the use of the comparative forms of adverbs such as “moins...que”, “aussi...que”, “plus...que”, “autant...que” for making comparisons between cultural elements.

A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., formal and informal expressions of courtesy such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings versus classroom contexts; brief expressions used to introduce themselves and others)

Teacher prompts: “Quand dit-on ‘bonjour’ et ‘salut’?” “Comment est-ce que les indices non verbaux utilisés par un individu t'aident à comprendre son message?” “Comment montres-tu du respect à la personne avec qui tu parles?”

Instructional tip: Teachers can model the appropriate behaviour and expressions used when meeting or introducing someone new (e.g., “Bienvenue”, “Je te présente...”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 4, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use and reuse familiar language structures and patterns, such as repetition, and incorporate previously learned words and phrases to clarify the meaning of oral messages; use visual, 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; refer to classroom visuals such as anchor charts to help them clarify a message)

Teacher prompts: “Qu’est-ce que tu fais quand tu parles français et que la classe ne comprend pas?” “Quels gestes ou aides visuels peux-tu utiliser pour aider les autres à comprendre ton message?” “Qu’est-ce que tu peux faire pour capter l’attention de ton auditoire, et pourquoi?”

B1.2 Producing Oral Communications:

using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., describe classroom routines; prepare and deliver

a presentation introducing themselves, family members, and/or pets; recount a sequence of events from a fictional or news story; deliver brief, rehearsed oral presentations; give concise directions to a classmate describing how to perform an action or find an object)

Teacher prompts: “Comment est-ce que tu peux décrire cet objet ou ton ami?” “Comment est-ce que tu peux communiquer clairement tes besoins, tes émotions et tes idées?”

Instructional tip: Teachers can model the use of possessive pronouns (e.g., “mon”, “ma”, “mes”, “notre”, “nos”) and the *présent* when introducing themselves and others.

B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (e.g., use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; accurately pronounce familiar vocabulary when introducing themselves or their friends and family; speak at a comfortable pace in short, rehearsed question-and-answer routines about familiar topics; pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, rhymes, and newly acquired vocabulary and when participating in choral speaking and/or shared reading activities; use intonation as modelled by the teacher to ask

questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis)

Teacher prompts: “Quand est-ce que tu as confiance de parler en français? Lorsque tu parles à un partenaire? En petits groupes? Devant la classe?” “Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t’aide à parler avec confiance?”

Instructional tip: Teachers can model the acceptable pronunciation of singular and plural nouns and verbs during shared reading or in an inside/outside circle.

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., restate the contributions of other group members to confirm understanding and share preferences; use facial expressions, tone of voice, and gestures that are appropriate to the context and audience; ask questions to clarify the context and purpose for exchanging information)

Teacher prompts: “Pourquoi est-ce qu’il faut connaître son sujet avant de parler?” “Comment est-ce que tes gestes aident à clarifier ton message quand tu oublies un mot ou une expression?”

B2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support (e.g., contribute brief oral instructions and responses in interactive games and role plays; ask and answer questions in surveys and interviews; participate in simulated telephone conversations; answer the teacher’s or their classmates’ questions about their oral presentations)

Teacher prompts: “Comment est-ce que le fait de participer à une discussion t’aide à mieux parler aux autres?” “Pourquoi est-ce que c’est important de parler en français avec les autres dans la classe?”

Instructional tip: Teachers can model the use of question words such as “où”, “comment”, “combien”, “quel/quelle”, “qu’est-ce que”, and “qu’est-ce qui” to ask for clarification, identify gaps in communication, and ask for additional information.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., determine the elements of effective presentations; provide feedback on a peer’s oral presentation and listen to peers’ comments about their own presentations; evaluate their use of French in daily interactions with peers and the teacher)

Teacher prompts: “Quels sont les éléments d’une présentation orale efficace?” “Comment est-ce que la rétroaction que tu donnes à tes pairs peut t’aider à améliorer ton travail?” “Qu’est-ce que tu vois pendant la conversation? Comment est-ce que cet exemple te permet de mieux parler avec les amis?” “Comment les commentaires de tes pairs t’aident-ils à planifier tes prochaines étapes?” “Quel sera ton but d’amélioration? Qu’est-ce que tu dois faire pour l’atteindre?”

Instructional tips:

(1) Teachers can model and encourage the use of the *futur proche* (“aller” with the *infinitif*) when guiding students in their goal setting.

(2) Teachers can provide a template with sentence starters or stems (e.g., “Dans les cours en français, je parle français: toujours, parfois, jamais”) to guide student self-assessment.

(3) Teachers can model sentence stems that signal self-reflection (e.g., “Je me demande...”, “Je pense que...”, “Je crois que...”, “Je sais...”, “Je veux essayer...”).

B3. Intercultural Understanding

By the end of Grade 4, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French

Canadian cultures; give brief oral presentations describing traditions and festivals such as le Bal de Neige in Ottawa; use a T-chart to organize information and guide discussions about aspects of Franco-Ontarian cultures, such as family, school life, traditions, and festivals, and make connections to their own culture)

Teacher prompts: “Quels aspects des cultures franco-ontariennes (famille, vie scolaire, traditions, festivals) peux-tu relier à ta famille?” “Selon toi, pourquoi le français est-il important au Canada?” “Quels liens personnels as-tu faits avec les expériences des autres?”

Instructional tip: Teachers can model the use of familiar phrases and expressions to describe and share information gained from research (e.g., “Ce que j’ai trouvé”, “J’ai lu”, “J’ai remarqué”).

B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., use greetings, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au revoir”, “à demain”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi” – as appropriate to the social context; use the verb “avoir” to state their age; use gestures and other forms of 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...”)

Teacher prompts: “Comment est-ce que vous saluez un ami? Un professeur? Votre frère?” “Quels indices non verbaux sont utiles pendant une conversation?”

Instructional tip: Teachers can model various ways of introducing others, as appropriate to the social context: for example, “C’est Rose et Nyan” or “Voilà Laura”, versus “Je vous présente Eric et Omar”.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 4, students will:

C1.1 Using Reading Comprehension Strategies:

identify a few reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., *activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; preview vocabulary to identify familiar words and cognates; create key questions as a class before reading; relate prior knowledge and personal experiences to topics in texts; discuss how they visualize a character or a scene in a text; discuss, draw, or write about evidence in the text that can be used to predict possible outcomes; use pictorial clues to predict meaning and confirm understanding of a text; use contextual clues to determine the meaning of new words; recognize relationships between words with common spelling patterns and use them to determine the meaning of new words, as in “an/année/anniversaire”; use visual clues such as illustrations, photos, and charts to help clarify meaning*)

Teacher prompts: “Pourquoi est-il important de regarder la couverture et la page titre d’un livre/d’un catalogue/d’un magazine et d’en discuter avant de lire?” “Quels mots et expressions t’aident à visualiser le personnage de l’histoire?” “Pourquoi est-ce que c’est important d’analyser le titre et les illustrations avant de commencer à lire un livre?”

Instructional tips:

(1) Teachers can model the use of pre-reading strategies that will assist students to make

meaning and activate their prior knowledge before the exploration of a text.

(2) Teachers can model the use of reading comprehension strategies using think-aloud stems and/or sentence starters (e.g., “Le texte dit...donc je sais...”, “L’image que je vois dans ma tête...”, “Le texte me fait penser à...”) during read-alouds and shared reading activities.

C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required (e.g., *draw pictures to retell a story; restate the main idea in a text using familiar vocabulary; create a tableau to dramatize a scene from a story they have read; use drama, music, or visual arts to respond to an issue raised in a text*)

Teacher prompts: “Quel est le message du texte?” “Quelles images choisis-tu pour représenter les idées principales du texte?” “Quelle est la scène la plus importante du texte?” “Comment vas-tu jouer le rôle du héros de l’histoire?”

C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *recognize high-frequency words, most regularly used words, and words of personal interest; recognize the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on*

shared- and interactive-writing charts in personal writing, and in a variety of fonts; make oral reading sound like spoken language, with appropriate pauses, stops, and starts as indicated by the punctuation)

Teacher prompts: “Pourquoi est-ce qu’il faut identifier les mots familiers quand on lit?” “Pourquoi est-ce que c’est important de continuer à lire même si tu ne comprends pas un des mots?” “Quand est-ce qu’il faut sauter un mot et continuer à lire, ou chercher la définition d’un mot avant de continuer?”

Instructional tip: During shared and guided exploration of texts, teachers can read aloud and encourage students to echo their phrasing and expression, to help students sound more natural and confident while reading aloud in French.

C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words (e.g., *develop a bank of sight words using visual dictionaries; make word lists of personally relevant vocabulary; use memorization and visualization strategies and verbal and written repetition to consolidate learning of new words; develop lists of cognates to expand vocabulary; identify the tense of familiar verbs in the present, past, and future by their suffixes*)

Teacher prompts: “Comment est-ce que le mur de mots t’aide à élargir ton vocabulaire?” “Qu’est-ce qui t’aide à te rappeler d’un nouveau mot de vocabulaire ou d’une nouvelle expression?” “Qu’est-ce que tu fais quand tu ne comprends pas un mot?” “Comment est-ce que les mots apparentés t’aident à apprendre le français?”

Instructional tips:

(1) Teachers can scaffold students’ vocabulary development by having them skim and scan a text to find familiar and new words.

(2) Teachers can support students’ vocabulary development by pointing out synonyms (e.g., “énorme”, “géant”, “gigantesque”) and antonyms (e.g., “grand/petit”, “triste/heureux”, “derrière/devant”) during various reading interactions.

C2. Purpose, Form, and Style

By the end of Grade 4, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – *to express ideas or convey a mood in figurative, evocative language*; pattern book story – *to entertain and/or explore problems, characters, and ideas*; menu – *to describe food offerings*; calendar, list, or chart – *to communicate information in an organized, easy-to-understand form*; non-fiction book – *to explain or describe something or explore an issue or topic*; greeting card – *to send good wishes or convey thanks*; sign – *to attract attention and/or give directions*; advertisement – *to attract attention and persuade*)

Teacher prompts: “Comment est-ce que les paroles d’une chanson aident l’auteur à exprimer ses idées?” “Pourquoi est-ce qu’on lit un texte informatif, une pancarte ou une annonce publicitaire?”

Instructional tip: Teachers can model the use of a variety of verbs for identifying different purposes for reading (e.g., “se divertir”, “s’amuser”, “s’informer”, “s’exprimer”, “persuader”, “convaincre”, “communiquer”, “expliquer”).

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – *rhyming or non-rhyming patterns and use of imagery*; pattern book story – *title page, illustrations, repetitive use of familiar words and phrases, description of characters/setting/ conflict, possible resolution*; menu – *subsections listing offerings of salads/main courses/desserts/ beverages, prices, illustrations*; calendar, list, or chart – *table or column format*; greeting card – *brief text message in special fonts, illustrations/ graphics*; non-fiction book – *table of contents, illustrations, and captions*; sign – *distinctive fonts, colours, and symbols related to the content of the message*; advertisement – *eye-catching graphics, fonts, colours, and illustrations*)

Teacher prompts: “Quels sont les éléments d’une histoire à structure répétitive qui rendent cette dernière intéressante à lire?” “Quels sont les éléments d’une carte de vœux qui rendent

cette dernière attrayante pour un lecteur?”
 “Quelles sont les différences entre un texte informatif et un texte graphique?”

Instructional tip: Teachers can model the use of vocabulary relating to the characteristics and stylistic elements of texts, such as “la police”, “les caractères gras”, “les images”, “les titres”, “les sous-titres”.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (*e.g., use book reviews written by peers to expand choices for independent reading; discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson*)

Teacher prompts: “Quelles sont les stratégies de lecture les plus efficaces?” “Parmi les suggestions de stratégies de lecture que tu as données aux autres, quelles sont celles qui peuvent t’aider?” “Quelles sont tes prochaines étapes?”

Instructional tip: Teachers can introduce a checklist of expressions and sentence starters to guide discussion during a student-teacher or peer conference regarding effective 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., information about traditions, powwows, and festivals such*

as le Bal de Neige or le Festival des tulipes – Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, sporting events such as les Jeux franco-ontariens, children’s games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis, such as Marcel Labelle and Christian Pilon, and identify some of their accomplishments)

Teacher prompts: “Comment est-ce que les détails des histoires d’une communauté peuvent t’aider à mieux connaître cette dernière?” “Comment est-ce que le Bal de Neige à Ottawa représente les activités d’hiver favorites des Canadiens?” “Pourquoi est-ce que c’est important pour les jeunes Franco-ontariens de participer aux ‘Jeux franco-ontariens’?” “Quels liens est-ce que tu as faits entre la communauté franco-ontarienne et tes expériences personnelles?”

Instructional tip: Teachers can model the use of words and expressions for identifying similarities and differences between cultural celebrations in different communities (*e.g., “Je fais la même chose”, “C’est différent”, “On ne fait pas cela”, “semblable”, “le contraire”, “similaire”*).

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (*e.g., the use of “Salut” instead of “Bonjour”, “la fin de semaine” instead of “le week-end”, “mon mari/ma femme” instead of “mon époux/mon épouse”, “mon amie/mon ami” instead of “ma copine/mon copain”*)

Teacher prompts: “Comment peux-tu identifier le narrateur du texte?” “Comment est-ce qu’on sait si le texte s’adresse à une personne ou à plusieurs personnes?” “Comment est-ce que la langue utilisée dans un texte reflète le contexte régional?” “Comment est-ce que la connaissance des mots d’une communauté t’aide à élargir ton vocabulaire?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Ontario*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 4, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., to convey best wishes to a friend in a card/email/note; to complete a registration form or provide personal information in an application to a summer sports camp; to share a list of favourite activities with a friend in an email or text message; to communicate information in a report; to persuade people to protect the environment or to buy an environmentally responsible product in an advertisement*)

Teacher prompts: “Quels sont le sujet, le destinataire et l’intention de ton travail?”
 “À qui t’adresses-tu quand tu écris? Pourquoi est-il important de penser à ça quand tu écris?”
 “Comment vas-tu partager l’information avec tes camarades?”

- D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., postcard/greeting card/email/announcement/invitation – salutation and closing and a clear message; information sentence on a topic of interest – sentence starter followed by specific details; captions for a series of photographs of a class activity – classmates’ names and information*

about what they are doing; recipe for an easy-to-prepare meal, such as corn soup – lists of ingredients and instructions for combining them; survey/questionnaire – numbered questions in list format, with subsections for different subtopics, interrogative pronouns to introduce questions; shopping list – names of items, categories, prices)

Teacher prompts: “Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?” “Quels sont les éléments nécessaires dans un formulaire demandant des informations personnelles?” “Quels types de questions vas-tu proposer pour un sondage?” “Quels éléments sont nécessaires pour rédiger une recette?”

D2. The Writing Process

By the end of Grade 4, students will:

D2.1 Generating, Developing, and Organizing

Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities (*e.g., brainstorm ideas for writing using visual prompts; gather ideas for writing from shared classroom experiences such as read-alouds and shared reading; activate prior knowledge about personal, family, and community experiences through brainstorming and think-alouds; do research to identify key ideas related to a topic; use graphic organizers to create a list of words*

related to a topic and/or to sort and classify ideas; discuss the topic with peers and the teacher to focus thinking; draw or sketch to formulate ideas and thoughts; jot down plans and draft an outline)

Teacher prompts: “Comment est-ce que tu choisis le vocabulaire pour ton travail?” “Comment est-ce que tu te prépares pour écrire?” “Pourquoi est-il important de développer et d’organiser tes pensées avant d’écrire?”

Instructional tips:

(1) Teachers can encourage students to use different coloured highlighters to sort, select, and prioritize information, during or after brainstorming about a particular topic.

(2) Teachers can model the creation of word webs (circular diagram with words related to seeing, feeling, touching, and doing) as a strategy for identifying vocabulary related to a particular topic.

D2.2 Drafting and Revising: plan and produce drafts following a model (e.g., email, postcard, procedure, directions to determine location), and revise their writing using a variety of strategies, with teacher support (e.g., reread, change, add, subtract, and/or reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and peers)

Teacher prompts: “Pourquoi est-ce que c’est une bonne idée de lire ton ébauche à un ou plusieurs camarades ou au professeur?” “Quels commentaires de tes camarades ou de ton enseignant ou enseignante vont t’aider à améliorer ton travail?” “Quels mots choisis-tu pour clarifier ton message?”

Instructional tips:

(1) During modelled, shared, and guided writing, teachers can demonstrate for students the correct use of the masculine and feminine singular and plural forms of adjectives, as well as the appropriate use of the present, past, and future tenses of common verbs, as required by the context.

(2) Teachers can remind students to use a variety of sentence types (e.g., declarative, exclamatory, interrogative) to add interest to their writing.

(3) Teachers can encourage students to identify synonyms for familiar words and use them to add variety and interest to their descriptions.

(4) Teachers can refer students to anchor charts or word lists containing common words and expressions that they can use in daily writing tasks.

D2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French (e.g., spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, and community members; use high-frequency verbs in the present tense to describe things that are happening to and around them), and use a few elements of effective presentation to produce a polished product for publication (e.g., a larger font for headings; bold/italics/underlining for emphasis)

Teacher prompts: “Comment est-ce que tu utilises le vocabulaire familier affiché dans la classe pour vérifier l’orthographe des mots et améliorer ton travail écrit?” “Quels éléments de présentation (p. ex., souligner, caractères gras) peux-tu incorporer avant de remettre un travail écrit?”

Instructional tip: Teachers can remind students to check for subject-verb agreement when making final corrections to their drafts.

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., when conferencing with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their peers to plan next steps; reflect on their ability to represent familiar words in writing)

Teacher prompts: “Comment est-ce que tes commentaires à propos du travail d’un partenaire te permettent d’améliorer ton travail?” “Comment la discussion peut-elle clarifier les étapes de la rédaction?” “Comment peux-tu vérifier la clarté de ton message?” “Quels sont tes forces et tes défis comme écrivain?”

Instructional tips:

(1) Teachers can model effective sentence starters for students to provide feedback to peers such as “J’aime ta description”, “Tu peux ajouter plus de détails”, “N’oublie pas les lettres majuscules”.

(2) Teachers can model the correct use of “je peux” sentence stems during reflection and goal-setting activities.

D3. Intercultural Understanding

By the end of Grade 4, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *select pictures of a Franco-Ontarian, Aboriginal, or Métis community such as Sturgeon Falls, Verner, Noelville, or Mattawa and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; research a famous Franco-Ontarian legend, myth, or story and write a poem about it*)

Teacher prompts: “Comment peux-tu utiliser le vocabulaire pour créer des étiquettes descriptives pour un photoreportage sur une communauté franco-ontarienne?” “Comment peux-tu bien représenter les gens de cette communauté?”

D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., *greetings and expressions of courtesy such as “bonjour”, “au revoir”, “non”, “merci”, “s’il vous plaît”; standard formats for personal letters, postcards, emails; conventions for writing the date*)

Teacher prompts: “Comment est-ce qu’on écrit une salutation appropriée?” “Pourquoi est-il important de connaître la structure d’une lettre, d’une carte postale ou d’un courriel?” “Comment est-ce que la date en français est écrite différemment de la date en anglais?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

GRADE 5

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 5, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts (*e.g., talk about ideas and personal experiences related to a topic before beginning a listening task to make predictions about it; take notes to confirm what they have heard; ask questions to determine next steps; use visual and auditory clues in multimedia texts to help determine meaning; sequence actions in descriptions of past, present, and future events*)

Teacher prompts: “Quels sont les gestes ou les aides visuelles qui t’aident à comprendre le message de l’individu qui parle?” “Quels outils t’aident à organiser l’information importante?” “Comment est-ce que le fait de dresser une liste de mots et d’idées clés peut t’aider à bien comprendre ce que tu entends?” “Qu’est-ce qui t’aide à comprendre et à organiser les informations du texte?”

Instructional tip: Using a think-aloud, teachers can model the creation of a word web to identify vocabulary related to a big idea such as environmental stewardship or local heroes.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves,

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

Teacher prompts: “Comment est-ce que le fait de dessiner/faire une illustration t’aide à mieux comprendre un texte?” “Dans les instructions d’une marche à suivre, quels sont les mots et expressions (p. ex., avant, après, premièrement) qui t’aident à suivre les étapes?”

A2. Listening to Interact

By the end of Grade 5, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (*e.g., build on what others are saying by offering relevant comments when participating in paired and small-group exchanges on familiar topics; observe a*

peer's body language to help understand his or her intended message; ask questions in paired and small-group activities to clarify their understanding of what is said)

Teacher prompts: “Quand est-ce qu’il faut parler et quand faut-il écouter?” “Quelles stratégies d’écoute t’aident quand tu veux participer à une interaction orale?”

Instructional tip: Teachers can use role play to demonstrate when it is time to listen and when it is time to speak in a variety of situations.

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support (e.g., using familiar words/expressions and/or actions, respond appropriately to questions in paired and small-group exchanges on familiar topics or to a partner’s comments in a think-pair-share session; listen and respond to questions about familiar topics such as personal preferences, interests, and past or future events or experiences; offer a classmate comparable information in response to a description of his or her family; interview a classmate and use the information to introduce him or her to a group)

Teacher prompts: “Comment est-ce que les commentaires des autres t’aident à mieux participer à une discussion en petit groupe?” “Quelles questions peux-tu poser à ton camarade pour continuer la discussion?” “Que fais-tu si tu ne comprends pas les instructions données par ton partenaire?” “Quelles informations sont nécessaires pour présenter ton partenaire à un groupe?” “Quels commentaires peux-tu offrir à ton partenaire afin de lui fournir une rétroaction pertinente?”

Instructional tips:

(1) Teachers can model ways of giving feedback to a peer, including the use of various question-and-answer formats (e.g., “Est-ce que...?”, inversion, and incorporating the question in the answer).

(2) Teachers can ask students to pay particular attention to whether sentences are affirmative or negative in order to give an appropriate response.

A2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan steps they can

take to improve their listening skills (e.g., plan to keep a journal of listening strategies they have found helpful, for future reference)

Teacher prompts: “Comment est-ce que tu vérifies ta compréhension quand tu écoutes?” “Quelle stratégie d’écoute a été utile pour ton partenaire? Comment est-ce que cette stratégie t’aidera ou ne t’aidera pas?” “Quels indices non verbaux (indices visuels, indices gestuels, langage corporel) sont efficaces pour t’aider à comprendre le message?”

Instructional tip: Teachers can use a think-aloud to demonstrate how students might reflect on their listening behaviour (e.g., “J’écoute mieux quand je regarde la personne qui parle. Je peux regarder ses gestes et son visage. Je peux comprendre l’idée principale de son message.”)

A3. Intercultural Understanding

By the end of Grade 5, students will:

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

Teacher prompts: “Quels sont les détails importants à propos de cette région? Est-ce que ces détails t’aident à mieux connaître ta communauté?” “Quand tu écoutes un clip audio ou tu visionnes une vidéo décrivant les aspects de la culture québécoise, quels liens fais-tu avec ta communauté?” “Comment est-ce que le fait d’écouter les préférences des autres t’aide à les comprendre?”

Instructional tip: Teachers can help students recognize adjectives and descriptive words that refer to personality traits and accomplishments (e.g., “intelligent”, “drôle”, “bien organisé”).

A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (*e.g., compare French expressions to expressions used in English and/or their first language; compare different types of body language used in social interactions in various cultures; identify French phrases that are used to initiate, interrupt, and conclude conversations politely*)

Teacher prompt: “Quand tu parles à quelqu’un, comment choisis-tu les mots ou les expressions appropriés selon la situation?”

Instructional tip: Teachers can model the use of appropriate expressions of courtesy when they speak to students, such as “Je vous en prie” (plural or formal), “Je t’en prie” (singular), and “De rien” or “Bienvenue” (familiar).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 5, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., use a familiar model to structure messages; use think-aloud stems to structure descriptions and comments; use changes in pitch, tone, and volume to maintain the interest of listeners; vary the pace of speech to hold the audience's attention when presenting*)

Teacher prompts: “Quelles sont les meilleures stratégies pour clarifier ton message?” “Pourquoi est-ce que c’est une bonne idée de changer le ton et le volume de ta voix? Est-ce que cela peut aider les autres à comprendre ton message?”

B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (*e.g., make introductions; respond to questions and instructions using previously learned vocabulary; ask questions to obtain additional information about healthy food choices; describe themselves, other people, and places using familiar expressions; state their reactions to information in texts such as posters, food guides, environmental brochures, and Aboriginal songs and stories*)

Teacher prompts: “Comment est-ce que tu choisis les informations importantes à partager quand tu te présentes à un ou une camarade de classe?” “Comment est-ce que tu peux te présenter d’une façon engageante et intéressante?” “Comment est-ce qu’on organise le vocabulaire, les détails et les idées pour communiquer le message lors d’une présentation en petit groupe?”

Instructional tips:

(1) Teachers can model the use of standard forms of familiar expressions for expressing likes and dislikes (*e.g., “J’aime” and “Je n’aime pas”*).

(2) Teachers can scaffold students’ learning by modelling the use of verbs for expressing a preference (*e.g., “préférer/aimer/adorer/détester”*) or a wish (*e.g., “désirer/espérer/souhaiter/vouloir”*).

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (*e.g., speak about familiar topics using planned pauses and few hesitations; pronounce new words from shared reading activities accurately, as modelled by the teacher*)

Teacher prompts: “Qu’est-ce que tu peux faire pour pratiquer et améliorer ta prononciation?” “Quelles stratégies t’aident à parler clairement et avec un bon débit?”

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

Teacher prompts: “Quelles stratégies t’aident à participer à une conversation avec tes amis?” “Quels indices non verbaux peuvent aider le groupe à mieux comprendre ton message ou ta réponse?”

Instructional tip: Teachers can introduce students to the use of expressions for acknowledging the contributions of others when participating in group activities (e.g., “J’ai bien compris ce que tu as dit”, “Je suis d’accord avec toi”).

B2.2 Interacting: engage in brief, structured spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support (e.g., *ask and answer questions about name, age, and family; ask questions to clarify meaning before responding; share their ideas and respond to others’ opinions in a literature circle; make constructive comments when giving feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and structured oral activities; participate in role-play conversations that simulate the authentic use of language; respond to questions from the teacher and their peers about their oral presentations; ask and answer questions about healthy food choices or environmental issues*)

Teacher prompts: “Quelles informations vas-tu partager avec ton partenaire? Comment peux-tu lui demander de partager les mêmes informations?” “Quelles questions peux-tu poser à quelqu’un pour mieux le connaître?” “Comment est-ce que tu te prépares pour faire un dialogue avec un pair, un sondage ou une entrevue?”

Instructional tip: Teachers can model a variety of ways to structure questions asking

for additional information about a topic (e.g., “Qu’est-ce que tu peux ajouter?”, “Peux-tu clarifier tes idées clés?”, “Qu’est-ce qui s’est passé?”, “Quand est-ce que tu vas faire ça?”, “Où est-ce qu’il va aller?”).

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *share and discuss a strategy used to participate in a discussion; compare speaking situations to reflect on their own ability to communicate; use classroom visuals and reference material to give feedback*)

Teacher prompts: “Est-ce que la discussion à propos des stratégies avec tes pairs t’aide à clarifier ton message?” “Qu’est-ce que tu peux observer lorsque tu écoutes tes amis parler? Quelles observations t’aident à mieux présenter tes idées?” “Quelle stratégie est-ce que tu utilises pour organiser ce que tu veux dire?” “Qu’est-ce que tu fais quand les autres ne comprennent pas ce que tu dis en français?” “Quel est ton but d’amélioration? Qu’est-ce que tu peux faire pour l’atteindre?”

Instructional tips:

(1) Teachers can work with students to develop a checklist of oral communication strategies and encourage them to identify strategies they find effective.

(2) Teachers can model the use of comparative expressions such as “le/la/les plus” and “le/la/les moins” and encourage students to use them when discussing the effectiveness of strategies with their peers.

(3) Teachers and students can work together to construct an anchor chart listing words, questions, and expressions that students can use to reflect on their skills and steps they can take to improve.

B3. Intercultural Understanding

By the end of Grade 5, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe a specific region or community in Quebec, including*

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

Teacher prompts: “Quels aspects des cultures québécoises (famille, vie scolaire, traditions) ressemblent à la culture de ta communauté?” “Selon toi, pourquoi est-ce que c’est important d’apprendre des aspects de la culture d’une autre communauté?” “Comment est-ce que le fait de comprendre les préférences des autres t’aide à interagir d’une manière respectueuse?”

B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., identify and use appropriate forms of address to suit formal

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

Teacher prompts: “Pourquoi est-ce que c’est important d’utiliser des salutations et des expressions justes quand tu parles?” “Comment choisis-tu les mots et les expressions que tu utilises quand tu parles à tes amis? Aux adultes?” “Comment pourrais-tu enrichir tes conversations avec une autre personne de culture francophone?” “Comment modifies-tu tes stratégies de prise de parole selon la situation?”

Instructional tip: Teachers can review with students the appropriate use of the familiar forms of personal pronouns (“je”, “tu”, “il/elle”, “nous”, “vous”, “ils/elles”) in interactions with peers.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 5, students will:

C1.1 Using Reading Comprehension Strategies:

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

Teacher prompts: “Comment est-ce que les images, les illustrations ou les manchettes d’un texte peuvent te donner des indices à propos du sujet du texte?” “Comment est-ce que ta connaissance d’un texte semblable t’aide à faire des prédictions?” “Quand tu lis un texte, quelle stratégie est-ce que tu utilises pour clarifier ta compréhension?”

Instructional tip: Teachers can model a think-aloud using expressions associated with the five senses (“ce que je vois”, “ce que j’entends”, “ce que je sens”, “ce que je touche”, “ce que je goûte”) when exploring texts, to guide students in their visualization.

C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required (*e.g., retell the events of a narrative in pictures and simple phrases using a graphic organizer to identify the beginning, middle, and end; create skits or commercials based on a text; make graphs or T-charts to organize information from a text; dramatize a story they have read using puppets or oral accounts; use visual art, music, or dance to communicate their reactions to a text; identify a classmate’s favourite pastime from information on his or her web page*)

Teacher prompts: “Comment peux-tu exprimer ta réaction à un texte en utilisant les arts visuels, la musique ou la danse?” “Comment est-ce qu’un organisateur graphique peut t’aider à classer les événements d’un texte narratif? Comment est-ce que cette organisation t’aide à raconter l’histoire?”

Instructional tip: Teachers can encourage students to make connections between words and expressions found in French texts and similar expressions in English and/or their first language to clarify meaning.

C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (*e.g., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the*

punctuation; recognize familiar language structures in different contexts; identify the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on shared- and interactive-writing charts used in personal writing, in a variety of fonts)

Teacher prompts: “Pourquoi est-ce que la ponctuation (p. ex., une virgule, un point) t’aide à lire plus facilement?” “Pourquoi est-ce que c’est utile de sauter un mot et de continuer à lire?”

Instructional tip: Teachers can introduce students to common French sound patterns (“moi”, “toi”, “trois”, “toit”, “fois”, “froid”) and word families (“grand/grandeur/grandiose”) to help them read unfamiliar words.

C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words (e.g., update a personal list of familiar words using resources such as dictionaries and the word wall; develop lists of cognates to expand vocabulary; use knowledge of word structure [prefixes, stems, suffixes] to determine the meaning of unfamiliar words)

Teacher prompts: “Que fais-tu avec une banque de mots personnelle?” “Quelles stratégies est-ce que tu utilises quand tu ne comprends pas un mot?” “Où trouves-tu des nouveaux mots et de nouvelles expressions reliés à ton passe-temps préféré?”

Instructional tip: Teachers can encourage students to keep a personal log and pictures or illustrations of a few interesting and useful words and expressions that they encounter while reading, and to use them when speaking and writing.

C2. Purpose, Form, and Style

By the end of Grade 5, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., letter/email – to ask for information, share news with a friend, extend or reply to an invitation, express thanks; list – to record or communicate information or instructions; fictional story/legend, such as the Métis legend Ti-Jean – to entertain or enlighten through a description of imaginary events, places, and people; travelogue – to describe the experience of travelling to or in a country or region; newspaper/magazine article – to explore/describe a contemporary issue, event, person in the news, or trend)

Teacher prompts: “Pourquoi est-il important d’identifier l’intention de différents types de textes?” “Pourquoi est-ce que l’auteur a décidé de présenter l’information de cette façon-là?”

Instructional tip: Teachers can encourage students to identify and use adjectives that describe different types of text forms (e.g., “informatif”, “explicatif”, “narratif”).

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., travelogue – sequential/chronological order, descriptions of experiences and key sites/landmarks, maps/illustrations/photographs, captions; newspaper/magazine article – statement of theme or topic, photographs/illustrations, captions, title, author name, subheadings, sidebars, pull quotes; fictional story/legend – description of characters and setting, plot line involving a problem or conflict, resolution; textbook/informational text – table of contents, title page, chapter or section divisions, subsections with headings, charts/diagrams, labels/captions)

Teacher prompts: “Quelles sont les caractéristiques d’un documentaire de voyage qui rendent ce type de texte intéressant à lire?” “Comment est-ce que ce texte est organisé? Est-ce que cette organisation t’aide à lire l’histoire?” “Quels sont les éléments d’un article de magazine? Comment est-ce que ces éléments t’aident à lire le texte?” “Peux-tu identifier la forme de texte selon les caractéristiques et les éléments de style indiqués sur le référentiel?”

Instructional tip: Teachers can ask students to identify some stylistic elements and/or grammatical forms (e.g., description, exaggeration, the *infinitif* form of the verb) found in texts.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres)

Teacher prompts: “Quelles stratégies est-ce que tu utilises le plus souvent quand tu lis un texte?” “Comment le fait d’expliquer la façon d’utiliser une stratégie te permet-il de réfléchir

sur tes habiletés?” “Comment est-ce que les rétroactions de ton enseignante ou enseignant te permettent d’élaborer tes prochaines étapes?” “Pourquoi est-il important de reconnaître les types de texte ou les situations de lecture qui sont plus difficiles pour toi?”

Instructional tips:

(1) Teachers can model the use of “je peux” statements (e.g., “Je peux comprendre”, “Je peux lire les mots familiers”, “Je peux utiliser les stratégies”) and the appropriate future form of familiar verbs (e.g., “Je vais lire...”, “Je choisirai ce genre de texte...”) to encourage students to reflect on their reading skills and set personal goals for improvement.

(2) Teachers can develop a list of guiding questions to help students reflect on their reading, such as “Quelles stratégies est-ce que j’utilise quand je lis?” “Est-ce qu’il y a d’autres stratégies que je peux utiliser?” “Qu’est-ce que j’aime lire? Est-ce qu’il y a d’autres genres de texte que j’aimerais lire?”

C3. Intercultural Understanding

By the end of Grade 5, students will:

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

Céline Dion, Gilles Pelletier, or Marc Favreau, or historical figures, and describe some of their accomplishments)

Teacher prompts: “Comment est-ce que la langue française et les cultures francophones ont contribué au succès de cette vedette québécoise?” “Quels sont les éléments culturels présentés dans le texte portant sur cette région ou cette communauté qui t’intéressent?”

Instructional tip: Teachers can draw students’ attention to the plural and singular and masculine and feminine forms of adjectives that describe traditions, nationalities, or cultural heritage (e.g., “francophone”, “québécois”, “québécoise”, “canadien”, “canadienne”, “métis”, “métisse”, “autochtone”).

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., *in the lyrics of a popular Québécois rap or song, recognize and explain variations in the spelling of a common word – such as “p’tit” versus “petit”; identify salutations and common words and expressions used in different types of letters, emails, and postcards*)

Teacher prompts: “Comment sais-tu que c’est une lettre amicale?” “Quels mots ou expressions utilisés par l’auteur t’aident à identifier le destinataire?”

Instructional tip: Teachers can model the use of effective questions and key words used to guide research such as “Qu’est-ce que je sais déjà?” “Qu’est-ce que je veux savoir?”, “Quels sont les mots clés?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 5, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., to send a greeting to a parent or classmate; to describe a real or imaginary place in a postcard to a friend, parent, or teacher; to provide a family tree to show to members of their family; to describe their personal preferences and interests to a pen pal; to communicate information about the school intramural sports program to classmates; to entertain with an amusing anecdote; to share their feelings with an Elder, grandparent, or veteran regarding the teachings and lessons learned from him or her*)

Teacher prompts: “Quel est le but de ton travail d’écriture?” “Comment vas-tu organiser tes idées selon la structure d’une carte postale?”

- D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., a family tree – names of family members and labels identifying their relationship to the writer – such as “ma mère/mon père”, “mon frère/ma sœur”, “mon grand-père/ma grand-mère”; a greeting card – salutation, closing, and message suited to the occasion; a memo giving information about a school event – a heading identifying the intended audience, the time and place of the event, and other relevant details*)

Teacher prompts: “Comment peux-tu identifier et présenter les membres d’une famille?” “Pourquoi est-il important de connaître les éléments d’une carte de vœux?”

D2. The Writing Process

By the end of Grade 5, students will:

D2.1 Generating, Developing, and Organizing

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

Teacher prompts: “Pourquoi est-ce que c’est important de planifier ton travail avant d’écrire?” “Pourquoi est-il important de faire référence au mur de mots et à tes listes de mots quand tu organises tes idées pour écrire?” “Comment est-ce qu’un remue-méninges t’aide

à organiser tes idées?” “Comment choisis-tu les ressources utiles (p. ex., des encyclopédies, des sites web, des journaux, des films, des livres) pour lancer une recherche sur un sujet qui t’intéresse?”

Instructional tips:

(1) Teachers can model the creation of a graphic organizer to record vocabulary related to emotions and sensations describing students’ responses to an event or experience (e.g., “Ce que je peux voir”, “Ce que je peux sentir”, “Ce que je peux goûter”, “Ce que je peux entendre”, “Ce que je peux toucher”, “Ce que je peux ressentir”).

(2) Teachers can model the correct use of ordinal numbers (e.g., “En premier”, “deuxièmement”, “troisièmement”) to organize and present information in order of importance.

D2.2 Drafting and Revising: plan and produce drafts following a model (e.g., a letter or postcard template, a series of sentence starters), and revise their writing using a variety of strategies, with teacher support (e.g., reread, rethink, and use teacher feedback to determine the best order in which to present information; use a dictionary to monitor word choice; add or subtract information, based on peer or teacher feedback, to highlight the most important points; rewrite, edit, and revise using an editing checklist provided by the teacher and/or teacher and peer feedback)

Teacher prompts: “Comment est-ce qu’un dictionnaire ou un lexique personnel peut t’aider à utiliser le meilleur mot quand tu écris ton ébauche?” “Comment est-ce qu’une liste de contrôle pour la rédaction peut améliorer ton travail écrit?” “Pourquoi est-il important d’incorporer les suggestions des autres dans tes révisions?”

Instructional tips:

(1) Teachers can model the correct use of possessive adjectives for describing personal objects or family members.

(2) Teachers can remind students to use a variety of familiar adjectives, adverbs, and nouns describing people, places, and objects, to add interest to their writing.

D2.3 Producing Finished Work: make improvements to their written work using knowledge of a few of the conventions of written French (e.g., use personal word lists to spell familiar words and expressions correctly; distinguish between a question and a statement using

appropriate punctuation; describe and distinguish between male and female members of the family using adjectives of the appropriate gender; use appropriate verb tenses according to the context), and use a few elements of effective presentation to produce a polished product for publication (e.g., select pictures appropriate to the subject matter; use headings to identify main ideas)

Teacher prompts: “Pourquoi est-il important d’utiliser un lexique personnel pour bien épeler les expressions et le vocabulaire familiers?” “Pourquoi est-il important d’utiliser la forme correcte d’un adjectif?” “Quels éléments peux-tu utiliser pour identifier les idées principales dans ton produit final?”

Instructional tip: Teachers can remind students to verify that they have used appropriate final punctuation for different types of sentences (e.g., for the questions and answers in a brochure about a favourite place or object).

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and use feedback from teacher and peers to identify gaps in information and plan next steps)

Teacher prompts: “Qu’est-ce que tu vas noter dans ton journal d’écriture?” “Quelles ressources ont été les plus utiles quand tu as écrit ton rapport de recherche?” “Qu’est-ce que tu as dit à ton ami à propos de son texte?” “Est-ce que tu peux utiliser les mêmes stratégies afin d’améliorer ton travail?” “Qu’est-ce que tu vas pouvoir faire la prochaine fois?” “Pourquoi est-il important d’identifier la prochaine étape à suivre pour améliorer tes travaux écrits?”

Instructional tips:

(1) Teachers can encourage the development of a writer’s notebook to set goals, plan next steps, and record ideas for future writing tasks.

(2) Teachers can model and encourage the use of sentence stems that signal self-reflection during the process of evaluating writing strategies and skills (e.g., “Je me demande...”, “Je pense que...”, “Je crois que...”, “Je sais...”, “Je veux essayer...”).

D3. Intercultural Understanding

By the end of Grade 5, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., create labels for a poster advertising a sports or music event in Quebec, such as *le Festival Couleurs du monde*; write an email to a Québécois student describing information they have learned about the student's community and asking for further details or clarification of unfamiliar practices or traditions; describe the sights and sounds they see and hear at a traditional celebration such as a powwow)

Teacher prompts: “Comment est-ce que tes recherches t’aident à créer une affiche qui décrit la région du Québec?” “Comment peux-tu te servir d’un échange de courriels avec un élève québécois pour mieux comprendre les aspects de sa vie et ses traditions?” “Comment peux-tu partager les caractéristiques de ta communauté avec quelqu’un d’une autre communauté?”

Instructional tip: Teachers can encourage students to identify familiar vocabulary and expressions related to the environment, personal preferences, and interests/hobbies to use when describing the traditions of a particular French-speaking community.

D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., greetings, leave-taking expressions, and expressions of courtesy – such as “bonjour”, “au revoir”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi”; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; appropriate expressions for introducing themselves or asking for information; conventions for writing the date in French – such as the use of lower-case letters for days of the week and months of the year)

Teacher prompts: “Comment est-ce que les jours de la semaine et les mois de l’année en français sont écrits différemment de ceux en anglais?” “Pourquoi est-il important de connaître plusieurs exemples de salutations pour commencer et terminer une lettre ou un courriel?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

GRADE 6

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 6, students will:

A1.1 Using Listening Comprehension

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

Teacher prompts: “Quelle stratégie t’aide à organiser les points importants d’une présentation?” “Comment est-ce que la visualisation d’un texte enrichit ta compréhension?”

Instructional tip: Teachers can suggest that students create a mind map to activate their prior knowledge about the topic of a presentation they are about to listen to.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing familiar and new words and expressions about themselves, family, friends, and topics of personal interest, with contextual and visual support (e.g., listen to a classmate’s description of a procedure and mime the steps and/or actions described; listen to a description of a person in a

story/movie and identify which character is being described; listen to the results of a survey and use numbers, words, and pictures to illustrate the findings; listen to a read-aloud of an authentic text about the environment, healthy eating, or First Nations people and use words, pictures, and/or actions to restate the main idea and related details; listen to a popular song in French and identify familiar words and expressions; listen to directions to a popular location or attraction and trace the route on a map)

Teacher prompts: “Quels sont les mots et expressions clés qui t’aideront à expliquer le message du texte?” “Que peux-tu faire pour montrer que tu comprends ton prof ou tes amis?”

Instructional tips:

(1) Prior to a listening assignment, teachers can use an anticipation guide to identify key vocabulary students will need to know in order to understand the text.

(2) Teachers can encourage students to illustrate or dramatize key elements from a read-aloud.

A2. Listening to Interact

By the end of Grade 6, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., ask questions to deepen understanding and make connections to the ideas of others; affirm the ideas

of others and build on them when offering their own views; use brief vocal prompts to signal agreement or interest during conversations; ask for repetition when necessary)

Teacher prompts: “Comment est-ce que tu peux participer à une conversation sans parler?” “Pourquoi est-il important de demander à quelqu’un de répéter un mot ou une expression pendant une interaction?”

Instructional tip: Teachers can model note-taking or restating skills to demonstrate additional effective listening strategies.

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

Teacher prompts: “Quels indices t’aident à comprendre les questions d’un sondage?” “Pourquoi est-il important de bien écouter pendant un échange d’opinions?” “Pourquoi est-il important d’écouter tout le message d’un camarade de classe avant de faire part de ton idée ou de ton opinion?”

Instructional tip: Teachers can model the use of “Est-ce que...?” and inversion to help students vary the form of their questions.

A2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with topics discussed, lack of familiarity with vocabulary, difficulty processing information quickly) and some strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., compare postures that are conducive and not conducive to attentive listening; reflect on their ability to respond to specific cues that signal the need for attentive listening; evaluate their use of listening strategies and plan to incorporate new strategies to ensure comprehension; record useful strategies in a learning log)

Teacher prompts: “Quelles stratégies est-ce que tu utilises pour bien écouter?” “Comment est-ce que tu devines le sens d’un mot que tu ne connais pas?” “Pourquoi est-il utile de connaître le vocabulaire avant d’écouter?” “Quels sont les obstacles qui empêchent ton écoute? Qu’est-ce que tu peux faire pour éviter ces distractions?”

Instructional tip: Teachers can model expressions that students can use to assess their listening skills (e.g., “Je me couche de bonne heure pour penser clairement le lendemain à l’école”, “Je me lève à temps pour arriver à l’heure à l’école”).

A3. Intercultural Understanding

By the end of Grade 6, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (e.g., identify examples from audio and/or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and work in groups to map some similarities and differences between the French and English versions; listen to French Canadian folktales and legends and speak, draw, write, graph, or select images to illustrate topics that interest them; listen to historical accounts about the voyageurs and coureurs de bois and discuss their significance in the development of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’la l’bon vent” and identify their significance to Métis and other French Canadian communities; listen to participate in traditional storytelling games)

Teacher prompts: “Quels indices culturels (p. ex., les danses, la musique, les traditions, les célébrations) t’aident à identifier les communautés francophones des provinces atlantiques, des provinces de l’ouest, etc.?” “Comment est-ce que les médias démontrent l’importance du français comme langue officielle au Canada?” “Comment est-ce que le fait d’écouter les opinions des autres t’aide à les comprendre?”

Instructional tips:

- (1) Teachers can support students by clarifying the meaning of culturally specific vocabulary and expressions used in media clips from diverse cultures.
- (2) Teachers can encourage students to listen for the use of the past tenses in French Canadian folktales and legends.

A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., *identify similarities and differences in language used by different age groups; listen to examples of polite/familiar and singular/plural forms of address and identify the correct form to suit specific situations; respond with understanding to familiar expressions used in greetings and leave-takings*)

Teacher prompts: “Comment est-ce que la situation détermine l’emploi approprié des salutations, des formules de politesse et des remerciements?” “Comment est-ce que tu peux interrompre quelqu’un poliment afin de lui demander de clarifier son message?”

Instructional tip: Teachers can ask students to identify some of the differences between formal and informal greetings and leave-taking expressions (e.g., “Salut”, “Je suis heureux(se) de faire votre connaissance”, “Je vais te parler demain”, “J’attendrai ta réponse”, “On discutera de ça demain”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 6, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to a variety of audiences (*e.g., use gestures, familiar words, and memorized expressions based on a model to present and refine a message; provide supporting details to clarify ideas and opinions*)

Teacher prompts: “Comment est-ce que tu peux communiquer ton message clairement?” “Quels détails peux-tu ajouter pour appuyer ton message?”

B1.2 Producing Oral Communications:

using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual support (*e.g., describe past and future personal experiences and events, and everyday routines, using familiar sentence patterns and vocabulary; use familiar expressions and words as sentence starters; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; describe how they are caring for the planet by being environmentally friendly; describe the roles of an animal within its ecosystem*)

Teacher prompts: “Quels sont les mots et les expressions qui servent à bien décrire ta famille

et tes amis?” “Comment peux-tu raconter une histoire pour divertir les autres?” “Comment est-ce que tu peux partager les résultats d’un sondage d’une façon amusante ou engageante?”

Instructional tips:

(1) Teachers can introduce students to the use of expressions, such as “C’est nécessaire de...”, “Il est important de...”, “Il faut/Il ne faut pas...”, plus an *infinitif*, to highlight ideas they wish to emphasize.

(2) Teachers can promote the use of linking/ transitional words (*e.g., “et”, “parce que”, “aussi”*) to clarify relationships between ideas and increase coherence.

B1.3 Speaking with Fluency:

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

Teacher prompts: “Qu’est-ce que tu fais pour t’exprimer avec clarté?” “Pourquoi est-ce que c’est important de pratiquer et d’utiliser les nouveaux mots?” “Que fais-tu pour présenter tes pensées dans un ordre logique?” “Que fais-tu pour ajouter de l’emphase durant la présentation d’un poème?”

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., *paraphrase to clarify meaning; acknowledge and show respect for different points of view; ask for information to clarify understanding; acknowledge the contributions of others before stating their own views; look at the listener/audience; use visual supports, facial expression, tone of voice, and gestures such as nodding, pointing, and shrugging to help clarify their meaning*)

Teacher prompts: “Comment est-ce que les aides visuelles peuvent t’aider à clarifier un message?” “Pourquoi est-ce que c’est important de reconnaître les contributions de chaque membre du groupe quand vous partagez vos idées?”

Instructional tip: Teachers can model and ask students to practise polite ways to contribute ideas, opinions, and alternative views in a conversation, using expressions such as “D’après moi...”, “À mon avis...”, “Selon moi”, “Je ne suis pas d’accord”, “Excusez-moi”, “Je n’ai pas pensé à ça”.

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

Teacher prompts: “Qu’est-ce que tu peux faire pour participer activement à une conversation?” “Comment est-ce que ta participation diffère selon le thème du jeu de rôle?”

Instructional tip: Teachers can model and have students practise the use of negative constructions (e.g., “ne...pas”, “ne...jamais”, “ne...personne”) with familiar verbs in the past, present, and future when expressing disagreement or offering alternative views.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, a few strategies they found

helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *use feedback from the teacher and peers to make revisions to the form and content of oral language as they speak; determine which strategies were helpful when presenting their message; plan to use effective communication strategies to enhance interactions with others*)

Teacher prompts: “Qu’est-ce que tu peux remarquer quand tu observes une conversation? Qu’est-ce que les gens font pour communiquer leurs messages? Comment est-ce que cela te permet de réfléchir à tes habiletés de communication orale?” “Comment sais-tu que ton discours est bien préparé?” “Dans quel contexte es-tu le plus à l’aise pour communiquer, et pourquoi?”

Instructional tip: Teachers can scaffold the peer-assessment process by using role play to model expressions that allow students to respectfully provide and receive feedback (e.g., “Ce que tu as bien fait...”, “Je n’ai pas compris ton message quand tu as dit...”, “C’était difficile de t’entendre. La prochaine fois, tu pourrais...”).

B3. Intercultural Understanding

By the end of Grade 6, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *describe French-speaking communities, including Aboriginal communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis and the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to and opinions of songs and artwork by French Canadian artists, including Aboriginal artists such as Leah Fontaine, Marcien Lemay, or Derek Letourneau; describe traditions, festivals, songs, and cuisine from French-speaking regions in western, eastern, and northern Canada, and make connections to customs in their own community*)

Teacher prompts: “Selon toi, pourquoi est-il important de discuter des communautés francophones dans les différentes régions

du Canada?” “Comment peux-tu communiquer ton opinion en respectant les idées des autres?”

Instructional tip: Teachers can model the use of ordinal words or phrases to indicate the order of importance of ideas (e.g., “En premier/premièrement”, “Puis/deuxièmement”, “Enfin”).

B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., *use the correct form to refer to the days of the week, the months of the year, and the date and time; use the appropriate form of address – polite/familiar, singular/plural – to suit specific situations; use idiomatic expressions with “avoir” – such as “j’ai besoin de”, “tu as chaud”, “il a faim”, “elle a soif”, “nous avons confiance”, “vous avez froid”, “elles n’ont jamais tort”; use an appropriate form of words to show understanding or lack of understanding – such as “Je comprends”, “Je ne comprends pas”, “Comment?”*)

Teacher prompts: “Pourquoi faut-il varier tes salutations et expressions de courtoisie quand tu parles?” “Comment est-ce que les mots et les expressions que tu utilises changent selon la situation (p. ex., formel/informel)?”

Instructional tip: Teachers can model expressions of agreement and regret during conversation (e.g., “Bien sûr! Je voudrais manger de la pizza”, “Je regrette, mais je dois faire mes devoirs”, “J’aimerais bien t’accompagner, mais je dois faire le ménage”, “Je suis désolé, mais je dois aller chez le médecin”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 6, students will:

C1.1 Using Reading Comprehension Strategies:

identify a few reading comprehension strategies and use them before, during, and after reading to understand texts (*e.g., use titles, captions, illustrations, and knowledge of similar forms to make predictions about a story; use brainstorming to activate prior knowledge about a topic; use visual cues to confirm or clarify details; use semantic [meaning] cues such as prefixes, suffixes, and base words to activate existing knowledge of oral and written language; make connections to personal experience to understand characters' feelings and behaviour; ask questions to clarify meaning*)

Teacher prompts: “Comment est-ce que ton expérience personnelle peut t’aider à mieux comprendre le personnage de l’histoire?”
 “Est-ce que les détails du texte ont confirmé ta prédiction initiale? Comment est-ce que tu vas réviser ou modifier ta prédiction avec ces nouvelles informations?”

Instructional tip: Teachers can introduce vocabulary and expressions related to making predictions, such as “Je pense que”, “Je prédis que”, “Dans le texte...ce que je pense...donc je sais”, “J’imagine que”, “Je confirme/révisé ma prédiction”.

C1.2 Reading for Meaning:

demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions,

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

Teacher prompts: “Quels indices dans le texte t’aideront à choisir les accessoires pour jouer le rôle du personnage principal?” “Quels détails dans le texte t’aideront à répondre aux idées énoncées dans la lettre ou le courriel?” “Quels mots dans le texte t’aident à créer une image dans ta tête?”

Instructional tip: Teachers can draw students’ attention to the use of adverbs of time (*e.g., “hier”, “aujourd’hui”, “demain”, “après-demain”*) in the text to determine when events in the story take place.

C1.3 Reading with Fluency:

read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (*e.g., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; identify the same word in different graphic representations – such as on the word wall,*

in shared/guided/independent-reading texts, on shared- and interactive-writing charts used in personal writing, in a variety of fonts)

Teacher prompt: “Pourquoi est-ce que c’est plus facile de lire un texte à propos d’un sujet familier?”

Instructional tip: Teachers can encourage students to read aloud with appropriate expression, emphasizing key information or ideas.

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

Teacher prompts: “Comment est-ce que le fait d’examiner les parties d’un mot t’aide à mieux comprendre ce dernier (p. ex., préfixe, suffixe)?” “Comment est-ce que le fait de dresser une liste de mots reliés à un thème peut t’aider à consolider l’apprentissage de ces nouveaux mots?”

Instructional tip: Teachers can encourage students to create word webs that include nouns, verbs, adjectives, and adverbs related to topics of personal interest.

C2. Purpose, Form, and Style

By the end of Grade 6, students will:

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

Teacher prompts: “Pourquoi est-il important de lire différents types de textes?” “En quoi l’intention d’un catalogue est-elle différente de celle d’un texte narratif?” “Pourquoi est-il important de comprendre l’intention de chaque type de texte?”

Instructional tip: Teachers can introduce students to words and expressions (*e.g., “le message”, “l’intention”, “le point de vue”, “la perspective”*) used in discussions of the author’s intended message or theme.

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (*e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; short story/legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings; manual – numbered steps, diagrams; recipe – list of ingredients and quantities, steps in cooking procedure, cooking time, number of servings; travel brochure – description of destination sites and activities/events, description of accommodation, maps, contact information; magazine article – repetition of key words or phrases, titles, subtitles, text boxes; flyer – images and descriptions of products*)

Teacher prompts: “Comment est-ce que l’auteur a utilisé les éléments de la poésie pour divertir le lecteur?” “Pourquoi est-il utile d’identifier les caractéristiques d’une recette?” “Comment est-ce que les éléments d’une brochure touristique vont attirer l’attention d’un lecteur?”

Instructional tip: Teachers can model the process of identifying the organizational characteristics of various text forms.

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (*e.g., scan texts to identify the elements of the particular form or unfamiliar words to look up*)

Teacher prompts: “Comment est-ce que cette stratégie t’aide à lire en français?” “Quand tu trouves un mot ou une phrase que tu ne connais pas, quelles stratégies est-ce que tu utilises pour comprendre ce que tu lis?” “Qu’est-ce que tu fais pour t’assurer que tu as bien compris le message central du texte que tu as lu?” “Quelle nouvelle stratégie peux-tu essayer pour améliorer

ta compréhension?” “Quel genre de texte lis-tu le plus souvent? Pourquoi? Quel genre de texte aimerais-tu lire la prochaine fois?”

Instructional tip: Teachers can establish a positive learning environment that promotes reflection and elicits discussion. They can model the use of language that describes the process of reflecting (e.g., “Je pense que...”, “Je constate que...”, “J’ai découvert...”, “J’ai trouvé que...”, “Je dois...”).

C3. Intercultural Understanding

By the end of Grade 6, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (e.g., consult an atlas or website and identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; write a sample exchange of letters between Louis and Sarah Riel; identify examples of texts – such as bilingual signs or government brochures – that reflect the status of French as an official language of Canada; read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; identify examples of French on product labels and street signs, and in newspapers, telephone directories, and websites; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou)

Teacher prompts: “Qu’est-ce que le texte a dit à propos de cette communauté?” “Quelles informations présentées dans le texte t’aident à mieux connaître les gens de cette communauté?” “Comment est-ce qu’un organisateur graphique

peut t’aider à organiser tes idées clés afin de formuler une réaction à la lecture d’une légende que tu as lue?” “Après avoir fait des recherches sur les aspects culturels des régions francophones de l’est et l’ouest du Canada, quels sont les liens que tu as faits entre ces communautés et la tienne? Quels sont les liens que tu as faits entre ces deux régions?”

Instructional tip: Teachers can model the use of expressions for describing their positive feelings about the contributions of various individuals to *la francophonie* (e.g., “Je reconnais”, “Je suis fier/fière de”, “Je suis impressionné(e)”, “Je suis reconnaissant(e) de...”).

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., the familiar and formal forms of words and expressions used in email messages from social network friends in French-speaking communities across Canada – such as “À la prochaine” versus “Bien à vous”; appropriate ways to invite someone to do something; conventions of a personal or official letter)

Teacher prompts: “Pourquoi est-il important de connaître les expressions courantes qui sont utilisées dans les courriels?” “Pourquoi est-il important de comprendre quand utiliser ‘Amitiés’ et ‘Cordialement’ pour finir un courriel?”

Instructional tip: Teachers can draw students’ attention to various expressions used in extending, accepting, and refusing an invitation, according to the context.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 6, students will:

D1.1 Identifying Purpose and Audience:

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

Teacher prompts: “Comment est-ce que tu veux partager tes propres intérêts avec la classe?”
 “Comment peux-tu expliquer la marche à suivre d’une recette à ton ami?”

D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., a menu outlining the courses for a traditional Métis family meal or a school event – subsections for different courses, brief descriptions of dishes with ingredients, illustrations, information about beverage choices; sequential chart – columns and rows for entering date/time and type of activity; brochure – headings, subheadings, illustrations/graphics, captions, descriptive or explanatory text; “how-to” manual, such as how to build a traditional canoe – lists of needed tools and materials, numbered steps, descriptions of techniques, diagrams/illustrations, captions; email message – subject line, salutation, closing/signature line*)

Teacher prompts: “Pourquoi est-il important de connaître la structure d’une brochure pour rendre un texte écrit plus attirant?” “Quels éléments doivent être inclus dans le message d’un courriel?” “Pourquoi est-il utile de connaître la structure d’un manuel pour expliquer comment sauvegarder un fichier dans un ordinateur?”

Instructional tip: Teachers can scaffold students’ learning by modelling the use of questions using verbs that express a preference, such as “préférer/aimer/adorer/détester”, as well as questions using verbs that express a wish, such as “désirer/espérer/souhaiter/vouloir”.

D2. The Writing Process

By the end of Grade 6, students will:

D2.1 Generating, Developing, and Organizing

Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources during modelled, shared, guided, and independent writing activities (e.g., refer to the word wall to identify vocabulary related to a topic; use brainstorming to activate prior knowledge about a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; use print resources, Internet search engines, and assistive technology to research a topic; use peer and teacher feedback to clarify the focus of an idea for writing; use graphic organizers such as timelines and charts to record, sort, and classify information about a topic)

Teacher prompts: “Comment est-ce que les grandes idées d’une activité de lecture partagée peuvent t’aider à développer tes idées pour écrire?” “Comment est-ce qu’un remue-méninges t’aide à activer tes connaissances antérieures et à te donner des idées pour écrire?” “Comment peux-tu utiliser le mur de mots pour trouver le vocabulaire relié au sujet d’un projet d’écriture?” “Quelle stratégie est utile pour toi quand tu planifies tes idées avant d’écrire?” “Comment est-ce que tu organises tes idées pour décrire tes propres intérêts à la classe?” “Comment peux-tu organiser un formulaire d’inscription afin d’obtenir l’information personnelle nécessaire?” “Selon toi, quelle stratégie est la plus utile avant d’écrire?”

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

Teacher prompts: “Pourquoi est-il utile d’utiliser un gabarit pour la première ébauche de ta lettre?” “Comment est-ce qu’une liste de contrôle pour la rédaction peut t’aider à rédiger et raffiner ton travail écrit?”

Instructional tips:

(1) Teachers can instruct students in the use of expressions such as “C’est nécessaire de...”,

“Il est important de...”, “Il faut/Il ne faut pas...” plus the *infinitif* as a way to highlight ideas they wish to emphasize.

(2) Teachers can remind students to use connecting and/or transitional words (e.g., “et”, “parce que”, “aussi”) to clarify the relationships between ideas in their written work.

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

Teacher prompts: “Quels outils peux-tu utiliser pour vérifier l’orthographe des mots familiers?” “Pourquoi est-il important de savoir quelles prépositions utiliser lorsqu’on parle des différents moyens de transport (p. ex., à pied, en autobus)?” “Comment est-ce que tu peux incorporer des illustrations dans ton produit final pour appuyer ton message?”

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., act on teacher and peer feedback to identify information gaps; record writing successes and challenges in a personal journal; use a class-developed anchor chart to provide feedback to a partner; share and discuss with peers revision strategies that they find useful)

Teacher prompts: “Comment est-ce que le fait de consulter ton journal te permet de choisir une stratégie appropriée?” “Comment est-ce que le fait de donner de la rétroaction à un ami te permet de réfléchir à ton apprentissage?” “Comment vas-tu incorporer la rétroaction

d'un ou d'une camarade de classe dans ton ébauche?" "La stratégie que tu as utilisée pour organiser ton information avant d'écrire a-t-elle été efficace?"

Instructional tips:

(1) Teachers can encourage students to use the verb "aller" with the *infinitif* to form the *futur proche* when describing actions they might take to improve their writing.

(2) Teachers can model familiar expressions such as "J'ai besoin de clarification", "J'ai bien compris ce que tu as écrit", and "Je suis d'accord avec toi" to assist students in providing feedback to peers during peer editing.

D3. Intercultural Understanding

By the end of Grade 6, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *using a T-chart, organize and compare information about French-speaking communities in Manitoba and New Brunswick, such as St. Laurent and Memramcook; using a graphic organizer, classify the popular pastimes of French-speaking students in Atlantic Canada, the prairie and western provinces, and the northern territories; build a personal dictionary of French expressions from different regions and communities in Canada*)

Teacher prompts: "Pourquoi est-il utile de développer un dictionnaire personnel qui comprend des expressions régionales des différentes régions du Canada?" "Comment est-ce qu'un organisateur graphique (p. ex., un diagramme en T) t'aide à organiser et à comparer les aspects de vie des communautés

francophones au Manitoba et au Nouveau-Brunswick?" "Comment peux-tu partager ton opinion en respectant les préférences et les opinions des autres?"

Instructional tip: Teachers can scaffold student learning by modelling the correct use of comparative adjectives and of vocabulary used to refer to social and cultural traditions when making comparisons between customs in different communities.

D3.2 Awareness of Sociolinguistic Conventions:

identify examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., *greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; conventions for writing the date in French; conventions for writing numbers and money amounts – such as the use of spaces in numbers with four or more digits [1 000] and the use of a comma rather than a decimal point in currency amounts [1,75 \$]*)

Teacher prompt: "En quoi la façon d'écrire en français les chiffres et les montants en argent est-elle différente de la façon de les écrire en anglais?"

Instructional tip: Teachers can direct students to practise using negative constructions (e.g., "ne...pas", "ne...jamais", "ne...personne") when offering alternative views in a variety of written texts.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

GRADE 7

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 7, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (*e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker's tone of voice to help interpret messages accurately*)

Teacher prompts: “Pourquoi faut-il poser des questions avant, pendant et après l’écoute d’un texte?” “Comment est-ce que la connaissance des différents types de texte t’aide à faire des prédictions?” “Comment est-ce que tu organises les informations entendues pour t’aider à comprendre un texte?” “Comment est-ce que tu peux utiliser les idées des membres de ton groupe pour t’aider à formuler ta propre opinion?”

Instructional tips:

- (1) Teachers can have students create a personal reference log of new vocabulary and expressions heard in oral texts.
- (2) Teachers can encourage students to use future tenses when making predictions.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (*e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges' opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day*)

Teacher prompts: “Quels détails de l’annonce t’aident à planifier ta participation aux activités parascolaires?” “Comment peux-tu partager le message principal de ce balado?”

Instructional tip: Teachers can model the pronunciation of the different endings in feminine and masculine adjectives to give students practice in listening for gender distinctions.

A2. Listening to Interact

By the end of Grade 7, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (*e.g., list key ideas from an oral text and confirm them with peers; provide relevant feedback when appropriate and/or requested; know when to interrupt politely to offer an additional point of view; use respectful body language when participating in a discussion; use appropriate vocal prompts to signal empathy, interest, and personal regard in dialogues and conversations*)

Teacher prompts: “Comment est-ce que tu démontres ton intérêt lors d’une conversation?” “Comment est-ce que tu utilises des gestes et des expressions visuelles d’une façon respectueuse quand tu participes à une discussion?” “Comment est-ce que tu organises tes idées pour donner de la rétroaction pratique à un camarade?”

Instructional tips:

(1) Teachers can model the use of expressions for indicating agreement/disagreement or politely presenting alternative ideas, such as “Je suis d’accord”, “Tu as raison”, “Tu l’as dit!”, “Tout à fait!”, “Tu as tort”, “D’après moi”, “Selon moi”, “À mon avis”.

(2) Teachers can demonstrate the use of “pouvoir” to indicate possibility and phrase questions and interruptions courteously (*e.g., “Peux-tu expliquer...?”, “Peux-tu répéter...?”*).

A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (*e.g., listen to a partner’s description of food preferences and respond by asking for more information or making comparisons to their own preferences; listen to a partner’s opinion about a story and compare reactions; listen to an enquiry about a local business and provide the information requested; listen to and participate in a class discussion about ways to conserve energy; listen to a classmate’s description of a community event they have attended or heard or read about and confirm, modify, and/or add to the report*)

Teacher prompts: “Comment peux-tu faire signe que tu ne comprends pas ce que ton ami

dit?” “Pourquoi est-il important d’écouter tous les points de vue présentés avant de partager tes propres idées et d’exprimer ton accord ou ton désaccord?”

Instructional tip: Teachers can model the use of appropriate and respectful language to indicate differences of opinion.

A2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (*e.g., lack of familiarity with vocabulary, difficulty processing information quickly*) and some strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners; and plan steps they can take to improve their listening skills (*e.g., use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening*)

Teacher prompts: “Quel type de situation d’écoute est plus facile/difficile pour toi (p. ex., avec un partenaire, en petit groupe, une présentation devant la classe, un texte audio)?” “Comment est-ce que la discussion des stratégies efficaces te permet de réfléchir sur tes habiletés d’écoute?” “Quelle stratégie d’écoute t’aide à mieux comprendre un texte audio qui comprend du nouveau vocabulaire?”

Instructional tips:

(1) Teachers can model the process of evaluating skills and strategies using verbs that identify a preference, such as “Je préfère”, “Je voudrais”, “Je n’aime pas”.

(2) Teachers can model the use of “si” (conditional or hypothetical) statements that students could use when identifying possible ways to improve their listening skills (*e.g., “Si j’écoute attentivement, je saurai quoi faire”*).

(3) Teachers can model and encourage students to use sentence starters for self-reflection (*e.g., “Je me demande si...”, “Je viens de découvrir...”, “Je pense que...parce que”*).

A3. Intercultural Understanding

By the end of Grade 7, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., locate French-speaking communities in North and South America based on information from audio/ audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and write about their response or create or select images to illustrate their reactions; listen to or view a text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana)

Teacher prompts: “Comment identifies-tu les différences entre les expressions et les mots antillais, cajuns et franco-ontariens entendus dans un clip audio?” “Pourquoi est-ce utile de faire des liens entre les pratiques culturelles de ta propre communauté et celles des autres afin de mieux connaître ces dernières?” “Qu’est-ce que tu as appris à propos de cette communauté francophone en écoutant de la musique de cette région?” “Comment est-ce que le fait d’écouter les autres t’aide à identifier et à respecter leur point de vue?”

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 expressions used in advertising that signal an attempt to persuade the listener to do or buy something; compare the language used in conversations with a teacher versus a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls)

Teacher prompt: “Quels sont les mots et expressions employés par une agence de voyages pour essayer de convaincre les gens de la choisir plutôt qu’une autre?”

Instructional tip: Teachers can model the use of expressions associated with persuasion, such as “Je te jure”, “Je te promets”, “Je t’encourage”, “Je te suggère”.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 7, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., use and reuse familiar and newly acquired phrases and sentences to state needs and preferences; use and reuse familiar sentence patterns and vocabulary to present information in a readily understandable form; use all available resources, including feedback from peers, to assist them in making their ideas understood*)

Teacher prompts: “Pourquoi est-il important de varier le ton et le rythme de sa voix quand on parle?” “Quelles stratégies est-ce que tu utilises pour exprimer tes préférences?” “Comment vas-tu organiser tes idées pour préparer et présenter oralement une critique d’un roman, d’un film ou d’un jeu vidéo?” “Quels éléments faut-il incorporer à ta présentation orale pour retenir l’attention de ton auditoire?”

Instructional tip: Teachers can model and have students practise using transition words, such as “donc”, “puisque”, “alors”, “pourtant”, and “enfin”, to clarify relationships between facts and ideas.

B1.2 Producing Oral Communications: using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support (*e.g., create and deliver a school announcement in French; present a personal point of view on an environmental issue; describe their hobbies, interests, and/or activities at school to the class; contribute ideas about a topic in a brainstorming activity; create and deliver a slideshow presentation to the class about a cultural event, a favourite object, or their plans for a vacation; role-play a familiar, everyday situation*)

Teacher prompts: “Quels mots et quelles images peux-tu utiliser pour présenter cette information à la classe?” “Comment vas-tu présenter tes idées d’une manière claire et cohérente?” “Quelles expressions connais-tu pour convaincre tes collègues d’adopter ton point de vue?”

Instructional tip: Teachers can model and encourage the use of the *impératif* (*e.g., “Écoutez bien”, “N’oubliez pas que...”*) when offering an explanation, making a case, or persuading someone to do something.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics (*e.g., make themselves clearly understood in exchanges with a partner; leave a clear, brief message on an*

answering machine with minimal hesitation; use accurate pronunciation and elision [liaison] in classroom activities to practise new vocabulary and expressions)

Teacher prompts: “Comment est-ce que tu parles quand tu dois laisser un message dans la boîte vocale d’un répondeur?” “Pourquoi est-il important de pratiquer les nouveaux mots dans différentes situations?”

Instructional tip: Teachers can model and encourage students to practise the correct pronunciation of elided words and expressions (*liaisons*, e.g., “vas-y / allez-y”) to help students sound more natural when speaking.

B2. Speaking to Interact

By the end of Grade 7, students will:

B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; ask questions and paraphrase information to confirm understanding; request repetition and explanation from peers when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view*)

Teacher prompts: “Quelle stratégie est efficace pour confirmer ta compréhension pendant une interaction (p. ex., une discussion, une présentation)?” “Quelles sont les stratégies que tu trouves les plus utiles pour encourager les autres à participer à une conversation?” “Avant de parler devant un groupe, pourquoi dois-tu penser aux stratégies qui seront utiles pour retenir l’attention de ton auditoire?” “Pourquoi est-il important de s’exprimer clairement lorsqu’on demande ou donne des instructions pour se rendre à un endroit?”

B2.2 Interacting: engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate (*e.g., exchange information with peers about their hobbies and interests, or events at school; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in*

role plays and interactive games; with a partner, simulate an interview, taking turns asking and answering questions about personal preferences and opinions; share information about family and cultural traditions with a partner, asking for and providing clarifying information)

Teacher prompts: “Comment est-ce que tu vas communiquer ton message au groupe?” “Quel est le vocabulaire nécessaire pour communiquer tes idées lors d’un travail de groupe?”

Instructional tips:

(1) Teachers can model the use of the possessive when referring to personal opinions (their own and others’).

(2) Teachers can encourage students to use the appropriate form of verbs in the past, present, and future when discussing family traditions or celebrations.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some 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 the established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with the teacher and peers, and set goals to improve oral communication*)

Teacher prompts: “Quelle est ta stratégie la plus efficace pour parler clairement?” “De quelles façons les critères d’évaluation établis pour une tâche de communication orale t’aideront-ils à mieux présenter ton point de vue?” “Comment est-ce que l’identification des stratégies de communication orale t’aide-t-elle à faire part de tes idées et opinions dans une discussion?” “Quelles sont les stratégies efficaces que tes pairs ont utilisées dans leurs présentations? Lesquelles pourrais-tu employer afin d’améliorer ta prochaine présentation?” “Comment est-ce que la rétroaction de ton prof ou tes pairs te permettra de planifier tes futures présentations?”

Instructional tip: Teachers can encourage students to employ frequently used adverbs (*e.g., “bien”, “vite”, “lentement”, “souvent”*) when commenting on their use of speaking strategies.

B3. Intercultural Understanding

By the end of Grade 7, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside 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., identify and describe characteristics of French-speaking communities in the Americas such as those in Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class; identify and present some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community)

Teacher prompts: “Quels liens peux-tu faire avec les communautés francophones des Amériques?”
 “Selon toi, pourquoi est-il important de valoriser la langue et les cultures des francophones?”
 “De quelles façons peux-tu partager ton point de vue d’une manière respectueuse?”

Instructional tip: Teachers can help students build vocabulary by encouraging them to make lists of adjectives, adverbs, and expressions used in descriptions of festivals and celebrations in various French-speaking regions (e.g., “joyeux”, “joyeusement”, “traditionnel”, “traditionnellement”).

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., in a role play or presentation, demonstrate the use of Antillean Creole and Cajun expressions and other forms of speech that vary from standard French usage – such as “cher/chère” in spoken interactions, “Est où” instead of “Où est” for “Where is...?”, “avoir” instead of “être” as an auxiliary verb as in “il a parti” instead of “il est parti”, “alle” instead of “elle”, and “asteur” instead of “à cette heure”; identify and describe to the class some Antillean Creole alternatives to standard French words – such as “Bon jou” instead of “Bonjour” for “Good day”, “wi” instead of “oui” for “yes”, “mesi” instead of “merci” for “thank you”; identify and describe to the class some Cajun alternatives to standard French words – such as “nanan” instead of “grandmère” for “grandmother”, “mouche à miel” instead of “abeille” for “honey bee”, or “pistache” instead of “arachide” for “peanut”)

Teacher prompt: “Pendant la pratique des jeux de rôle, comment peux-tu présenter ou incorporer des expressions de différentes régions?”

Instructional tips:

- (1) Teachers can model the use of expressions of agreement such as “Bien sûr!”, “D’accord”, and “Sans doute” as alternatives to “Oui”.
- (2) Teachers can model the use of expressions such as “Je te jure”, “Je te promets”, “Je t’encourage”, and “Je te suggère” to introduce attempts to convince and/or persuade.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 7, students will:

C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., *preview vocabulary related to the subject matter of a text; activate prior knowledge about a topic through dialogue and discussion; use pictures and illustrations to clarify meaning and make inferences; make predictions about a text based on knowledge of the author; ask questions to focus reading; use graphic organizers to identify relationships between ideas in a text; use visualization to clarify details about a character or scene; use clues related to number and gender agreement to help determine meaning in a sentence; reread key passages to confirm, clarify, or revise their understanding and predictions*)

Teacher prompts: “Comment est-ce que les images t’aident à faire des inférences?” “Est-ce que tu as déjà lu un texte à propos de ce personnage? Qu’est-ce qui va se passer dans ce texte? Quelles sont tes prédictions?” “Pourquoi est-il important de relire un passage?” “Quels sont les autres textes de cet auteur ou de cette illustratrice que tu connais?” “Comment est-ce que le fait de connaître un auteur ou un genre t’aide à mieux comprendre un texte?”

C1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., *read and respond to suggestions in a pen pal’s letter; identify key information in a reservation confirmation; read and report on or dramatize the rules of a favourite sport; read and comment on a classmate’s journal entry about a weekend outing; using a graphic organizer, identify and record the main idea and supporting details from a text and share their answers in a small-group discussion; respond to the information in an environmental brochure by brainstorming ways to implement environmentally responsible projects in the school*)

Teacher prompts: “Comment est-ce que ta compréhension d’une lettre d’un correspondant t’aide à répondre à ce dernier?” “Comment peux-tu exprimer ta compréhension du texte sous une autre forme?” “Comment est-ce qu’un organisateur graphique t’aide à identifier et à illustrer les détails d’un texte afin de mieux comprendre ce dernier?”

Instructional tips:

- (1) Teachers can model and encourage the process of analysing texts using questions such as “Quel est le message de ce texte?”, “Qu’est-ce qui m’a surpris?”, “Avec quels détails est-ce que je suis d’accord? Pourquoi?”
- (2) Teachers can suggest that students look for examples of the different types of past tenses (e.g., *le passé récent, le passé composé, l’imparfait, le plus-que-parfait*) in a variety of texts and determine how the choice of tense affects the meaning.

C1.3 Reading with Fluency: read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like spoken language, with appropriate emphasis, and pauses, stops, and starts as indicated by the punctuation; identify and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials*)

Teacher prompt: “Quand tu lis, peux-tu reconnaître des expressions et des mots familiers que tu entends et utilises dans tes interactions? Trouves-tu cette stratégie efficace? Est-ce que cela facilite ta compréhension du texte? Est-ce que cela simplifie ta lecture?”

Instructional tip: Teachers can model appropriate expression, emphasis, and pauses during read-alouds and/or shared reading.

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., *look up and develop lists of cognates to expand vocabulary; find a synonym for an unfamiliar word; use words from electronic texts to expand vocabulary; identify synonyms and antonyms for familiar words; use note-taking to compile new words for a personal word list; recognize syntactic [language structure] cues such as word order and language patterns and use them to solve unfamiliar words*)

Teacher prompts: “Pourquoi est-il utile de trouver les synonymes et les antonymes de mots familiers?” “Pourquoi est-ce qu’il est important d’étudier le nouveau vocabulaire avant la lecture d’un texte?” “Quels nouveaux mots ou expressions as-tu appris dans ce texte? Lesquels vas-tu ajouter à ta banque de mots personnelle? Comment peux-tu les incorporer dans ton écriture et tes interactions?”

C2. Purpose, Form, and Style

By the end of Grade 7, 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., graphic novel – *to tell a story through illustrations supported by text*; magazine article – *to provide information/explanations or outline arguments about a topic, usually related to current events*; folktale, such as creation stories from First Nations, or French Canadian legends used by Métis, like La Chasse-galerie – *to explain, in imaginative terms, traditional beliefs or customs of a particular cultural group*; email or text message – *to convey information or greetings, ask for information, or exchange ideas and opinions*)

Teacher prompts: “Comment le choix d’un médium peut-il influencer l’intention du texte?” “Comment l’auteur communique-t-il son intention par la forme de texte qu’il a choisie?”

Instructional tips:

(1) Teachers can introduce students to vocabulary and expressions that refer to an author’s attempt to influence readers for a particular purpose and/or readers’ reactions to messages in texts (e.g., “influer”, “inciter”, “impact”, “réactions”, “persuader”, “évaluer”, “jugement”, “transmettre le savoir/la culture/les valeurs”).

(2) Teachers can direct students’ attention to an author’s use of words that define relationships between ideas in persuasive, argumentative, or explanatory texts (e.g., “parce que”, “car”, “donc”, “en effet”, “ainsi”, “de plus”, “ensuite”, “puis”).

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., graphic novel – *photographs or drawings depicting the action, captions explaining the action, speech balloons for dialogue or characters’ thoughts, graphic depictions of sound effects*; folktale – *human, divine, or animal characters, often with special knowledge or talents, representing aspects of a culture’s traditional belief system*; magazine article – *captions, illustrations, headings, pull quotes, sidebars*; email message – *subject line, salutation, emoticons, signature line*; text message – *abbreviations, acronyms, contractions*)

Teacher prompts: “En quoi un poème est-il différent d’une légende?” “Quelle est la différence entre un courriel et un texto?” “Si tu as besoin de trouver des informations dans des textes informatifs, quels éléments de texte est-ce que tu peux utiliser?” “Pourquoi est-il important de connaître l’intention d’un logo (symbole représentant une raison sociale)?”

C2.3 Metacognition:

- (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
- (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *plan to: use knowledge of similar forms to predict the outcome of a story, reread to find information they may have overlooked on first reading*)

Teacher prompts: “Qu’est-ce que tu fais pour clarifier le sens d’un texte?” “Quelle stratégie de lecture est la plus efficace pour toi?” “Que peux-tu faire si la relecture d’un texte ne te permet pas d’en clarifier le sens?” “Quelles stratégies de lecture est-ce que tes camarades de classe trouvent utiles? Comment peux-tu les adopter quand tu lis?” “Quelle nouvelle stratégie veux-tu essayer avant une autre lecture?”

Instructional tip: Teachers can introduce words and expressions students can use when reflecting on strategies they found helpful and effective and planning ways to improve their reading skills (e.g., “Ce que j’ai bien fait...”, “Ce que je dois faire...”, “Pour améliorer ma lecture, je dois...”, “Mon but personnel, c’est...”, “La prochaine fois, je vais...”).

C3. Intercultural Understanding

By the end of Grade 7, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity*)

Teacher prompts: “Comment peux-tu comparer les aspects de vie des francophones en Louisiane,

à Haïti ou en Guyane Française avec ceux de ta propre communauté?” “Comment est-ce que tes recherches t’aident à examiner les caractéristiques de cette communauté?”

Instructional tip: Teachers can ask students to identify descriptive words and expressions that are used to refer to prominent places, people, and events in French-speaking communities in the Americas outside Canada.

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., *read the lyrics of a popular song in Antillean Creole and identify familiar versus polite forms of expression; dramatize an interaction between a Cajun or Creole French speaker and a speaker of standard French, using vocabulary found in a reading passage; identify conventions used in a letter to the editor or to the author of an advice column*)

Teacher prompts: “Pourquoi faut-il identifier ou reconnaître les expressions typiques d’une région dans un texte?” “Comment peux-tu déterminer le degré de formalité de la relation entre les personnages d’un texte?” “Comment est-ce que l’histoire de la région a influencé le développement de la langue française?”

Instructional tip: Teachers can plan and develop oral communication activities to consolidate newly acquired vocabulary and expressions found in texts that describe or originate in French-speaking communities in various parts of the world.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 7, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., to create a poem or song similar to one studied in class for an oral presentation to the class; to list the pros and cons of fast-food lunches on a T-chart for posting in the school cafeteria or on the class bulletin board; to invite friends or relatives to a celebration; to create a storyboard in collaboration with a partner or in a small group for a class film-making project; to express appreciation in a fan letter to a favourite celebrity; to provide instructions for using a product they have created or designed; to submit a proposal to the principal recommending environmentally responsible practices for the school*)

Teacher prompts: “Comment est-ce qu’un diagramme en T peut t’aider à dresser une liste d’arguments pour et contre la restauration rapide?” “Pourquoi est-il important de connaître la structure d’une lettre formelle pour écrire à une vedette?” “Comment est-ce qu’un mur de graffiti dans la classe t’aide à consolider tes idées reliées au sujet?”

Instructional tip: Teachers can encourage students to use words and expressions of interjection, courtesy, and opinion (*e.g., “selon moi”, “je ne suis pas d’accord”, “à mon avis”, “d’après moi”*) in their written texts.

D1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; invitation – description of occasion, date, time, place, information about appropriate dress, stipulation not to bring gifts [if relevant], information about how to RSVP; “how-to” instructions for product use – headings identifying different options for use, steps listing the procedure[s] for each option, information about any hazards connected with use; storyboard for film – sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot*)

Teacher prompts: “Pourquoi est-il important de connaître la structure d’une invitation quand on planifie une célébration?” “Comment est-ce que les éléments d’un scénarimage contribuent à ajouter des détails à un projet écrit?”

D1.3 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 resources to verify spelling of newly acquired words and expressions; position adjectives describing the physical traits of family and friends before or after the noun as appropriate; describe pastimes and personal*

interests using expressions with “faire”; explain occurrences/events in the past, present, and future using the correct verb forms)

Teacher prompts: “Comment est-ce que les ressources dans la classe t’aident à vérifier l’orthographe des nouveaux mots?” “Pourquoi est-il important de vérifier le placement approprié de certains adjectifs?”

D2. The Writing Process

By the end of Grade 7, students will:

D2.1 Generating, Developing, and Organizing

Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources (e.g., use collaborative graphic organizers to generate ideas about possible topics for writing; write jot notes about a topic; develop content for writing about a topic based on the questions “Qui?, Quoi?, Quand?, Comment?, Où?, Pourquoi?”; use brainstorming to activate prior knowledge about a topic; use word lists and the word wall to identify vocabulary related to a topic; use peer and teacher discussion and feedback to help clarify the focus of a topic for writing)

Teacher prompts: “Comment est-ce que le fait de répondre aux questions ‘Qui? Quoi? Quand? Comment? Où? Pourquoi?’ t’aide à développer le contenu d’un thème au sujet duquel tu dois écrire?” “Comment est-ce que le fait d’écrire des notes reliées à un sujet spécifique facilite le développement des idées?” “Pourquoi est-il utile de te référer au vocabulaire affiché dans la classe (mur de mots, référentiel) pour t’aider à écrire?”

D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., use a posted list of guiding questions for revision; share their work in an author’s circle to invite constructive comments; use word walls and other resources to extend and enrich word choice)

Teacher prompts: “Comment est-ce que le partage et la rétroaction dans un cercle d’auteur peuvent t’aider à rédiger ton travail?” “Comment est-ce que les ressources disponibles dans la classe peuvent t’aider à enrichir ton vocabulaire pour un travail écrit?” “Comment est-ce que le fait de participer à une conférence d’écriture t’aide à évaluer ta première ébauche?”

Instructional tips:

(1) Teachers can model the use of expressions of agreement and regret for accepting or rejecting suggestions or invitations in letters

or emails (e.g., “Bien sûr! Je voudrais manger de la pizza”, “Je regrette, mais je dois faire mes devoirs”, “J’aimerais bien t’accompagner, mais je dois faire le ménage”, “Je suis désolé, mais je dois aller chez le médecin”).

(2) Teachers can model the use of transition words, such as “donc”, “puisque”, “alors”, “pourtant”, and “enfin”, to clarify relationships between information and ideas.

(3) Teachers can model for students the use of demonstrative pronouns, such as “ceux-ci”, “celles-là”, “celui-ci”, “celle-là”, for making comparisons in written descriptions or when creating dialogue for characters in a film script.

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., different fonts and type sizes, colour, labels, text boxes, graphics)

Teacher prompts: “Comment est-ce que les ressources dans la classe t’aident à inclure tous les éléments de cette forme d’écriture?” “Comment est-ce que l’usage de la couleur enrichit un produit final?”

Instructional tip: Teachers can remind students to try to include sentences of different types and lengths to add interest to their writing.

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., discuss how brainstorming and thought webs help to generate ideas for writing; determine which graphic organizers were useful to guide 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)

Teacher prompts: “Quelle(s) stratégie(s) as-tu trouvée la(les) plus efficace(s) pour organiser tes pensées et ton information? Pourquoi?” “Comment penses-tu que l’usage des organisateurs graphiques influence ton processus d’écriture?” “Comment est-ce que la révision des textes de tes pairs t’aide à réviser tes propres textes?” “Comment est-ce que les conférences

avec un enseignant, une enseignante ou un camarade de classe t'aident à améliorer ton écriture?"

Instructional tip: Teachers can instruct students in the use of impersonal expressions followed by the *infinitif* (e.g., "Il est important de...", "Il est nécessaire de...") for recording goals for improvement in their writer's notebook.

D3. Intercultural Understanding

By the end of Grade 7, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in the Americas outside 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., *write a poem or a song about the Mardi Gras celebrations held in New Orleans using some Cajun expressions from the word wall or an anchor chart; create a travel poster advertising a French-speaking tourist destination in the Caribbean or South America; create a pamphlet describing the benefits of learning another language and developing knowledge of other cultures – benefits such as opportunities for travel, friendship, and careers*)

Teacher prompts: "Comment est-ce que tu peux respecter les idées des autres quand tu écris ton point de vue?" "Comment peux-tu incorporer des expressions 'cajuns' dans la composition d'une chanson qui décrit la fête du Mardi gras?" "Comment peux-tu décrire les avantages d'apprendre une autre langue et de découvrir une autre culture dans un dépliant?"

Instructional tips:

(1) Teachers can remind students to use inclusive, respectful language and to avoid making negative judgements, stereotyping, and generalizing when writing about social and cultural customs in other communities.

(2) Teachers can use scaffolding to help students expand their repertoire of expressions for stating opinions in their written work (e.g., "À mon avis", "C'est mon opinion", "D'après moi", "En ce qui me concerne", "Il est/C'est certain que", "Il est/C'est clair que", "C'est évident que").

D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., *greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/hobbies/holiday plans; conventions for writing the date in French*)

Teacher prompts: "En quoi la structure d'une lettre formelle en français est-elle différente de celle d'une lettre informelle?" "Pourquoi est-il important de connaître quelques expressions de courtoisie quand on écrit?" "En quoi les salutations et la conclusion d'une carte postale sont-elles différentes de celles d'un courriel?"

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

GRADE 8

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 8, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (*e.g., activate prior knowledge and apply it to new learning; make predictions about the content of a narrative or presentation based on the presenter's opening remarks; use self-questioning to monitor understanding of what is being said; ask questions to rank ideas in order of importance; use a range of note-taking strategies to keep track of key ideas and supporting details*)

Teacher prompts: “Quelles sortes de questions te poses-tu pour mieux comprendre ce que tu entends?” “Pourquoi est-il important de penser à une expérience ou à une situation semblable à celle que tu entends? Est-ce que cela t’aide à mieux comprendre?” “Comment est-ce que plusieurs écoutes d’un clip audio t’aident-elles à mieux saisir le message?” “Comment les descriptions que tu entends t’aident-elles à visualiser le message dans ta tête?”

Instructional tip: Teachers can suggest that students listen for the use of comparative adjectives and adverbs, such as “moins...que”, “plus...que”, to rank ideas in order of importance.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (*e.g., listen to a review of a movie and identify what the reviewer enjoyed about it, and the reasons for her or his opinion; listen to a radio interview about a familiar topic such as the use of cell phones in the classroom and identify the main ideas; listen to a slogan and infer what the product is; listen to a question-and-answer session on a social or environmental issue and create a poster to illustrate the message; listen to a commercial for a product and list the advertiser's key claims in order of importance*)

Teacher prompts: “Quand tu écoutes la critique d’un film, quels mots et expressions t’aident à identifier l’opinion exprimée?” “Dans quelle mesure le point de vue d’une autre personne a-t-il une influence sur ton opinion?” “De quelle façon le fait d’écouter des clips sur Internet t’aide-t-il à te divertir?”

Instructional tips:

- (1) In a think-aloud, teachers can model ways to interpret the meaning of “on” (“nous”, “ils”, “quelqu’un”) used in statements of opinion.
- (2) Teachers can encourage students to listen for constructions using the verbs “vouloir”, “pouvoir”, and “devoir” plus the *infinitif*, as signs that the speaker is discussing wishes or possibilities.
- (3) Teachers can encourage students to identify the use of the past tenses in a movie or book review.

A2. Listening to Interact

By the end of Grade 8, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak; disagree with or challenge the ideas of others respectfully and without making it personal; show interest in what is being said by commenting and questioning*)

Teacher prompts: “Quelle stratégie t’aide à faire part de tes commentaires pour démontrer ta compréhension lors d’une discussion de groupe?” “Quelle stratégie t’aide à organiser tes idées pour fournir une rétroaction pertinente?”

Instructional tip: Teachers can encourage students to listen for adverbs of degree (e.g., “assez”, “autant”, “aussi”, “beaucoup”, “moins”, “peu”, “très”, “fort”, “si”, “tant”, “combien”, “davantage”, “environ”, “plus”, “tellement”, “trop”) used to emphasize a speaker’s assertions.

A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., *listen to a peer’s reaction to a review of a video game and identify areas of agreement and disagreement; in a small-group discussion about tourist attractions, listen to others’ opinions, agree or disagree, and share their own preferences; listen to a description of a worthy cause and participate in a group discussion about how to raise funds to support the cause*)

Teacher prompts: “Comment est-ce que tu peux demander à un ami de clarifier son opinion avant de répondre?” “Comment peux-tu valoriser la position d’un camarade de classe?”

Instructional tip: Teachers can help students recognize the use of the “si” clause with the *imparfait* followed by the *conditionnel présent* to indicate hypothetical situations (e.g., “Si je suivais ta suggestion, je pourrais...”, “Si j’étais dans ta situation, je dirais...”).

A2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., *lack of familiarity with vocabulary, difficulty processing information quickly*) 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., *engage in dialogue with the teacher and peers to determine criteria for effective listening; use a personal journal to reflect on areas of need and ways to listen more effectively when interacting; use feedback from the teacher and peers to identify areas of strength and set listening goals*)

Teacher prompts: “Comment est-ce que le fait de développer des critères d’évaluation peut améliorer tes stratégies d’écoute?” “Dans quelle mesure la rétroaction de tes pairs et ton auto-évaluation te permettent-elles d’identifier et de planifier tes prochaines étapes pour améliorer ta compréhension?”

Instructional tip: Teachers can emphasize the value of active listening strategies in interactions in any language and in any curriculum area.

A3. Intercultural Understanding

By the end of Grade 8, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to descriptions of tourist destinations in French-speaking parts of Europe and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a French-speaking region in Europe and make connections to their own community; identify topics of interest in songs, stories, and legends by European artists and authors, such as MC Solaar – “Lève-toi et Rap”*)

Teacher prompts: “Qu’est-ce que tu as appris à propos de cette région? Est-ce que tu aimerais la visiter? Pourquoi?” “Quels sont tes liens personnels avec le message ou le personnage de la chanson? Est-ce que la chanson t’a aidé à mieux comprendre la situation des jeunes dans cette communauté?” “Comment est-ce que les informations présentées dans le texte à propos des valeurs et traditions culturelles t’aident à créer des liens avec tes propres traditions?” “Comment est-ce que le fait d’écouter t’aide à comprendre le sens et la valeur du point de vue des autres personnes?”

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 appropriate ways to initiate and conclude a telephone conversation; listen to an interview with a sports personality, political figure, environmentalist, or musician and identify vocabulary/expressions that are specific to the occupation of the person being interviewed; listen to French speakers from two different regions in Europe, identify differences in pronunciation and word choice, and make comparisons with the French they are learning in class; identify the difference between the names and times of meals in French-speaking communities in Canada and France*)

Teacher prompts: “Pourquoi est-il important de reconnaître les différents mots utilisés pour décrire les repas dans les communautés francophones au Canada et en France?” “Quels éléments entendus t’aident à reconnaître la relation entre les personnes qui parlent?” “Comment vas-tu commencer, poursuivre et terminer une conversation téléphonique dans le cadre d’une simulation en utilisant les conventions appropriées?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 8, 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., adjust volume and tone to suit the message and context; use dramatic pauses in a role play to create suspense; rehearse the delivery of spoken messages*)

Teacher prompts: “Comment est-ce que tu peux utiliser ta voix pour convaincre ton auditoire?”
“Comment est-ce que la voix, le débit et l’expression vont changer quand on joue des jeux de rôle différents?”

B1.2 Producing Oral Communications:

produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support (*e.g., give commands, directions, and instructions; ask for and give advice; share information about their activities and interests; present a critique of a graphic novel, film, or video game; create and deliver an oral presentation about an environmental issue or a financial issue of concern to adolescents; prepare and present a commercial to convince a*

peer to visit a country or a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip)

Teacher prompts: “Comment vas-tu organiser tes idées pour préparer et présenter ton opinion?”
“Comment est-ce que tu vas retenir l’attention de ton auditoire quand tu fais une présentation orale? Quels éléments faut-il y incorporer?”

Instructional tip: Teachers can model and promote the use of the pronoun “on” to present general/collective/widely shared opinions or ideas.

B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics (*e.g., 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*)

Teacher prompts: “Comment est-ce que le fait de partager tes idées avec un partenaire avant de les partager avec le groupe t’aide à améliorer ta précision et ta fluidité verbale?” “Pourquoi faut-il répéter ta présentation avant de la faire devant toute la classe?”

B2. Speaking to Interact

By the end of Grade 8, students will:

B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., *speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; paraphrase information to confirm understanding; request repetition and explanation from others when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view*)

Teacher prompts: “Comment le fait de poser des questions à quelqu’un lors d’une conversation t’aide-t-il à éclaircir son message et à faire des liens avec ta situation?” “Quel est le rôle des pauses dans une conversation?” “Dans un débat, quelles stratégies peux-tu utiliser pour soutenir ton argument et clarifier ton point de vue?”

Instructional tip: Teachers can model the use of sentence starters that introduce an inference (e.g., “Je pense que”, “Je crois que”, “Il me semble que”), and encourage students to use them when commenting on a remark made by a peer or an adult.

B2.2 Interacting: exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate (e.g., *exchange information with peers and the teacher about activities and interests; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; contribute comments and respond to classmates’ contributions in cooperative group activities; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and role plays; discuss personal preferences with a classmate; defend their opinion/point of view in a debate*)

Teacher prompts: “Comment est-ce qu’on peut appuyer son point de vue dans un débat?” “Comment partages-tu ton opinion dans une discussion?” “Comment choisis-tu les moments opportuns pour communiquer tes idées?”

Instructional tips:

(1) Teachers can model the use of impersonal expressions (e.g., “Il est important de...”, “Il est nécessaire de...”) followed by an *infinitif* for giving an opinion.

(2) Teachers can use scaffolding to help students expand their repertoire of expressions for stating opinions (e.g., “À mon avis”, “C’est mon opinion”, “D’après moi”, “En ce qui me concerne”, “Il est/C’est certain que”, “Il est/C’est clair que”, “C’est évident que”).

(3) Teachers can encourage students to use the appropriate form of the past tense when discussing a character or events in a literature circle.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some 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 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*)

Teacher prompts: “Quels aspects de tes présentations désires-tu améliorer? Quelles sont les étapes à suivre pour y arriver?” “Quelles stratégies sont les plus efficaces pour t’aider à exprimer tes idées plus clairement?” “À quoi penses-tu quand tu prépares une présentation pour tes auditeurs?” “Quels sont les critères qui font qu’une présentation orale est efficace?” “Comment les stratégies de communication orale sont-elles utiles dans la vie de tous les jours?”

Instructional tips:

(1) Teachers can encourage students to use the comparative and superlative forms of adjectives and adverbs when evaluating speaking strategies and identifying those they found helpful (e.g., “Cette stratégie est plus efficace que celle de mon pair”).

(2) Teachers can work with students to help them develop tools such as organizers and checklists to assess their skills and identify next steps.

(3) Teachers can model the use of various negative constructions (e.g., “ne...plus”, “ne...jamais”) as they provide feedback on students’ use of speaking strategies.

B3. Intercultural Understanding

By the end of Grade 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, 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 an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs of European countries where French is widely spoken, such as France, Switzerland, and Belgium; identify and explain reasons for learning French; deliver a presentation about the lifelong benefits of learning another language and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment*)

Teacher prompts: “Comment le fait de t’informer sur les symboles d’une autre communauté t’aide-t-il à apprécier la raison d’être des valeurs sociales de la communauté en question?”
 “Comment le fait de comparer la vie quotidienne des enfants de différentes communautés va-t-il t’aider à contribuer de façon active et positive à la société?” “Comment est-ce que la géographie d’une région a un impact sur la vie culturelle et sociale d’une communauté francophone?”
 “Comment peux-tu articuler ton message et ton point de vue en respectant les idées et les opinions des autres?”

Instructional tip: Teachers can model the use of the pronoun “y” and highlight its use as a substitute for a preposition followed by a place name to avoid repetition of the place name during conversations (e.g., “Veux-tu aller en France? Oui, je veux y aller!”).

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., *select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; select and use expressions for opening, maintaining, and closing a conversation as appropriate to the relationship between the speakers; identify and use appropriate conventions in informal oral interactions such as telephone calls – for example, standard phrases for greeting the listener, asking to speak to someone, identifying themselves, asking to leave a message*)

Teacher prompts: “Comment te présentes-tu au téléphone à quelqu’un que tu ne connais pas? Quelles informations communique-tu?”
 “Quelles expressions peux-tu utiliser pour encourager la poursuite d’une conversation? Comment est-ce que ces expressions changent selon la situation?”

Instructional tip: Teachers can model the use of words and expressions designed to elicit additional information and/or sustain a conversation in a variety of social contexts (e.g., “Ce n’est pas possible!”, “Et alors?”, “Qu’est-ce qui est arrivé après?”, “Tu blagues!”, “Franchement?”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 8, students will:

C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., *use brainstorming to relate prior knowledge and experiences to specific ideas in a text; use pictorial clues, including cover art, to predict the type of content in a text; make predictions about a text based on knowledge of similar text forms; using think-aloud techniques modelled by the teacher, scan texts for specific information or to identify important ideas; monitor comprehension by rereading or asking questions*)

Teacher prompts: “Y a-t-il une stratégie de compréhension qui est plus efficace pour toi? Pourquoi?” “Comment est-ce que les images t’aident à faire des prédictions à propos du texte?” “Quelles questions te poses-tu pendant la lecture des publicités?”

- C1.2 Reading for Meaning:** demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., *choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal’s letter with a peer; read the instructions for playing a video game and demonstrate how to play for a classmate; role-play a talk show interview with a character from a text they have read; in a small-group “placemat” activity, list*

Louis Riel’s leadership qualities and explain how they influenced his actions)

Teacher prompts: “Quelles informations tirées d’un menu t’aideront à choisir un mets nutritif?” “Après avoir lu des instructions pour jouer un jeu vidéo, comment peux-tu expliquer le jeu plus facilement à un camarade de classe?” “Comment est-ce que le fait de faire un jeu de rôle t’aide à mieux connaître le personnage d’un texte lu?”

Instructional tip: Teachers can model the use of various types of questions (e.g., “hand”, which implies literal, “head”, which denotes inferential, and “heart”, which refers to evaluative questions) for responding to texts.

- C1.3 Reading with Fluency:** read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *use graphophonic cues to recognize and pronounce familiar words within larger words; make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials*)

Teacher prompts: “Pourquoi est-il important de faire des pauses et des arrêts lorsqu’on lit à voix haute?” “Comment est-ce que la reconnaissance des expressions et mots familiers dans un texte

pendant la lecture t'aide à mieux comprendre le message?"

Instructional tip: Teachers can encourage students to read expressively with a partner or a small group to make their reading sound more natural.

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., *develop a personal list of words related to specific topics or themes that interest them; develop a bank of sight words using visual dictionaries, the word wall, words from oral vocabulary, and grade-level texts; compile a list of terminology regularly used in discussions and posted on anchor charts; use a thesaurus to expand vocabulary; use technological aids such as online dictionaries to expand vocabulary*)

Teacher prompt: "Comment est-ce que la technologie et les ressources en ligne peuvent t'aider à élargir ton vocabulaire?"

Instructional tip: Teachers can introduce vocabulary and expressions related to social media and technology to foster the development of media literacy in French comparable to that in students' first language.

C2. Purpose, Form, and Style

By the end of Grade 8, 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., *magazine – to provide a range of informational, imaginative, and graphic pieces in one volume; website or encyclopedia entry – to provide an organized summary of key information about a subject; fictional narrative/short story/novel – to depict imaginary events, characters, and experiences in an engaging, entertaining form; book jacket or DVD cover – to describe the type of content and reading/viewing experience provided by the text in language that will capture the reader's/viewer's attention and stimulate interest*)

Teacher prompts: "Comment est-ce que l'auteur peut exprimer différemment son message en utilisant des formes de texte variées?" "Comment est-ce que le message de l'auteur change quand on modifie la forme de texte?" "Pourquoi penses-tu que l'auteur a choisi de présenter son message sous forme de bande dessinée?"

Instructional tip: During a read-aloud or shared reading activity, teachers can draw

students' attention to the author's use of words that signal explanations or instructions.

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., *magazine – cover image(s) and caption(s) highlighting key features, table of contents, advertisements, featured articles, editorial, letters to the editor, photographs, illustrations; fictional narrative/short story/novel – plot/action related to gaining an insight or resolving a problem, descriptions of characters and their thoughts, dialogue, descriptions of settings or historical events; book jacket or DVD cover – illustration(s), title, author name, advertising copy and reviewers' quotations, synopsis of story*)

Teacher prompts: "Quelles sont les caractéristiques de texte que l'auteur a employées pour exprimer son point de vue?" "Quelles sont les caractéristiques les plus efficaces pour convaincre un public d'acheter un nouveau produit?" "Quels éléments de style est-ce que l'auteur peut employer pour renforcer ou clarifier son message?" "Comment est-ce que le fait de faire des prédictions à partir d'éléments d'organisation du texte (p. ex., lier le titre, les sous-titres et les illustrations à tes connaissances antérieures sur le sujet) t'aide à activer tes connaissances antérieures pour les lier au texte ou au sujet?"

Instructional tip: Teachers and students can work together to create an anchor chart listing the major characteristics and stylistic elements of a variety of text forms and formats.

C2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *plan to: look for transition words to identify relationships between ideas, scan texts to identify and look up unfamiliar technical words related to the subject matter*)

Teacher prompts: "Quelles stratégies est-ce que tu utilises le plus quand tu lis?" "Quelle stratégie est-ce que tu utilises pour résumer un texte?" "Pourquoi est-ce qu'il est important d'identifier tes points forts et faibles en lecture?" "Quelle nouvelle stratégie peux-tu essayer pour améliorer ta compétence en lecture?"

Instructional tips:

(1) Teachers can model the use of adverbs of time (e.g., "toujours", "souvent", "parfois",

“jamais”) for discussing the effectiveness of reading comprehension strategies.

(2) Teachers can encourage students to record their strengths, areas of need, and goals for improvement in a reader’s notebook.

C3. Intercultural Understanding

By the end of Grade 8, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *using an online encyclopedia and maps of Europe, identify French-speaking countries and countries where French is widely spoken – such as France, Switzerland, and Belgium; identify symbols, personalities, landmarks, organizations, and traditions related to French-speaking communities in Europe and make connections to their own experiences; identify examples of French texts that may be seen in their community; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them*)

Teacher prompts: “Es-tu d’accord avec le point de vue de l’auteur à propos de cette communauté?” “Comment est-ce que la recherche que tu as faite à propos de la cuisine suisse va t’aider à créer une présentation multi-média pour décrire cette tradition culturelle?” “Tu as lu une annonce publicitaire qui décrit les avantages d’apprendre une autre langue. Comment est-ce que cette information peut avoir une influence sur ton choix de carrière?”

Instructional tip: Teachers can encourage students to summarize details from multiple sources of information about the contributions of French-speaking personalities or organizations to *la francophonie*.

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., *compare menus from Switzerland, Belgium, and France and identify different ways of describing similar dishes; identify the use of slang/colloquial/familiar versus “standard” French in posters, cartoons, graphic novels, or advertisements; identify expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities*)

Teacher prompts: “Comment peux-tu identifier les différentes façons de décrire des plats semblables dans diverses régions francophones?” “En examinant les affiches des différentes régions, peux-tu identifier l’usage du joul/du patois/du langage familier/du français standard?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 8, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., to highlight the environmental impact of different kinds of transportation systems in a poster for a community conservation campaign; to email or text information about an upcoming school event to classmates and/or the teacher; to describe a favourite activity, animal, person, or place in an article for the class newspaper; to describe career opportunities for bilingual workers and related education/training requirements in a brochure for distribution at a job fair; to describe “special offers” in an advertising flyer*)

Teacher prompts: “Comment peux-tu rédiger un texto à tes camarades pour décrire les détails d’un événement scolaire?” “Comment peux-tu composer un article pour le journal de classe afin de décrire une de tes activités préférées?”

- D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., information poster/brochure/advertising flyer – title or phrase identifying the topic, illustrations, captions, brief explanations; email/text message about a school outing – subject line, salutation, closing or signature line, abbreviations for high-frequency words, date and time of event, information about relevant details*

such as transportation, cost, appropriate clothing; descriptive article – introductory paragraph, additional paragraphs with topic sentences and supporting details, conclusion)

Teacher prompts: “Pourquoi est-il important de connaître le langage et les abréviations utilisés dans un texto?” “Pourquoi est-ce que des détails supplémentaires sont nécessaires dans un article descriptif?” “En quoi la structure d’une affiche est-elle différente de celle d’une brochure?” “Quels éléments sont semblables dans un courriel et dans un texto?”

Instructional tip: Teachers can encourage students to use words and expressions appropriate to the social context when writing dialogue or speech bubbles for graphic texts (*e.g., “Ce n’est pas possible!”, “Et alors?”, “Qu’est-ce qui est arrivé après?”, “Tu blagues!”, “Franchement?”*).

D1.3 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 classroom resources to check word choice; express likes and dislikes using verbs of emotion; describe personal routines using reflexive verbs*)

Teacher prompts: “Comment peux-tu exprimer tes préférences en utilisant des verbes d’émotion (p. ex., aimer, adorer, détester)?” “Comment est-ce que les verbes réfléchis (p. ex., se laver, se maquiller, se peigner) t’aident à décrire une journée typique?”

D2. The Writing Process

By the end of Grade 8, students will:

D2.1 Generating, Developing, and Organizing

Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *use guiding questions to identify the purpose and audience for a letter-writing exercise; use graphic organizers to sort and sequence ideas; use “quick writes” based on a read-aloud or shared reading text to capture the main points to include in a summary; use the word wall to activate ideas about vocabulary relevant to a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; consider peer and teacher discussion and feedback when determining their approach or focus in a piece of writing; use print, electronic, and audio-visual resources to gather background material about a topic; write an adaptation based on an oral tradition of a First Nation, Métis, or Inuit storyteller*)

Teacher prompts: “Comment est-ce qu’une écriture spontanée t’aide à identifier des idées principales?” “Comment peux-tu identifier et utiliser les grandes idées tirées d’une activité de lecture partagé dans ton écriture?”

Instructional tip: Teachers can model the use of organizational patterns such as chronological order, cause and effect, and order of ascending or descending importance for structuring the content of written work.

D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., *participate in a teacher-student conference to evaluate a first draft; reread and reorder information to improve organization; refer to teacher and peer feedback to help them identify gaps and awkward transitions; use teacher and class co-created checklists and models and student exemplars to guide revision; use knowledge of sound-symbol relationships, familiar words, French spelling patterns, and a variety of appropriate resources to confirm or correct spelling and use of verbs in the past, present, and future tenses*)

Teacher prompts: “Comment est-ce que le fait de participer à une conférence d’écriture t’aide à évaluer ta première ébauche?” “Comment est-ce que l’usage de mots familiers, de structures de la langue française et des ressources disponibles dans la classe peuvent t’aider à vérifier et à corriger l’orthographe dans ton travail écrit?”

Instructional tips:

(1) Teachers can review with students the correct use of adverbs of time (e.g., “jamais”, “toujours”, “souvent”, “quelquefois”, “rarement”, “parfois”) in accounts of historical or current events, and of possessive adjectives (e.g., “ma/mon”, “notre”, “leur”) in emails about personal interests or activities.

(2) Teachers can encourage students to use the pronoun “y” as a substitute for a preposition followed by a place name to avoid repetition of the place name (e.g., in an email response to the question “Veux-tu aller en France?”, replying “Oui, je veux y aller!”).

(3) Teachers can suggest students use a variety of adjectives (e.g., “attirant”, “dérangeant”, “provocant”) to qualify their feelings and opinions in their written responses to media texts.

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., *a cover page, different font sizes for titles and headings, labelled diagrams, illustrations, photographs, borders and shading, graphics*)

Teacher prompt: “Pourquoi est-il important d’utiliser toutes les ressources disponibles dans la classe pour améliorer ton travail écrit?”

Instructional tip: Teachers can remind students to use transitional words and phrases (e.g., “ensuite”, “aussi”, “car”, “puisque”, “cependant”, “néanmoins”) to clarify the connections between ideas and improve the flow of their writing.

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., *determine which strategies helped to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps, recording both in a writer’s notebook*)

Teacher prompts: “Comment te prépares-tu à écrire? Réfléchis aux comportements appropriés pour mieux se concentrer lors d’une tâche écrite.” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?” “Comment le fait de consulter ton cahier

d'écriture peut-il t'aider pendant le processus d'écriture?" "Comment le fait de réfléchir sur la rétroaction de ton enseignante ou enseignant à propos de tâches d'écriture précédentes t'aide-t-il à planifier tes prochaines tâches d'écriture?" "Quels sont tes forces et tes défis comme écrivain?" "Quelle nouvelle stratégie peux-tu utiliser pour rédiger une ébauche?"

Instructional tips:

(1) Teachers and students can co-create an anchor chart with success criteria for effective writing strategies (e.g., "Je peux identifier mon point de vue", "Je peux vérifier que mon écriture s'adresse au public ciblé", "Je peux utiliser des organigrammes pour organiser mon écriture").

(2) Teachers can review with students the correct use of comparative and superlative forms of adjectives and adverbs in notebook entries evaluating their writing skills and plans for improvement.

D3. Intercultural Understanding

By the end of Grade 8, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, 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., *write an entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in*

a French-speaking part of Europe; write an email giving directions for travelling from la Tour Eiffel to l'Arc de Triomphe in Paris)

Teacher prompts: "Quel est ton message?" "Sur quelles informations t'es-tu basé pour former ton point de vue?" "Comment peux-tu organiser tes idées pour décrire les origines du chocolat belge dans une entrée d'encyclopédie en ligne?" "Comment peux-tu fournir des instructions pour voyager d'un site touristique à un autre dans un courriel?"

D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., *greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/hobbies/holiday plans; conventions for writing the date in French*)

Teacher prompt: "Pourquoi est-il important de connaître quelques expressions pour se présenter dans différentes situations sociales?"

Instructional tip: Teachers can model for students the use of the *conditionnel présent* in formal written communications as a mark of politeness and/or respect.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.



THE EXTENDED FRENCH PROGRAM, GRADES 4 TO 8

GRADE 4

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment est-ce que certains mots de ta première langue t’aident à comprendre le message?” “Comment est-ce que la visualisation t’aide à comprendre le texte?” “Comment est-ce que tes connaissances antérieures t’aident à comprendre le message du texte?” “Quelles questions peux-tu poser afin de mieux comprendre le texte?”

Instructional tip: Teachers can ask students to sketch their mental images to confirm understanding of what they heard.

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*)

Teacher prompts: “Comment est-ce que les mots familiers et les structures répétées de la chanson

t’aident à comprendre les détails importants?”
 “Quelle est l’idée principale de ce texte?”
 “Quels sont les mots clés présentés dans le texte médiatique?”

Instructional tip: Teachers can help students listen for cognates (*mots apparentés*) and familiar words as they listen to a read-aloud or a song.

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*)

Teacher prompts: “Qu’est-ce que tu as compris de l’histoire ou de la description? Montre-moi.”
 “Comment est-ce que tu peux montrer que tu comprends la description d’un objet/d’un animal/d’une personne?”

Instructional tips:

(1) Teachers can help students evaluate the importance of the key messages heard by

having them record their thoughts on a graphic organizer.

(2) Teachers can use scaffolding to help students build on known vocabulary to understand new vocabulary and recognize the use of the imperative when listening to directions.

Step 1: The teacher gives instructions for the class to follow: “Marchez! Arrêtez! Attendez! Indiquez!”

Step 2: The teacher gives more detailed instructions for the class to follow: “Marchez vers la porte! Arrêtez! Attendez une autre instruction! Indiquez la porte de la classe!”

Step 3: The teacher gives instructions for individual students to follow: “Mohammed et Sebastian, marchez vers la porte.”

Step 4: Students develop their own instructions for one or more classmates to follow.

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*)

Teacher prompts: “Quelle est ta réaction personnelle au message de la chanson?” “Comment est-ce que la prononciation des mots et la mélodie de la chanson t’aident à interpréter le message du chanteur?” “Comment est-ce que les effets sonores ou les instruments choisis influencent ton interprétation du message?” “D’après toi, pourquoi est-ce que la personne a changé son intonation dans le texte audio? Est-ce que cela t’a aidé à interpréter son message?” “De quelle façon peux-tu exprimer tes sentiments à propos du message?”

Instructional tips:

(1) Teachers can introduce and model the use of adjectives that describe feelings.

(2) While reading aloud or listening to audio clips, teachers can model and discuss how changes in intonation help convey a message.

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*)

Teacher prompts: “Quelles questions peux-tu poser pour mieux comprendre les autres?” “Comment le fait de reformuler dans tes propres mots ce qu’a dit la personne qui parle t’aide-t-il à participer à la conversation?” “Comment est-ce que les actions et les gestes de ton partenaire t’aident à comprendre l’intention de son message?”

Instructional tip: Teachers can ask students to use question words (*e.g., “Qui?”, “Comment?”, “Pourquoi?”, “Combien?”*) to clarify their understanding when collaborating.

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*)

Teacher prompts: “Quelles questions peux-tu poser à ton partenaire pour l’encourager à partager plus d’idées?” “Qu’est-ce que tu peux faire pendant une conversation pour vérifier l’information donnée par ton partenaire sur sa famille?” “Comment le partage des champs d’intérêt personnels du groupe t’aide-t-il à sélectionner ton activité pour la récréation?”

Instructional tips:

(1) Teachers can model the use of descriptive words (*e.g., adjectives*) and encourage students to use them in conversations about their cultures, families, and friends.

(2) Teachers can encourage students to use a Venn diagram to record their comparisons.

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)

Teacher prompts: “Quelles sont les stratégies de compréhension qui t’aident le plus?”
 “Quelles questions pourras-tu poser pour mieux comprendre ton camarade la prochaine fois?” “Qu’est-ce que tu peux faire quand tu ne comprends pas?”

Instructional tip: Teachers can encourage students to self-assess their use of listening strategies and model phrases such as “Je n’ai pas bien entendu”, “Peux-tu répéter un peu plus fort?”.

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*)

Teacher prompts: “Où est-ce que tu entends parler le français dans ta vie quotidienne (p. ex., à l’école/à la maison/grâce à la technologie médiatique)?” “Qu’est-ce que tu as appris en écoutant la description des communautés franco-ontariennes?” “Comment la musique franco-ontarienne se compare-t-elle à la musique de ta propre culture?”

Instructional tip: Teachers can model the comparative forms of adverbs (e.g., “moins... que”, “aussi...que”, “plus...que”, “autant... que”) for making comparisons between cultural elements.

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*)

Teacher prompts: “Comment sais-tu que les personnages du texte se connaissent?”
 “Comment est-ce que la personne qui parle montre du respect dans ses interactions avec les autres?”

Instructional tip: Teachers can support students in identifying different language registers by providing a text or transcript for students to follow while listening.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment est-ce que l’intonation, le volume et le débit de ta voix peuvent t’aider à capter l’intérêt de ton auditoire?” “Qu’est-ce que tu fais quand tu parles français et que la classe ne comprend pas?” “Quels gestes ou aides visuelles peux-tu utiliser pour aider les autres à comprendre ton 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)

Teacher prompts: “Comment choisis-tu l’information nécessaire afin de présenter ta famille?” “Qu’est-ce que tu dois inclure quand tu expliques à tes pairs comment participer à une activité physique?”

Instructional tips:

- (1) Teachers can encourage students to use possessive pronouns (*e.g., “mon”, “ma”, “mes”*) and the *présent* when describing their family.
- (2) Teachers can use a cube with different questions or sentence starters on each side to encourage students to use descriptive sentences when sharing information.

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*)

Teacher prompts: “Comment peux-tu créer de nouveaux mots à partir de mots que tu connais

et t'en servir dans tes conversations?" "Quand as-tu confiance de parler en français? Lorsque tu parles à un partenaire? En petits groupes? Devant la classe?" "Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t'aide à parler avec confiance?"

Instructional tips:

- (1) Teachers can model the use of connecting words such as “et”, “alors”, and “puis”.
- (2) Teachers can model the acceptable pronunciation of singular and plural nouns and verbs during shared reading or in an inside/outside circle.

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 honouring the contributions of a French-speaking and/or Aboriginal community in Ontario*)

Teacher prompts: “Quels sont les mots clés qu’il faut inclure dans ton message publicitaire pour convaincre tes pairs d’acheter ton produit?” “Quels éléments peux-tu inclure dans ton annonce publicitaire pour l’événement communautaire?”

Instructional tip: Teachers can direct students to select an organizational tool to help them plan a media text.

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; 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*)

Teacher prompts: “Comment peux-tu montrer ton intérêt dans une conversation?” “Comment peux-tu confirmer que tu comprends le message durant une discussion?”

Instructional tip: Teachers can encourage students to verify understanding by asking different types of questions using “comment”, “pourquoi”, or inversion.

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*)

Teacher prompts: “Comment peux-tu montrer à ton partenaire que tu respectes ses points de vue quand tu lui parles?” “Quelles sont les idées que tu veux communiquer pendant la conversation?” “Pourquoi est-ce qu’il est nécessaire d’écouter les différents points de vue avant de donner le sien?” “Comment est-ce qu’une discussion sur tes routines quotidiennes t’aide à partager ta propre culture?”

Instructional tip: Teachers can ask students to use affirmative and negative forms when expressing their likes and dislikes.

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*)

Teacher prompts: “Qu’est-ce qui t’aide à parler aux autres? Qu’est-ce que tu peux faire pour parler plus clairement?” “Comment peux-tu améliorer ta communication orale?” “Comment peux-tu utiliser la réaction de ton public pour garder leur attention?”

Instructional tips:

- (1) Teachers and students can develop a list of questions that encourage self-reflection before, during, and after presentations or interactions.
- (2) Teachers can encourage students to use adverbs (*e.g., “bien”, “beaucoup”, “clairement”, “moins”, “mieux”*) to describe how effectively they are using strategies.

B3. Intercultural Understanding

By the end of Grade 4, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *share ideas about the importance of French as demonstrated by its status as an official language of Canada; 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*)

Teacher prompts: “Selon toi, pourquoi est-ce que c’est important de valoriser la langue française au Canada? Pourquoi faut-il valoriser toutes les langues au Canada?” “Quels liens personnels as-tu faits entre tes expériences et celles des autres?” “Quels aspects des cultures franco-ontariennes (famille, vie scolaire, traditions, festivals) ressemblent à ceux de ta famille?” “Comment est-ce que la connaissance de tes traditions et coutumes culturelles t’aide à mieux comprendre celles des cultures francophones?”

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...”*)

Teacher prompts: “Comment est-ce qu’on choisit une salutation appropriée selon la situation?” “Comment est-ce que les salutations t’aident à créer des liens personnels dans une conversation?” “Quels indices non verbaux sont utiles pendant une conversation?”

Instructional tips:

- (1) Teachers can model and encourage the use of appropriate greetings for various situations.
- (2) Teachers can model various ways of introducing others, as appropriate to the social context (e.g., “C’est Midori” or “Voici Laura”, versus “Je vous présente Kamal et Eric”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Quels sont les mots apparentés et les mots familiers dans le texte?” “Qu’est-ce que tu sais déjà à propos du sujet? Comment est-ce que cela t’aide à comprendre ce que tu lis?” “Quels sont les liens que tu fais avec d’autres textes, tes expériences et le monde?” “Quelles sont les images que tu vois quand tu lis ce texte?”

Instructional tips:

- (1) Teachers can model the use of pre-reading strategies that will assist students to activate their prior knowledge before the exploration of a text.
- (2) During read-alouds and shared reading activities, teachers can model the use of reading comprehension strategies using think-aloud stems and/or sentence starters (*e.g., “Le texte dit...donc, je sais...”*; “L’image que je vois dans ma tête”; “Le texte me fait penser à...”).

(3) To guide students in their visualization, teachers can think aloud when exploring texts, using expressions associated with the five senses (“ce que je vois”, “ce que j’entends”, “ce que je sens”, “ce que je touche”, “ce que je goûte”).

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., 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*)

Teacher prompts: “Comment est-ce que le fait de dessiner les principaux événements vous aide à mieux comprendre le texte?” “Comment peux-tu présenter le thème du texte dans ton jeu de rôle?” “Quels détails importants vas-tu choisir pour présenter le résumé du texte que tu as lu?”

Instructional tip: Teachers can support students’ learning by modelling think-aloud stems such as “je pense que...”, “selon moi...”, “je crois que...” to express their point of view about the messages in texts.

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*)

Teacher prompts: “Comment est-ce que l’écoute d’un texte va t’aider dans tes lectures?” “Comment la fluidité de ta lecture t’aide-t-elle à comprendre le texte?” “Est-ce que la lecture à voix haute t’aide à mieux comprendre un texte?” “Comment peux-tu utiliser ta connaissance des sons pour lire de nouveaux mots?” “Que peux-tu faire quand tu te rends compte que la ponctuation d’une phrase n’est pas ce à quoi tu t’attendais?”

Instructional tips:

- (1) Teachers can use reader’s theatre and listening centres to help develop students’ expression, intonation, and fluency in reading aloud.
- (2) Teachers can model rate and pronunciation during shared reading and read-alouds.

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*)

Teacher prompts: “Comment est-ce que les mots apparentés t’aident à comprendre un texte?” “Comment est-ce que le sujet et les éléments visuels d’un texte te permettent de comprendre les expressions et les mots moins familiers?” “Comment la racine des mots t’aide-t-elle à comprendre le sens du texte que tu lis?”

Instructional tip: Teachers can support student learning by providing a print-rich environment, including visuals such as word walls and anchor charts with word/sound patterns (e.g., “nez”, “bébé”, “hockey”, “manger”) or compound words and their plural forms (e.g., “grands-pères”, “grands-mamans”).

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; analyse how specific features communicate the intended message in a web or print advertisement*)

Teacher prompts: “Comment est-ce que les éléments visuels peuvent influencer ta décision quant à l’achat de ce produit?” “Qu’est-ce que l’auteur d’un texte peut faire pour capter l’intérêt du lecteur?” “Selon toi, est-ce que le message reflète la réalité? Pourquoi?” “Comment est-ce que les techniques utilisées sur un site Web t’invitent à consommer ou à acheter un produit?” “Quelles sont les techniques publicitaires utilisées par la compagnie qui suscitent ta réaction?”

Instructional tips:

- (1) Teachers can suggest students extend their understanding of the point of view expressed by providing evidence from the text.
- (2) Teachers can encourage students to use negative constructions (e.g., “ne...pas”, “ne...rien”, “ne...jamais”, “ne...plus”) when describing the messages and points of view in media texts.

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*)

Teacher prompts: “Comment est-ce que ton intention de lecture influence les genres de texte que tu choisis de lire?” “Comment vas-tu choisir un texte informatif qui sera utile pour tes recherches?” “Comment vas-tu sélectionner des textes pour approfondir tes connaissances relatives à un sujet en particulier?”

Instructional tip: Teachers can model the use of a variety of verbs for identifying the author’s

purpose in selecting a particular text form (e.g., “divertir”, “renseigner/informer”, “s’exprimer”, “persuader”, “convaincre”, “communiquer”, “expliquer”).

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 colours*; magazine – *contents page, headlines, subheadings, text boxes, and photographs*)

Teacher prompts: “Comment est-ce que les illustrations d’un album t’aident à faire un rappel de l’histoire?” “Comment est-ce que les caractères en gras ou en italique t’aident à inférer l’intention de l’auteur?” “Comment est-ce qu’une table des matières t’aide à savoir le contenu de ce que tu vas lire?”

Instructional tip: Teachers can model the use of vocabulary relating to the characteristics and stylistic elements of texts, such as “la police”, “les caractères gras”, “les images”, “les titres”, “les sous-titres”.

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*)

Teacher prompts: “Comment le fait d’expliquer la façon d’utiliser une stratégie te permet-il de réfléchir sur tes habiletés?” “Comment est-ce que les rétroactions de ton enseignant(e) te permettent de déterminer les prochaines étapes?” “Pourquoi est-il important de reconnaître les types de texte ou les situations de lecture qui sont plus difficiles pour toi?”

Instructional tip: Teachers and students can co-construct a list of prompts and reflections that will guide students in their reflections and goal setting, such as “Quelles stratégies est-ce que j’utilise quand je lis?” “Est-ce qu’il y a d’autres stratégies que je peux utiliser?” “Qu’est-ce que j’aime lire? Est-ce qu’il y a d’autres genres de texte que j’aimerais lire?”

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*)

Teacher prompts: “En quoi tes célébrations familiales sont-elles semblables à celles de cette communauté francophone? En quoi sont-elles différentes?” “Quelles sont les contributions et les exploits des francophones de ta région?” “Est-ce que tu as fait des liens entre ta propre communauté et celle franco-ontarienne présentée dans le texte?”

Instructional tip: Teachers can draw students’ attention to the masculine and feminine forms of adjectives (both singular and plural) that describe traditions, nationalities, or cultural heritage (e.g., “francophone(s)”, “franco-ontarien(ne)”, “québécois(e)”, “canadiens/canadiennes”, “antillais(es)”).

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., *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*)

Teacher prompts: “Comment le niveau de langue change-t-il selon le destinataire d’une lettre?” “Comment les mots choisis démontrent-ils la formalité d’un événement?” “Comment la diversité francophone est-elle représentée dans un menu?”

Instructional tip: Teachers can have students search for different levels of formality (“s’il te plaît”/“s’il vous plaît”; “Viens samedi”/“Veuillez vous joindre à nous ce samedi”) when reading a variety of texts.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment vas-tu choisir le format approprié à ton but?” “Comment vas-tu organiser ton travail pour retenir l’intérêt de ton destinataire?” “Comment les différentes formes de textes sont-elles liées à des buts différents?”

Instructional tip: Teachers can encourage students to use a variety of sentence types (*e.g., declarative, exclamatory, interrogative*) and the appropriate past, present, and future tenses of familiar verbs when writing for different purposes and audiences.

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*)

Teacher prompts: “Comment est-ce que les éléments de la carte postale facilitent la communication d’un message à ton correspondant français?” “Comment est-ce qu’un questionnaire te permet de t’informer sur les origines d’un ami de ta classe?”

Instructional tip: Teachers can model and encourage the use of the masculine and feminine forms of adjectives (both singular and plural), as well as the appropriate past, present, and future tenses of familiar verbs in their descriptions.

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*)

Teacher prompts: “Comment vas-tu vérifier que les mots que tu as choisis expriment

le message que tu veux transmettre par écrit?" "Comment le fait de chercher un nouveau mot va-t-il enrichir ton travail écrit?" "Comment vas-tu sélectionner les ressources de la salle de classe pour améliorer ton travail écrit?"

Instructional tip: Teachers and students can create interactive word walls, anchor charts, and personal dictionaries to develop and enrich students' vocabulary.

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*)

Teacher prompts: "Comment est-ce que l'inclusion de tes sentiments et de tes opinions enrichit le message de ton texte?" "Comment les éléments visuels peuvent-ils renforcer ton point de vue?" "Comment peux-tu choisir des mots pour mettre de l'humour dans ton texte?"

Instructional tip: During shared or interactive writing, teachers can model the use of punctuation to improve fluency or create a mood.

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 multi-media 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*)

Teacher prompts: "Quels traits de personnalité vas-tu choisir pour la description écrite de ton avatar?" "Comment vas-tu présenter tes recherches sur une personnalité francophone?" "Comment peux-tu organiser et présenter l'information pertinente dans un rapport météorologique du journal de classe?" "Qu'est-ce que tu peux incorporer dans une brochure touristique afin d'informer les autres sur les attraits particuliers d'une région?"

Instructional tips:

(1) Teachers can encourage the use of familiar expressions and verbs when writing about daily routines from the point of view of their avatar (e.g., "d'habitude", "chaque jour", "le samedi", "je me lève", "je fais ma toilette", "je mange", "je vais", "je regarde", "je joue").

(2) Teachers can suggest that students use the *impératif, présent, futur proche*, or *futur simple* of familiar verbs when writing about travel (e.g., in giving directions and the names of locations).

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*)

Teacher prompts: "Comment est-ce que le fait de faire un remue-méninges peut t'aider à organiser les idées pour ton texte?" "Où peux-tu trouver des informations et des idées pour composer ton texte?" "Quelles stratégies de pré-écriture préfères-tu afin d'organiser tes idées?"

Instructional tip: Teachers can suggest that during or after brainstorming about a particular topic students use colours or highlighters to sort information.

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*)

Teacher prompts: "Comment peut-on exprimer des idées plus complexes?" "Comment est-ce qu'un adjectif peut t'aider à exprimer un sentiment ou une action?" "Comment est-ce que la création d'un dictionnaire personnel peut t'aider dans tes tâches d'écriture?" "Comment vas-tu utiliser la rétroaction pour améliorer ton travail écrit?"

Instructional tips:

(1) Teachers can support students' development of vocabulary and language structures by

co-creating meaningful and purposeful word walls and anchor charts.

(2) Teachers can model the use of connecting words (e.g., “et”, “parce que”, “que”) to develop more complex sentences.

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*)

Teacher prompts: “Quels éléments vas-tu changer afin d’améliorer ton travail?” “Comment une liste de contrôle peut-elle t’aider à vérifier que tu as suivi les directives?” “Comment est-ce que les critères d’évaluation t’aident à améliorer ton texte?” “Comment peux-tu éviter la répétition d’un même nom?” “Comment sais-tu que ton travail est prêt à être publié?”

Instructional tips:

- (1) Teachers can use modelled and guided activities to support students in their use of adjectives that precede and follow nouns and their use of conjunctions.
- (2) During the editing stage of writing, teachers can model and encourage the use of the past, present, and future tenses of verbs in negative as well as affirmative statements.
- (3) During the finalization stage of the writing process, teachers can encourage students to refer to the co-constructed success criteria to ensure that they have included all of the required elements of the writing task.

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)

Teacher prompts: “Comment est-ce que ton carnet d’écriture va t’aider à développer des idées pour tes tâches d’écriture?” “Comment sais-tu que tu es prêt à passer à la prochaine étape d’écriture?” “La stratégie que tu as utilisée pour organiser ton information avant d’écrire a-t-elle été efficace?” “Parmi les textes que tu as écrits, quel est celui que tu considères le meilleur? Comment vas-tu le publier?”

Instructional tip: Teachers can encourage students to keep a writer’s notebook/journal/portfolio to organize ideas, plan for writing, and reflect on the stages of the writing process.

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 Franco-Ontarian holiday or celebration*)

Teacher prompts: “Quels détails vas-tu partager à propos de cette communauté franco-ontarienne?” “Quels mots et quelles expressions peux-tu utiliser pour convaincre les Ontariens à apprendre et à parler le français?” “Quels sont les aspects de la communauté ontarienne que tu veux partager avec un nouvel arrivant?”

Instructional tips:

- (1) Teachers can encourage students to identify familiar vocabulary and expressions they can use to describe the cultures of people in Franco-Ontarian communities.

(2) Teachers can help students make connections to their own and other communities by creating a classroom diversity bulletin board reflecting the diverse cultures of their community and Franco-Ontarian communities.

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*)

Teacher prompts: “Comment montre-t-on du respect dans les messages écrits?” “Comment est-ce que ton choix de forme de politesse peut influencer ton message?” “Comment adaptes-tu ton texte écrit en fonction de différents destinataires?”

Instructional tip: Teachers can model, orally and in shared writing, different levels of formality and politeness in various contexts (*e.g., a letter to the principal or text messages to friends*) and encourage students to use them appropriately in their writing tasks.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Ontario*) but are not expected to do so.

GRADE 5

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Est-ce que tu as des expériences personnelles qui t’aident à comprendre le message du texte?” “Comment est-ce que l’écoute de la première partie d’un texte audio peut t’aider à prédire la suite?” “Comment est-ce que les stratégies que tu choisis t’aident à comprendre le texte?” “Comment est-ce que les stratégies d’écoute peuvent te servir dans la vie de tous les jours?”

Instructional tip: Teachers can encourage students to identify key words and expressions to help them understand the main idea and supporting details while listening.

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*)

Teacher prompts: “Quels sont les mots clés dans une séquence de directives verbales qui aident

à effectuer une tâche dans le bon ordre?” “Quelles stratégies as-tu utilisées pour t’aider à bien sélectionner les informations entendues?”

Instructional tip: Teachers can model the use of adverbs of time (*e.g., “avant”, “après”, “premièrement”*) to help students perform a series of tasks in the correct order.

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*)

Teacher prompts: “Comment utilises-tu les informations présentées pour t’aider à poser des questions additionnelles?” “Comment utilises-tu les informations entendues pour donner de la rétroaction pertinente?” “Comment peux-tu organiser les informations entendues en écoutant un texte à l’oral?” “Comment peux-tu montrer que tu as compris le message?”

Instructional tip: Teachers can model how students can use questions to demonstrate that they have understood what they have heard in a presentation.

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*)

Teacher prompts: “Quelles sont les images qui te sont venues à l’esprit lorsque tu écoutais le texte avec les effets sonores?” “De quelle façon est-ce que la musique et les chansons sont utilisées à la télévision pour influencer différents destinataires?” “Comment est-ce que les techniques de voix peuvent influencer ton interprétation du message?” “Comment est-ce qu’une compagnie peut influencer des décisions?” “Comment sais-tu qu’un refrain publicitaire est efficace? Quels sont les éléments de ce refrain que tu as trouvés efficaces?”

Instructional tip: Teachers can direct students to listen for examples of how speakers enhance their message through the effective use of intonation, expression, and tone of voice.

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*)

Teacher prompts: “Qu’est-ce qui t’aide à comprendre le message de quelqu’un d’autre?” “Pourquoi est-il important d’utiliser des stratégies d’écoute lors d’une interaction?” “Parmi ce que les autres ont dit pendant la discussion, qu’est-ce qui t’a aidé à mieux participer à la conversation?”

Instructional tip: Teachers can model active listening strategies through role-playing a variety of familiar situations.

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*)

Teacher prompts: “Comment choisis-tu les sentiments que tu vas partager?” “Comment

utilises-tu les commentaires et les opinions des autres pendant le travail de groupe?”

Instructional tip: Teachers and students can co-construct success criteria to help students gradually increase their ability to participate effectively in interactions.

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*)

Teacher prompts: “Pourquoi est-ce que les stratégies d’écoute que tu choisis t’aident à réussir une tâche?” “Pourquoi est-il important d’évaluer ton utilisation de stratégies et de décider des prochaines étapes?” “Comment le fait d’observer une interaction peut-il t’aider à identifier tes forces et tes défis?” “Quelles stratégies d’écoute utilises-tu en fonction de différentes interactions, et pourquoi?” “Pour quelles raisons utilises-tu les référentiels de la classe?”

Instructional tips:

- (1) Teachers can regularly model the use of reflection strategies such as questioning, self-checking, and determining next steps.
- (2) Teachers can give specific, timely, and purposeful feedback during teacher-student conferences to help students set goals and identify next steps to improve their 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*

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, Trois-Rivières – 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)

Teacher prompts: “Quel est le rôle de la musique dans cette communauté?” “Comment est-ce que cette communauté est représentée à travers les arts?” “Qu’est-ce que tu as appris en écoutant des histoires orales de cette communauté?”

Instructional tip: Teachers can consider inviting a guest speaker to share traditional oral stories.

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)

Teacher prompts: “En quoi est-ce que les expressions françaises sont similaires à celles de ta communauté, et en quoi sont-elles différentes?” “Quels éléments entendus t’aident à reconnaître la relation entre les personnes qui parlent?” “Comment le langage corporel te renseigne-t-il sur le message et l’identité culturelle de cette communauté?” “Comment est-ce que la situation sociale te renseigne sur les expressions à utiliser?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Quelles stratégies faut-il utiliser quand tu fais une présentation?” “Comment peux-tu garder l'intérêt de ton public?” “Comment utilises-tu ta voix pour captiver ton auditoire et communiquer ton message?” “Qu'est-ce que tu peux apprendre en observant un camarade qui présente?” “Comment les stratégies de communication orale peuvent-elles te servir dans la vie de tous les jours?”

Instructional tip: Teachers can suggest that students use a checklist to monitor their use of different speaking strategies.

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)

Teacher prompts: “Comment vas-tu présenter les informations pertinentes d'une façon intéressante à un groupe de jeunes?” “Comment choisis-tu le vocabulaire et les structures de phrases pour t'adresser à un auditoire?” “Comment vas-tu décrire tes pensées et tes sentiments au sujet de cette œuvre d'art?”

Instructional tip: Teachers can suggest that students use the *impératif* as a means of persuasion (*e.g., “Écoutez bien”, “Regardez”, “N'oubliez pas”*).

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*)

Teacher prompts: “Que fais-tu pour ajouter de l'emphase durant la présentation

d'un poème?" "Comment utilises-tu ta voix et comment varies-tu ton intonation quand tu poses des questions?"

Instructional tips:

- (1) Teachers can remind students to pay particular attention to silent letters (e.g., "s", "l", "-ent") when speaking.
- (2) Teachers can introduce and model common sentence structures, such as interrogative and exclamatory.

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*)

Teacher prompts: "Par quel moyen vas-tu convaincre ton public de parler français?" "Quelle forme de texte est la plus efficace pour l'auditoire ciblé, et pourquoi?" "Quels éléments stylistiques est-ce que tu vas employer dans ton message publicitaire?"

Instructional tips:

- (1) Teachers can suggest students use a variety of adjectives to describe regions in Quebec in the media texts they create (e.g., "pittoresque", "captivante", "naturelle", "isolée", "rafraîchissante").
- (2) Teachers can suggest that students use the verbs "pouvoir", "vouloir", and "devoir" to persuade (e.g., "Tu peux...", "Je veux...", "On doit...").

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*)

Teacher prompts: "Comment est-ce que tu peux t'assurer que tous les membres du groupe partagent leurs idées et leurs opinions?" "Comment démontres-tu que tu es en accord

ou en désaccord avec l'opinion d'un autre?" "Que fais-tu pour bien répondre aux commentaires d'un camarade?"

Instructional tip: Teachers can suggest that students use probing questions (e.g., "Pourquoi...?", "Comment...?", "Pourrais-tu...?") to respond insightfully to a partner's thinking and ask for more detail or clarification.

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*)

Teacher prompts: "Comment exprimes-tu ton opinion lors d'une discussion?" "Quelles informations peux-tu partager avec tes camarades à propos de l'alimentation saine à l'école?" "Comment est-ce que le fait de connaître ton voisinage t'aidera à communiquer oralement des instructions afin d'arriver à un endroit précis dans ta communauté?"

Instructional tip: Teachers and students can co-construct an anchor chart showing the skills and procedures for engaging in focused 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., *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*)

Teacher prompts: "Quels moyens ou tactiques non verbaux sont les plus efficaces pour garder l'intérêt d'un auditoire?" "Quelles stratégies trouves-tu les plus efficaces pour différentes interactions et conversations?" "Comment changes-tu ta façon de parler selon la situation?"

Instructional tips:

- (1) Teachers can encourage students to use a variety of sentence structures, such as affirmative and negative sentences, to express their reflections on speaking strategies.

(2) Teachers can suggest that students compare oral presentations to identify their individual presentation styles.

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*)

Teacher prompts: “Comment est-ce que tes nouvelles connaissances t’aident à mieux comprendre les communautés québécoises?”
 “Comment est-ce que la diversité de la classe t’aide à mieux te mettre à la place des autres?”
 “Quelles sont les valeurs les plus chères des gens de cette communauté? Des individus dans la classe? En quoi est-ce que les tiennes sont semblables à celles des autres?”

Instructional tip: Teachers can encourage students to describe famous or influential Québécois[es] and their accomplishments using appropriate words and expressions (e.g., “célèbre”, “renommé(e)”, “doué(e)”, “influencer”, “promouvoir”, “vedette”, “artiste”, “impact”).

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*)

Teacher prompts: “Comment choisis-tu les mots et les expressions que tu utilises quand tu parles?” “Comment l’utilisation des expressions d’une culture t’aide-t-elle à faire des liens avec les gens de cette communauté?” “Comment modifies-tu tes stratégies de prise de parole selon la situation?”

Instructional tip: Teachers can direct students to select the personal pronouns (e.g., “je”, “tu”, “il/elle/on”, “nous”, “vous”, “ils/elles”) appropriate to the social situation.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Que fais-tu avant de lire pour bien comprendre un nouveau texte?” “Pourquoi est-il important d’activer ses connaissances antérieures avant de lire un texte?” “Pourquoi est-il important de faire des prédictions avant et pendant la lecture?” “Comment choisis-tu les informations pertinentes à communiquer après la lecture d’un texte?”

Instructional tips:

- (1) Teachers can introduce vocabulary and expressions related to making predictions, such as “Je pense que”, “Je prédis que”, “J’imagine que”, “Je confirme/révisé ma prédiction”.
- (2) Teachers can introduce a three-column organizer (e.g., “Dans le texte j’ai lu...”/“Ce que je pense”/“Donc je sais...””) to assist students in making, confirming, and revising predictions.

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*)

Teacher prompts: “Quels sont les traits de personnalité et les traits physiques que vous avez en commun avec le personnage du texte? Quels sont les traits de personnalité et les traits physiques du personnage que vous aimeriez avoir ou adopter?” “Quels sont les éléments de l’intrigue que vous avez choisis de partager pendant la dramatisation?” “Comment choisis-tu les informations pertinentes pour sélectionner la destination pour tes vacances?”

Instructional tip: Teachers can encourage students to use adjectives and adverbs when comparing their experiences with those of fictional characters.

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*)

Teacher prompts: “Comment est-ce que la ponctuation influence ta lecture?” “Comment est-ce que tu peux capter et maintenir l’attention du public quand tu lis à voix haute?”

Instructional tip: Teachers can model fluency and expression during modelled, shared, and guided reading.

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*)

Teacher prompts: “Pourquoi est-il important de développer une banque de mots personnelle?” “Quelle(s) stratégie(s) utilises-tu pour déterminer le sens d’un mot?” “Comment cherches-tu de nouveaux mots et de nouvelles expressions reliés à ton passe-temps préféré?”

Instructional tips:

(1) Teachers can introduce students to common prefixes and suffixes in French (e.g., “sur-”, “dés-”, “-esse”, “-eux”) that can help students predict the meaning of unfamiliar words.

(2) Teachers can encourage students to keep a personal log of interesting and useful words and expressions that they encounter while reading and use them when speaking and in their writing.

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*)

Teacher prompts: “Comment les éléments d’un panneau d’affichage sont-ils utilisés pour

promouvoir un produit?” “Comment les compagnies utilisent-elles les textes médiatiques pour que le consommateur s’identifie à leurs produits?” “Comment le choix de destinataires influencera-t-il la production d’un texte médiatique?” “Comment la page couverture de ce magazine active-t-elle tes sentiments par rapport à l’image que tu te fais de ta personne?” “Quels points de vue sont présents ou absents dans ce texte médiatique?” “Est-ce que le message présenté dans le texte te semble réel? Pourquoi?”

Instructional tip: Teachers can suggest that students share their points of view to guide them in making inferences on the explicit and implicit messages of a media text.

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*)

Teacher prompts: “Comment le choix de médium peut-il influencer l’intention du texte?” “Comment est-ce que l’auteur communique son intention par la forme de texte qu’il choisit?” “Pourquoi lire cette section du journal?”

Instructional tip: Teachers can encourage students to reflect on why they read certain texts and how they might read the same text for different purposes.

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*)

Teacher prompts: “Comment est-ce que les éléments d’un texte informatif te permettent de comprendre ce dernier?” “Comment l’organisation d’un texte informatif influencera-t-elle ta lecture?” “Quels sont les éléments stylistiques utilisés par l’auteur pour provoquer

une réaction chez le lecteur?” “Comment un site de médias sociaux est-il organisé pour capter l’attention du lecteur?”

Instructional tip: Teachers can encourage students to identify temporal adverbs in short stories (e.g., “bientôt”, “jamais”, “aussitôt”) to help them sequence the events.

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*)

Teacher prompts: “Pourquoi est-il important de penser à la façon dont tu utilises des stratégies de compréhension en lecture?” “Comment sais-tu qu’une stratégie est efficace? Quelles stratégies trouves-tu les plus efficaces?” “Comment est-ce qu’une discussion ou une conférence avec l’enseignant(e) ou un camarade peut t’aider à planifier tes prochaines étapes?”

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)

Teacher prompts: “Comment est-ce que l’étude des communautés québécoises t’aide à te sensibiliser aux perspectives des autres?” “Comment les cultures autochtones influencent-elles les cultures francophones?” “Comment peux-tu utiliser les informations des histoires et des légendes pour développer tes opinions?”

Instructional tip: Teachers can foster student talk in pairs or small groups to activate students’ prior knowledge about their own cultures before making comparisons with or drawing conclusions about another community.

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*)

Teacher prompts: “Pourquoi est-il pratique d’identifier ou de reconnaître les expressions typiques d’une région dans un texte?” “Comment peux-tu déterminer le degré de formalité d’une relation entre les personnages d’un texte?” “Comment le dialecte d’une région francophone est-il reflété dans l’orthographe des mots?”

Instructional tip: Using audio texts, teachers can introduce a variety of accents and dialects to build prior knowledge before students read print materials from a particular region.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment chois-tu les informations nécessaires selon le destinataire de ton texte?” “Comment le fait de savoir à qui tu écris influencera-t-il ton choix de mots dans ton message?” “Comment vas-tu organiser tes instructions pour expliquer le fonctionnement du jeu?”

Instructional tip: Teachers can model the use of the *impératif* and encourage students to use it when they are writing instructions in procedural texts.

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)

Teacher prompts: “Comment vas-tu choisir la forme de texte descriptif que tu vas écrire?” “De quelle façon ton destinataire peut-il être influencé par la forme de texte écrit que tu as choisie pour partager tes réactions?” “Comment est-ce que tes actions sont influencées par les idées présentées dans l’article que tu as rédigé?”

Instructional tip: Teachers can suggest that students use phrases that convey the sharing of personal ideas and opinions, such as “je pense que”, “je ne suis pas d’accord”, “ça me fait penser à”, “à mon avis”, and “selon moi”.

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*)

Teacher prompts: “Comment est-ce qu’une toile de mots t’aide à enrichir ton vocabulaire pour ta tâche d’écriture?” “De quelle façon le mur de mots te permet-il de vérifier l’orthographe des mots et de diversifier le vocabulaire utilisé

dans ton texte?” “Parmi les mots que tu utilises pendant tes interactions, quels sont ceux que tu peux réutiliser dans ta production écrite?”

Instructional tips:

- (1) Teachers can provide opportunities for students to talk about new words with their peers to discover their meaning and determine how to apply them in various writing contexts.
- (2) Teachers can encourage students to create a word web of synonyms of frequently used words to avoid repetition in their text.

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’Amazonne”, “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 actions; incorporate elements from mentor texts into their own writing; use words, visual aids, and a variety of sentence structures to convey their message)

Teacher prompts: “Comment est-ce que tu peux exprimer tes émotions et tes opinions dans tes textes écrits?” “Quels mots et quelles expressions peux-tu employer pour articuler ton opinion dans ton texte?” “Comment est-ce que la répétition peut t’aider à souligner ton point de vue?” “De quelle façon l’hyperbole te permet-elle d’exprimer ton opinion lorsque tu écris une critique de film?”

Instructional tip: Teachers can introduce examples of literary devices such as repetition, similes, and metaphors to further develop students’ ability to express their personal thoughts and opinions in written texts.

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*)

Teacher prompts: “Comment les mots que tu choisis influencent-ils l’impact de l’annonce?” “De quelle façon peux-tu enrichir ton affiche en utilisant des éléments visuels?” “Comment les rimes enrichissent-elles un slogan ou un refrain publicitaire?” “De quelle façon la rédaction d’une invitation ou d’une carte de vœux

virtuelle diffère-t-elle de celle de cartes imprimées?”

Instructional tips:

- (1) Teachers can suggest that students brainstorm rhyming words before writing a slogan or jingle.
- (2) Teachers can direct students to use the comparative form of adjectives to convey their messages in a variety of media texts.

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*)

Teacher prompts: “Comment est-ce qu’une toile de mots t’aide à susciter des idées avant d’écrire?” “Comment est-ce qu’une conférence avec l’enseignant(e) peut élargir tes idées à propos d’un sujet?” “Comment est-ce qu’un organisateur graphique peut t’aider à formuler tes arguments afin d’écrire ton opinion?”

Instructional tip: Teachers can model the use of different organizers, such as chronological order, cause and effect, and order of importance, to organize ideas before writing.

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*)

Teacher prompts: “Comment peux-tu améliorer la fluidité de ton texte écrit?” “Comment est-ce que les référentiels sont utiles tout au long du processus d’écriture?” “Comment est-ce que le fait de partager tes ébauches avec les autres peut influencer la révision de ton texte écrit?” “Comment vas-tu organiser ton texte pour qu’il soit clair et communiquer efficacement le message voulu?”

Instructional tip: Teachers can give descriptive feedback related to the established success criteria to guide students in revising their work.

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*)

Teacher prompts: “Comment est-ce que le fait de créer ensemble une liste de contrôle t’aide à améliorer ton processus de rédaction?” “Comment est-ce que le fait de relire ton texte peut te permettre de confirmer que tous les critères visés sont respectés?” “Comment les interactions sont-elles démontrées dans un texte?” “Comment peux-tu bien enchaîner tes idées dans un texte?” “Comment est-ce que le destinataire peut réagir au message de ton texte écrit?”

Instructional tips:

- (1) During shared and guided reading, teachers can highlight the use of quotation marks for direct quotes and dashes to indicate dialogue.
- (2) Teachers can model the use of conjunctions (*e.g., “que”, “mais”, “parce que”, “car”*) to improve the flow of a text.

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*)

Teacher prompts: “Comment est-ce que la discussion pourrait aider ton processus de pré-écriture?” “De quelle façon la conversation avec l’enseignant(e) ou tes pairs t’aide-t-elle à déterminer les étapes à suivre pour améliorer tes textes?”

Instructional tip: Teachers can suggest that students consult a checklist throughout the writing process to ensure that their writing reflects their intended purpose and audience.

D3. Intercultural Understanding

By the end of Grade 5, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Quebec, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (*e.g., 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*)

Teacher prompts: “Quelles connaissances antérieures t’aident à mieux comprendre les gens d’une autre communauté?” “Quels sont les aspects des coutumes des autres que tu trouves les plus intéressants? Comment est-ce que cette nouvelle connaissance t’aide à mieux comprendre les traditions des autres?” “Comment l’identification par écrit des aspects culturels d’une communauté t’aide-t-elle à apprécier la tienne?” “Comment est-ce que la rédaction d’un courriel à un correspondant d’une autre région te permet de partager des caractéristiques de ta propre culture?” “Quel est ton message pour le tableau d’affichage ou le blogue de la classe à propos de l’importance de la diversité culturelle?”

Instructional tip: Teachers can suggest that students use possessive pronouns such as “le mien”, “la mienne”, “le sien”, “la sienne” when describing aspects of culture in different communities.

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*

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Quebec*) but are not expected to do so.

formal letters; polite ways to accept or decline an invitation; expressions from different French-speaking regions)

Teacher prompts: “Quels éléments sont essentiels dans une lettre d’amitié?” “Comment peux-tu accepter ou refuser une invitation d’une manière polie?” “Comment pourrais-tu communiquer ton message à un destinataire francophone d’une autre région?”

GRADE 6

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment les éléments visuels t’aident-ils à faire des prédictions pendant l’écoute d’un vidéoclip?” “Comment est-ce que les mots apparentés et les familles de mots t’aident à mieux comprendre une présentation orale?” “Comment une liste de contrôle peut-elle t’aider à faire ressortir les idées clés d’un texte entendu?”

Instructional tip: Teachers can direct students to listen for adjectives and descriptive expressions that allow them to visualize the events recounted in a presentation or a newscast.

- 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)

Teacher prompts: “De quelle façon l’écoute de textes variés t’aide-t-elle à apprendre de nouvelles expressions?” “Comment peut-on modifier/changer sa position d’écoute afin de montrer son intérêt?” “Comment les points de vue des autres t’aident-ils à formuler tes propres opinions?” “Comment peux-tu faire ressortir l’information pertinente d’une présentation afin de vérifier ta compréhension de ce que tu entends?”

Instructional tip: Teachers can ask students to identify different forms of the past, present, and future tenses of familiar verbs that they hear.

- 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*)

Teacher prompts: “Comment sais-tu que tu as compris les messages clés de ce que tu viens

d'entendre?" "Quel est ton point de vue personnel à propos du sujet de la présentation de groupe? Est-ce que leurs arguments ont influencé ton opinion?" "Comment les marqueurs de relation t'aident-ils à comprendre le point de vue de la personne qui parle?" "Quelles sont les idées importantes du groupe 'expert' que tu vas partager avec ton groupe?"

Instructional tips:

(1) Teachers can encourage students to identify discourse markers (*les marqueurs de relation*, e.g., "d'abord", "ensuite", "en conclusion") when listening to information in a speech or presentation.

(2) During cooperative learning activities, such as jigsaw, teachers can encourage students to use note-taking and paraphrasing skills to relay important information back to their groups.

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*)

Teacher prompts: "Quelles sont les paroles de la chanson qui ont provoqué une réaction émotionnelle?" "Quel est le message implicite de cette publicité? Comment le message sera-t-il différent selon la perspective d'une autre personne?"

Instructional tip: Teachers can model the use of adjectives and adverbs and encourage students to use them when expressing their points of view.

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*)

Teacher prompts: "Comment est-ce que le fait de poser des questions t'aide à mieux comprendre ton partenaire?" "Quel est le ton de voix de ton partenaire? Est-ce que son ton t'aide à faire des inférences à propos des messages implicites?" "Comment est-ce que le langage corporel et les gestes utilisés par tes interlocuteurs peuvent t'aider à comprendre leurs messages?" "De quelle façon est-ce que les idées des autres participants t'aident à réévaluer ton opinion sur le sujet discuté?"

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*)

Teacher prompts: "Comment les questions que tu poses durant une entrevue vont-elles t'aider à développer une réponse personnelle ou à comprendre le sujet?" "De quelle façon les opinions d'un pair influencent-elles tes propres opinions?" "Comment est-ce qu'on peut varier le rythme d'un dialogue ou d'une entrevue?" "Comment est-ce que le fait de bien écouter t'aide à faire part de tes propres opinions lors de discussions en groupe?"

Instructional tip: Teachers can suggest that students vary the structure of their questions using inversion and intonation.

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 non-verbal cues to demonstrate comprehension during a dialogue; set goals to improve use of listening skills and strategies*)

Teacher prompts: "Quelles suggestions de ton partenaire t'aideront à identifier les meilleures stratégies d'écoute?" "Comment te sers-tu

d'indices verbaux ou non verbaux afin de montrer ta compréhension pendant une interaction/une présentation?" "Qu'est-ce que tu vas faire afin d'améliorer tes stratégies d'écoute?"

Instructional tip: Teachers can encourage students to apply listening strategies in situations across the curriculum.

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*)

Teacher prompts: "Comment les différentes communautés sont-elles représentées à travers la musique?" "Comment l'auteur ou l'artiste

évoque-t-il des émotions dans la chanson ou le poème?" "Comment est-ce que l'écoute des perspectives d'autrui t'aide à mieux connaître ces derniers?" "Comment l'apprentissage au sujet d'autres cultures t'aide-t-il à formuler des opinions sur tes propres expériences culturelles?"

Instructional tip: Teachers can introduce music from a variety of French Canadian communities that use different musical styles and instruments (e.g., drums, accordion, spoons).

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*)

Teacher prompts: "Comment est-ce qu'on modifie le niveau de langue en fonction de la personne avec qui on parle?" "Comment peux-tu distinguer différents niveaux de langue lorsque tu écoutes un discours?" "Comment peux-tu identifier différents dialectes?"

Instructional tip: Teachers can play audio clips featuring formal and informal conversations between different groups to help students identify and compare the levels of language used.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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)

Teacher prompts: “Comment vas-tu changer tes expressions faciales et tes gestes lors de la récitation?” “Quel impact le débit de ta voix a-t-il sur l’intérêt de ton public?” “Comment vas-tu exprimer ton point de vue clairement?” “Quels mots peux-tu utiliser afin de t’exprimer de façon fluide quand tu présentes un sujet familier?” “Quels mots et expressions sont spécifiques au sujet choisi? Comment peux-tu les incorporer dans tes communications?”

Instructional tip: Teachers can support students by providing opportunities to practise presenting to different groups (e.g., to partners, to small groups, to the whole class, to the entire school, to the community).

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)

Teacher prompts: “Comment peux-tu développer tes arguments dans un ordre logique afin de convaincre ton public?” “Comment vas-tu choisir l’information pertinente au sujet choisi afin de communiquer ton message?” “De quelle façon peux-tu assurer la progression de tes idées dans ta présentation orale?”

Instructional tips:

- (1) Teachers can model the use of past tenses (e.g., *passé récent*, *passé composé*, *imparfait*) and encourage students to use them appropriately when presenting information or arguments.
- (2) Teachers can encourage students to use phrases such as “à mon avis” and “selon moi” when giving a personal opinion.

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

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)

Teacher prompts: “Comment le fait de mettre l’emphase sur certains mots peut-il t’aider à communiquer ton message?” “Quel effet est-ce que les changements dans le ton de ta voix peut avoir sur la communication de ton message?” “Qu’est-ce que tu fais pour t’exprimer avec clarté?”

Instructional tip: Teachers can model the pronunciation of singular and plural nouns and verbs during shared reading or in an inside/outside circle.

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*)

Teacher prompts: “Quelles stratégies efficaces peux-tu utiliser pour communiquer ton message au moyen d’une annonce publicitaire?” “Quels détails vas-tu inclure dans l’annonce? Comment vas-tu les présenter?” “Quelles techniques ou formes peux-tu utiliser ou ajouter afin d’intéresser ou de persuader ton public?”

Instructional tip: Teachers can model and encourage the use of the *impératif*, *futur proche*, or *futur simple* to express a point of view.

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*)

Teacher prompts: “Comment vas-tu montrer que tu comprends ton partenaire?” “Comment vas-tu montrer que tu es d’accord ou que tu n’es pas d’accord lors d’un débat?” “Comment les mots et les gestes que tu choisis jouent-ils un

rôle dans tes conversations?” “De quelle façon le fait d’anticiper les idées de tes pairs peut-il t’aider à formuler tes réponses lors d’un débat?”

Instructional tip: Teachers can suggest that students use phrases of interjection, opinion, and courtesy (e.g., “selon moi”, “je ne suis pas d’accord”, “excusez-moi”).

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*)

Teacher prompts: “Comment vas-tu exprimer tes préférences aux autres membres de ton groupe?” “Comment vas-tu t’assurer que tous les membres de ton groupe participent à la conversation?” “Quels types de questions poseras-tu lors d’une entrevue afin de connaître les préférences d’un pair?”

Instructional tip: Teachers can suggest that students use the *impératif* when giving instructions in a group activity.

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*)

Teacher prompts: “Quelles sont les stratégies les plus efficaces qui t’aident dans tes interactions?” “Qu’est-ce que tu peux faire afin d’améliorer tes interactions?”

Instructional tips:

(1) Teachers can encourage students to make eye contact, take turns, and respectfully appreciate others’ opinions when giving descriptive feedback.

(2) Teachers can provide tools to help students record their reflections on the use of various speaking strategies and their application in a variety of situations.

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*)

Teacher prompts: “Comment peux-tu exprimer ton appréciation d’une chanson afin de convaincre la classe d’acheter le disque compact?” “Comment est-ce que le fait de discuter des éléments culturels d’une légende ou d’une histoire avec ton groupe t’aide à faire des comparaisons avec ta propre communauté?” “Quels détails trouvés lors de ta recherche

sur une fête ou un artefact culturel veux-tu incorporer dans la discussion sur cette fête?”

Instructional tips:

(1) Teachers can suggest that students use possessive pronouns and adjectives when discussing personal opinions, and the verbs “pouvoir” and “vouloir” to express possibilities and desires.

(2) Teachers can suggest that students use the *imparfait* and *passé composé* to describe historical events in French Canadian communities.

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*)

Teacher prompts: “Comment vas-tu modifier ton niveau de langue par rapport à ton auditoire?” “Comment vas-tu adapter tes salutations selon ton interlocuteur?” “Comment l’usage de la négation va-t-il changer selon le public?”

Instructional tips:

(1) Teachers can encourage students to role-play various social interactions while using negative phrases.

(2) Teachers can model and encourage the effective use of the three forms of the *impératif* (i.e., “tu”, “nous”, “vous”) in various contexts (e.g., giving instructions or directions, making suggestions).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment le fait d’activer tes connaissances antérieures te permet-il de donner un sens à ce que tu lis?” “Quels indices du texte t’aident à faire des prédictions?” “Comment le fait de faire des liens avec ton expérience personnelle t’aide-t-il à mieux apprécier le point de vue d’un personnage?” “Comment le fait de trouver les idées importantes te permet-il d’approfondir ta compréhension du texte?”

Instructional tip: Teachers can model the use of connecting words, such as “ensuite”, “enfin”, “premièrement”, “puis”, “finalement”, for summarizing texts.

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?”

Instructional tips:

(1) Teachers can draw students’ attention to the use of temporal adverbs in the text (*e.g., “hier”, “aujourd’hui”, “demain”, “après-demain”*) to determine when events in the story take place.

(2) Teachers can suggest that students use comparative and superlative forms of adjectives and adverbs when comparing two characters in a text.

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*)

Teacher prompt: “Comment peux-tu varier le ton de ta voix pour exprimer un sentiment pendant le théâtre des lecteurs?”

Instructional tip: Teachers can model correct pronunciation and intonation, including pointing out liaisons and how they affect the flow of reading.

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*)

Teacher prompts: “Comment est-ce qu’une toile d’idées peut t’aider à identifier les mots clés d’un texte?” “Comment les mots d’une même famille peuvent-ils t’aider à comprendre des textes lus?” “Comment est-ce que le vocabulaire des autres matières (maths, sciences et technologie, arts) peut t’aider à être plus précis quand tu t’exprimes?” “Comment est-ce que les ressources de la salle de classe comme le mur de mots ou les référentiels renforcent ta compréhension pendant la lecture?”

Instructional tip: Teachers can draw students’ attention to suffixes used to create related words, such as “-ment” added to an adjective to create an adverb (“lent”/“lentement”) or “-age” added to a verb stem to create a noun (“recycler”/“recyclage”).

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*)

Teacher prompts: “Comment les éléments d’un autocollant pour voiture provoquent-ils une réaction?” “Comment les techniques publicitaires utilisées dans une annonce suscitent-elles une réaction?” “Comment l’organisation graphique influence-t-elle le message du texte?” “Comment le point de vue de l’auteur te permet-il de réfléchir à ta propre opinion?” “Comment sais-tu

à qui s’adresse l’information présentée dans une brochure?” “Comment est-ce que les techniques utilisées sur la couverture d’un livre peuvent t’inciter à lire ce dernier?”

Instructional tip: Teachers can encourage students to use expressions of opinion such as “à mon avis”, “d’après moi”, and “je suis d’accord” when responding to texts.

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 analyse information; news article – to provide information about a current event*)

Teacher prompts: “Quelles stratégies emploies-tu lorsque tu choisis un texte pour un but précis?” “Quel est le but de lecture? Est-ce que le but de lecture détermine le genre de texte que tu vas lire?” “Quelle est la raison pour laquelle l’auteur a choisi cette forme de texte au lieu d’une autre pour transmettre son message?”

Instructional tips:

(1) Teachers can model various strategies to enhance research skills (e.g., formulate questions, locate information, and compare information from a variety of sources).

(2) Teachers can provide opportunities for students to read a variety of authentic texts such as recipes, newspapers, menus, websites, and brochures.

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 contents, index, and headings; script – use of various type styles to indicate stage directions and spoken parts; scientific experiment – instructions and procedures in sequential order*)

Teacher prompts: “Comment les titres et les sous-titres t’aident-ils à trouver les informations importantes dans un texte?” “Comment différentes polices de caractère changent-elles

l'expression, l'action ou le sentiment d'un texte?" "Pourquoi est-il important de suivre les étapes en ordre séquentiel pendant une expérience scientifique?"

Instructional tip: Teachers can direct students' attention to complex sentences using connecting words (e.g., "parce que", "car", "donc", "en effet", "ainsi", "de plus", "ensuite", "puis") in persuasive texts.

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*)

Teacher prompts: "Comment as-tu compris le texte en utilisant tes connaissances antérieures?" "Comment tes prédictions peuvent-elles t'aider à mieux comprendre?" "Comment l'étude des aspects visuels d'un texte peut-elle faciliter ta compréhension?"

Instructional tip: Teachers can encourage students to keep a log of which reading comprehension strategies were most effective.

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)

Teacher prompts: "Comment la localisation et l'environnement d'une communauté affectent-ils les habitudes alimentaires de cette communauté?" "Comment l'activité agricole peut-elle influencer la culture d'une communauté?" "Comment le fait d'identifier les éléments culturels d'une région t'aide-t-il à mieux comprendre les gens de cette région?"

Instructional tips:

(1) Teachers can demonstrate how to use the table of contents, headings, index, legends, and charts in an atlas to find information about a particular community.

(2) Teachers can provide students opportunities to explore via the Internet historical plaques (e.g., on statues or relating to artefacts in a museum) from francophone communities across Canada.

(3) Teachers can model and encourage the use of adjectives to describe the diverse French-speaking communities in Canada outside of Ontario and Quebec (e.g., "acadien(ne)", "franco-terre-neuvien(ne)", "franco-manitobain(e)", "fransaskois(e)", "franco-colombien(ne)", "franco-yukonnais(e)", "franco-ténois(e)", "franco-nunavois(e)").

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*)

Teacher prompts: "Comment est-ce que les abréviations de ta propre langue t'aident à comprendre celles d'un texte français?" "Comment les dialectes régionaux t'aident-ils

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

à comprendre les différentes communautés?”
“Comment les dialectes reflètent-ils la diversité culturelle d’une région?” “Comment le langage texto utilisé par une communauté diffère-t-il de celui de ta communauté?”

Instructional tip: Teachers can suggest that students choose an appropriate graphic organizer to compare French abbreviations with those of their first language.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment vérifies-tu que ton texte est approprié pour le destinataire visé?” “Comment les mots que tu choisis influencent-ils tes lecteurs?” “Comment choisis-tu la forme de texte selon ton but d’écriture et ton destinataire?” “Comment les étapes séquentielles aident-elles à expliquer logiquement une procédure?”

Instructional tip: Teachers and students can co-construct anchor charts to assist students in selecting the appropriate text form for various purposes and audiences.

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)

Teacher prompts: “Comment les copies types t’aident-elles à planifier la rédaction d’un texte?” “Comment ton point de vue peut-il influencer l’information que tu présentes dans une biographie?” “Comment l’information incluse dans une biographie peut-elle influencer les opinions des lecteurs?” “Comment la manchette d’un article de journal capte-t-elle l’attention des lecteurs?” “Comment est-ce qu’on donne des instructions aux acteurs d’une pièce de théâtre?”

Instructional tip: During modelled, shared, and guided reading, teachers can introduce and explore a variety of mentor texts and exemplars to facilitate writing in a variety of text forms.

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*

expressions such as “Croyez-le ou non...”, “Selon les experts...”, “Quatre médecins sur cinq recommandent...”, “Tout le monde pense...” to persuade an audience)

Teacher prompts: “Comment peux-tu vérifier le sens des mots que tu utilises dans ton texte?” “Comment varies-tu les mots que tu utilises dans tes écrits?” “Pourquoi est-il important de varier ton choix de mots lorsque tu écris?” “De quelle façon les mots choisis peuvent-ils influencer les idées du destinataire?”

Instructional tips:

(1) Teachers can model the use of dictionaries and thesauri to find definitions, synonyms, and antonyms of familiar and new words.

(2) Teachers can encourage students to explore root words and word patterns to expand vocabulary and improve word choice.

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*)

Teacher prompts: “Comment peux-tu soutenir ton point de vue pour enrichir ton argument?” “Dans quelle perspective vas-tu rédiger ton texte?” “Comment le ton de ton texte changerait-il si tu changeais la voix du narrateur?”

Instructional tip: Teachers can suggest that students use possessive adjectives (*e.g., “notre/nos”, “votre/vos”, “leur/leurs”*) to establish a personal voice.

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*)

Teacher prompts: “Comment choisis-tu la forme de texte médiatique appropriée pour communiquer ton message?” “Comment les éléments visuels facilitent-ils la compréhension de ton message?” “Comment vérifies-tu que ton texte médiatique reflète ton but d’écriture et répond aux besoins du destinataire?”

Instructional tip: Teachers can encourage students to use complex sentences and transition words such as “donc”, “en effet”, “ainsi que”, “car”, “ensuite”, and “puis” in their multimedia presentations.

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*)

Teacher prompts: “Comment trouves-tu des idées avant de commencer à écrire un texte?” “Comment les organisateurs graphiques t’aident-ils à cibler ton sujet avant d’écrire un texte?” “Comment choisis-tu la façon appropriée d’organiser ton texte selon la forme choisie?”

Instructional tip: Teachers can model and encourage the use of a variety of graphic organizers to develop and organize ideas and information before writing.

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*)

Teacher prompts: “Dans quelle mesure l’usage des référentiels et des critères de succès t’aide-t-il à planifier ton texte?” “De quelle façon une copie type peut-elle t’aider à rédiger ton texte?” “Comment vérifies-tu que tu as évité de répéter des idées?” “Comment la rétroaction de tes pairs peut-elle t’aider à réviser ton texte?” “Comment peux-tu réviser ton texte afin de le rendre plus fluide?”

Instructional tip: Teachers can encourage students to use transitional words and phrases such as “ensuite”, “aussi”, “car”, “puisque”, “cependant”, and “néanmoins” to enhance 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

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)

Teacher prompts: “Comment la ponctuation varie-t-elle selon la forme de texte que tu écris?” “Comment détermènes-tu l’épellation des mots inconnus?” “Comment vérifies-tu l’ordre des mots dans les phrases de ton texte?” “Comment vérifies-tu que tu as respecté les critères de la tâche d’écriture?” “Comment peux-tu faciliter la compréhension de ton texte écrit par les lecteurs?” “Comment les outils technologiques peuvent-ils enrichir ton texte écrit?”

Instructional tip: Teachers can encourage students to reread their written text aloud to a partner to identify and correct spelling and grammatical errors.

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*)

Teacher prompts: “Quelle(s) stratégie(s) as-tu trouvée(s) la (les) plus efficace(s) pour organiser tes pensées et ton information, et pourquoi?” “Comment penses-tu que les organisateurs graphiques influencent ton processus d’écriture?” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?”

Instructional tip: Teachers can suggest that students keep a writer’s notebook to plan and record their next steps for writing.

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*)

Teacher prompts: “Comment le fait d’écrire au sujet des autres cultures enrichit-il tes connaissances culturelles?” “Comment le fait d’écrire des textes comparatifs t’aide-t-il à apprécier ta propre culture?” “Comment le fait d’effectuer des recherches sur un personnage historique important t’aide-t-il à en savoir plus sur ta communauté?” “Comment le fait d’étudier des légendes d’autres cultures t’aide-t-il à faire ressortir les éléments nécessaires pour écrire ta propre légende?”

Instructional tip: Teachers can model the writing of a comparative text using temporal adverbs (e.g., “jamais”, “toujours”, “souvent”, “quelquefois”, “rarement”, “parfois”) and/or possessive adjectives (e.g., “ma/mon”, “notre”, “leur”).

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*)

Teacher prompts: “Comment montres-tu la relation entre deux locuteurs dans un texte?” “Comment la technologie influence-t-elle

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

la langue écrite?” “Comment le langage utilisé dans ton texte peut-il refléter les régionalismes et les dialectes d’une communauté francophone?”

Instructional tips:

(1) Teachers can model the use of second-person singular and plural pronouns and verb agreement to show the formal or informal relationship of the speakers in written dialogue (e.g., “tu”, “vous”, “ton/ta/tes”, “votre/vos”, “peux-tu”, “pourriez-vous”).

(2) Teachers can support student learning by exposing students to examples of French dialects in written text.

GRADE 7

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 7, 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 explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (*e.g., make connections to prior knowledge and personal experiences; make predictions; identify cognates and familiar words; summarize important information using an organizational tool*)

Teacher prompts: “Comment tes expériences personnelles t’aident-elles à mieux comprendre le message du texte?” “En utilisant le contexte, comment détermènes-tu le sens des mots que tu ne comprends pas?” “Comment le fait de prendre des notes te permet-il d’identifier les idées et détails importants?”

Instructional tip: Teachers can encourage students to use their prior knowledge and experiences to make predictions about the text they are listening to.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., to identify the intent of a message on an environmental issue in a presentation or report; to appreciate varying beliefs through hearing a legend, myth, or fable; to understand the impact of a commercial on consumer choice; to gain an appreciation for French-speaking cultures through their songs*)

Teacher prompts: “Quels sont les messages clés de la présentation/du rapport sur les problèmes environnementaux dans ta communauté?”

“Quelles sont les valeurs présentées dans la légende/le mythe/le conte? Compare ces valeurs aux tiennes.” “Comment les stratégies utilisées dans le message publicitaire entendu t’influencent-elles à acheter le produit en question?” “Qu’est-ce que tu apprends à propos de cette communauté?”

Instructional tip: Teachers can encourage students to listen for temporal words and expressions in texts using the *passé composé* and the *imparfait*.

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., share personal reactions to an audio text on global warming; draw an object or person based on a description; restate main ideas heard in group discussions; respond in writing or through role play to the point of view in a presentation*)

Teacher prompts: “Comment peux-tu formuler une opinion à partir des idées exprimées par les membres de ton groupe?” “Pourquoi penses-tu que l’auteur a présenté le message de ce point de vue?”

Instructional tip: Teachers can develop with students a list of various appropriate ways in which students can choose to respond to oral texts (*e.g., through drama or dance, visual arts, music, writing, use of technology*).

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., explain why a media text might have a different impact on different audiences; identify visual elements that support the spoken message in a multimedia text; compare how a current event is represented in various television and radio reports; evaluate radio advertisements for bias and inclusiveness; explain how a public service announcement may influence an audience; articulate personal reactions to an ad campaign regarding mental or physical health*)

Teacher prompts: “Pourquoi penses-tu que le message du texte médiatique est présenté de ce point de vue?” “Pourquoi penses-tu que différents types de public (personnes de différents âges, sexes, situations financières et cultures) réagiraient différemment au message présenté?” “Quels points de vue sont ou ne sont pas représentés dans le message?” “Est-ce que les éléments visuels de la vidéo aident à renforcer le message du porte-parole?” “Quel impact l’annonce publicitaire a-t-elle sur tes opinions à propos de la santé physique ou mentale?” “Comment la manière dont le message a été présenté dans le texte a-t-elle un effet sur la formulation de tes opinions?”

Instructional tip: Teachers can model the use of expressions of opinion such as “à mon avis”, “selon moi”, “d’après moi”, “d’une part... d’autre part” to articulate thoughts, feelings, and opinions about the messages presented in media texts.

A2. Listening to Interact

By the end of Grade 7, 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., interpret verbal and non-verbal cues such as gestures, body language, and tone during conversations with peers; ask questions for clarification; paraphrase to confirm understanding*)

Teacher prompts: “Comment l’association de gestes et d’expressions faciales aux paroles te permet-elle de mieux comprendre le message?” “Comment le fait de redire le message dans tes propres mots facilite-t-il ta compréhension?” “De quelle façon les stratégies d’écoute et les stratégies de prise de parole t’aident-elles

à interpréter ce que dit le locuteur?” “Pourquoi est-il important de faire des liens entre les nouvelles idées et ce que tu connais avant de répondre?”

Instructional tip: Teachers can model and encourage students to use expressions such as “Peux-tu expliquer?” and “Peux-tu répéter?” during interactions.

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., listen to peer presentations related to healthy living and share personal habits; acknowledge the ideas of peers when contributing to a group discussion on an environmental issue; contribute actively in a debate; interview a classmate about their cultural customs*)

Teacher prompts: “Comment le fait de prendre une position d’écoute te permet-il de mieux te concentrer et de répondre avec certitude pendant une discussion?” “Comment l’écoute des idées de tes pairs t’aide-t-elle à formuler et à exprimer tes propres opinions?” “Quel type de questions pourrais-tu poser à tes pairs pour mieux t’engager dans l’interaction?”

Instructional tip: Teachers can encourage students to respond appropriately when they disagree with others.

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 the strategy used after a listening task; assess their ability to apply listening strategies; record personal goals to improve listening skills and strategies in a learning log*)

Teacher prompts: “Quelle stratégie d’écoute t’aide le plus à comprendre le texte?” “Pourquoi faut-il prendre une position d’écoute?” “Qu’est-ce que tu peux faire afin d’améliorer ton usage des stratégies d’écoute?”

Instructional tip: Teachers can encourage students to practise applying different listening strategies in different contexts.

A3. Intercultural Understanding

By the end of Grade 7, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and

make connections to personal experiences and their own and other communities (e.g., *determine the role of musical elements such as rhythm, tempo, or beat in a particular French-speaking community's celebrations; identify cultural elements presented during a French artistic performance; visually demonstrate understanding of the beliefs and values orally expressed by an Aboriginal artist in the Americas; locate French-speaking communities in North and South America based on information from audio and audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and select images, write a story, or use a graphic organizer to communicate their reactions; listen to text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states, and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana*)

Teacher prompts: “Comment les éléments musicaux sont-ils utilisés pour représenter les coutumes de cette communauté francophone?” “En écoutant la présentation, comment les aides visuelles (par exemple les costumes, les masques, le maquillage) t’aident-elles à reconnaître les différences entre cette culture et la tienne?” “Comment le fait d’écouter et d’apprécier la culture de quelqu’un d’autre t’aide-t-il à mieux apprécier la tienne?”

Instructional tip: Teachers can encourage students to share, explore, and question their own culture when learning about French-speaking cultures in the Americas.

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., *examine the language used in advertising to persuade different audiences; compare a speech presented to a teacher and one presented to peers; identify ways to verbally introduce an artistic performer; describe the language used to politely introduce arguments or suggestions*)

Teacher prompts: “Quelle différence entends-tu entre le langage utilisé pour convaincre les jeunes d’acheter un produit et celui utilisé pour convaincre les adultes de faire la même chose?” “Dans quelle mesure le choix de mots est-il important lorsque tu dois présenter quelqu’un?” “Comment peut-on utiliser le conditionnel pour persuader un ami de faire quelque chose?”

Instructional tip: Teachers can model and encourage the use of the *conditionnel présent* for making suggestions or developing an argument.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 7, 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., vary tone and pace during a presentation to engage the audience; speak about familiar topics; use classroom resources [anchor charts, sentence stems, useful expressions] to strengthen oral communications; rehearse before speaking; highlight key words for emphasis in a speech; paraphrase when they can't find the exact term; refer to success criteria for effective communication*)

Teacher prompts: “Comment est-ce que tes expériences personnelles peuvent enrichir l’authenticité d’une présentation?” “Comment les critères d’évaluation t’aident-ils à communiquer tes idées efficacement?”

Instructional tip: Teachers can encourage students to use charts or graphic organizers to organize their ideas for a more fluid and effective presentation.

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., deliver a report on a social, economic, or environmental*

issue that affects the local, provincial, national, or world community; present a monologue on equity; communicate solutions to global warming in a speech or oral report)

Teacher prompts: “Comment peux-tu organiser tes idées pour t’exprimer clairement?” “Comment un monologue te permet-il de présenter ton point de vue à tes pairs?” “Quelles tactiques peux-tu utiliser pour influencer tes collègues afin qu’ils apprécient davantage ton point de vue?” “Quelles aides visuelles peux-tu employer pour renforcer ton message lors de ta présentation orale?” “Comment peux-tu communiquer tes solutions au problème du réchauffement de la planète?”

Instructional tip: Teachers can model and promote the use of the pronoun “on” to present general, collective, or widely shared opinions or ideas.

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., recite a poem with pauses as indicated by the punctuation and/or layout of the lines to communicate the poet’s intended meaning; articulate familiar words in reader’s theatre; use intonation to show surprise; give clear directions with minimal hesitation*)

Teacher prompts: “Comment est-ce que la récitation d’un poème t’aide à améliorer

ta fluidité?” “Comment peux-tu améliorer ta prononciation de mots familiers?” “Pourquoi est-il important de varier son expression pendant des présentations orales?” “Comment évites-tu de longues pauses quand tu fais une présentation?” “Que peux-tu identifier comme stratégie pour mieux communiquer tes sentiments lorsque tu lis à voix haute?”

Instructional tips:

(1) Teachers can encourage students to use strategies to avoid long pauses during speech (e.g., paraphrase, describe or define forgotten words, reword awkward phrases, use gestures to support their message).

(2) Teachers can expose students to a variety of authentic French-language media texts to use as models of pronunciation, intonation, and rate of speech.

B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *create a segment for an entertainment show reviewing a book, video game, or movie; create a multimedia report on renewable sources of energy; create a podcast about the importance of bilingualism/plurilingualism*)

Teacher prompts: “Comment présenteras-tu ta critique du message du film/livre/jeu vidéo?” “Quelle est la forme de texte médiatique la plus efficace pour communiquer ton message?” “Quelles techniques médiatiques vas-tu utiliser afin de partager ton point de vue sur un sujet lié à la justice sociale?”

Instructional tip: Teachers can ask students to use varied negative forms (e.g., “ne...pas”, “ne...jamais”, “aucun(e)”) and reflexive verbs (e.g., “Je me sens...”, “Ça me fait...”) in their media texts.

B2. Speaking to Interact

By the end of Grade 7, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., *paraphrase peers’ point of view during a debate to clarify their meaning; choose the appropriate level of formality in a conversation; appropriately use a variety of non-verbal cues such as gestures, facial expressions, and eye contact in oral interactions*)

Teacher prompts: “Quelles stratégies t’aident à clarifier le sens de ton message dans

une conversation?” “Comment l’auditoire influence-t-il ton style de communication?” “Comment ton langage corporel influence-t-il la discussion?” “Comment est-ce que le fait de reformuler une idée dans tes propres mots te permet de mieux t’exprimer sur le sujet?”

Instructional tip: Teachers can model and encourage the use of transition words (*les marqueurs de relation*, e.g., “ensuite”, “enfin”, “puisque”, “pourtant”).

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., *ask questions for clarification during a discussion; formulate a respectful and clear argument during a debate; participate in a dialogue with a partner*)

Teacher prompts: “Quels types de questions peux-tu poser pour mieux comprendre une discussion?” “Comment peux-tu articuler un argument oralement d’une façon polie et claire?” “Comment peux-tu montrer ton appréciation de différents points de vue?” “Comment l’utilisation des règles de politesse influence-t-elle l’interaction avec tes pairs pendant une discussion de groupe?”

Instructional tip: Teachers can support student engagement by helping students brainstorm and research vocabulary and expressions appropriate to the topics of their spoken interactions.

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., *solicit feedback from other students during oral interactions to identify areas of greater or lesser strength; use a portfolio of recorded work to reflect on which strategies are most helpful during oral communication; improve their interactions during group discussion by referring to teachers’ descriptive feedback; evaluate the effectiveness of the speaking strategies used in previous presentations*)

Teacher prompts: “Quelles stratégies utilises-tu pour te souvenir des points importants après l’écoute d’une présentation?” “Pourquoi est-il important de consulter ton portfolio?” “Comment les stratégies de communication orale peuvent-elles t’aider à communiquer dans diverses

situations?” “Comment peux-tu utiliser les textes médiatiques français comme outils d’apprentissage?”

Instructional tips:

- (1) Teachers can have students use technology to create and maintain an oral communication portfolio.
- (2) Teachers can encourage students to log descriptive feedback provided after presentations for future reference.

B3. Intercultural Understanding

By the end of Grade 7, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside 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., *identify and describe characteristics of French-speaking communities in Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class; identify and make a presentation on some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community; compare songs or anthems from different French-speaking countries; compare the rights and responsibilities of children from different French-speaking communities around the world and make connections to their own; report on environmental factors that influence the way of life in various French-speaking communities in the Americas*)

Teacher prompts: “Comment le fait de parler des symboles d’une autre communauté t’aide-t-il à apprécier les valeurs sociales qu’ils représentent?” “Qu’est-ce que tu peux partager avec les autres à propos de la vie quotidienne des enfants

de différentes communautés?” “Comment l’environnement contribue-t-il au développement de la vie culturelle et sociale de cette communauté francophone?”

Instructional tip: Teachers can suggest students use the *conditionnel présent* when discussing possible influences on the cultures of a French-speaking 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., *explore how different French-speaking communities use intonation, pauses, and tone; compare common proverbs used in various French-speaking communities and use them in social situations; use slang and anglicisms from different French-speaking communities in conversations and role-playing*)

Teacher prompts: “Comment est-ce que les pauses, l’intonation et le ton de la voix influencent le message que tu veux communiquer dans une conversation?” “Comment peux-tu incorporer des proverbes francophones de différentes régions dans tes interactions sociales?” “Comment est-ce que la connaissance d’expressions idiomatiques et d’anglicismes t’aide à mieux interagir avec des francophones?”

Instructional tip: Teachers can encourage students to use expressions from French-speaking regions in the Americas that vary from standard French usage (e.g., “cher/chère” in spoken interactions, “Est où” instead of “Où est”, “avoir” instead of “être” as an auxiliary verb as in “il a parti” instead of “il est parti”, “alle” instead of “elle”, “asteur” instead of “à cette heure”, “Bon jou” instead of “Bonjour”, “wi” instead of “oui”, “mesi” instead of “merci”, “nanan” instead of “grand-mère”, “mouche à miel” instead of “abeille”, “pistache” instead of “arachide”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 7, 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., use a graphic organizer to record and share prior knowledge before reading; make inferences to explain how a character's actions illustrate traits of his or her personality; use visual and contextual cues to support their comprehension; ask questions after reading to confirm or revise predictions)

Teacher prompts: “Comment est-ce que le fait de partager tes connaissances antérieures avec tes pairs avant la lecture d'un texte facilitera ta compréhension?” “Comment est-ce que le fait de faire des inférences t'aide à analyser et à mieux comprendre les personnages d'une histoire?” “Comment est-ce que les éléments contextuels t'aident à comprendre un texte informatif?” “Pourquoi est-il important de se poser des questions après la lecture?”

Instructional tip: During modelled reading, teachers can demonstrate how to make inferences, using think-aloud stems such as “Je pense que...”, “D'après ce que j'ai compris...”, “Je crois que...”, “Il me semble que...”, to encourage students to apply the strategy during independent reading.

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., visually represent their understanding of the message of a poem; summarize an informational text in their own words; explain the choice of pictures the author has included in a children's book; choose appropriate material to include in a welcome package for a newcomer student who has joined their class; develop questions they would ask the author to clarify his or her point of view)

Teacher prompts: “Comment est-il possible qu'un texte provoque des sentiments différents d'une personne à l'autre?” “Comment est-ce que le fait de comprendre l'intention de l'auteur d'un texte peut influencer ta réaction au message lu?” “Comment est-ce que la visualisation pendant la lecture te permet de comprendre le message du poème?” “Pourquoi l'auteur a-t-il choisi les éléments visuels qu'il a utilisés?”

Instructional tips:

(1) Teachers can suggest that students look for examples of the different types of past tenses (e.g., *passé récent*, *passé composé*, *imparfait*, *plus-que-parfait*) in a variety of texts and determine how the choice of tense affects the meaning.

(2) Teachers can encourage students to pay attention to the use of the indefinite pronoun “on” in an informational text, and then use it in their responses to a text.

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., *adjust reading speed according to the difficulty of the text or the purpose for reading; make predictions as to what comes next in a passage; read a script in role with expression and appropriate pace to reveal a character's personality; use knowledge of prefixes and suffixes to automatically read familiar words; record a brief passage read aloud to solicit feedback from a peer*)

Teacher prompts: “Comment est-ce que le fait de lire à haute voix consolide tes habiletés à comprendre le message ciblé dans le texte?” “Comment le fait de lire avec expression aide-t-il à captiver le public?” “Comment est-ce que l’identification des mots ayant le même radical et des mots avec préfixes et suffixes familiers t’aide à lire un texte avec fluidité?”

Instructional tip: Teachers can suggest students improve their fluency by differentiating between a verb and an adjective to determine when to pronounce the ending of a word (e.g., “-ent”).

C1.4 Developing Vocabulary: identify and use a range of 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 the meaning of new words; use a thesaurus to generate synonyms and antonyms of frequently used words*)

Teacher prompts: “Comment est-ce que l’ajout de préfixes et de suffixes à des mots familiers t’aide à améliorer ton vocabulaire?” “Comment est-ce que l’utilisation d’un lexique personnel peut confirmer ta compréhension du texte lu?” “Quelles ressources peux-tu utiliser pour développer ton vocabulaire?”

Instructional tip: Teachers can support student learning by posting new vocabulary on a word wall or anchor chart and making reference to and using the new vocabulary regularly.

C1.5 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *analyse the point of view presented in online texts, such as social media sites; identify the use of emotive language in the song lyrics of a francophone artist and discuss its effectiveness; identify and compare the positions*

of several newspaper articles on a specific current event; evaluate the presentation of the material in billboard advertisements or banner ads and discuss possible reactions; analyse information from a multimedia presentation on a social or environmental issue and discuss their personal opinions with peers)

Teacher prompts: “Comment est-ce que les opinions transmises par le texte influencent tes propres points de vue?” “Quels sont les mots et les expressions de la chanson qui évoquent des sentiments?” “Comment est-ce que l’auteur adapte le message selon le lecteur ciblé?” “Pourquoi est-il important que les questions d’un sondage reflètent le public visé?” “Comment est-ce que les mots et les éléments visuels communiquent un message pour créer une réaction?”

Instructional tip: Teachers can suggest that students use indefinite demonstrative pronouns (e.g., “ce”, “cela”, “ça”) when referring to previously mentioned ideas in a discussion group.

C2. Purpose, Form, and Style

By the end of Grade 7, 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; owner’s manual – to inform about the use or maintenance of a product; map – to convey geographical relationships; directions for a science experiment – to order and explain the steps to be followed*)

Teacher prompts: “Comment est-ce que le format de texte influence ton choix de stratégies?” “Pourquoi est-ce que l’auteur a choisi de créer une affiche pour inciter les consommateurs à acheter un produit?” “Quelles sont les tendances évidentes dans ton analyse des cartes et des tableaux?” “Pourquoi faut-il suivre les étapes en ordre afin de réussir ton expérience scientifique?”

Instructional tips:

(1) Teachers can direct students’ attention to the use of the *infinitif* as a form of the *impératif* in directions.

(2) Teachers can encourage students to recognize the various types of sentences (e.g., declarative, exclamatory, interrogative, imperative) used in different text forms.

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 explicit and implicit messages, with support and guidance from the teacher (*e.g.*, Aboriginal myth/legend – *characters, personification of objects or animals, moral or lesson*; newspaper article – *captions, headline, subheadings*; map – *legend, coordinates, grid*; persuasive letter – *argument and supporting information*; poetry – *alliteration and rhyme, personification, metaphor, symbolism*; narrative – *comparison, simile, contrast, sarcasm/irony*)

Teacher prompts: “Quels sont les éléments d’un article de journal qui facilitent ta lecture?” “Comment les éléments d’une carte géographique t’aident-ils à trouver un endroit facilement?” “Pourquoi est-ce qu’on répète certains vers, certains mots ou certaines rimes dans un poème?”

Instructional tip: During modelled, shared, or guided reading, teachers can direct students’ attention to the use of comparative expressions (*e.g.*, “comme”, “pareil à”, “semblable à”, “ressembler à”, “tel que”) in similes and metaphors from a variety of texts.

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.*, *use a journal to keep track of the tools and reading strategies used for improvement and next steps; use descriptive feedback from the teacher and peers to set goals; discuss strategies to self-monitor reading comprehension*)

Teacher prompts: “Pourquoi est-il important de consulter ton journal de référence?” “Comment la rétroaction peut-elle t’aider à identifier les étapes nécessaires pour accomplir la tâche?” “Quelles stratégies de lecture te sont utiles pour mieux comprendre?”

C3. Intercultural Understanding

By the end of Grade 7, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g.*, *read information about landmarks and attractions in various French-speaking communities; compare and contrast celebrations from Louisiana, French Guyana, and Haiti as recorded in arts and entertainment reports; infer from posted signage the interests, values, and societal norms of a French-speaking community [such as ideas about pastimes, science and technology, or environmental stewardship]; research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity*)

Teacher prompts: “Quelles caractéristiques de la communauté as-tu ressorties des textes d’auteurs francophones? Comment pourrais-tu partager ces informations avec tes camarades de classe?” “De quelles façons les célébrations de diverses régions francophones aux Amériques se ressemblent-elles et se distinguent-elles les unes des autres?” “Comment la lecture des signes et des panneaux courants dans une communauté francophone t’aide-t-elle à inférer les normes culturelles de cette communauté?”

Instructional tip: Teachers can remind students to look for transition words (*e.g.*, “alors”, “après”, “d’abord”, “ensuite”, “enfin”, “donc”, “en plus”) to facilitate comprehension of media reports.

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 colloquial expressions in selected*

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g.*, French-speaking communities in the Americas outside Canada) but are not expected to do so.

French-speaking communities [Louisiana Creole: "Konmen to yê?", "Konmen ç'ap(é) kouri?", "Konmen ça va?" for "Comment allez-vous?", "Comment vas-tu?", "Comment ça va?"; Antillean Creole: "Ka ou fè?" (Guadeloupe), "Sa ou fè" (Martinique), "Sa k ap fet" (Haiti) for "Comment ça va?"]; language conventions of informational texts; language conventions in comic strip dialogue; abbreviations, acronyms, and symbols used in text messages and posts on social networking sites)

Teacher prompts: "Comment les régionalismes de diverses communautés francophones t'aident-ils à comprendre les conventions langagières utilisées par les habitants?" "Dans quelle mesure les structures langagières choisies par un auteur t'aident-elles durant la lecture à identifier les relations entre les personnages?" "Comment est-ce que l'étude du langage des sites de médias sociaux t'aide-t-elle à analyser le message transmis sous forme d'abréviation?"

Instructional tips:

- (1) Teachers can model the identification and examination of various sociolinguistic differences exemplified in interactions among characters in a narrative.
- (2) Teachers and students can co-construct an anchor chart or word wall of common acronyms, abbreviations, and symbols used in electronic texts.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 7, 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 develop persuasive arguments in support of a proposed course of action for their class; to express concerns in a letter about an issue in their school; to express a personal point of view on a current event in a rap, poem, or rant*)

Teacher prompts: “Comment est-ce que le fait d’écrire une liste t’aide à convaincre ton enseignant(e) d’organiser un voyage avec la classe?” “Comment peux-tu présenter clairement tes arguments dans une lettre?” “Pourquoi est-ce que tu vas écrire ce rap, ce poème ou cette diatribe?”

Instructional tip: Teachers can encourage students to use past, present, and future tenses appropriate to the context when presenting arguments or suggesting a course of action.

- 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., create an instructions manual for a sport or game; describe a life-changing event in a mini-autobiography;*

write a critique of a piece of art; write a report on the results of a survey, including visuals)

Teacher prompts: “Comment est-ce qu’on organise les informations dans un manuel?” “À quoi servent les mots descriptifs? Dans quel genre de texte emploie-t-on le plus souvent des mots descriptifs?” “Comment exprimes-tu tes sentiments et tes émotions dans ton autobiographie afin que ton lecteur s’identifie à toi?”

Instructional tips:

(1) During modelled, shared, and guided reading, teachers can expose students to a variety of text forms to assist students in their selection of the appropriate form for their purpose and audience.

(2) During modelled and shared writing, teachers can demonstrate how to use the *impératif* and/or the *infinitif* of verbs when writing instructions.

- D1.3 Developing Vocabulary:** confirm word meanings and review, refine, and vary word choices, using a variety of resources (*e.g., use print and online resources such as a thesaurus or French dictionary; in a small-group activity discuss and record words that would enhance their writing about a specific topic; create a word web about the selected topic before writing; create a word game about a topic of interest to enhance word choice in their writing*)

Teacher prompts: “Comment est-ce que le vocabulaire que tu utilises dépend de la personne à qui tu écris?” “Comment est-ce

qu'une discussion avec tes pairs te permet de varier ton vocabulaire dans ton texte?" "Comment est-ce que le fait de jouer avec des mots et des expressions t'aide à enrichir ton vocabulaire dans tes productions écrites?"

Instructional tip: During word study, teachers can encourage students to identify patterns, create word games, and take note of word use in various contexts to help students expand their vocabulary and add detail and interest to their 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., *rewrite a story from the point of view of another character; use rhyme, alliteration, and personification to create an engaging advertisement; use similes and metaphors to reinforce an opinion expressed in a newspaper article*)

Teacher prompts: "Comment peux-tu modifier le ton de l'histoire en changeant le point de vue du personnage principal?" "Comment est-ce que les éléments de style t'aident à véhiculer ton message?"

Instructional tip: Teachers can model the use of sentence starters such as "Il me semble que...", "Je crois que...", "Il se peut que...", and "Je pense que..." for expressing a point of view.

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 website or newsletter to inform Grade 6 students about daily life and routines in Grade 7; create a blog promoting healthy habits for teens; create a photo essay about an environmental or social issue to increase public awareness of the targeted issue*)

Teacher prompts: "Comment le type de texte médiatique que tu choisis de rédiger contribue-t-il à la qualité de ton message et à l'atteinte de tes objectifs?" "Comment est-ce que le fait d'exprimer ton point de vue te permet d'encourager les autres à prendre de meilleures décisions?"

Instructional tips:

(1) Teachers can model and encourage the use of verbs such as "vouloir", "pouvoir", and "devoir" + the *infinitif* or the *subjonctif*.

(2) Teachers can model and encourage the use of persuasive language such as "je suis convaincu", "je crois fermement", and "selon moi" for expressing their convictions in their writing.

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., *indirect object pronouns "y" and "en"; personal direct and indirect object pronouns "me", "te", "lui", "nous", "vous", "leur"; past, present, and future tenses of familiar regular and irregular verbs; conjunctions such as "car", "comme", "puisque", "afin que", "si"; use of the infinitive as an imperative; the relative pronoun "où" to describe where or when an action has taken place*)

Teacher prompts: "Comment peux-tu éviter de répéter une idée que tu as déjà mentionnée?" "Quels temps de verbe faut-il utiliser dans ton texte? Comment sais-tu que tu as utilisé le temps de verbe qui convient à la situation?" "Comment peux-tu relier deux idées dans ton texte écrit?"

Instructional tips:

(1) Teachers can review subject-verb agreement and provide opportunities for students to use various verb tenses in their writing.

(2) Teachers can suggest that students use direct object pronouns when expressing a personal point of view (e.g., "Il me semble que...").

D2. The Writing Process

By the end of Grade 7, 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., *keep a journal of possible topics of interest to write about; use sticky notes to record and sort important details; determine the order of events with a peer before writing an account of them*)

Teacher prompts: "Pourquoi est-il important de bien planifier et organiser ses idées et ses détails avant d'écrire une première ébauche?" "Quels sont les détails les plus importants que tu incorporeras dans ton rapport?" "Comment est-ce que le fait de discuter du sujet et de partager tes idées avec tes pairs te permet d'élaborer ces dernières à l'écrit?"

Instructional tip: Teachers can model the use of tools such as mind maps and concept webs to assist students in generating and expanding upon their 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 range of strategies (e.g., *make an outline before writing a report; use a graphic*

organizer to organize main points and supporting details; refer to teacher models and exemplars to revise work; use highlighters to identify ideas or information that can be omitted or changed; cut and paste to improve logic of organization; use an asterisk to identify sentences that require further clarification; identify repetitive words and substitute alternatives; implement descriptive feedback from the teacher or peers)

Teacher prompts: “Comment est-ce qu’un gabarit t’aide à organiser tes idées?” “Comment détermènes-tu les idées ou les informations qui peuvent être éliminées?” “Que peux-tu faire pour vérifier que tes idées sont logiques et claires?” “Comment peux-tu réviser ton travail afin de le rendre plus fluide?” “Comment la rétroaction de tes pairs peut-elle t’aider à réviser ton texte?”

Instructional tips:

(1) Teachers can model the use of descriptive and constructive feedback and encourage students to give such feedback during peer conferences (e.g., “Tu as bien divisé ton travail en paragraphes”; “Tu as respecté les caractéristiques de la forme du texte”; “Tu peux développer un peu plus tes idées en ajoutant plus de détails et des marqueurs de relation”).

(2) Teachers can model how to transfer information from a graphic organizer and add details to elaborate on ideas.

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 checklists and anchor charts to verify that criteria have been met; use comments from peers to edit 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 spell check to identify mistakes*)

Teacher prompts: “Quelles ressources peux-tu utiliser pour t’assurer que tu as respecté les critères de la tâche d’écriture?” “Comment les suggestions de tes pairs t’aident-elles à améliorer et à corriger ton travail écrit?” “Que peux-tu faire pour rendre ta copie finale écrite plus engageante et plus intéressante?” “Comment le fait de lire ton texte à voix haute peut-il t’aider à vérifier la fluidité de tes idées?”

Instructional tip: Teachers can conference with students during guided practice to provide feedback and encourage them to revise, edit, and polish their writing.

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., *determine which strategies helped them organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; use a writer’s notebook to identify improvements and to plan next steps*)

Teacher prompts: “Comment te prépares-tu à écrire? Réfléchis aux comportements appropriés pour mieux se concentrer lors d’une tâche d’écriture.” “Comment choisis-tu l’organigramme approprié selon la tâche d’écriture?” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?” “Comment le fait de prendre note de tes questions dans ton cahier d’écriture peut-il t’aider pendant le processus d’écriture?” “Comment le fait de réfléchir sur la rétroaction de ton enseignant(e) concernant des tâches d’écriture antérieures t’aide-t-il à planifier tes prochaines tâches d’écriture?”

Instructional tip: Teachers and students can co-create an anchor chart with success criteria for effective writing strategies (e.g., “Je peux définir mon point de vue.”; “Je peux vérifier que mon texte s’adresse au public ciblé.”; “Je peux utiliser des organigrammes pour organiser mes écrits.”).

D3. Intercultural Understanding

By the end of Grade 7, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in the Americas outside 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., *write about the accomplishments of an individual or group from the Americas that has contributed to la francophonie; create a pamphlet about a cultural exchange opportunity in a French-speaking region of the Americas; write an opinion piece about the role of sports in various French-speaking communities; write about the status of Métis people in the United States; write a nutrition*

plan outlining healthy food choices for their family and a family in Haiti or Martinique based on local agriculture)

Teacher prompts: “Comment le fait d’écrire à propos des réalisations d’autrui nous permet-il d’évaluer les besoins de sa communauté?” “Pourquoi faut-il bien connaître les champs d’intérêt d’un partenaire afin de planifier un échange culturel agréable?” “Comment le fait d’entrer dans la peau d’un personnage t’aide-t-il à comprendre sa communauté et sa culture?”

Instructional tip: Teachers can suggest that students use present and future tenses when writing about a proposed cultural exchange.

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 thank-you letters with different levels of formality; regional expressions and terminology in different French-speaking communities; regional idiomatic expressions*)

Teacher prompts: “De quelle façon peux-tu intégrer quelques exemples d’expressions idiomatiques et de régionalismes dans ton texte?” “Pourquoi est-il important de connaître quelques expressions pour se présenter dans différentes situations sociales?”

Instructional tip: Teachers can suggest that students use affirmative and negative forms of the *infinitif* following impersonal expressions (*e.g., “il est important de reconnaître...”, “il ne faut pas oublier vos efforts...”, “on doit vous remercier...”*) when writing a formal thank-you letter or note.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in the Americas outside Canada*) but are not expected to do so.

GRADE 8

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 8, 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 explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (*e.g., activate prior knowledge before listening and make connections to the information heard; retell or paraphrase what was heard to reinforce understanding; identify and organize main ideas and supporting details; visualize to interpret or to recount a description*)

Teacher prompts: “Pourquoi tes connaissances antérieures t’aident-elles à mieux comprendre un texte audio?” “Dans quelle mesure est-il efficace ou non de redire le message entendu dans tes propres mots pour vérifier ta compréhension?” “Comment peux-tu identifier et organiser les idées clés et les détails importants du texte audio que tu as entendu?” “De quelle façon est-ce que les stratégies d’écoute t’aident à enrichir ta compréhension d’un texte audio?” “De quelle façon la visualisation t’aide-t-elle à comprendre les événements racontés dans un texte audio?”

Instructional tip: Teachers can direct students to use a learning log to record and consolidate information presented in an audio text.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., to learn about an environmental issue that affects their community; to interact in a debate about*

global economic inequity; to be entertained by music; to be informed about secondary school options by a guest speaker)

Teacher prompts: “Comment est-ce que le fait d’écouter les arguments d’un groupe environnementaliste t’aide à prendre une décision pour réduire l’effet du réchauffement planétaire?” “Dans quelle mesure est-ce que les points de vue des autres ont une influence sur tes arguments dans un débat?” “De quelle façon le fait d’écouter des vidéoclips sur Internet t’aide-t-il à te divertir?” “Comment est-ce que la foire des cours/discussion avec un orienteur t’aide à choisir le champ d’études que tu vas suivre?”

Instructional tip: Teachers can model and encourage the use of the *conditionnel présent* for discussing possible future choices.

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 a variety of familiar, academic, and personally relevant topics, with support as appropriate (*e.g., describe the effects of the melting of the polar ice caps after listening to a news report; describe personal connections made while listening to accounts from survivors of natural disasters; use visual art to represent important ideas heard in an audio text; evaluate the platforms presented in a student presidential debate; track short-term, long-term, and monthly weather patterns based on radio forecasts*)

Teacher prompts: “Comment le reportage que tu as entendu sur la fonte des calottes polaires te permet-il de réagir sur l’impact de ce changement

sur la vie des Inuits et sur la tienne?” “Comment tes expériences personnelles t’ont-elles permis de mieux comprendre les expériences exprimées par les victimes d’une catastrophe naturelle?” “Quelle forme d’art visuel choisis-tu afin de représenter les idées principales d’un texte audio?” “Comment est-ce que les plateformes des candidats à la présidence du conseil d’école présentées durant un débat auront un impact sur ton vote?”

Instructional tips: Teachers can suggest that students listen for transition words (e.g., “premièrement”, “puis”, “prochainement”, “ensuite”, “enfin”) and temporal expressions (e.g., “en” plus a date) to identify and chronologically order key events recounted in a report.

A1.4 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *infer the story behind a song’s lyrics; explain how a movie trailer affects their decision to go see the movie; evaluate the effectiveness of the language used in a fundraising advertisement by a humanitarian group, and express their reactions to the appeal*)

Teacher prompts: “Comment les mots choisis par l’auteur de la chanson entendue t’aident-ils à raconter une histoire?” “Comment les éléments de la bande-annonce d’un film peuvent-ils te convaincre d’aller ou de ne pas aller voir le film?” “Comment les informations exprimées dans une annonce publicitaire influencent-elles ta perception et ton opinion du film/de l’émission?”

Instructional tip: Teachers can encourage students to use both affirmative and negative expressions to give opinions.

A2. Listening to Interact

By the end of Grade 8, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit various situations while participating in a variety of increasingly extended interactions in familiar social and academic contexts (e.g., *ask questions to clarify information; paraphrase a peer’s point of view during a group discussion; ask for repetition when conferencing with a teacher*)

Teacher prompts: “Selon toi, pourquoi est-il important de poser des questions aux autres pendant ou après une discussion?” “De quelle façon le fait de redire le point de vue d’un ami

t’aide-t-il à interagir pendant une discussion de groupe?” “Comment le fait de demander à l’enseignant(e) de clarifier son message t’aide-t-il à échanger et à partager tes arguments sur le sujet discuté?”

Instructional tip: Teachers can model paraphrasing with sentence starters such as “Donc...”, “Tu veux dire...”, “Je déduis que, selon toi...”, and “À ton avis...”.

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 opposing points of view in a debate about nutritional guidelines in school or the environmental impact of bottled water; participate in an improvisational role play; mediate a conflict by suggesting solutions; role-play a dialogue between two historical figures with different points of view*)

Teacher prompts: “Dans quelle mesure le débat te permet-il de te familiariser avec des points de vue différents que le tien en ce qui concerne l’alimentation saine à ton école?” “De quelle façon l’improvisation peut-elle t’aider à émettre des idées et à approfondir le sujet?” “Pourquoi est-il important d’écouter la position des autres lors d’un conflit?”

Instructional tip: Teachers can suggest students use the *conditionnel présent* to discuss conflict resolution (e.g., “Si j’écoutais ton idée davantage, je pourrais...”).

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 how anticipating what other group members will say helps spontaneous interaction during improvisation; use a personal journal to reflect on areas of need and to set goals to improve their listening skills; use a checklist based on success criteria to identify listening strategies that might be helpful during a group discussion*)

Teacher prompts: “Comment le fait d’écrire tes forces et tes défis au niveau de l’écoute dans un journal personnel te permet-il de réfléchir à des stratégies qui t’aideront à identifier tes prochaines étapes?” “Comment le fait de discuter avec un partenaire au sujet d’un texte que tu as entendu t’aidera-t-il à interagir avec d’autres partenaires dans le futur?”

Instructional tips:

(1) Teachers can encourage students to use the appropriate past tenses (e.g., *passé composé*,

imparfait, plus-que-parfait, and passé récent) when reflecting on their listening strengths and challenges.

(2) Teachers can likewise encourage students to use the appropriate future tenses when setting goals and discussing next steps.

A3. Intercultural Understanding

By the end of Grade 8, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., identify similarities and differences in French and Canadian advertisements promoting the same product; listen to varying accounts of French seasonal/holiday traditions and relate them to their own; listen to various media clips describing French family matters and draw comparisons to their own family; listen to descriptions of tourist destinations in France and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a region in France and make connections to their own community*)

Teacher prompts: “En faisant l’écoute de deux annonces publicitaires diffusées dans des régions différentes, mais présentant un même produit, quelles différences peux-tu percevoir dans ces annonces au sujet des valeurs culturelles qui y sont véhiculées?” “Quel effet la découverte d’autres traditions culturelles a-t-il sur tes propres traditions, et quelle influence cela aura-t-il sur

tes futures décisions?” “En quoi les valeurs familiales visionnées dans des clips médiatiques sont-elles comparables à celles de ta famille, et pourquoi?”

Instructional tip: Teachers can prompt students to use tools, such as a Venn diagram, to make comparisons between different 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., recognize and interpret expressions that are specific to spoken language in an interview with an athlete, political figure, environmental activist, or musical artist; identify differences in pronunciation and vocabulary between speakers from different French-speaking regions; relate the colloquial language of French-speaking adolescents to their own*)

Teacher prompts: “De quelle façon les expressions entendues au cours de l’entrevue d’un personnage célèbre te permettent-elles de comprendre le dialogue entre l’intervieweur et la personne interviewée?” “Quelles stratégies te permettent d’identifier les accents des personnes parlant français?” “Comment l’écoute de textes audio de différentes régions te permet-elle de mieux connaître différentes expressions françaises?”

Instructional tip: Teachers can encourage students to record new expressions in their personal dictionary, word wall, or learning journal.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in France*) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 8, 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., vary volume and rate of speech to engage and maintain the audience's interest; use tone of voice and facial expressions to emphasize emotion; select appropriate vocabulary; use speaking notes in a debate; use known vocabulary when speaking about familiar subjects*)

Teacher prompts: “Comment le changement de volume et de débit pendant un discours aide-t-il à capter et à maintenir l'intérêt du public?” “Pourquoi est-il important d'adapter ton expression et d'ajuster ton débit de voix lorsque tu livres des messages oraux?”

Instructional tip: Teachers can model and encourage the use of the *conditionnel présent* to present alternative points of view in a speech.

B1.2 Producing Oral Communications:

produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (*e.g., present a monologue describing stereotypes in an advertisement; deliver a speech about adolescents' versus parents' point of view on curfews; critique a documentary on endangered species*)

Teacher prompts: “De quelle façon le fait de présenter un monologue te permet-il d'exprimer ton opinion sur les stéréotypes mis en avant dans une annonce publicitaire?” “Comment un discours oratoire t'aide-t-il à présenter les points de vue des adolescents et des parents sur l'heure du couvre-feu?” “En quoi la critique d'un documentaire sur la préservation des animaux en voie de disparition t'incite-t-elle à évaluer cette crise? Comment cette critique te sensibilise-t-elle aux implications pour les générations à venir?”

Instructional tip: Teachers can model and encourage the use of “on” in a monologue.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions (*e.g., use expression and effective pacing during reader's theatre; present a monologue using appropriate intonation; use correct pronunciation while participating in a class discussion; articulate new and familiar vocabulary when dramatizing a poem or participating in a skit*)

Teacher prompts: “De quelle façon une prononciation correcte t'aide-t-elle à exprimer ton message clairement?” “Comment le fait de pratiquer une saynète plusieurs fois avant de la présenter te donne-t-il la possibilité d'améliorer ta précision et ta fluidité verbale?”

B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a jingle or testimonials to advertise a product; create an on-line documentary about an issue that affects their life; create a commercial promoting inclusiveness in the school community; write and record a voice-over narration for a video; present a personal point of view in a news broadcast)

Teacher prompts: “Comment le choix d’un public précis influence-t-il ta création d’un refrain publicitaire?” “Quelles stratégies peux-tu utiliser dans une annonce publicitaire pour inciter les autres à acheter un produit?” “Comment la création d’un documentaire en ligne t’aide-t-elle à informer les autres à propos de ce sujet?”

Instructional tip: Teachers can model and encourage the use of conjunctions and adverbs such as “puisque”, “parce que”, “donc”, “alors”, “ainsi”, and “mais” for discussing the causes or effects of an action.

B2. Speaking to Interact

By the end of Grade 8, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., ask questions of classmates to extend and deepen discussions; use pauses appropriately during a conversation; adjust the volume of their voice to suit the purpose for speaking; anticipate what their partner might say next)

Teacher prompts: “Comment le fait de poser des questions à ton partenaire lors d’une conversation t’aide-t-il à éclaircir son message et à faire des liens avec ton expérience personnelle?” “De quelle façon les pauses peuvent-elles prolonger et/ou raccourcir une conversation?” “Quel impact a l’abus excessif du volume de la voix lors d’une discussion de groupe, et pourquoi?”

Instructional tip: Teachers can encourage students to make inferences using familiar sentence starters when interacting with peers (e.g., “Je pense que...”, “Je déduis que...”, “Il me semble que...”).

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 coping strategies for dealing with stressful situations; role-play a

negative social situation and verbalize possible resolutions; exchange ideas about topics under study; debate the advantages and disadvantages of Canada’s involvement in major trade associations and agreements; interview their peers on a current issue)

Teacher prompts: “Comment l’échange d’idées lors d’une discussion centrée sur l’appartenance à un groupe t’aide-t-il à identifier les stratégies qui te sont utiles pour faire face au problème du stress dans ta vie quotidienne?” “De quelle façon un jeu de rôle axé sur les situations sociales négatives (p. ex., la pression des pairs, l’abus d’alcool) t’aide-t-il à prendre conscience de l’impact de ces dernières sur la vie des adolescents et à verbaliser des solutions possibles?” “De quelle façon est-ce que le fait d’anticiper les idées de tes pairs peut t’aider à formuler tes réponses lors d’un débat?” “Comment le fait de mener des entrevues spontanées auprès de tes pairs te sensibilise-t-il à l’importance de bien choisir les mots pour accomplir une tâche?”

Instructional tips:

(1) Teachers can encourage students to use the *présent*, *passé composé*, and *imparfait* when discussing current and historical situations.

(2) Teachers can encourage students to vary their questions with different question words when conducting on-the-spot interviews.

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., listen to their recorded voice to identify areas for improvement; use feedback from a peer and/or teacher to set goals; use success criteria to self-monitor their interaction skills; record improvement in speaking skills in a journal; discuss in a small group the strategies they found helpful in specific speaking situations, and comment on their use in a reflection log)

Teacher prompts: “Comment est-ce que le fait d’enregistrer ta voix t’aide à identifier tes forces et tes défis afin d’améliorer tes futures présentations orales?” “Comment l’échange de rétroaction avec tes pairs et ton enseignant(e) après une discussion de groupe t’aide-t-il à identifier tes forces et tes défis?” “De quelle façon les critères de réussite t’indiquent-ils les points forts et les points faibles à améliorer dans tes habiletés à interagir?” “De quelle façon est-ce que le fait de discuter avec un partenaire

t'aide à identifier les stratégies qui te sont utiles dans des situations verbales?" "Comment le journal de réflexion peut-il t'amener à réfléchir sur l'efficacité des stratégies que tu utilises lorsque tu interagis avec tes pairs, et t'inciter à utiliser celles qui sont efficaces?"

Instructional tip: Teachers can encourage students to use the superlative forms of adjectives and adverbs when identifying helpful speaking strategies.

B3. Intercultural Understanding

By the end of Grade 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in France, 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 an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs in France; deliver a presentation about the lifelong benefits of learning French and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment*)

Teacher prompts: "Dans quelle mesure un échange sur les éléments culturels qui incitent les touristes à visiter certains endroits te permet-il

de prendre conscience de ceux qui reflètent ta propre communauté, et pourquoi?" "Comment est-ce que la publicité qui promeut le français sur le marché du travail influence ton opinion sur la valeur de l'apprentissage de la langue française?"

Instructional tip: Teachers can suggest that students use prepositions and conjunctions (e.g., "car", "comme", "afin que", "si") to express their thoughts and personal experiences.

B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., *use greetings and expressions of courtesy when introducing a guest speaker; compare telephone etiquette of two different French-speaking communities and use them in a role play; select formal or informal language based on the audience*)

Teacher prompts: "En quoi les mots que tu choisis pour présenter un conférencier sont-ils compatibles avec le titre de cette personne?" "Comment la dramatisation d'une conversation téléphonique te fait-elle prendre conscience des différences régionales?" "Comment vas-tu adapter ton langage selon le contexte?"

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 8, 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., use prior knowledge to help decode the meaning of new vocabulary in a text; skim a textbook to extract the key concepts of a given chapter; make inferences from visual elements to identify explicit and implicit messages*)

Teacher prompts: “De quelle façon les autres langues que tu parles t’aident-elles à mieux saisir un nouveau mot ou une nouvelle expression?” “Comment est-ce que le fait de survoler un manuel d’histoire t’aide à discerner les concepts clés dans le chapitre à l’étude?” “Comment les éléments d’une affiche publicitaire t’aident-ils à inférer le message de l’auteur, et pourquoi?”

Instructional tip: Teachers can suggest that students use a learning journal to record the comprehension strategies used in various reading situations.

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with support as appropriate (*e.g., identify and discuss story elements in a literature circle; dramatize the main events and/or relationships described in a short story; create a media text to illustrate the ideas and/or*

emotions expressed in a poem; explain how pertinent details in a print advertisement enable them to understand the message conveyed; draw conclusions from texts with statistics on economic inequity)

Teacher prompts: “Comment tes expériences personnelles et celles de tes camarades enrichissent-elles ta compréhension d’un texte?” “Dans quelle mesure la dramatisation d’une nouvelle t’aide-t-elle à révéler les traits de caractère d’un personnage?” “Comment peux-tu représenter les idées ou le thème de ce poème?” “Comment est-ce que les détails trouvés dans une annonce publicitaire (p. ex., les couleurs, les formes, la police) te permettent de comprendre le message de la compagnie?”

Instructional tips:

(1) Teachers can show students that conjunctions such as “puisque” and “tandis que” indicate that the subordinate clause contains an explanation or a reason that is needed for understanding the main idea of the message.

(2) Teachers can show students how to use various types of questions to help them understand a text (*e.g., questions beginning with “qui”, “quoi”, “comment”, “quand”, or “où”*).

C1.3 Reading with Fluency: read a variety of French texts containing increasingly complex 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 in role with suitable emphasis and phrasing to dramatize a text for an*

audience; read aloud with appropriate expression selected excerpts from poetry, song lyrics, or stories; read the class or school daily announcements)

Teacher prompts: “Pendant ta lecture d’un texte de style ‘théâtre des lecteurs’, quelles stratégies t’ont aidé à garder l’attention de ton public afin qu’il comprenne le message véhiculé dans ta présentation?” “Comment le fait de lire à voix haute avec expression va-t-il influencer la fluidité de ta lecture d’un texte littéraire?” “Comment le débit d’une annonce lue à l’interphone influencera-t-il la compréhension du message véhiculé?”

Instructional tips:

(1) When reading aloud, teachers can model the correct pronunciation of contractions and abbreviated words in song lyrics, dialogue, or poetry (e.g., “j’suis”, “y’a pas”, “pis”, “ben”).

(2) Teachers can encourage students to use their knowledge of pronunciation (e.g., liaisons, elisions, silent letters, reading of accents) to help them read more fluently.

C1.4 Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading (e.g., *record new words from texts read; construct a word web of vocabulary related to specific topics; decode unfamiliar words by using prefixes and suffixes; relate new vocabulary to known words and cognates*)

Teacher prompts: “Comment les préfixes et les suffixes t’aident-ils à décoder les mots inconnus?” “Comment le fait d’identifier les mots apparentés et les mots familiers dans la lecture d’un texte te permet-il d’enrichir ton vocabulaire?”

Instructional tip: Teachers can help students understand new words by explaining the meanings of common prefixes and suffixes (e.g., “re-”, “pré-”, “a-”, “-ment”, “-age”, “-et(te)”).

C1.5 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *describe the use of graphic images to convey the implied message in a public service announcement; analyse the elements presented on the packaging for a video game that make it appealing to teenagers; identify the bias found within the message of a print advertisement; analyse the effectiveness of different organizations in promoting their messages on their website*)

Teacher prompts: “Comment est-ce que les images graphiques peuvent influencer ta perception du message?” “Quels sont les éléments qui

influencent ta décision d’acheter ou non ce jeu vidéo?” “Pourquoi est-il important de reconnaître les préjugés qui peuvent être intégrés dans une annonce publicitaire?” “Comment tes expériences personnelles peuvent-elles influencer ta perception d’une publicité?” “Quel est le message promu par cette compagnie? Est-ce que ce message pourrait être présenté d’une façon différente?”

Instructional tips:

(1) Teachers can suggest that students use the *superlatif* (e.g., “le meilleur”, “le plus rapide”) when describing the factors that influence their purchase of video games.

(2) Teachers can encourage students to use the *conditionnel* (e.g., “j’aimerais”, “je voudrais”) and connecting words such as “premièrement”, “cependant”, “pourtant” to enhance the expression of their opinions.

C2. Purpose, Form, and Style

By the end of Grade 8, 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., *novel/short story – to give realistic portrayals of imaginary characters; owner’s manual – to inform about the use or maintenance of a product; poetry/song lyrics – to tell a story, inform about an aspect of culture, entertain, or make a social commentary*)

Teacher prompts: “Comment la lecture d’un texte narratif te sensibilise-t-elle aux émotions véhiculées par les personnages dans l’histoire?” “De quelles façons les directives et les schémas d’un manuel d’instruction te permettent-ils de compléter la tâche ou le modèle présenté?” “Dans quelle mesure la lecture de poèmes t’informe-t-elle sur les traditions de cultures différentes?”

Instructional tip: Teachers can draw attention to descriptive language in novels or short stories that enables students to empathize with the feelings of specific characters.

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 explicit and implicit messages, with support and guidance from the teacher (e.g., *poetry/song lyrics – repetition, rhyme, and use of descriptive words and metaphors to help the reader visualize; invoice or bill – headings, subheadings,*

tables, graphs; catalogue or flyer – categories, descriptions, and images to promote products)

Teacher prompts: “Lorsque tu lis les paroles d’une chanson, de quelle façon les rimes t’aident-elles à choisir la bonne expression et le bon rythme?” “Lorsque tu lis une facture, comment les titres et les sous-titres orientent-ils la découverte de l’information recherchée?”

Instructional tip: Teachers and students can work together to create an anchor chart listing the major characteristics and stylistic elements of a variety of text forms and formats.

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., assess how making connections to a text helped them relate to specific elements of a text, such as theme, events, point of view, characters; evaluate the effectiveness of asking questions to clarify meaning and to monitor their understanding of a text; explain how synthesizing ideas during reading helped them generate a new understanding of a text*)

Teacher prompts: “Comment est-ce que le fait de faire des liens entre toi-même et un personnage présenté dans une biographie te permet de t’identifier à cette personne?” “Comment est-ce que le fait de te poser des questions durant ta lecture t’aide à mieux comprendre le texte?” “Comment est-ce que la synthèse des idées t’a aidé à mieux comprendre le texte?”

Instructional tip: Teachers can encourage students to choose an appropriate method (such as learning journals, graphic organizers, jot notes) to record their reflections and to plan next steps.

C3. Intercultural Understanding

By the end of Grade 8, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., read tourist brochures from different regions in France to identify elements of*

daily life or culture in each; read restaurant menus from different regions of France to compare dishes with their own food; using an online encyclopedia and maps of France, identify the major regions and cities and discuss local agriculture or businesses; identify symbols, personalities, landmarks, organizations, and traditions related to France and former French colonies and make connections to their own experiences; explain the reasons that early French settlers left France for “new worlds”; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them)

Teacher prompts: “Comment est-ce que la lecture de différentes brochures touristiques peut influencer ton choix de destination pour tes vacances?” “Dans quelle mesure la lecture de différents menus de restaurant t’informe-t-elle sur les habitudes alimentaires des cultures de ta communauté et te sensibilise-t-elle aux choix qui te sont offerts?”

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., local colloquialisms found in media texts; regional vocabulary used in children’s stories written by authors from two different regions; popular expressions specific to a particular region in song lyrics from different francophone artists*)

Teacher prompts: “Comment la lecture d’un texte médiatique te permet-elle d’identifier le vocabulaire familier d’une région?” “Comment les expressions régionales utilisées dans une chanson te permettent-elles de savoir d’où vient l’artiste?”

Instructional tip: Teachers can model and encourage the use of inquiry and research skills to further students’ knowledge of regionalisms, slang, and dialects.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in France*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 8, 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 communicate with a friend or relative in an email or text message; to persuade someone to continue studying French in high school; to write a biography providing information about the accomplishments of a notable person; to write an advertisement promoting a product*)

Teacher prompts: “De quelle façon les technologies de communication écrite peuvent-elles t’aider à communiquer avec tes amis ou ta famille?” “Quels sont les mots persuasifs que tu choisiras pour souligner l’importance de poursuivre des études en français?” “Dans quelle mesure une biographie représente-t-elle les expériences vécues par une personne d’importance?” “Comment peux-tu persuader ton lecteur d’acheter un produit?”

Instructional tips:

- (1) Teachers can suggest that students use the appropriate past tenses as they begin the process of writing a biography.
- (2) Teachers can suggest that students use impersonal expressions such as “C’est essentiel...”, “Il est primordial...”, “Il est capital...” in persuasive texts.

D1.2 Writing in a Variety of Forms:

write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (*e.g., compose an email or text message to a friend using informal or social language; write a character sketch to describe a main character in a story; develop an expository text regarding a social, economic, or environmental issue outlining arguments from multiple perspectives; write a script for a campaign speech to promote a candidate for class government; write a memoir of an early European settler during the development of New France*)

Teacher prompts: “Comment changes-tu le vocabulaire que tu utilises selon le destinataire de ton message électronique?” “De quelle façon le fait de préparer un portrait de personnalité d’un personnage t’aide-t-il à développer ton point de vue?” “Quel impact ton choix de mots aura-t-il sur ta capacité de persuader tes lecteurs?” “Comment est-ce que le fait de visualiser la vie d’une autre personne t’aide à écrire biographie de cette personne?”

Instructional tip: Teachers can suggest that students use conjunctions indicating cause and effect (*e.g., “à cause de”, “parce que”, “alors”, “donc”*) to add complexity to their expository writing.

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *select words to suit the desired tone and expression in electronic messages; use online and print French dictionaries to confirm meaning; use subject-specific vocabulary from classroom resources such as word walls or textbooks*)

Teacher prompts: “Comment le ton de ton message électronique pourrait-il être interprété différemment selon les mots que tu choisis?”
 “Quelle est la ressource que tu trouves la plus efficace pour élargir ton vocabulaire? Est-ce que cette source est fiable? Comment le sais-tu?”
 “Pourquoi est-il nécessaire d’employer un vocabulaire spécifique à un sujet lorsque tu rédiges un texte?”

Instructional tip: Teachers can encourage students to explore the use of synonyms and antonyms of common adjectives and adverbs to add variety to their descriptive writing.

D1.4 Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view (e.g., *use repetition to emphasize a key point in an electronic message; use figures of speech to develop a specific point of view in a biography or character sketch; use the active and passive voices when writing a report on a specific topic*)

Teacher prompts: “Comment la répétition de mots clés dans un message électronique permet-elle au destinataire de mieux comprendre l’objectif du message?” “De quelle façon les métaphores aident-elles à renforcer le point de vue que tu veux exprimer?” “Comment le sens de ton message changerait-il si tu utilisais la voix active au lieu de la voix passive?”

Instructional tips:

- (1) Teachers can help students recognize the difference between the active and passive voices and suggest students experiment with the use of these voices in their own writing.
- (2) Teachers can support student learning by reviewing the agreement of past participles in gender and number in writing in the passive voice.

D1.5 Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form (e.g., *create a brochure to support the message conveyed in a public service announcement about impaired driving aimed at teenagers; create a profile for a social networking site*

based on a character in a novel; create a multimedia text to introduce themselves to their new teachers in high school)

Teacher prompts: “Comment peux-tu utiliser des images dans ton dépliant pour renforcer ton message et souligner l’importance de reconnaître les dangers de l’alcool au volant?” “De quelle façon le fait d’interagir au sein d’un réseau social t’aide-t-il à mieux comprendre le personnage du roman?” “Dans quelle mesure l’organisation du texte et l’utilisation des images, de la police, du son, etc. sur un site Web t’aident-elles à présenter des messages explicites et implicites?”

Instructional tip: Teachers can encourage students to consult resources (e.g., dictionaries, thesauri, classroom visuals) in order to expand their use of descriptive language in introducing themselves to their new teachers or fellow classmates.

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 diverse punctuation throughout an electronic message to enhance the meaning of the message; agree on the spelling of words they have brainstormed in groups; vary sentence types in a summary to emphasize the key ideas of an article or a lesson*)

Teacher prompts: “De quelle façon la ponctuation d’un message électronique pourrait-elle influencer les sentiments que tu tentes d’exprimer?” “Comment est-ce que le fait de vérifier l’orthographe lors de ton remue-méninges facilitera la rédaction de ton ébauche/brouillon?” “De quelle façon des types de phrases variés pourraient-ils faciliter la compréhension des idées principales de l’article ou de la leçon?”

Instructional tip: Teachers can suggest that students use a variety of question words (e.g., “comment”, “pourquoi”, “dans quelle mesure?”) and question types (e.g., “est-ce que”, subject-verb inversion) to create a study framework when reviewing the key ideas of an article or lesson.

D2. The Writing Process

By the end of Grade 8, 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., *access prior knowledge to develop a series of instructions explaining how to use a new*

technology; solicit opinions from peers to provide the basis for a play on an issue of importance to the class; organize ideas to emphasize the impact of the opinions being presented; brainstorm ways to express their ideas and views in a creative and novel way)

Teacher prompts: “Comment tes connaissances antérieures te permettent-elles d’écrire des directives pour aider quelqu’un plus âgé à créer un tabulateur pour organiser ses achats?” “Comment les opinions de tes pairs influencent-elles le développement du script?” “Comment partages-tu tes idées afin de faire valoir ton opinion?”

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 range of strategies (e.g., *use a template to write a rough draft of a script for a play; engage in a peer editing session to ensure that their text is clearly understood; reread their draft to evaluate their choice of vocabulary and sentence structure*)

Teacher prompts: “Comment un modèle de script facilite-t-il le développement de l’ébauche et la rédaction d’une pièce?” “De quelle façon l’échange avec un partenaire te permet-il de savoir si ta liste d’instructions est facile à suivre?” “Dans quelle mesure le fait de relire ta critique t’aide-t-il à déterminer que tu as bien choisi le vocabulaire de ton texte?”

Instructional tips:

- (1) Teachers can suggest that students create a word bank when revising a peer’s work to help them expand their own vocabulary.
- (2) Teachers can suggest that students use subjunctive phrases (e.g., “il faut que tu ailles...”, “il est nécessaire que vous soyez...”) to emphasize their point of view.

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 online resources to improve or correct use of language; use success criteria to ensure proper formatting of their script; publish an instruction manual in a medium of their choice, such as online, in a booklet, or as a visual representation, following conventions specific to that medium*)

Teacher prompts: “Comment les critères de succès établis avec la classe te permettent-ils de structurer ton script selon les conventions appropriées à ce genre?” “Comment l’ajout

d’images à la copie finale de ton guide d’utilisation te permet-il de rejoindre plus de lecteurs?”

Instructional tip: Teachers can encourage students to use a checklist based on co-constructed success criteria to help them format their written 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., *determine which graphic organizers helped to organize information and ideas effectively; use feedback from peers to identify areas of greater strength in writing, and set learning goals to improve areas of lesser strength; in conference with the teacher, discuss goals for improving writing, and develop a checklist of specific steps to achieve those goals*)

Teacher prompts: “Quels sont tes forces et tes défis comme auteur?” “Comment les questions et les commentaires générés par tes pairs, dans votre discussion, te permettent-ils d’améliorer tes habiletés et ton travail aujourd’hui et à l’avenir?”

Instructional tip: Teachers can encourage students to use the *conditionnel* when determining and discussing next steps in their writing (e.g., “j’aimerais...”, “je voudrais...”).

D3. Intercultural Understanding

By the end of Grade 8, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in France, 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., *write an article for a travel magazine about the benefits of travelling to a lesser-known region of France; write a biography of a French political figure or celebrity; create and label a map for a food-tasting tour across France; recount an important historical event and how it affected the French people; write about the relationships between early French explorers and First Nations peoples*)

Teacher prompts: “De quelle façon le fait d’écrire un éditorial dans une revue de voyage te permet-il de promouvoir l’exploration de diverses cultures francophones moins connues?” “Quels événements historiques ont eu

un grand impact sur la population franco-
phone? Comment est-ce que cela t’aide à
mieux comprendre leur histoire?”

Instructional tip: Teachers can suggest that students use verbs such as “pouvoir”, “vouloir”, and “devoir” to persuade their readers to visit a particular region (e.g., “On peut voir...”, “Vous voulez visiter...”, “Nous devons aller...”).

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., *incorporate popular expressions particular to youth of a specific francophone region into electronic messages; rewrite a formal text using current expressions and slang to convey the same meaning as the original text; create a legend emulating the style and vocabulary used in Aboriginal folklore; use appropriate greetings and formality of language depending on the situation when writing a dialogue*)

Teacher prompts: “Jusqu’à quel point les expressions familières de ta région que tu utilises dans tes messages électroniques facilitent-elles la compréhension de ces derniers?” “Comment peux-tu t’assurer que le sens du texte original ne change pas lorsque tu le réécrits en utilisant des expressions populaires et de l’argot?” “Dans quelle mesure le langage que tu choisis pour écrire une légende peut-il transformer son sens?” “Comment peux-tu changer la formalité du langage utilisé dans un dialogue selon la situation?”

Instructional tip: Teachers can suggest that students research expressions and slang used in various francophone communities or regions and use them in the proper context in their writing.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) but are not expected to do so.

THE FRENCH IMMERSION PROGRAM, GRADES 1 TO 8

GRADE 1

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 1, students will:

A1.1 Using Listening Comprehension

Strategies: identify a few 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; review key vocabulary related to the topic before listening to an oral text; use background and prior knowledge to enhance understanding; restate important information to confirm or monitor understanding; pay attention to non-verbal cues such as facial expression, gestures, and tone of voice to aid comprehension)

Teacher prompts: “Qu’est-ce qui t’aide à comprendre le message?” “Est-ce que tu connais le sujet de la présentation orale? Est-ce que cela t’aide à mieux comprendre le message?” “Comment est-ce que les gestes te permettent de comprendre le message?”

Instructional tips:

- (1) Teachers and students can list what good listeners do on an anchor chart using headings such as “Ce que je vois/What it looks like”, “Ce que j’entends/What it sounds like”, and “Ce que je ressens/What it feels like”.
- (2) Teachers can model question words (e.g., “qui”, “quoi”, “comment”, “pourquoi”) to guide student listening and promote understanding.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a few specific situations (e.g., for enjoyment; to hear and identify the sounds of the French language in songs, chants, and poems; to increase vocabulary; to perform a task; to follow instructions; to learn about others; to understand information heard during a presentation in class; to participate in a class discussion)

Teacher prompts: “Pourquoi est-il important de bien écouter les mots indiquant la direction à prendre (p. ex., à gauche, à droite, près de, devant) dans une directive verbale pour te rendre à un endroit précis?” “Comment peut-on comprendre de nouveaux mots?” “Comment écoutes-tu pour participer à une discussion?”

Instructional tips:

- (1) Teachers can encourage students to explore the phonological sounds in chants, rhymes, and songs.
- (2) Teachers can use familiar prepositions (e.g., “devant”, “derrière”, “sur”, “sous”, “dans”, “à côté de”) when giving directions.

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., follow directions for daily routines; record information heard using pictures, words, and short sentences; demonstrate comprehension of “comptines” or songs)

from a variety of French-speaking communities through dramatization; ask and answer questions during a group discussion; identify the purpose and intended audience of an advertising jingle; use key words to explain the author's message)

Teacher prompts: “Quels mots et expressions t’aident à bien suivre les consignes?” “Comment est-ce que la répétition de certains passages ou mots t’aide à comprendre un message oral?” “Pourquoi est-ce que l’auteur a créé ce message?” “Comment est-ce que les mots clés t’aident à te souvenir du message?”

Instructional tips:

- (1) Teachers can encourage students to draw pictures to demonstrate their understanding of oral messages.
- (2) Teachers can post an anchor chart illustrating high-frequency words and encourage students to refer to it to aid their comprehension.
- (3) Teachers and students can co-construct a list of words related to the topic of a text before listening.

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., draw pictures or use mime to show how they feel after viewing/ listening to a video report or song; give “oui” or “non” answers to questions about what they did or did not like about a video clip/film; describe the impact of sound effects on their own feelings; compare media texts to describe their effectiveness*)

Teacher prompts: “Comment te sens-tu après avoir écouté/visionné ce texte? Pourquoi?” “Quel est le message de ce texte? Comment le sais-tu?”

Instructional tip: Teachers can model and encourage the use of regular adjectives (*e.g., “petit/petite”, “grand/grande”*) to describe reactions to a text.

A2. Listening to Interact

By the end of Grade 1, students will:

A2.1 Using Interactive Listening Strategies:

identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (*e.g., watch for non-verbal cues; look at and pay attention to the speaker; wait until the speaker has finished speaking before responding; identify appropriate*

moments to share relevant thoughts or ideas in a class discussion)

Teacher prompts: “Comment est-ce que les gestes et les expressions faciales t’aident à participer à une conversation?” “Comment montres-tu que tu écoutes bien pendant une conversation?”

Instructional tip: Teacher and students can co-construct an anchor chart to support the use of listening strategies during conversations, such as “Sounds Like, Looks Like”.

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (*e.g., respond to a peer's request in the classroom, using words, gestures, and/or visual aids; ask relevant questions during a conversation; listen to understand a peer's point of view when resolving a conflict*)

Teacher prompts: “Pourquoi est-ce qu’on pose des questions?” “Quelles sont les idées de tes amis?” “Comment est-ce que tu peux inviter tes amis à participer à la conversation?”

Instructional tips:

- (1) Teachers can model the use of sentence starters such as “Je comprends que...” in interactive situations.
- (2) Teachers can model the use of question words during classroom discussions.

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., refer to an anchor chart or other classroom resources to compare postures that are conducive and not conducive to attentive listening; reflect on their ability to respond to specific cues that signal the need for attentive listening*)

Teacher prompts: “Comment est-ce que tu montres que tu écoutes?” “Comment est-ce que les commentaires de tes amis t’aident à participer à une conversation?” “Comment les clarifications de la personne qui parle t’aident-elles à participer?” “Comment le référentiel t’aide-t-il à écouter la personne qui parle?” “Que peux-tu faire quand tu ne comprends pas ce que ton ami dit?”

Instructional tips:

- (1) Teachers can use affirmative and negative statements and expressions in daily conversations to model active listening, responding to a speaker, and checking for understanding.

(2) Teachers can encourage students to make purposeful connections between their first languages and French through the use of such tools as anchor charts and personal repertoires.

(3) Teachers can model common expressions and phrases such as “Je n’ai pas compris” and “Est-ce que tu peux répéter?” when guiding students’ listening.

(4) Teachers can engage students in role-play activities that model the effective use of listening strategies.

A3. Intercultural Understanding

By the end of Grade 1, students will:

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (*e.g., listen to French songs or “comptines” from a variety of communities and compare them to similar texts from their own community; listen to information on family life in diverse French-speaking communities and describe what they heard*)

Teacher prompts: “Quelles sont les chansons et les danses importantes pour les célébrations de cette communauté francophone?” “Compare la famille décrite dans le texte à ta famille. En quoi sont-elles semblables et en quoi sont-elles différentes?” “Pourquoi est-ce que les gens de cette communauté s’habillent de cette façon?/ vivent dans une telle habitation?”

Instructional tips:

(1) Teachers and students can explore rhymes in traditional songs or poems from a variety of French-speaking communities.

(2) Teachers can model how to use a Venn diagram to compare and contrast clothing or housing in different 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 (*e.g., appropriate forms of salutation in different situations; formal/plural versus informal/singular forms of address; non-verbal cues such as body language and tone of voice*)

Teacher prompts: “Comment choisis-tu d’utiliser ‘tu’ plutôt que ‘vous’?” “Quels mots et expressions est-ce que les gens utilisent pour se dire bonjour?”

Instructional tip: Teachers can direct students to listen attentively to determine the appropriate salutation in a variety of contexts.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 1, students will:

B1.1 Using Oral Communication Strategies:

identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., use body language, including gestures and facial expressions, as well as changes in tone to support and clarify their message; practise with a partner; use vocabulary that is familiar to their audience; record a message and review it to improve their delivery*)

Teacher prompts: “Comment es-tu certain que ton message est clair?” “Que fais-tu pour garder l’intérêt de ton auditoire?” “Comment le fait de répéter/pratiquer avec un partenaire t’aide-t-il à communiquer ton message?” “Comment est-ce que l’enregistrement de ta présentation t’aide à l’améliorer?”

Instructional tip: Teachers and students can co-construct anchor charts to support students’ choice and use of oral communication strategies.

B1.2 Producing Oral Communications:

using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment, with contextual, auditory, and visual support (*e.g., recount events and key information; express wishes and needs to the teacher and their peers; record brief messages using technology; describe a character from a video clip and explain what*

makes the character appealing or not appealing; identify the message in an advertisement and describe how the colours used influence their response)

Teacher prompts: “Comment peux-tu t’assurer que ton public comprend bien ton message?” “Comment choisis-tu les mots que tu utilises?” “Comment choisis-tu la façon de présenter ton message?” “Quelles sont tes réactions au texte?”

Instructional tips:

- (1) Teachers can model and encourage the use of the personal pronoun “je” and the *présent* and *passé composé* of very familiar verbs when recounting events and describing personal needs.
- (2) Teachers can model and encourage the use of familiar verbs to express opinions (*e.g., “J’aime”, “Je n’aime pas”, “Je pense”, “Je préfère”*).
- (3) Teachers can highlight the correct position of regular adjectives in descriptions of reactions to media texts.

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 intonation when asking a question; incorporate familiar vocabulary in presentations; retell a story using a familiar structure such as beginning, middle, and end; perform a favourite family song or “comptine” for the class*)

Teacher prompts: “Comment peux-tu t’assurer que ton auditoire comprend bien les mots ou

les phrases que tu dis?” “Comment le fait d’utiliser le nouveau vocabulaire quand tu parles aide-t-il tes camarades?”

Instructional tip: Teachers can introduce and model common sentence structures such as interrogative and exclamatory.

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *present a slideshow accompanied by verbal descriptions of the members of their family; create an audio advertisement for an event; record a mock interview of a favourite performer or athlete with a classmate*)

Teacher prompts: “Quelles informations veux-tu présenter?” “Pourquoi est-il important de bien se préparer avant de faire une annonce publique?” “Comment as-tu choisi les mots de ton texte médiatique?”

Instructional tip: Teachers can model the use of familiar “-er” verbs and encourage students to use them in their media texts.

B2. Speaking to Interact

By the end of Grade 1, students will:

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

Teacher prompts: “De quelle manière peux-tu être certain que les autres comprennent tes idées?” “Comment démontres-tu du respect quand tu discutes avec tes pairs?” “Comment peux-tu t’exprimer même si tu ne connais pas un mot ou une expression?”

Instructional tips:

(1) Teachers can engage students in role play to model appropriate speaking strategies.

(2) Teachers can encourage students to use the knee-to-knee/eye-to-eye strategy when interacting with a partner: Students sit face to face. Student A shares his or her thoughts while student B listens attentively. Student B then shares his or her ideas or opinions while student A listens attentively.

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 or daily routines (e.g., *ask and answer questions about themselves, their families, and their neighbourhoods; rehearse a conversation with a partner in which they take on particular roles; plan a group project with classmates*)

Teacher prompts: “Comment peux-tu poser des questions afin d’en apprendre davantage à propos de ton partenaire?” “Quelles suggestions peux-tu donner à tes amis pour les aider à bien parler?” “Comment les commentaires de ton groupe t’aident-ils à clarifier ton message ou à mieux formuler ta question?”

Instructional tip: Teachers can guide students’ interactions by modelling the use of familiar action verbs in the *présent* with the personal pronouns “je” and “tu”.

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 the elements of effective presentations; provide feedback on a peer’s oral presentation and listen to peers’ comments about their own presentations; evaluate their use of French in daily interactions with peers and teachers*)

Teacher prompts: “Quels sont les éléments d’une présentation orale efficace?” “Comment est-ce que la rétroaction que tu donnes à tes pairs peut t’aider à améliorer ton travail?” “Qu’est-ce que tu vois pendant la conversation? Comment est-ce que cet exemple te permet de mieux parler avec les amis?” “Comment les commentaires de tes pairs t’aident-ils à planifier tes prochaines étapes?”

Instructional tips:

(1) Teachers can model the use of the *futur proche* (“aller” with the *infinitif*) and encourage students to use this form when talking about their goals.

(2) Teachers can provide a template with sentence starters or stems (e.g., “Dans les cours en français, je parle français: toujours, parfois, jamais”) to guide student self-assessment.

B3. Intercultural Understanding

By the end of Grade 1, students will:

B3.1 Intercultural Awareness: communicate information orally about local French-speaking communities, 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., *communicate information about Franco-Ontarian foods, songs, children's games, or sports that they have collected from various sources, including French-speaking members of the school community; make personal connections between aspects of life in French-speaking communities and their own lives*)

Teacher prompts: “Quelles sont les personnes de notre communauté qui parlent le français?”
“Quels services sont offerts en français dans notre communauté?”

Instructional tip: Teachers can introduce vocabulary and expressions related to members of the community and their roles.

B3.2 Awareness of Sociolinguistic

Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in spoken interactions (e.g., *standard greetings and leave-taking expressions; polite versus informal forms of address; ways of politely joining a conversation*)

Teacher prompts: “Comment choisis-tu les expressions et les mots que tu utilises quand tu parles à un adulte? à un ami?” “Comment est-ce que le jeu de rôle t’aide à mieux réagir dans une nouvelle situation?”

Instructional tip: Teachers can model and encourage the proper use of “tu” and “vous” according to the social context.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a few reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 1, students will:

C1.1 Using Reading Comprehension

Strategies: identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with teacher support (e.g., use visualization to help clarify descriptions of scenes in a story; preview vocabulary to identify familiar words and cognates; use pictures and contextual clues to predict meaning and confirm understanding of a text; use knowledge of form to understand the author's purpose)

Teacher prompts: “Comment est-ce que les mots choisis par un auteur t’aident à visualiser le lieu de l’action dans une histoire?” “Quels sont les mots apparentés? Quels sont les mots familiers? Est-ce que ces mots t’aident à mieux comprendre le texte?” “Comment peux-tu utiliser ta langue maternelle quand tu lis un texte?” “Comment est-ce que le titre d’un livre t’aide à le lire?”

Instructional tip: Teachers can model familiar expressions that students can use as sentence starters or think-aloud stems when making predictions about a text (e.g., “Je pense que...”, “Je vois...”, “Il y a...”, “Le soleil brille. Je pense qu’il fait chaud”, “Il y a cinq enfants dans l’image. Je pense qu’ils sont à l’école”).

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 topics,

with contextual and visual support (e.g., mime actions from a descriptive poem or “comptine”; retell a story they have read; describe some symbols and words used on signs in their community and explain what they mean; make connections between a story they have read and a personal experience; identify who is missing from an advertisement for a toy, and explain how that child might feel; explain why some information on a product is given in large, bold type and other information is given in smaller type)

Teacher prompts: “Comment identifies-tu le message principal du texte? Quels sont les mots clés?” “Quels liens peux-tu faire entre toi et ce qui se passe dans le texte? Comment est-ce que cela t’aide à mieux comprendre le texte?”

Instructional tips:

(1) During read-alouds or shared reading, teachers can model sample responses to text by underlining important words and then using them in their responses.

(2) Teachers can suggest using a graphic organizer, such as “début-milieu-fin”, to support the retelling of a text in chronological order.

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., connect letter combinations to specific sounds in high-frequency words; recognize common spelling patterns; recognize familiar words, phrases, sentences,

and visuals that connect to existing knowledge of oral and written language; recognize marks of punctuation and use them to understand the relationship between words, phrases, and sentences; read confidently and accurately when participating in shared reading of pattern books, “comptines”, and poems; recognize and read numbers to thirty, written in numerals and in words)

Teacher prompts: “Est-ce que tu connais ce mot? Est-ce que tu connais un autre mot qui est semblable?” “Est-ce que la ponctuation t’aide à lire le texte?” “Que peux-tu faire quand tu sais que tu as fait une erreur en lisant un mot?” “Comment sais-tu que le message est clair quand tu lis à voix haute?”

Instructional tip: During shared reading, teachers can direct students’ attention to consonant blends and vowel sounds to develop their ability to read new words.

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (e.g., *identify cognates [mots apparentés] and familiar words; recognize smaller words within larger words; refer to an interactive word wall to determine the meaning of a word; use a concept map to list related vocabulary; use context and knowledge of familiar words to infer the meaning of unfamiliar words*)

Teacher prompts: “Quels sont les mots familiers et les mots apparentés dans le texte? Comment est-ce que ces mots t’aident à comprendre le texte?” “Comment est-ce que les ressources de la classe peuvent t’aider à lire de nouveaux mots?” “Comment peux-tu utiliser l’information contenue dans le texte pour comprendre les mots nouveaux?”

Instructional tips:

(1) Teachers can direct students’ attention to high-frequency words in shared reading to build their repertoire.

(2) Teachers can introduce word patterns (e.g., “course”, “courir”, “court”, “coureur”), sound families (e.g., “pou”, “chou”, “roux”, “rouge”, “jouer”), and compound words (e.g., “grand-père”, “grand-maman”, “belle-mère”, “rouge-gorge”, “stylo-feutre”) to assist with developing vocabulary.

(3) Teachers can encourage students to make connections between words and expressions found in French texts and those in their first language.

C1.5 Responding to and Evaluating Media

Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (e.g., *give reasons why they think an advertisement is effective; explain why they do or do not believe the message in an advertisement; describe or draw a picture to show how a poster, an advertisement, or the packaging for a video makes them feel; explain why the words, expressions, and colours on a cereal box might make it appealing to a young person; create a collage promoting healthy eating habits after visiting a website*)

Teacher prompts: “Quelle est ton opinion à propos du message de la publicité?” “Est-ce que tu aimes cette bande dessinée? Pourquoi?” “Quelles sont tes réactions à la pochette d’un film? Est-ce que cela t’incite à vouloir regarder le film? Pourquoi?”

Instructional tip: Teachers can model the use of expressions related to the five senses for sharing personal feelings about media texts (e.g., “Je vois”, “J’entends”, “Je goûte”, “Je touche”, “Je sens”).

C2. Purpose, Form, and Style

By the end of Grade 1, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., poem/song – *to express ideas or convey a mood*; picture book – *for entertainment and reflection*; pattern book story – *to entertain and/or explore characters, ideas, and problems*; “comptine” – *for enjoyment of the rhythmic and musical qualities of language and for practice in recognizing letter-sound relationships and basic sentence structures*; labels – *for information*; restaurant menu – *to describe food offerings*; greeting card – *to send good wishes or to say thank you*; advertisement – *to attract attention and persuade*; account or report – *to describe an experience or event*)

Teacher prompts: “Pourquoi est-ce qu’on lit une histoire?” “Pourquoi est-ce que tu lis des menus?” “À quoi sert le message du jour?”

Instructional tip: Teachers can introduce familiar words and expressions related to reasons for reading various forms of text (e.g., “s’amuser”, “s’informer”, “se divertir”).

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, with support and guidance from the teacher (*e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words, phrases, and sentence structures; science book – titles and subtitles as key organizational features; greeting card – special fonts, illustrations, colours; restaurant menu – subsections grouping offerings of main courses/beverages/desserts, prices, illustrations*)

Teacher prompts: “Quelles sont les caractéristiques de ce texte?” “Comment les caractéristiques des textes te renseignent-elles sur l’intention des messages?” “Pourquoi est-il important de comprendre la structure des textes?” “Comment est-ce que l’auteur de cette histoire a capté ton attention?” “Quels sont les éléments de cette carte qui attirent le plus ton attention?”

Instructional tips:

- (1) Teachers can introduce vocabulary related to characteristics of text forms.
- (2) During shared and guided reading, teachers can model the use of regular adjectives to describe the characteristics of text forms.

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) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (*e.g., ask a peer to comment on their reading of a text; listen to peers’ comments about their expressiveness when reading; consider book recommendations from the teacher and peers to expand their choices for independent reading*)

Teacher prompts: “Qu’est-ce que tu aimes lire?” “Quelle stratégie t’aide le plus quand tu lis?” “Qu’est-ce que tu peux faire avant de lire afin de te préparer pour la lecture de ce texte?”

Instructional tip: Teachers can model effective questions and strategies that guide students in giving feedback during a peer reading conference.

C3. Intercultural Understanding

By the end of Grade 1, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., identify some features of a French-speaking community, using information from stories; identify places in their community where they might read French signs or texts; describe social and cultural customs depicted in a pattern book; compare regional traditions and festivals, children’s games, popular songs, and family traditions*)

Teacher prompts: “Qu’est-ce que tu as appris à propos de cette communauté francophone?” “Qu’est-ce que le texte dit à propos de cette communauté? En quoi est-ce que cette communauté est semblable ou différente de la tienne?” “Où peux-tu trouver des expressions et des mots français dans ta communauté?”

Instructional tip: Teachers can model and encourage the use of prepositions of place such as “au”, “à la”, and “chez” when responding to texts related to different communities.

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (*e.g., different forms of greetings used with peers and adults; expressions of courtesy; expressions for indicating agreement or disagreement; words used for the same item in different communities; variations in pronunciation of the same word in different communities*)

Teacher prompts: “À qui est-ce qu’on a écrit cette carte?” “Est-ce que cette lettre est écrite à un enfant ou à un adulte? Comment le sais-tu?” “Comment est-ce que l’identification des mots apparentés dans un texte français (‘un t-shirt’, ‘un tee’, ‘un sandwich’, ‘une boîte à lunch’) t’aide à mieux comprendre les différentes communautés francophones?”

Instructional tip: During shared and guided reading, teachers can help students identify the recipient of a letter or greeting card by examining the forms of address (*e.g., “Cher M. Lepage”, “Chère Mariessa”, “À Mme Lafleur”*).

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 1, 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 compile a menu of healthy foods for a class celebration; to share information about their family in an entry in the class book; to thank a community visitor in a letter for making a presentation to the class; to invite the principal to attend a classroom celebration; to describe an animal's appearance and behaviour for a science project; to label a picture in a reading response, using familiar and new vocabulary; to describe family members using a family tree*)

Teacher prompts: “Quels détails vas-tu partager avec tes amis au sujet de ton texte?” “Quelles informations est-il important d’inclure dans une invitation, et pourquoi?” “Quels mots et expressions t’aident à décrire une personne, un endroit ou un objet?”

Instructional tip: Teachers can instruct students to use a variety of familiar words, expressions, verbs, and adjectives appropriate to their purpose.

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., *compose a personal account of a class event or outing; create a “how-to” book; compile a list of signs of fall/winter/spring/summer following an exploration of the neighbourhood; share preferences in a report; participate in shared writing of a class book, list, poem, poster, or speech bubbles for a graphic story; incorporate some elements of familiar texts in their own writing*)

Teacher prompts: “Comment sais-tu que tu as choisi la meilleure forme de texte pour communiquer ton message?” “Comment sais-tu que le lecteur comprend bien ton message?” “Comment est-ce que des phrases négatives (ne...pas) peuvent changer ton message?”

Instructional tip: During modelled, shared, interactive, and guided writing, teachers can model the use of graphic organizers.

D1.3 Developing Vocabulary:

confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *use a personal word list with familiar names, places, people, and objects; use classroom anchor charts, word lists, and dictionaries with pictures; consult with peers; discuss and use previous knowledge to expand vocabulary; analyse written texts to find new vocabulary related to familiar topics; ask and answer questions before writing a text; break words into phonemes and identify cognates; integrate new words into their writing after studying a written story*)

Teacher prompts: “Comment as-tu choisi les mots pour écrire ton texte?” “Où peux-tu trouver

les mots pour écrire ton texte?” “Est-ce que la discussion avec ton groupe t’aide à utiliser les nouveaux mots de vocabulaire?” “Comment est-ce qu’on peut éliminer les mots répétitifs?”

Instructional tips:

- (1) Teachers and students can create word walls, anchor charts, and personal dictionaries to develop and enrich student vocabulary.
- (2) Teachers can use concrete objects and artefacts to explore new vocabulary with students.

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (e.g., *use the narrative pattern in a familiar story to write a story of their own; use pictures and words that convey their intended mood or message; adopt a point of view when writing about a familiar topic*)

Teacher prompts: “Comment est-ce que les éléments de la lecture t’aident à écrire ton propre texte?” “Quelles images peux-tu utiliser pour clarifier ton message écrit?” “Quel est ton point de vue? Comment est-ce que tu peux le partager?”

Instructional tip: During shared or interactive writing, teachers can model the use of pictures and words to convey a message.

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., *analyse a media text to explore basic elements and the author’s techniques, and incorporate some of these elements into their own writing; use technology to advertise or write about an event in their community; use images, symbols, and words to express personal likes and dislikes on a poster*)

Teacher prompts: “Comment peux-tu trouver l’information essentielle présentée dans un texte médiatique?” “Quels mots et expressions peux-tu utiliser afin d’écrire à propos de ce que tu aimes et de ce que tu n’aimes pas?” “Comment l’écriture te permet-elle d’apprécier les différences dans ta communauté?”

Instructional tip: Teachers can model the use of expressions such as “Je pense”, “Je crois”, and “Je me sens” and can encourage students to use them to express feelings and opinions in the media texts they create.

D2. The Writing Process

By the end of Grade 1, 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 to generate ideas for writing; use word walls to identify vocabulary related to their topic; create a sketch to help them focus ideas and clarify thoughts; use graphic or visual organizers to help them to classify and sort ideas*)

Teacher prompts: “Comment est-ce que les discussions t’aident à trouver des idées pour ton travail?” “Comment est-ce que les images peuvent nous aider à écrire un texte?”

Instructional tip: Teachers can model the use of question words (e.g., “qui”, “quand”, “où”, “quoi”, “pourquoi”, “comment”) and encourage students to use them as they develop their ideas.

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., *use words and pictures to write texts related to familiar topics; consider feedback from the teacher and their peers when making revisions; use punctuation for specific effects, such as an exclamation mark to show enthusiasm; refer to classroom resources such as anchor charts and checklists when making revisions; share writing with a peer to help them revise their text*)

Teacher prompts: “Qu’est-ce que tu peux faire pour améliorer ton message?” “Comment est-ce qu’un point d’exclamation ou d’interrogation change le sens d’une phrase?” “Comment est-ce que la conversation avec ton ami t’a aidé à réviser ton texte?” “Comment est-ce que les ressources dans la classe t’aident à mieux écrire?”

Instructional tip: Teachers can model and encourage the use of a graphic organizer (e.g., beginning, middle, and end; illustration and caption) to support students in drafting and revising.

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., *proof-read and correct their writing using guiding questions provided by the teacher; consult a checklist co-constructed with the teacher; use some appropriate elements such as proper spacing between words, graphics, pictures, different fonts,*

headings, and captions in the finished product to add to the effectiveness of their presentation)

Teacher prompts: “Est-ce qu’il y a quelque chose dans la salle de classe qui t’aide à publier ton texte?” “Comment peux-tu décider des éléments de présentation que tu incluras dans ton texte?”

Instructional tip: Teachers can suggest that students verify spelling before sharing their written 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., *in a conference with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their peers to plan next steps; reflect on their ability to represent familiar words in writing*)

Teacher prompts: “Comment est-ce que tes commentaires à propos du travail d’un partenaire te permettent d’améliorer ton travail?” “Comment la discussion peut-elle clarifier les étapes de la rédaction?” “Comment peux-tu vérifier la clarté de ton message?”

Instructional tip: Teachers can model effective sentence starters for students to provide feedback to peers such as “J’aime ta description”, “Tu peux ajouter plus de détails”, “N’oublie pas les lettres majuscules”.

D3. Intercultural Understanding

By the end of Grade 1, students will:

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, 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 words and pictures to communicate information about a French-speaking community; write a dialogue*

taking place in a French shop, using a question-and-answer format; list places in their community where they can read and/or listen to French; incorporate French names from diverse French-speaking communities in their story writing)

Teacher prompts: “Qu’est-ce que tu as appris à propos de cette communauté francophone?” “Quels sont les groupes francophones dans ta communauté?” “Comment présentes-tu l’information à propos des francophones de ta communauté?”

Instructional tip: Teachers can introduce words and expressions used to describe people and places in the community.

D3.2 Awareness of Sociolinguistic

Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (e.g., *the appropriate uses of different salutations and leave-taking expressions, such as “bonjour”, “salut”, “bonsoir”, “à bientôt”, “au revoir”, “adieu”, “amitiés”, “ton ami(e)”;* informal and polite forms of address; use of terms of endearment in a letter or note)

Teacher prompts: “Comment choisis-tu les mots de ton texte? Comment est-ce que le fait de savoir qui est le destinataire de ton texte t’aide à choisir les mots que tu utilises?” “Comment peux-tu varier tes textes écrits selon la situation?”

Instructional tip: During modelled and shared writing, teachers can show students how to use concept and word maps to help students choose expressions appropriate for their audience and purpose.

GRADE 2

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 2, students will:

A1.1 Using Listening Comprehension

Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (*e.g., adopt an attitude conducive to listening during a presentation; restate information to confirm understanding; use context and background knowledge to make predictions while listening to a read-aloud; create a mental picture while listening to a song*)

Teacher prompts: “Qu’est-ce que tu sais à propos de ce sujet? Est-ce que cela t’aide à mieux comprendre le message?” “Comment peux-tu t’assurer que tu as bien compris le message entendu?” “Comment est-ce que l’écoute de la première partie d’un texte audio peut t’aider à prédire la suite?”

Instructional tip: Teachers and students can co-construct success criteria for effective use of listening strategies, such as “Quand j’écoute attentivement : je regarde la personne qui parle, j’écoute les mots, je ne parle pas, je fais une prédiction, etc.”

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a few specific situations (*e.g., to receive instructions for a task; to be able to respond to questions; to understand a presentation; to identify rhymes, words, and language patterns*)

Teacher prompts: “Comment es-tu certain d’avoir bien accompli la tâche?” “Dans une

séquence de directives verbales, quels sont les mots qui t’aident à effectuer une tâche dans le bon ordre?” “Quels sont les nouveaux mots que tu as appris?”

Instructional tip: Teachers can use temporal adverbs (*e.g., “avant”, “après”, “premièrement”*) when giving instructions.

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., share information heard using pictures, words, and sentences; create visual art in response to an oral text; ask questions after listening to a presentation; follow oral directions to participate in a game during daily physical activity/activité physique quotidienne; list key words and expressions that were used to describe important ideas in an oral presentation; identify key messages heard in a poem; reconstruct a story from a read-aloud using pictures*)

Teacher prompts: “Comment fais-tu pour indiquer que tu as bien compris le message?” “Comment est-ce que les mots du texte te permettent de t’exprimer?” “Comment peux-tu communiquer le message de ce texte?” “Comment peux-tu utiliser les arts pour illustrer le point de vue d’un individu?”

Instructional tip: Teachers can check for comprehension through the use of symbols or gestures (*e.g., red light/green light, thumbs up/thumbs down*) during or after the exploration of a read-aloud.

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., compare and analyse how sound effects support the spoken messages in an advertisement or film; evaluate the effectiveness of the choice of words in a variety of oral media texts; name the product in an advertisement and list the reasons given for why they should buy it*)

Teacher prompts: “Quelles sont les émotions véhiculées dans ce texte médiatique?” “Est-ce que le message était clair? Pourquoi ou pourquoi pas?” “Est-ce que tu as changé ton opinion après avoir écouté ce texte?”

Instructional tip: Teachers can model the use of regular adjectives that describe feelings (*e.g., “triste”, “content”, “frustré”*) and their comparative forms (*e.g., “plus triste”, “moins content”*).

A2. Listening to Interact

By the end of Grade 2, students will:

A2.1 Using Interactive Listening Strategies:

identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (*e.g., watch for non-verbal cues; paraphrase to confirm understanding; ask questions for clarification; nod or use facial expressions to signal interest and understanding*)

Teacher prompts: “Comment le langage non verbal te permet-il de participer à une interaction?” “Comment peux-tu montrer que tu écoutes bien pendant une discussion?” “Comment est-ce que le fait de répéter le commentaire de ton partenaire t’aide à mieux comprendre son message?” “Comment peux-tu clarifier le message entendu?”

Instructional tip: Teachers and students can discuss and generate ideas for an anchor chart of strategies to use when communication breaks down between two people in a conversation.

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (*e.g., participate in a group discussion; ask questions to gather information at a francophone or Aboriginal celebration; listen to various points of view to resolve conflicts in classroom community circles; ask and answer questions about local animals and plant life in an inside/outside circle*)

Teacher prompts: “Qu’est-ce qui t’aide à mieux participer à une discussion?” “Comment le fait de poser des questions te permet-il d’enrichir tes connaissances?” “Quels types de phrases (interrogative, déclarative, exclamative, impérative) est-ce que tu peux utiliser pendant une entrevue? Comment choisis-tu le bon type de phrase pour ta réponse?”

Instructional tip: Teachers can create an anchor chart with sentence starters such as “Je comprends que...” and “Tu as dit que...” to guide students in their conversations.

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., role-play examples of attentive and inattentive listening; record in a journal situations in which they were successful and challenged when listening; identify strategies to address distractions in listening situations*)

Teacher prompts: “Comment la rétroaction te permet-elle d’améliorer tes habiletés d’écoute?” “Qu’est-ce que tu peux écrire dans un journal pour t’aider à choisir de bonnes stratégies d’écoute?” “Qu’est-ce que tu fais pour te préparer à bien écouter un enregistrement audio?” “Quelle est la meilleure stratégie te permettant de garder ton attention lors d’une conversation? Pourquoi?”

Instructional tip: Teachers can model and encourage students to use a variety of sentence types (affirmative, negative, interrogative) in their self-reflection.

A3. Intercultural Understanding

By the end of Grade 2, students will:

A3.1 Intercultural Awareness: using information from oral French texts, find out about aspects of the cultures of local French-speaking communities, and make connections to personal experiences and their own and other communities (*e.g., compare music from a French-speaking community to their own; listen to stories, songs, or “comptines” to learn interesting facts and historical information about a particular French-speaking community, including First Nations, Métis, and Inuit communities; recognize the use of French words, expressions, and names of people and places in their community*)

Teacher prompts: “Qu’est-ce que les gens de cette communauté font pour célébrer ou fêter/travailler?” “Qu’est-ce que tu as appris

à propos de cette communauté?” “Quels sont les différents rôles des enfants/des adultes dans cette communauté/dans ta communauté?”

Instructional tip: Teachers can introduce expressions used to make connections to a French-speaking community (e.g., “Je peux faire un lien personnel avec...”; “J’ai lu un texte qui me fait penser à...”; “J’ai entendu parler...”).

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 (e.g., *formal and informal forms of address required for different audiences; standard ways to introduce someone; non-verbal cues when listening in interactive situations*)

Teacher prompts: “Comment est-ce que le langage corporel te permet de mieux comprendre le message?” “Quels sont les mots et expressions qu’on utilise pour présenter quelqu’un?” “Quels sont les mots clés du message qui t’aident à comprendre l’information?”

Instructional tip: Teachers can direct students to listen for familiar words and expressions used to introduce and describe someone (e.g., “Voici Malik! Il a huit ans. Il aime les sports et regarder la télé”).

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 2, students will:

B1.1 Using Oral Communication Strategies:

identify a few speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use body language such as position and eye contact to support their message; refer to anchor charts and classroom visuals to find appropriate words and sentence structures; rehearse with a peer before presenting a brief message)

Teacher prompts: “Comment est-ce que les gestes t’aident à mieux exprimer ton message lorsque tu récites un poème devant la classe?” “Comment peux-tu capter l’attention de ton auditoire lors de ta présentation?” “Comment sais-tu que tu as bien choisi ton vocabulaire pour communiquer ton message?” “Pourquoi est-il important de pratiquer ta présentation orale?”

Instructional tip: Teachers can model how to use a graphic organizer to select vocabulary and ideas appropriate to the audience and situation.

B1.2 Producing Oral Communications:

using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and their family, friends, and immediate environment,

with contextual, auditory, and visual support (e.g., express opinions and responses in complete sentences; give directions for a procedure; share information about a favourite toy; describe familiar events and personal experiences; discuss personal feelings about the main character in a story; share different points of view about the same media text; ask questions in a role play between characters in a film; share a grandparent’s or Elder’s story)

Teacher prompts: “Quelles informations est-ce que tu vas partager avec ton auditoire dans ta présentation?” “Quels sont les mots de vocabulaire que tu peux utiliser pour décrire cet objet?” “Comment peux-tu expliquer les étapes d’une démarche avec clarté en utilisant des mots tels que ‘avant’, ‘après’, ‘finalement’, ‘en premier’, etc.?”

Instructional tips:

(1) Teachers can model the use of a variety of question forms such as “Est-ce que”, inversion, and intonation and can encourage students to use them when asking for additional information.

(2) Teachers can model the use of effective questions to elicit feelings or opinions in a role play (e.g., “Comment te sens-tu quand...?”; “Que feras-tu la prochaine fois?”; “Que penses-tu du comportement de...?”).

(3) Teachers can encourage students to use connecting words (e.g., “et”, “alors”, “puis”) to link ideas during a presentation.

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., recite a poem with appropriate expression, phrasing, and intonation; 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; use intonation as modelled by the teacher to ask questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis*)

Teacher prompts: “Comment sais-tu que ton auditoire comprend bien les mots de ton message?” “Qu’est-ce que tu peux faire afin de garder l’attention de ton public lors de tes présentations?” “Quand tu présentes de l’information, pourquoi est-il important de parler clairement et assez fort?”

Instructional tip: Teachers can remind students to pay particular attention to silent letters (*e.g., “s”, “l”, “-ent”*) when speaking.

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., create a video describing their morning routine; create and present an announcement about the importance of a healthy snack; create a video about items that can and cannot be recycled; record an explanation of their artwork for a multimedia art presentation; use sound effects to support the message in an advertisement*)

Teacher prompts: “Comment est-ce que tu peux présenter ta journée d’une manière engageante?” “Pourquoi est-ce qu’une annonce publique doit être claire et brève?”

Instructional tip: Teachers can model the use of a variety of familiar verbs in present, past, and future tenses to share feelings and ideas.

B2. Speaking to Interact

By the end of Grade 2, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., paraphrase to confirm understanding; use appropriate tone of voice for an interaction; consult classroom references to select appropriate words and sentence structures for their conversations*)

Teacher prompts: “Qu’est-ce que tu peux dire à ton ami pour lui montrer que tu portes attention à son message?” “Comment la situation de communication dicte-t-elle le ton de voix que tu utilises?” “Comment choisis-tu les structures de phrase et le vocabulaire que tu utilises selon le contexte?”

Instructional tip: Teachers can encourage students to use probing questions such as “Pourquoi...?”, “Comment...?”, “Peux-tu/ Pourrais-tu...?” to explore a partner’s ideas.

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 or daily routines (*e.g., ask and answer questions to understand someone’s point of view and share their own; role-play different interactive situations in everyday life; introduce a classmate to another classmate*)

Teacher prompts: “Comment est-ce que les idées de tes amis t’aident à faire part de ton opinion?” “Comment une discussion avec tes pairs te permet-elle de développer tes habiletés de communication orale?” “Comment est-ce que les jeux de rôle te préparent-ils à communiquer clairement en classe?”

Instructional tips:

(1) Teachers can introduce common expressions such as “J’ai besoin de clarification”, “J’ai bien compris ce que tu as dit”, and “Je suis d’accord avec toi” to assist students in their discussions.

(2) Teachers can help students structure speech within the context of a dialogue by modelling the use of question words (*e.g., “où”, “comment”, “combien”, “quel/ quelle”, “qu’est-ce que”, “qu’est-ce qui”*).

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., share and discuss a strategy used to enhance their participation in a discussion; compare speaking situations to reflect on their own ability to communicate; consult classroom visuals and reference material to support the development of their speaking skills*)

Teacher prompts: “Est-ce que la discussion à propos des stratégies avec tes pairs t’aide à clarifier ton message?” “Qu’est-ce que tu peux observer lorsque tes amis ont une conversation? Quelles observations t’aident à mieux présenter tes idées?” “Quelle stratégie est-ce que tu utilises

pour organiser ce que tu veux dire?" "Qu'est-ce que tu fais quand les autres ne comprennent pas ce que tu dis en français?" "Quel est ton but d'amélioration? Qu'est-ce que tu peux faire pour l'atteindre?"

Instructional tip: Teachers can model the use of sentence stems such as "La prochaine fois, je vais essayer de...", "Je vais regarder la personne à laquelle je parle", "Quand je présente, je vais ajouter...", "Je vais clarifier le message par..." and can encourage students to use them when discussing next steps to improve their speaking.

B3. Intercultural Understanding

By the end of Grade 2, students will:

B3.1 Intercultural Awareness: communicate information orally about local French-speaking communities, 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., *role-play and ask questions about the traditions in a particular French-speaking community; share information about a French-speaking community during a group presentation; describe an artefact from a particular French-speaking region and share its significance*)

Teacher prompts: "Quels sont les mots et expressions de cette région francophone que tu trouves intéressants? Est-ce que cela t'aide à mieux connaître la vie et les gens de cette région?" "Quels liens peux-tu faire entre tes expériences personnelles et cette communauté francophone?" "Comment peux-tu communiquer l'information que tu as apprise?"

Instructional tips:

(1) Teachers can encourage students to use a variety of question words when discussing a French-speaking community with a partner or in a small group.

(2) Teachers can encourage students to use words and expressions that describe traditions, holidays, food, and clothing (e.g., "célébrer", "fêter", "manger", "porter", "préparer", "acheter", "créer", "chanter", "danser", "visiter", "cuire", "traditionnel", "cher", "coutumes").

B3.2 Awareness of Sociolinguistic

Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in spoken interactions (e.g., *greetings, leave-taking expressions, and expressions of courtesy* – "bonjour", "salut", "au revoir", "à demain", "oui", "non", "merci", "s'il vous plaît", "excusez-moi" – *appropriate to the social context; gestures and other forms of non-verbal communication appropriate to the social context* – bowing, shrugging, hand shaking; *standard introductory phrases to give personal information* – "Je m'appelle... J'habite...")

Teacher prompts: "Quels sont les mots et les expressions que tu peux utiliser pour parler avec tes amis?" "Quels sont les outils de la classe qui t'aident à choisir les mots et les expressions qui te permettent de participer aux discussions?" "Qu'est-ce que tu vas dire quand tu partages de l'information personnelle?"

Instructional tips:

(1) Teachers can encourage students to use appropriate subject pronouns ("je", "tu", "il/elle", "nous", "vous", "ils/elles") when interacting with peers.

(2) Teachers and students can co-construct an anchor chart of various salutations that students can use in their interactions.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a few reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 2, students will:

C1.1 Using Reading Comprehension

Strategies: identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with teacher support (e.g., *use questions to select information when reading; use personal experiences to make inferences during reading; make text-to-text connections between fiction and non-fiction texts on the same topic; divide words into syllables; use details and information from text to confirm predictions*)

Teacher prompts: “Quelles informations du texte sont importantes? intéressantes? Comment le sais-tu?” “Est-ce que tu as eu une expérience personnelle semblable à celle du personnage dans le texte? Est-ce que ton expérience te permet de mieux comprendre le message de l’auteur?” “Comment est-ce que ce texte est semblable à celui qu’on a lu la semaine dernière? Pourquoi est-ce que le texte de la semaine dernière nous aide à mieux comprendre le sujet de ce texte-ci?” “Quelles informations du texte t’aident à confirmer les prédictions?”

Instructional tip: During modelled, shared, and guided reading, teachers can model the use of think-aloud stems for making connections (e.g., “Ce texte me fait penser à...”, “Je connais quelque chose à propos de ce sujet...”, “Ce texte est comme un film que j’ai vu/un livre que j’ai lu...”).

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 topics, with contextual and visual support (e.g., *use drama to explore the personality traits of a character in a story they are reading; share personal experiences to support their understanding of the implicit message in a text; draw a picture to illustrate a text’s main idea or key message*)

Teacher prompts: “Comment est-ce que les actions et les mots des personnages d’un texte narratif te permettent de bien comprendre l’histoire?” “Quels sont les mots descriptifs qui t’aident à mieux t’identifier à un personnage?” “Quelles questions est-ce que tu as après la lecture de ce texte? Quelles questions peux-tu poser à l’auteur pour mieux comprendre ses idées/son histoire?”

Instructional tip: During shared or guided exploration of a text, teachers can help students identify adjectives and adverbs that describe the main characters.

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., *read text aloud with intonation based on punctuation; use knowledge of consonant blends and phonemes to read new words;*

participate in a reader's theatre; find words with a specific phoneme in independent reading selections)

Teacher prompts: "Comment est-ce que tu peux changer l'intonation de ta voix quand tu lis un texte?" "Comment est-ce que les parties des mots et les expressions familières que tu connais facilitent ta lecture?" "Comment peux-tu utiliser les sons que tu connais pour lire de nouveaux mots?"

Instructional tips:

(1) During shared and guided reading, teachers can encourage students to apply their knowledge of certain letter combinations when reading words with similar sounds.

(2) Teachers can select texts that foster the development of phonological awareness through rhymes and blending of phonemes.

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (*e.g., refer to personal dictionaries and vocabulary lists; find synonyms, cognates, and familiar words in a text; record the use and context of new and interesting words; use visual elements from the text to help them determine the meaning of new vocabulary; use context to help them understand new words; use new vocabulary when sharing information from a text*)

Teacher prompts: "Quels sont les mots qui sont semblables aux mots que tu connais? Est-ce qu'il y a des mots qui sont semblables à des mots en anglais, en espagnol, en italien, en créole, en arabe?" "Comment est-ce que le radical d'un mot peut t'aider à en déterminer le sens?" "Quels éléments visuels t'aident à mieux comprendre le nouveau vocabulaire?" "Comment le fait de réfléchir au contexte t'aide-t-il à lire les mots non familiers?" "Quels sont les nouveaux mots ou les mots intéressants de ce texte? Comment est-ce que tu peux utiliser ces mots dans tes conversations et tes textes écrits?"

Instructional tip: Teachers can help students identify word patterns based on prefixes (*e.g., "sous-vêtements", "sous-verre", "sous-marin"*), sound (*e.g., "pain", "bain", "main", "sain", "copain"*), and related stems (*e.g., "dire/redire", "faire/refaire", "coupe/découpe", "fait/défait"*).

C1.5 Responding to and Evaluating Media

Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (*e.g., evaluate the effectiveness of a newspaper advertisement, and state why they agree or disagree with its message; determine the*

intent of a poster; explain how a movie advertisement influences their decision about whether or not to watch the film; discuss the effectiveness of word choice and the amount of text on the packaging of products for children)

Teacher prompts: "Quel est le message du texte? Quels sont les indices dans le texte qui t'aident à découvrir l'intention de l'auteur? Est-ce que tu es d'accord avec le message? Pourquoi?" "Quel est ton point de vue sur ce sujet? Est-ce que ton point de vue est différent de celui de l'auteur? Comment changerais-tu le texte pour mieux représenter tes idées?" "Qu'est-ce que l'auteur a fait pour communiquer son message?"

Instructional tip: Teachers can model and encourage students to use demonstrative and possessive adjectives when responding to media texts.

C2. Purpose, Form, and Style

By the end of Grade 2, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (*e.g., procedural text – to provide instructions on how to accomplish a task; non-fiction – to convey information; personal account/narrative – to prompt discussions around thought-provoking questions; strategy/anchor chart – to note information from oral discussions*)

Teacher prompts: "Comment choisis-tu le texte que tu vas lire si tu veux apprendre à bâtir une maison?" "Quel genre de texte te permettra d'apprendre des faits à propos d'un sujet qui t'intéresse?" "Pourquoi est-ce qu'on a des référentiels dans la salle de classe?"

Instructional tip: Teachers can select texts for modelled, shared, and guided reading that can serve as mentor texts/models for students to use when writing in the same form.

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, with support and guidance from the teacher (*e.g., textbook – table of contents, headings, and index to help locate information; personal account – personal experiences, past tense, first person; fairy tale/folktale – usually begins with "Il était une fois..."; moral, hero(in)es; website – sidebars with subtitles to indicate information on linked pages; sports/trading*

card – *biographical information, statistics, team name; recipe – list of ingredients, numbered steps, description of procedure; reader’s theatre script – character names followed by a colon to indicate who reads each line*)

Teacher prompts: “Comment les caractéristiques d’un texte t’aident-elles à mieux comprendre un texte donné?” “Comment peux-tu trouver des informations précises dans un texte?” “Quelles techniques l’auteur du texte utilise-t-il pour communiquer son message? Pourquoi a-t-il choisi de telles techniques?” “Où est-ce que tu peux trouver les ingrédients nécessaires pour suivre une recette?”

Instructional tip: Teachers can include a wide variety of non-continuous texts, such as train tickets and restaurant menus, to help students identify their characteristics (e.g., numbers, abbreviations, formats) and develop strategies that support comprehension of such texts.

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., *use book reviews written by peers to expand choices for independent reading; discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson*)

Teacher prompts: “Quelles sont les stratégies de lecture les plus efficaces?” “Parmi les suggestions de stratégies de lecture que tu as données aux autres, quelles sont celles qui peuvent t’aider aussi?” “Quelles sont les prochaines étapes que tu devrais suivre?”

Instructional tip: Teachers can introduce a checklist of expressions and sentence starters to guide discussion during a student-teacher or peer conference regarding effective reading strategies.

C3. Intercultural Understanding

By the end of Grade 2, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify local French-speaking communities, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *read articles online and in magazines to collect information about social and cultural customs in a French-speaking community; identify and correctly read city and country names in French on a map and compare those to their names in English; read about a local French-speaking community; identify examples of bilingual signs and texts in their community*)

Teacher prompts: “En lisant un texte à propos d’une communauté francophone, quels liens peux-tu faire entre cette communauté et la tienne?” “Quelles sortes de textes français ou bilingues sont présents dans ta communauté?”

Instructional tip: Teachers can encourage students to identify and use the appropriate article (“le”, “la”, “les”) and French name when describing countries where French is spoken.

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations (e.g., *forms of address; regional words and expressions from different communities; conventions for an invitation or greeting card; conventions for a registration form*)

Teacher prompts: “À qui est-ce que l’auteur a écrit ce texte? Comment le sais-tu?” “Quels sont les mots et expressions que tu trouves intéressants au sujet de cette communauté francophone?” “Quels sont les éléments d’une invitation? Où est-ce que l’événement aura lieu?” “Quelles informations sont incluses dans une carte de souhaits?”

Instructional tip: Teachers can direct students to identify the parts of an invitation that give specific information about the event.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 2, 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 label a diagram or illustration; to fill in a registration form; to describe a friend using familiar adjectives and adverbs on a poster; to recommend a book to classmates; to collaborate with classmates on a friendly letter to an author; to respond to a read-aloud in a double-entry journal, following a model; to write personal opinions about images on the home page of a website; to create an advertisement about a favourite toy or an eco-friendly product; to produce an informative brochure on a local tourist attraction*)

Teacher prompts: “À qui écris-tu ce texte? Pourquoi écris-tu ce texte?” “Quel genre d’information dois-tu généralement donner lorsque tu remplis un formulaire d’inscription?” “Dans quelle situation serait-il utile de présenter de l’information sous forme d’affiche?”

Instructional tip: Teachers can model the use of verbs of preference (e.g., “aimer”, “adorer”, “détester”, “préférer”) and encourage students to use them when expressing opinions in their writing.

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 a family celebration; compose a poem for a greeting card; develop a class report on a social or environmental topic of interest; compose a persuasive slogan for a toy label; write a recipe; ask questions in a letter or note to a friend*)

Teacher prompts: “Dans un texte informatif, pourquoi est-il important de choisir les articles appropriés devant les noms communs que tu écris (masculin, féminin, pluriel)?” “Quels éléments dois-tu inclure dans une carte de souhaits pour attirer l’attention de ton destinataire?” “Comment est-ce que le modèle t’aide à écrire ton propre texte?”

Instructional tips:

(1) During modelled, shared, and guided writing, teachers can help students identify the masculine, feminine, and plural forms of adjectives, as well as present and past tenses of common verbs appropriate to the text form.

(2) Teachers can introduce expressions of quantity (e.g., “assez de”, “beaucoup de”, “trop de”, “un peu de”, “une tasse de”, “un verre de”, “un kilo de”) that students can use when writing recipes.

(3) Teachers can model and encourage the use of questions beginning with “quel”, “quelle”,

“quels”, and “quelles” in a variety of situations (e.g., in an email, in a note, when offering choices, for a survey).

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *incorporate interesting words and expressions from their reading or from the word wall in their written texts; brainstorm vocabulary related to familiar and relevant topics; record and organize new vocabulary for a project in a mind map or word web; share new words and expressions with a peer; sort new words into categories to use in a piece of writing*)

Teacher prompts: “De quelles expressions as-tu besoin pour communiquer ces informations?” “Où peux-tu trouver des mots et des expressions pour écrire ton texte?” “Quels mots peux-tu utiliser pour améliorer ton texte?”

Instructional tip: Teachers can encourage students to use available resources to explore synonyms for familiar words and expressions.

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

Teacher prompts: “Comment est-ce que tu vas partager tes sentiments et tes opinions avec le lecteur?” “Pourquoi est-il important de connaître les caractéristiques et les éléments des différents types de textes?” “Comment sais-tu que les expressions et les images suscitent une réaction chez le lecteur?”

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (e.g., *explore information on a cereal box to identify key elements necessary to create a product box of their own; write a weather report containing symbols and a legend; create a web page or a captioned slideshow describing a typical day in Grade 2; create a personal or family emblem; create a poster or write a blog post sharing instructions for caring for a plant or pet*)

Teacher prompts: “Comment peux-tu communiquer l’information que tu dois donner au sujet de ton produit?” “Est-ce que la forme de texte que tu utilises sera efficace pour communiquer

ton message?” “Comment peux-tu utiliser des mots, des couleurs et des symboles pour créer un emblème?”

Instructional tip: Teachers can suggest students use reflexive verbs to describe daily routines (e.g., “Je me lève”, “Tu te brosses les dents chaque jour après les repas”, “Elle s’habille à 7h30”, “Nous nous asseyons dans la classe à midi pour dîner”, “Vous vous couchez à 20h30”).

D2. The Writing Process

By the end of Grade 2, 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 background knowledge and personal experiences to generate ideas about familiar topics; use pictures and graphic organizers to help them select and organize ideas; in pairs or groups, list ideas for shared or independent writing*)

Teacher prompts: “Comment choisis-tu tes idées pour écrire un texte?” “Comment sais-tu que ton texte est organisé de façon logique?” “Comment est-ce qu’une discussion avec des pairs contribue à générer des idées?”

Instructional tip: Teachers can explore the present tense of familiar “-er”, “-ir”, and “-re” verbs through oral activities and dramatic play to prepare students for writing about daily activities.

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (e.g., *use a teacher- or class-generated graphic organizer or model when planning their writing; reread, change, add, remove, and reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and their peers; use criteria co-constructed with the teacher and their peers to improve their writing*)

Teacher prompts: “Comment peux-tu varier le vocabulaire dans tes textes?” “Comment est-ce que tu décides quelles informations inclure dans ton texte?” “Comment est-ce que les suggestions de ton partenaire/ton enseignant te permettent de réviser ton texte?”

Instructional tip: Teachers can model and encourage the use of linking words such as “et” and “parce que” to create sentences of varying lengths.

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., proof-read and correct their writing using a checklist or guiding questions provided by the teacher; spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, community members, animals, and living things in nature; use high-frequency verbs in the present tense to describe things that are happening to and around them*)

Teacher prompts: “Comment est-ce que tu détermènes si ton travail est terminé?” “Dans la version finale de ton histoire, quels éléments pourrais-tu ajouter (titre, illustrations, bulles de texte...) pour enrichir ton texte?”

Instructional tip: Teachers can provide opportunities for students to interact with people in their community (*e.g., classmates, parents, pen pals*) through their written 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., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and refer to feedback from their teacher and peers when planning next steps*)

Teacher prompts: “Qu’est-ce que tu vas noter dans ton journal d’écriture?” “Quelles ressources ont été les plus utiles quand tu écrivais ton rapport de recherche?” “Qu’est-ce que tu as dit à ton ami(e) à propos de son texte?” “Est-ce que tu peux utiliser les mêmes stratégies afin d’améliorer ton travail?” “Qu’est-ce que tu pourras faire la prochaine fois?”

Instructional tip: Teachers can encourage students to use a writer’s notebook to help them monitor their goals, plan next steps, and record ideas for future writing tasks.

D3. Intercultural Understanding

By the end of Grade 2, students will:

D3.1 Intercultural Awareness: communicate information in writing about local French-speaking communities, 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., write about customs and traditions of French-speaking communities; compare a festival in a French-speaking community with one from another cultural community, using information they recorded on a Venn diagram; describe the pastimes of children in a French-speaking community*)

Teacher prompts: “Quelles informations est-ce que tu vas partager à propos de cette communauté francophone?” “Quels sont les passe-temps des gens de cette communauté? Est-ce que tu fais quelque chose de semblable pendant ton temps libre?”

Instructional tip: Teachers can encourage students to identify familiar vocabulary and expressions they can use to describe the interests and hobbies of children in a particular French-speaking community.

D3.2 Awareness of Sociolinguistic

Conventions: identify sociolinguistic conventions associated with a variety of social situations in French-speaking communities, and use them appropriately in their written work (*e.g., regional expressions and words from a French-speaking community; varying levels of politeness in letter writing to different recipients; use of “tu” and “vous” in giving directions*)

Teacher prompts: “Quand tu écris une lettre amicale, quelles salutations peux-tu utiliser?” “Comment fait-on preuve de respect pour la culture des autres dans nos messages écrits?” “Comment la forme de politesse que tu choisis peut-elle influencer ton message?” “Comment vas-tu choisir ton niveau de langue selon la personne à qui tu t’adresses?”

Instructional tips:

(1) Teachers can teach the short forms of address (*e.g., “monsieur”, “madame”, “mademoiselle”*) for students to incorporate in their letters.

(2) Teachers can suggest students use different levels of formality and politeness in various contexts, such as a letter to the principal or text messages to friends.

GRADE 3

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 3, students will:

A1.1 Using Listening Comprehension

Strategies: identify a few listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (*e.g., activate prior knowledge; restate information to confirm understanding; identify key words related to the subject/message/theme of a song; ask for repetition and clarification during and after listening*)

Teacher prompts: “Comment peux-tu montrer à la personne qui présente que tu comprends son message?” “Comment sais-tu que tu utilises la bonne stratégie d’écoute, et pourquoi?” “Qu’est-ce que tu peux faire pour bien comprendre le message?”

Instructional tip: Teachers can model the use of sentence starters such as “Je comprends que...”, “Tu as dit que...” and can encourage students to use them when restating the main idea of a message.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a few specific situations (*e.g., to participate in group work; to follow detailed or multi-step instructions for a task; to identify language patterns or expressions; to formulate questions about a presentation*)

Teacher prompts: “Comment le fait d’écouter les autres te permet-il de participer au travail du groupe?” “Comment es-tu certain de bien

comprendre la tâche que tu dois accomplir?” “Comment est-ce que le fait de bien écouter te permet-il d’apprendre plus de choses?”

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 information during an oral presentation or a literature circle; ask questions about the topic after listening to a media text; note important ideas using key words and sentences from the text; restate the author’s feelings and opinions; select appropriate clothing for an upcoming event based on a weather report; identify the importance of a special event mentioned in an announcement or radio commercial*)

Teacher prompts: “Comment sais-tu que tu as compris le message véhiculé? Comment peux-tu utiliser le message pour communiquer ta compréhension des opinions de l’auteur?” “Comment peux-tu communiquer ton opinion à propos du message de ce texte?”

Instructional tips:

(1) Teachers can direct students to infer the author’s intent and message by listening for words and expressions that convey emotions.

(2) Teachers can model and encourage the use of words and expressions used to discuss messages in texts (*e.g., “idée”, “détail”, “message”, “argument”*).

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., analyse the elements in a movie trailer or advertisement and discuss how they convey the intended messages; list the words and expressions in a song that evoke mental pictures; articulate personal connections to the messages presented in a commercial; comment on the speaker's/author's point of view in a public service announcement or radio commercial*)

Teacher prompts: “Quelle est ta réaction au message de ce texte?” “Est-ce que les mots et les expressions du texte ont été bien choisis? Quels mots changerais-tu?” “Est-ce que le message et le point de vue des personnages vont t’aider à prendre de bonnes décisions?”

Instructional tip: Teachers can encourage students to use comparative forms of adverbs (*e.g., “aussi que”, “moins que”, “plus que”, “autant que”, “égal à”*) when responding to the messages in media texts.

A2. Listening to Interact

By the end of Grade 3, students will:

A2.1 Using Interactive Listening Strategies:

identify and use a few interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (*e.g., adopt a respectful posture during conversations; ask questions for clarification; identify appropriate moments to encourage peers; maintain engagement; make connections to respond to and validate what someone says; acknowledge another point of view in conversation*)

Teacher prompts: “Comment peut-on s’assurer que chacun exprime son point de vue dans une conversation de groupe?” “Comment le fait de bien écouter te permet-il d’enrichir tes habiletés de communication orale?” “Comment sais-tu que tu as bien compris le message entendu?”

Instructional tip: Teachers can co-construct an anchor chart with students that lists useful expressions for working collaboratively in a group setting (*e.g., “Merci”, “C’est à ton tour”, “Bonne idée”, “Peux-tu expliquer?”, “Parle en français s’il te plaît”*).

A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics (*e.g., discuss plans for future events; participate in collaborative inquiry; respond to oral feedback during a writer’s workshop; ask and answer questions in a conversation*)

Teacher prompts: “Parmi ce que les autres ont dit pendant la discussion, qu’est-ce qui t’aide mieux participer à la conversation?” “Quels mots entends-tu quand une personne veut mettre de l’emphase sur son idée? Quels mots entends-tu quand une personne est en désaccord?”

Instructional tip: During conversations, teachers can model the use of adverbs to emphasize specific words, ideas, or opinions (*e.g., “bien”, “vraiment”, “tellement”*).

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., use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and the teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening*)

Teacher prompts: “Quel type de situation d’écoute est plus facile/difficile pour toi (p. ex., avec un partenaire, en petit groupe, lors d’une présentation devant la classe, l’écoute d’un enregistrement audio)?” “Comment est-ce qu’une discussion sur les stratégies efficaces te permet de réfléchir sur tes habiletés d’écoute?” “Quelle stratégie d’écoute t’aide à mieux comprendre un enregistrement audio qui comprend du nouveau vocabulaire?”

Instructional tip: Teachers can model and encourage the use of sentence starters for self-reflection (*e.g., “Je me demande si...”, “Je viens de découvrir”, “Je pense que...parce que”*).

A3. Intercultural Understanding

By the end of Grade 3, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities locally and across Ontario, find out about aspects of their cultures, and make connections to personal experiences and their

own and other communities (e.g., listen to stories and songs from a range of Franco-Ontarian communities and make connections to their own community; re-create cultural artefacts based on oral instructions; record information heard in a presentation or a report to identify Franco-Ontarian symbols, traditions, and/or celebrations, such as le drapeau franco-ontarien, le Festival franco-ontarien, and la Fête de la Sainte-Catherine; identify some contributions of French-speaking and Aboriginal communities to Canadian culture, such as street/place names, historic sites, festivals, and items such as the canoe or maple syrup)

Teacher prompts: “Comment est-ce que les traditions d’une communauté francophone te permettent de mieux connaître les tiennes?” “Qu’est-ce que tu as appris à propos de cette communauté?” “Qu’est-ce que tu as appris à propos de ta propre communauté?”

Instructional tip: Teachers can direct students to listen for names of streets, towns, or community buildings that reflect French or Aboriginal languages.

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 registers used in different French-speaking communities; formal and informal expressions of courtesy, such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings or classroom discussions; brief expressions used to introduce themselves and others)

Teacher prompts: “Comment est-ce que ta langue maternelle peut te permettre de comprendre une autre langue?” “Quel impact l’auditoire a-t-il sur le choix des mots?” “Comment est-ce que le comportement des personnes qui parlent t’aide à mieux comprendre le message?”

Instructional tip: Teachers can direct students to listen for the difference in pronunciation in French of cognates that are spelled the same as the words in English (e.g., *table*/table).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 3, students will:

B1.1 Using Oral Communication Strategies:

identify a few 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., share background knowledge and personal experiences to make connections to a topic; use body language and facial expressions to keep the audience's attention; rehearse with a partner before an oral presentation; incorporate key words and expressions heard in oral communications; identify and practise structures and expressions that are challenging*)

Teacher prompts: “Comment peux-tu utiliser les idées et le vocabulaire présentés par les autres pour mieux t’exprimer?” “Comment peux-tu capter et maintenir l’attention de ton public?” “Comment peux-tu t’assurer que tu es prêt pour communiquer ton message?” “Comment peux-tu varier ton vocabulaire lors d’une présentation?”

Instructional tip: Teachers can model and encourage the use of expressions such as “c’est”, “ce sont”, “voilà”, “voici”, “celui-ci”, “celle-là” when introducing and describing people or objects.

B1.2 Producing Oral Communications:

using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves and

their family, friends, and immediate environment, with contextual, auditory, and visual support (*e.g., use appropriate vocabulary and a variety of sentence types and structures to express personal preferences and ideas; ask questions to inquire about a variety of everyday situations; incorporate new and familiar vocabulary in their discourse; describe a past or future event; discuss the effectiveness of various features in a children’s magazine; describe their favourite animal; explain their use of graphics on a poster*)

Teacher prompts: “Comment choisis-tu le vocabulaire et le type de phrases pour communiquer ton message?” “Quel est le vocabulaire nécessaire pour communiquer ton message?” “Comment est-ce que tu peux personnaliser et clarifier ton compte rendu d’un fait vécu?” “Comment est-ce que tu peux formuler des questions plus intéressantes pour un présentateur?”

Instructional tips:

(1) Teachers can encourage the use of possessive adjectives (“mon”, “ma”, “mes”, “ton”, “ta”, “tes”, “son”, “sa”, “ses”, “leur”, “leurs”) when speaking about their personal lives.

(2) Teachers can model and encourage the use of irregular verbs (*e.g., “vouloir”, “devoir”, “savoir”, “prendre”*) when discussing media texts.

(3) Teachers and students can co-create a list of high-frequency verbs used to describe events in the past.

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., pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, and/or rhymes, when using newly acquired vocabulary, and when participating in choral speaking and/or shared reading activities; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis*)

Teacher prompts: “Quand est-ce que tu as confiance de parler en français? Lorsque tu parles à un partenaire? En petits groupes? Devant la classe?” “Comment est-ce que le fait de parler de quelque chose que tu aimes bien ou que tu connais bien t’aide à parler avec confiance?” “Comment est-ce que l’expression ou le ton de voix peut influencer le message?”

Instructional tip: Teachers can model the pronunciation of singular and plural nouns and verbs during shared reading or in an inside/outside circle.

B1.4 Creating Media Texts: create oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., use vocabulary and expressions from mentor texts that they have viewed, heard, or read in their own media text; create and share a multimedia text using technology; justify the use of sound effects and music to enhance a slideshow presentation*)

Teacher prompts: “Quels éléments de ce texte te permettent d’appuyer ton message?” “Quel format vas-tu choisir pour communiquer ton message?”

Instructional tip: Teachers can encourage students to use adjectives and adverbs that elicit emotional responses when trying to persuade others.

B2. Speaking to Interact

By the end of Grade 3, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., intervene politely in a conversation; use an object such as a talking stick to determine whose turn it is to talk; paraphrase a peer’s comment to confirm understanding of his or her idea before adding their own; use language specific to their role in a cooperative group task*)

Teacher prompts: “Comment est-ce que tu peux être certain que tout le monde a l’occasion de

contribuer à la discussion?” “Comment est-ce que les idées des autres te permettent de faire part de ton opinion?” “Quels types de phrases (p. ex., phrases exclamatives, interrogatives) peux-tu utiliser pour encourager quelqu’un à donner plus de détails?”

Instructional tip: Teachers and students can co-construct a list of words and expressions that promote positive contributions and encourage others to participate in group discussions.

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 or daily routines (*e.g., use a variety of familiar words and expressions when engaged in conversations; ask and answer questions about other communities; share ideas, opinions, and feelings and encourage others to share their points of view during a literature circle*)

Teacher prompts: “Comment sais-tu que tes pairs comprennent bien le sens de ton message?” “Comment peux-tu apporter de nouvelles informations lors d’une discussion de groupe?” “Pourquoi est-ce qu’il est important d’écouter les opinions des autres avant d’exprimer les tiennes?”

Instructional tip: Teachers can model and encourage students to employ common adverbs (*e.g., “bien”, “vite”, “lentement”, “souvent”*) when talking about personal interests and routines.

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 feedback from the teacher and peers when revising oral presentations; determine which strategies were helpful when presenting their message; plan to incorporate effective communication strategies to enhance interactions with others*)

Teacher prompts: “Qu’est-ce que tu peux remarquer quand tu observes une conversation? Qu’est-ce que les interlocuteurs font pour communiquer leurs messages? Comment est-ce que cela te permet de réfléchir à tes habiletés de communication orale?” “Comment sais-tu que ton discours est bien préparé?” “Dans quel contexte es-tu le plus à l’aise pour communiquer, et pourquoi?”

Instructional tip: Teachers can use role play to model expressions that allow students to

respectfully provide and receive feedback (e.g., “Ce que tu as bien fait...”, “Je n’ai pas compris ton message quand tu as dit...”, “C’était difficile à t’entendre, la prochaine fois, peut-être tu peux...”).

B3. Intercultural Understanding

By the end of Grade 3, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities locally and across Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; sing or repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; explain how symbols on a flag help to represent a community; give brief oral presentations describing family, school life, traditions, and festivals in Franco-Ontarian communities and comparing them to their own*)

Teacher prompts: “Selon toi, pourquoi est-ce que c’est important de parler français au Canada?” “Quels aspects des traditions de cette communauté (famille, vie scolaire, traditions, festivals) ressemblent aux tiens? à ceux de ton partenaire?”

Instructional tip: Teachers can model phrases and expressions using the *passé composé*, such as “Ce que j’ai trouvé”, “j’ai lu”, “j’ai remarqué”, “j’ai entendu”, to promote discussion and sharing of knowledge gained from research.

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., *language registers used by community members in various situations; body language and gestures appropriate to different audiences; appropriate expressions to signify agreement*)

Teacher prompts: “Comment choisis-tu le vocabulaire que tu vas utiliser pour jouer le rôle d’un membre de la communauté?” “Comment est-ce que ta démarche et ton expression faciale aident le public à mieux comprendre ton message?”

Instructional tips:

(1) Teachers can model and encourage the formulation of questions using “pourquoi” and “comment” when students role-play community members.

(2) Teachers can encourage students to use expressions that ascertain whether others are in agreement (e.g., “N’est-ce pas?”, “Non?”, “D’accord?”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a few reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 3, students will:

C1.1 Using Reading Comprehension Strategies:

identify a few reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with teacher support (e.g., *use background knowledge and personal experiences to infer implicit messages; ask questions when analysing a character's actions; identify and highlight key words, phrases, and information in a non-fiction text; explain the message in a descriptive poem, citing specific words, phrases, or images from the text to support their interpretation; use visualization to clarify details of a scene*)

Teacher prompts: “Pourquoi faut-il faire des liens entre le texte et le sujet? Comment est-ce que cela t’aide à mieux comprendre le message de l’auteur?” “Comment est-ce que tes expériences personnelles et tes connaissances antérieures te permettent de mieux comprendre un message écrit?” “Quels sont les détails/idées les plus importants dans ce texte? Comment le sais-tu?” “Est-ce que cette information est nécessaire pour comprendre le texte ou est-ce que c’est tout simplement un fait intéressant?” “Comment est-ce que la visualisation des personnages ou des lieux d’une histoire t’aide à mieux comprendre l’intrigue?”

Instructional tip: Teachers can suggest that students use a graphic organizer (e.g., plus-minus-interesting) to classify key words and information from the text before restating the main idea in their own words.

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 topics, with contextual and visual support (e.g., *in a double-entry journal, compare personal opinions to an author's viewpoint; use words and pictures to express feelings and opinions about a written text; dramatize the main event in a narrative text; determine the included and excluded points of view*)

Teacher prompts: “Quel est le point de vue de l’auteur? En quoi ressemble-t-il au tien?” “Quelle est la partie la plus importante de l’histoire? Est-ce que les sentiments révélés par les personnages du texte t’aident à mieux comprendre leurs actions/leur comportement?”

Instructional tip: Teachers can model and encourage the use of adjectives (e.g., “surpris/surprise”, “heureux/heureuse”, “triste”, “frustré(e)”) when sharing personal reactions to texts.

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*)

Teacher prompts: “Est-ce que la lecture à voix haute t’aide à mieux lire un texte?” “Comment peux-tu montrer que tu es content quand tu

lis?" "Que peux-tu faire quand tu te rends compte que la ponctuation d'une phrase n'est pas ce à quoi tu t'attendais?"

Instructional tip: Teachers can model fluency and expression during modelled, shared, and guided reading.

C1.4 Developing Vocabulary: identify and use a few strategies to expand vocabulary through reading (e.g., *use cognates to understand the meaning of new words; use context clues to infer meaning of new words; refer to classroom visual supports and resources such as subject-specific word banks*)

Teacher prompts: "Comment est-ce que le sujet et les éléments visuels d'un texte te permettent de comprendre les expressions et les mots moins familiers?" "Pourquoi est-ce que l'auteur a choisi ces mots pour décrire cet objet? Quels mots est-ce que tu utiliserais si tu décrirais le même objet?"

Instructional tip: Teachers can support student learning by providing a print-rich environment, including visuals such as word walls and anchor charts with sound patterns (e.g., "nez", "bébé", "hockey", "manger") or the plural forms of compound words (e.g., "grands-pères", "choux-fleurs").

C1.5 Responding to and Evaluating Media

Texts: express personal thoughts, feelings, and opinions about the messages and the ways they are presented in media texts about familiar, everyday topics, with teacher support as appropriate (e.g., *analyse the text, illustrations, and techniques used in an advertisement and discuss their effectiveness in representing a product or a group of people; explain how the elements on the cover of a magazine might persuade someone to read or buy it; discuss how a media text on a subject of public interest could lead to action; analyse how specific features communicate the message in a tourism brochure; make informed decisions and healthy choices after reading food labels; identify the intended audience for an advertisement for a toy, and explain whether the advertisement is effective; describe how animals or environmental images are used to evoke emotions in print advertisements*)

Teacher prompts: "Qu'est-ce qui t'aide à mieux interpréter le point de vue de l'auteur?" "Quels liens est-ce que tu as faits entre le message de l'auteur et tes connaissances antérieures/expériences personnelles? Quels sont tes sentiments à propos du texte?" "Comment est-ce qu'un texte peut t'aider à mieux contribuer à ta communauté?" "Quels éléments de la page

titre d'un magazine t'incitent à vouloir lire ce dernier?" "Qu'est-ce que l'auteur d'un texte peut faire pour capter l'intérêt du lecteur?"

Instructional tip: Teachers can model and encourage the use of the interrogative pronouns "qu'est-ce qui" and "qu'est-ce que" when asking questions about the messages in media texts.

C2. Purpose, Form, and Style

By the end of Grade 3, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms, with support and guidance from the teacher (e.g., *book review – to help others decide whether to read a book; poem – to express ideas or convey a mood or image; graph of survey results – to show patterns in information*)

Teacher prompts: "Comment choisis-tu les textes que tu vas lire?" "Qu'est-ce que tu peux lire pour trouver de l'information? Quelles informations du graphique t'intéressent? Comment est-ce que tu peux partager ces informations avec d'autres?"

Instructional tip: Teachers can introduce and explore a range of texts during read-aloud and shared reading, and create a checklist about how to choose a text.

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, with support and guidance from the teacher (e.g., *procedural text – temporal and sequential words; persuasive text – a stated point or opinion followed by supporting ideas; map – pictures, symbols, legends, and use of different colours; fairy tale /folktale – a moral or lesson, a hero or heroine, descriptive language, personification of animals or objects*)

Teacher prompts: "Comment est-ce que l'auteur a choisi de présenter son opinion? Est-ce qu'il a bien respecté les caractéristiques de ce format?" "Comment l'auteur utilise-t-il les éléments de style pour communiquer son point de vue?" "Quels sont les éléments de la carte qui manquent? Comment est-ce que l'auteur pourrait améliorer cette carte?" "Comment est-ce que l'auteur peut utiliser des caractéristiques humaines pour donner vie aux objets dans un récit?"

Instructional tip: Teachers can support students' comprehension of procedural texts

by identifying the purpose of some of their key elements (e.g., numbers, diagrams, imperatives).

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., *use an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres*)

Teacher prompts: “Comment est-ce que les rétroactions de ton enseignant(e) te permettent d’élaborer les prochaines étapes à suivre?” “Pourquoi est-il important de reconnaître les types de textes ou les situations de lecture qui sont plus difficiles pour toi?”

Instructional tip: Teachers can develop a list of guiding questions to help students reflect on their reading, such as “Quelles stratégies est-ce que j’utilise quand je lis? Est-ce qu’il y a d’autres stratégies que je peux utiliser?”, “Qu’est-ce que j’aime lire? Est-ce qu’il y a d’autres genres de texte que j’aimerais lire?”

C3. Intercultural Understanding

By the end of Grade 3, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities locally and across Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *recognize and correctly read the names of cities with French origins on a map of Ontario; describe ideas, themes, and characters depicted in Franco-Ontarian music, stories, and legends; research and share findings about a cultural tradition or celebration in a Franco-Ontarian community; read about Franco-Ontarian personalities and/or historical figures and describe some of their accomplishments; identify cultural elements in a brochure about a French-speaking community in Ontario*)

Teacher prompts: “Peux-tu détecter l’influence des pionniers français dans les noms de famille ou de rue que tu vois dans la communauté?” “Après la lecture d’un texte qui décrit un personnage francophone, détermine la façon dont sa langue et sa culture ont contribué à son succès.” “Comment est-ce qu’une brochure touristique se base sur des éléments culturels pour être attrayante? Comment est-ce que tu peux utiliser ces mêmes éléments pour développer une affiche qui décrit une région francophone?”

Instructional tip: In group discussions of similarities and differences in cultural celebrations, teachers can model the use of expressions and vocabulary used to compare and contrast (e.g., “Je fais la même chose”, “C’est différent”, “On ne fait pas cela”, “semblable”, “le contraire”, “similaire”).

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 such as M., Mme, Dr., Boul.; appropriate use of “tu” and “vous”; salutations and leave-taking expressions used in letters, emails, and postcards*)

Teacher prompts: “Pourquoi est-ce qu’un auteur utilise ‘tu’ et ‘vous’ pour différentes situations dans le texte?” “Comment sais-tu que c’est une lettre amicale? Parmi les mots/expressions que l’auteur a utilisés, quels sont ceux qui t’aident à identifier le destinataire?”

Instructional tip: During shared reading of letters or emails, teachers and students can co-create a list of salutations and leave-taking expressions and categorize them according to the appropriate context and audience, for use in their writing.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 3, 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 label and add legends with precise vocabulary to maps of communities; to collaborate with classmates on a persuasive letter to a school newspaper; to critique a piece of artwork; to write a sequel to or continuation of a story read in a favourite class read-aloud, following a model; to recount a grand-parent's childhood story*)

Teacher prompts: “Comment choisis-tu la forme de texte que tu vas écrire?” “Comment une discussion peut-elle te permettre de clarifier la raison pour laquelle tu écris?” “Comment est-ce que le fait de savoir pour qui tu écris peut affecter ce que tu écris?”

Instructional tip: Teachers can direct students to use a variety of sentence types (e.g., declarative, exclamatory, interrogative) and the appropriate past, present, and future tenses of familiar verbs when writing for different purposes and audiences.

- 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; write a personal adventure based on a familiar story; write a letter or email to an author to share their opinions about a book; compose a reader's theatre script about conflict resolution; retell a story from various points of view; write a sketch of a character from a popular movie; create the invitations, menu, and program for a party for their favourite fictional character; compose a list of actions to conserve and protect water, such as shutting off the tap while brushing teeth*)

Teacher prompts: “Comment es-tu certain que tu as choisi la forme appropriée pour ton intention?” “Quels mots et expressions peux-tu utiliser pour relier tes idées dans un texte d'opinion?” “Pourquoi as-tu choisi d'écrire une lettre au lieu d'un courriel?”

Instructional tips:

(1) Teachers can direct students to use the appropriate tenses of familiar irregular verbs (e.g., “partir”, “sortir”, “venir”, “vouloir”, “devoir”) in a narrative.

(2) Teachers can encourage students to use a variety of connecting words and conjunctions (e.g., “et”, “mais”, “ou”, “alors”, “comme”, “avant”, “après”, “parce que”).

- D1.3 Developing Vocabulary:** confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *vary*

word choice with synonyms of frequently used words such as “dit”, “grand”, or “personne”; incorporate words and expressions heard or read; use word webs to help them develop and organize ideas)

Teacher prompts: “Comment peux-tu enrichir tes textes écrits?” “Quels mots et expressions peux-tu emprunter d’autres textes pour enrichir ton vocabulaire?” “Comment peux-tu t’assurer que le vocabulaire que tu utilises est varié?”

D1.4 Using Stylistic Elements: begin to establish a personal voice and a clear point of view, with teacher support (*e.g., incorporate elements from mentor texts into their own writing; use words, visual aids, and a variety of sentence structures to convey their message; use verbs of conviction such as “devoir”, “croire”, “être nécessaire” to express their point of view on a familiar topic of public interest*)

Teacher prompts: “Qu’est-ce que tu peux incorporer dans ton texte afin de mettre ton message en valeur?” “Quels mots et expressions peux-tu employer pour articuler et communiquer tes opinions dans ton texte?”

Instructional tip: Teachers can model the use of adjectives in personal descriptions of places and events.

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form (*e.g., create a comic strip about a school event for a class newsletter; compose an electronic greeting card for someone special; design a poster to recommend a favourite movie; create a pamphlet recommending actions for Earth Day or Earth Hour; draft and distribute an email petition about an environmental issue*)

Teacher prompts: “Quel format sera approprié pour faire part de ton point de vue?” “Comment sais-tu que ton message est clair et approprié pour les destinataires?” “Comment peux-tu incorporer des images et des graphiques pour aider le lecteur à mieux comprendre l’information présentée?”

Instructional tip: Teachers can direct students to use the comparative form of adjectives to convey their messages in a variety of media texts.

D2. The Writing Process

By the end of Grade 3, 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; describe illustrations or objects to generate ideas for writing; share and discuss prior knowledge and experiences related to a topic; gather information on a topic from texts used in independent or class reading; sort and organize ideas using labels, titles, pictures, graphic organizers, and/or software; record and develop ideas on various topics and for various purposes in a personal journal*)

Teacher prompts: “Comment peux-tu trouver des idées pour écrire?” “Comment est-ce qu’une discussion sur tes expériences personnelles facilite ton processus d’écriture?” “Comment est-ce que les éléments d’un texte que tu as lu peuvent t’aider à générer des idées pour écrire?” “Comment est-ce que des illustrations pourraient t’aider à écrire une histoire?” “Quelle stratégie pourrais-tu utiliser pour trouver des idées avant de commencer à écrire un dialogue?”

Instructional tips:

(1) Teachers can encourage students to record their ideas, thoughts, feelings, and opinions in a writer’s notebook.

(2) Teachers can suggest that during or after brainstorming about a particular topic, students use colours or highlighters to sort information.

D2.2 Drafting and Revising: plan and produce drafts, following a model, and revise their writing to improve its content, clarity, and interest, using a few simple strategies (*e.g., choose or create and use a graphic organizer to help them plan a short story; reread and change, add, remove, or reorganize content; read their text aloud to a peer to ensure fluency; refer to feedback from a writing conference with a teacher or peer when revising and editing a text*)

Teacher prompts: “Comment est-ce qu’un modèle de structure d’un paragraphe peut t’aider à écrire ton texte?” “Quels adjectifs peux-tu ajouter pour mieux décrire un personnage?” “Comment est-ce que la rétroaction de ton camarade est utile pour parfaire ton travail?”

Instructional tip: Teachers can refer students to a checklist of success criteria to aid in self- and peer assessment.

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 dashes in a dialogue to indicate a change in speaker; verify agreement in number and gender of nouns, verbs, and adjectives; use specific action verbs in a description of an activity; use a checklist, co-constructed with the teacher and peers, when editing*)

their text; read their text aloud to their peers or teacher and use their feedback when checking that they have met all the specified criteria)

Teacher prompts: “Quels signes de ponctuation sont nécessaires pour écrire un dialogue afin de mieux démontrer les sentiments du personnage?” “Quand tu révises ton texte, comment peux-tu savoir si un mot doit être écrit au pluriel ou au singulier?” “Comment sais-tu que tu as respecté tous les critères nécessaires pour cette tâche d’écriture?” “Pourquoi est-il important de relire tes travaux écrits?”

Instructional tips:

(1) Teachers can direct students to verify spelling and ensure proper subject-verb agreement in their writing.

(2) Teachers can encourage students to use various graphic elements (e.g., different fonts, colour, illustrations, italics, bold) to enhance the message in their text.

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., *record writing successes and challenges in a personal journal; refer to a class-developed anchor chart to guide them when providing feedback to a partner; share and discuss with peers revision strategies that they find useful*)

Teacher prompts: “Comment est-ce que le fait de consulter ton journal te permet de choisir une stratégie appropriée?” “Comment est-ce que le fait de donner de la rétroaction à un ami te permet de réfléchir à ton apprentissage?” “La stratégie que tu as utilisée pour organiser ton information avant d’écrire a-t-elle été efficace?”

Instructional tip: Teachers can model the correct use of “je peux” sentence stems during reflection and goal-setting activities.

D3. Intercultural Understanding

By the end of Grade 3, students will:

D3.1 Intercultural Awareness: communicate information in writing about French-speaking communities locally and across 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; incorporate references to Franco-Ontarian cultural elements or artefacts in personal writing; write a postcard to a French-speaking pen pal, asking questions about his or her cultural traditions; write about historic voyageur routes and related modern Métis communities, such as Mattawa*)

Teacher prompts: “Quels mots peux-tu utiliser pour rédiger les légendes des images d’une communauté franco-ontarienne?” “Quels moyens peux-tu utiliser pour communiquer de l’information à propos de cette communauté?” “Quels mots et expressions peux-tu utiliser pour convaincre les Ontariens à apprendre et à parler le français?”

Instructional tip: Teachers and students can brainstorm a list of adjectives and adverbs that will assist students in conveying their messages about the importance of learning and speaking French in Ontario.

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., *standard formats for personal letters, postcards, emails; conventions for writing the date; language registers for formal and informal communication in familiar contexts*)

Teacher prompts: “Comment choisit-on une salutation appropriée lorsqu’on rédige un message?” “Pourquoi est-il important de connaître la structure d’une lettre/d’une carte postale/d’un courriel?” “Comment est-ce que la date en français est écrite différemment de la date en anglais?” “Qui est le destinataire de ton message? Comment sais-tu que tu as choisi les bons mots pour communiquer ton message d’une manière respectueuse?”

Instructional tip: Teachers can refer students to anchor charts or word lists that contain forms of address used in daily communications to different audiences.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

GRADE 4

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment est-ce que la prise de notes durant une présentation orale te permet d’organiser tes idées pour comprendre davantage le message entendu?” “Quels liens peux-tu faire entre ton expérience et le texte?” “Quels mots et expressions du texte t’aident à visualiser la description de cet événement? Comment est-ce que cette stratégie te permet de mieux comprendre la situation?”

Instructional tip: Teachers can direct students to listen for adjectives and descriptive expressions that allow them to visualize the events recounted in a presentation or a newscast.

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)

Teacher prompts: “De quelle façon est-ce que les opinions d’un écologue sur un problème environnemental actuel influenceront tes actions de tous les jours?” “Pourquoi est-ce que le fait de suivre les directives verbales d’un pair peut t’aider à apprendre à jouer un jeu?” “Comment est-ce que le fait d’écouter les nouvelles personnelles partagées en classe peut t’aider à poser une question pertinente?”

Instructional tip: Teachers can ask students to identify different forms of the past, present, and future tenses of familiar verbs that they hear.

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*)

Teacher prompts: “Quelles sont les nouvelles informations que tu as apprises?” “Ton opinion a-t-elle changé après cette présentation? Justifie

ta réponse.” “Comment la présentation a-t-elle répondu aux questions que tu avais à propos du sujet? Quelles questions te poses-tu après la présentation?” “Comment est-ce que la description d’un événement historique t’aide à mieux comprendre les diverses perspectives?” “Comment est-ce que les arguments des candidats présentés lors d’un débat pour une élection scolaire à ton école influenceront ton vote?” “Quelles sont tes réactions à propos du message présenté dans le conte?”

Instructional tips:

(1) Teachers can remind students to identify words and expressions that indicate that actions have happened in the past (e.g., “hier”, “auparavant”, “il y a deux semaines”, “dans le passé”, “d’habitude”) to assist in their comprehension.

(2) Teachers can model expressions associated with persuasion, such as “je te jure”, “je te promets”, “je t’encourage”, “je te suggère”.

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*)

Teacher prompts: “Dans quelle mesure est-ce que les arguments entendus lors de la présentation te font réfléchir à propos de tes futures actions?” “Comment les arguments présentés dans un vidéoclip faisant la promotion d’un produit alimentaire santé vous inciteront-ils à consommer ce dernier?” “Comment le fait d’évaluer un texte médiatique te permet-il de réfléchir à ton propre point de vue et à tes opinions?”

Instructional tip: Teachers can ask students to listen for possessive adjectives (e.g., “mon”, “ta”, “ses”, “notre”, “vos”, “leur”) and use them when expressing feelings and opinions.

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*)

Teacher prompts: “Comment est-ce que l’identification des stratégies d’écoute te permet d’interagir efficacement durant des échanges d’informations?” “Qu’est-ce qui t’indique que tu peux interrompre l’orateur durant une présentation afin de mieux comprendre son message?” “De quelle façon est-ce que les idées des autres participants t’aident à réévaluer ton opinion sur le sujet discuté?”

Instructional tip: Teachers can model and encourage the use of negative constructions to express opinions.

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*)

Teacher prompts: “Quel est le point de vue de ton partenaire? Est-ce que son opinion a influencé ta propre opinion sur le sujet discuté?” “Comment est-ce que le fait de répondre aux énoncés d’un pair ou de les remettre en question t’aide à interagir efficacement dans le cadre d’une discussion?” “De quelle façon est-ce que la stratégie ‘penser-partager-parler/réfléchir-partager-discuter’ t’aide à mieux interagir avec les autres?”

Instructional tip: Teachers can model and encourage students to use the *conditionnel présent* when expressing their point of view.

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*)

Teacher prompts: “Dans quelle mesure la rétroaction de ton enseignant(e) ou de tes pairs t’aidera-t-elle à identifier les prochaines étapes à suivre pour mieux réussir en situation

d'écoute active?" "De quelle façon l'usage de ton journal de bord pour noter les stratégies d'écoute que tu as utilisées te permet-il d'évaluer ces dernières pendant une interaction?"

Instructional tip: Teachers can encourage students to use future tenses when describing their plans 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 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*)

Teacher prompts: "Comment est-ce qu'une chanson qui représente une communauté te permet de mieux comprendre cette dernière?" "Dans quelle mesure est-ce que les informations présentées dans un texte sur différentes cultures t'aideront à mieux connaître ta propre culture?"

Instructional tip: Teachers can direct students to listen for comparative phrases such as "celui-ci est plus...que", "celle-là est moins...que", "on utilise plus de...que" and use them when comparing traditions.

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*)

Teacher prompts: "Quand est-ce que c'est approprié d'utiliser 'bonjour' et 'salut' comme salutation dans tes interactions?" "Comment est-ce que les indices non verbaux utilisés par un individu t'aident à comprendre son message?" "Comment fais-tu preuve de respect envers la personne avec qui tu parles?"

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment est-ce que le fait de planifier ta présentation t’aidera à mieux partager l’information avec tes pairs?” “Que fais-tu pour organiser tes pensées de façon logique lors d’une présentation orale?” “Quels outils t’aideront à mieux exprimer tes réactions personnelles?” “Comment est-ce que les gestes et l’expression non verbale auront un impact sur ta présentation?”

Instructional tip: Teachers can direct students to use varied vocabulary and a range of sentence types, such as declarative, interrogative, and exclamatory, to maintain listeners’ interest.

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)

Teacher prompts: “Comment est-ce que tu te prépares pour raconter une histoire?” “Comment peux-tu partager les résultats d’un sondage d’une façon engageante?” “Comment les différents styles de présentation orale contribuent-ils à différencier la façon avec laquelle tu pourrais présenter tes informations et tes idées oralement à ton auditoire?” “Comment est-ce que les opinions des membres de ton groupe t’aident à faire part de la tienne?” “Comment exprimeras-tu ton opinion lors du débat sur le contenu de différents jeux vidéos pour des âges précis?”

Instructional tips:

(1) Teachers can introduce students to the use of expressions such as “C’est nécessaire de...”, “Il est important de...”, “Il faut/Il ne faut pas...”, followed by the *infinitif*, to emphasize ideas.

(2) Teachers can suggest that students use sentence starters such as “Je pense que...”, “Il me semble que...”, “Je crois que...” when expressing their opinions.

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*)

Teacher prompts: “Qu’est-ce que tu fais pour t’exprimer avec clarté?” “Pourquoi est-ce que c’est important de pratiquer et d’utiliser les nouveaux mots?” “Que fais-tu pour ajouter de l’emphase durant la présentation d’un poème?”

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 fair-trade goods; create a video recounting a traditional story from a First Nation or Métis Elder*)

Teacher prompts: “Comment est-ce que l’usage de la technologie t’aidera à mieux présenter ton message?” “Quels éléments et techniques médiatiques pourrais-tu ajouter à ta publicité afin d’appuyer ton message?”

Instructional tip: Teachers can encourage students to use various question structures (*e.g., subject-verb inversion, intonation*) when conducting an interview.

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*)

Teacher prompts: “Comment est-ce qu’une discussion démontre que tu comprends les stratégies d’interaction orale?” “Comment est-ce que les questions que tu poses au sujet de la conversation illustrent une stratégie d’interaction orale?”

Instructional tip: Teachers can remind students to choose appropriate moments to ask questions to verify understanding during their interactions with their peers.

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*)

Teacher prompts: “Quels sont les arguments essentiels qui t’aideront à convaincre les autres de recycler ou de choisir des contenants réutilisables?” “Quelles informations peux-tu partager avec tes camarades à propos de l’alimentation saine à l’école?” “Comment est-ce que le fait de connaître ton voisinage t’aidera à communiquer oralement des instructions afin d’arriver à un endroit précis dans ta communauté?”

Instructional tip: Teachers can encourage students to use prepositions and conjunctions such as “vers”, “à droit”, “à gauche”, “tout droit”, “pendant” when giving or asking for directions.

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*)

Teacher prompts: “De quelles façons les critères d’évaluation établis pour une tâche de communication orale t’aideront-ils à mieux présenter ton point de vue?” “Comment est-ce que l’identification des stratégies de communication orale t’aide à partager tes idées et tes opinions lors d’une discussion?” “Quelles sont les stratégies efficaces que tes pairs ont utilisées dans leurs présentations? Lesquelles pourrais-tu employer afin d’améliorer ta prochaine présentation?” “Comment est-ce que la rétroaction de ton enseignant(e) ou de tes pairs te permettra de planifier tes futures présentations?”

Instructional tip: Teachers can encourage students to employ frequently used adverbs

(e.g., “bien”, “vite”, “lentement”, “souvent”) when commenting on their use of speaking strategies.

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*)

Teacher prompts: “Quels mots de vocabulaire pourrais-tu utiliser pour décrire cette communauté franco-ontarienne?” “Comment est-ce qu’une discussion sur tes traditions et tes célébrations culturelles te sensibilise aux différentes célébrations des communautés francophones?” “Quels éléments présenteras-tu à propos de l’influence des Franco-ontariens et des Autochtones sur l’histoire de l’Ontario?”

Instructional tip: Teachers can encourage students to use possessive adjectives (e.g., “notre/nos”, “votre/vos”, “leur/leurs”) when discussing the traditions and customs of their own families and those of Franco-Ontarian communities.

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?”*)

Teacher prompt: “Pourquoi est-il pratique de déterminer comment, quand et avec qui utiliser différentes salutations, expressions de prise de congé et expressions de courtoisie en parlant?”

Instructional tip: Teachers can model polite formulas for accepting and declining invitations using expressions of agreement and regret (e.g., “Bien sûr! On veut aller au centre d’achats”; “Je regrette, mais je dois faire mes devoirs”; “J’aimerais bien t’inviter chez nous, mais mes parents ne sont pas là”; “Je suis désolé, mais je dois aller chez le médecin”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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; make and confirm predictions based on evidence from the text*)

Teacher prompts: “De quelle façon est-ce que tes connaissances antérieures t’aident à mieux comprendre les actions du héros/de l’héroïne?” “De quelle manière est-ce que la visualisation te permet de mieux situer l’action du texte?” “Pourquoi faut-il déterminer si tes prédictions sont confirmées ou rejetées lors de la lecture d’un texte?”

Instructional tip: During read-alouds and shared reading activities, teachers can model think-aloud stems and sentence starters that promote reading comprehension (e.g., “Selon le texte...donc je pense que...”, “Le héros me fait penser à...”, “L’image que le texte crée dans ma tête...”).

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*)

Teacher prompts: “Comment est-ce que la création d’un scénarimage favorise la compréhension d’un texte lu?” “Comment est-ce que les réflexions que tu as consignées dans ton journal de bord à propos d’un passage lu t’aident à exprimer tes idées et opinions à propos du texte?” “Pourquoi est-ce que la dramatisation d’une scène d’un texte lu t’aide à mieux comprendre le point de vue des principaux personnages?”

Instructional tip: During modelled, shared, and guided reading, teachers can identify or highlight descriptive language, such as adjectives, adverbs, similes, and metaphors, that helps the reader to visualize the events, setting, or characters in a narrative.

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*)

Teacher prompts: “Comment est-ce que tu peux capter et maintenir l’attention du public quand tu lis à voix haute?” “Pourquoi est-ce que c’est plus facile de lire un texte à propos d’un sujet familier?”

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*)

Teacher prompts: “De quelle façon est-ce que les mots de la même famille t’aident à lire les nouveaux mots?” “Comment est-ce que la création d’un dictionnaire personnel peut t’aider à élargir ton vocabulaire?”

Instructional tip: Teachers can encourage students to record new and interesting words along with their context in their personal dictionary or writer’s notebook, and to incorporate them in their written texts.

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*)

Teacher prompts: “Quelle est ta réaction à propos du message de l’article?” “Comment est-ce que l’auteur a transmis son message dans la bande dessinée?” “Comment est-ce que le choix du média pourrait avoir une influence sur tes opinions à propos du sujet?” “Est-ce que la mise en page de la revue est efficace? Comment pourrais-tu l’améliorer?” “Quelles sont les techniques médiatiques que l’auteur a employées afin de capter l’intérêt de son public? Est-ce qu’il a réussi?”

Instructional tips:

(1) Teachers can suggest that students use complex sentences with connecting words (e.g., “parce que”, “car”, “donc”, “en effet”, “de plus”, “puis”) when expressing opinions about media texts.

(2) Teachers can model and encourage the use of various negative constructions (e.g., “ne... pas”, “ne... plus”, “ne... jamais”) when discussing the effectiveness of features used in media texts.

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*)

Teacher prompts: “Comment est-ce que la lecture d’un journal influence ta perspective au sujet d’un événement?” “De quelle manière est-ce que la lecture d’une brochure te permettra de trouver les informations qui suscitent ton intérêt?” “Comment préfères-tu lire une marche à suivre?”

Instructional tip: Teachers can introduce students to vocabulary and expressions that refer to an author’s attempt to influence readers for a particular purpose as well as readers’ reactions to texts (e.g., “influer”, “inciter”, “impact”, “réactions”, “persuader”, “évaluer”, “jugement”, “transmettre le savoir/la culture/les valeurs”).

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*)

Teacher prompts: “Comment est-ce que l’auteur a communiqué son message en utilisant des éléments de style?” “Quels mots et expressions est-ce que l’auteur de cette critique de film a utilisés afin de présenter son opinion?” “Comment peut-on différencier le format d’une lettre officielle de celui d’une lettre amicale?” “Comment est-ce que les éléments de style aident le lecteur à trouver des informations dans un guide touristique?”

Instructional tip: During shared reading, teachers can direct students’ attention to the use of titles, headings, subheadings, and graphics in various texts.

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*)

Teacher prompts: “Comment est-ce que le fait de prendre en note des stratégies de lecture améliore-t-il ta lecture?” “Comment est-ce que le fait de développer des preuves d’apprentissage et des critères d’évaluation en lecture t’aide à identifier tes forces et tes faiblesses comme lecteur?” “Quelles seront les prochaines étapes que tu devrais suivre pour améliorer ton rendement en lecture?”

Instructional tip: Teachers can encourage students to record reflections about their reading and steps for improving it in a reader’s notebook.

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)

Teacher prompts: “En quoi est-ce que tes célébrations familiales sont semblables ou différentes à celles de cette communauté francophone?” “Quels sont les contributions et exploits des francophones de ta région?”

Instructional tip: Teachers can draw students’ attention to the masculine and feminine forms of adjectives (both singular and plural) that describe traditions, nationalities, or cultural heritage (e.g., “francophone(s)”, “franco-ontarien(ne)”, “québécois(e)”, “canadiens/canadiennes”, “antillais(se)”).

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*)

Teacher prompts: “Dans cette lettre, comment est-ce que l’auteur a démontré sa relation avec le destinataire ?” “Comment est-ce que le personnage a invité son ami à participer à la fête?” “Quelles expressions as-tu notées dans ton carnet de lecture? Comment pourrais-tu les utiliser la prochaine fois que tu devras écrire un texte?”

Instructional tip: Teachers can draw students’ attention to expressions used in different contexts to extend, accept, and refuse an invitation (e.g., “Voulez-vous nous accompagner?”, “Allons-y”, “J’ai hâte de te voir mais...”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Quels sont les éléments clés d’un texte procédural? Comment pourrais-tu clarifier les étapes pour ton lecteur?” “Comment est-ce qu’une lettre au comité de parents te permet d’exprimer pourquoi tu penses que c’est important d’avoir des jeux pour la cour de récréation de l’école?”

Instructional tip: Teachers can suggest that students use declarative sentences and expressions that show cause and effect (*e.g., “Je suis plus content quand je joue à la marelle dans la cour”, “Vos enfants seront plus actifs pendant les récréations s’il y a plus de jeux”*) when writing a persuasive letter.

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*)

Teacher prompts: “Comment est-ce que tu respectes la structure d’un texte narratif quand tu écris ta nouvelle version de la fin de cette histoire?” “Comment t’assures-tu que la série de règlements de jeu que tu écris est logique?” “Quels expressions et mots descriptifs ajouteras-tu à ton poème afin d’exprimer ta gratitude pour les sacrifices des soldats canadiens?”

Instructional tips:

(1) Teachers can model the use of familiar verbs in the *impératif* and encourage students to use them when writing rules and instructions for their board games.

(2) Teachers can suggest that students use “voici” and “voilà” when presenting arguments in a report.

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*)

Teacher prompts: “Comment peux-tu vérifier le sens des mots utilisés dans tes productions écrites?” “De quelles façons les livres narratifs et informatifs t’aident-ils à vérifier l’orthographe des mots que tu utilises dans tes productions écrites?” “Comment peux-tu varier les mots que tu utilises dans tes productions écrites?”

Instructional tip: Teachers can direct students to use demonstrative adjectives (e.g., “ce”, “cet”, “cette”, “ces”) when discussing how to use various resources to produce a written text.

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*)

Teacher prompts: “As-tu inclus assez de détails pour soutenir ton point de vue?” “Comment utiliserez-vous la forme verbale du présent pour écrire une explication sur un sujet donné?” “Quels sont les mots et expressions que tu pourrais utiliser afin de décrire le lieu, les personnages et l’intrigue de l’histoire?”

Instructional tips:

(1) Teachers can suggest that students use possessive adjectives (e.g., “notre/nos”, “votre/vos”, “leur/leurs”) to establish a personal voice.

(2) Teachers can suggest that students use impersonal expressions (e.g., “Il faut...”, “Il est nécessaire...”, “C’est important...”, “Il semble que...”, “Il vaut mieux...”) when writing an explanation.

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?”

Instructional tip: Teachers can provide examples of slogans or posters that promote healthy living that students can use as mentor texts when creating their own media texts.

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”*)

Teacher prompts: “Quels mots et expressions te permettent de bien décrire des objets, des personnes?” “Quel temps de verbe te permet d’écrire les instructions? Comment est-ce que tu adaptes ces instructions pour des destinataires différents?” “Quelles ressources t’aident à vérifier l’accord du verbe avec son sujet?”

Instructional tip: Teachers can suggest that students use irregular adjectives (e.g., “un bel enfant”, “une bonne forme”, “un vieil homme”) when writing a poem.

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)

Teacher prompts: “Comment est-ce qu’un schéma de récit peut t’aider à organiser les événements d’une histoire?” “Quelles questions peux-tu te poser afin de lancer et guider la recherche sur un sujet?” “Quel outil d’organisation préfères-tu utiliser quand tu classifies les idées selon leur ordre d’importance?”

Instructional tip: Teachers can remind students to refer to anchor charts (e.g., *toile d’idées*, *tableau de références*, *schéma du récit*) when developing ideas before and during writing.

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*)

Teacher prompts: “Quel organisateur graphique t’aidera à planifier un texte?” “Quelles ressources seront utiles lors de l’édition d’une production écrite?” “Comment le modèle écrit ou les copies-types t’aident-ils lors de la révision de tes travaux écrits?”

Instructional tip: Teachers can remind students to verify that they have used a variety of sentence types and lengths to maintain the interest of the reader.

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*)

Teacher prompts: “Quels conseils de ton partenaire/enseignant(e) t’aideront à améliorer tes productions écrites?” “De quelle façon est-ce que la liste de vérification te permet d’incorporer tous les éléments d’un texte narratif?” “Quels éléments visuels ou stylistiques peux-tu utiliser afin que ton message soit plus clair?” “Comment est-ce que la rédaction d’un rapport écrit te permet-elle d’incorporer tes sentiments et opinions?”

Instructional tip: Teachers can encourage students to use a bulleted list to provide key information in a report.

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*)

Teacher prompts: “Pourquoi est-ce que les critères d’évaluation sont si importants? Comment est-ce que ces critères t’aident à mieux rédiger ton texte?” “De quelle façon est-ce que ton texte ressemble aux copies types qu’on a étudiées? Qu’est-ce qui manque dans ton texte? Que peux-tu faire pour améliorer ton texte?”

Instructional tip: Teachers can suggest students use connecting words (e.g., “premièrement”, “alors”, “après”, “ensuite”) when reflecting on their use of writing strategies and setting goals for improvement.

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 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*)

Teacher prompts: “Quels sont les détails de la tradition que tu veux présenter dans ton rapport? En quoi la tienne est-elle semblable ou différente?” “Quels mots et expressions peux-tu utiliser pour écrire un poème ou une chanson à propos de la légende franco-ontarienne?”

Instructional tip: Teachers can encourage students to record in their learning log how their knowledge of a particular Franco-Ontarian community helps them to better understand themselves and their own community.

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\$]*)

Teacher prompts: “Quelles informations faut-il inclure dans ton invitation à la fête?” “En quoi la façon d’écrire les chiffres et les sommes d’argent en français est-elle différente de la façon de l’écrire en anglais?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Ontario) but are not expected to do so.

GRADE 5

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment vos prédictions vous ont-elles aidés à mieux comprendre le texte?” “Quels détails/informations as-tu utilisés avant, pendant et après la présentation pour comprendre le message clé?” “Quelles stratégies as-tu utilisées afin de mieux comprendre le texte?”

Instructional tips:

- (1) Teachers can demonstrate the use of anticipation guides to focus listening before a video or presentation.
- (2) Teachers can demonstrate the use of interrogative adjectives and pronouns (*e.g., “quel/quelle”, “qui”, “que”*) in questions.

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)

Teacher prompts: “Comment peux-tu identifier le point de vue de l’auteur?” “Comment peux-tu organiser tes idées et les idées des autres afin de comprendre ce qui est dit?” “Pourquoi est-ce qu’on écoute des entrevues? Quelles sortes d’informations peut-on en retirer?”

Instructional tips:

- (1) Teachers can model the use of checklists and organizers that use questions to guide comprehension and identify key vocabulary and main ideas.
- (2) Teachers can encourage students to listen for temporal words and expressions in texts using the *passé composé* and the *imparfait*.

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)

Teacher prompts: “Comment peux-tu communiquer le message présenté dans la présentation?” “Quelles informations vous aideront à former votre opinion? Pourquoi?” “Quels sont les points saillants de la présentation? Que fais-tu pour réagir au message?”

Instructional tips:

(1) Teachers can direct students’ attention to the uses of various sentence types (e.g., declarative, interrogative, exclamatory).

(2) Teachers can direct students to listen for words and expressions that introduce arguments in a presentation (e.g., “Selon moi”, “À mon avis”, “Voici les raisons pour lesquelles…”).

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*)

Teacher prompts: “Comment est-ce que les émotions évoquées par l’histoire ou la chanson t’aident à faire des liens entre tes expériences personnelles et l’intrigue de l’histoire/le message de la chanson?” “De quelle façon est-ce que tes connaissances antérieures exercent une influence sur ta réaction au message du texte?” “Que ressentez-vous face à la présentation des arguments de l’artiste?”

Instructional tips:

(1) Teachers can direct students to note and classify words and expressions that convey emotions while listening to media texts.

(2) Teachers can use cooperative learning strategies such as a “value line” or “four-corners activity” to have students share their opinions regarding a social or environmental issue.

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*)

Teacher prompts: “Quand tu écoutes la lecture d’un texte écrit par ton camarade pendant une conférence d’écriture, comment peux-tu l’interrompre aux moments opportuns pour lui fournir une la rétroaction?” “Comment est-ce que les opinions de ton ami exercent une influence sur ton point de vue personnel?”

Instructional tip: Teachers can direct students to listen for adverbs of time and place (e.g., “aujourd’hui”, “hier”, “demain”, “dedans”, “dehors”, “loin”) during a conversation.

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*)

Teacher prompts: “Qu’est-ce que tu peux faire afin de t’assurer que tu as bien compris le point de vue de ton camarade?” “Comment est-ce que tu modifies tes arguments selon les commentaires de tes camarades?” “Lors d’une discussion, comment peux-tu appuyer les arguments d’un ami?”

Instructional tip: Teachers can model the use of subject and object pronouns, rather than repeating nouns, in responding to questions.

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 planing next steps to improve listening comprehension*)

Teacher prompts: “Peux-tu identifier certaines méthodes de prise de note qui t’aident à mieux comprendre le texte entendu?” “Comment le fait de développer des critères d’évaluation peut-il améliorer tes stratégies d’écoute?” “Dans quelle mesure la rétroaction de tes pairs et ton auto-évaluation te permettent-elles d’identifier et de planifier les prochaines étapes à suivre pour améliorer ta compréhension lorsque tu écoutes?”

Instructional tip: Teachers can encourage students to listen for adverbs (e.g., “toujours”, “souvent”, “parfois”, “jamais”) while discussing the usefulness of listening strategies.

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, such as “La Chasse-galerie” used by Métis)

Teacher prompts: “Quels mots de la chanson mettent en valeur des éléments de cette communauté francophone?” “Pendant le visionnement d’une émission francophone, comment organises-tu tes impressions sur les différences et les ressemblances entre cette communauté et la tienne?”

Instructional tip: Teachers can direct students to listen for the use of the affirmative and the negative in compound sentences and determine how they convey the author’s message.

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., *dialects and regional vocabulary; formal and informal language; language styles among various age groups*)

Teacher prompts: “Quelles sont les expressions typiques de la communauté représentée dans l’émission francophone? Comment noteras-tu ces expressions?” “En écoutant des chansons variées, quelles connaissances antérieures utilises-tu afin de mieux comprendre le dialogue entre les personnages?” “Quelles stratégies t’aident à mieux comprendre les expressions que tu ne connais pas dans un reportage à la radio?”

Instructional tip: Teachers can encourage students to listen for expressions and phrases that denote personal likes and dislikes (e.g., “ça me plaît”, “j’adore”, “j’ai envie de”, “je désire”, “je déteste”, “je ne le préfère pas”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Pourquoi faut-il réfléchir à ce que tu veux dire avant de parler?” “Comment peux-tu t’assurer que ton message est clair?” “Comment peux-tu communiquer des informations importantes quand tu ne connais pas les mots exacts?” “Quelles questions pourrais-tu poser à ton auditoire pendant ta présentation afin de maintenir son intérêt?” “Comment choisis-tu des mots et des phrases apprises dans le cadre d’autres matières pour mieux exprimer tes idées?”

Instructional tip: Teachers can encourage students to use articulators such as “mais”, “alors”, or “parce que” to provide clarification or to elaborate on a subject.

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)

Teacher prompts: “Comment partageras-tu ton opinion lors du forum/de la discussion? Comment choisiras-tu un vocabulaire respectueux pour exprimer ton point de vue?” “Comment planifies-tu l’ordre de tes arguments dans ton discours?” “Quels renseignements pourrais-tu fournir au public afin de soutenir tes arguments?” “Comment est-ce qu’une discussion sur les techniques utilisées par un photographe t’aidera-t-elle à mieux comprendre son œuvre?” “Comment est-ce ces images t’aident à comprendre le message de la vidéo?” “Quels mots et visuels sont essentiels pour que le message soit efficace?”

Instructional tips:

- (1) Teachers can encourage students to use subject and object pronouns, paying attention to their gender, number, and placement in the sentence.
- (2) Teachers can remind students to use the past tense of regular verbs ending in “-er”, “-ir”, and “-re” when recounting personal experiences.
- (3) Teachers can encourage students to use classroom resources containing useful expressions and sentence starters for thoughtful discussion of texts (*e.g., “J’ai été impressionné(e) par...”, “Je me demande si...”, “Je pense que l’auteur a voulu...”, “Je me suis senti(e)... quand...”*).

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*)

Teacher prompts: “Pourquoi est-il important de varier son expression pendant des présentations orales?” “Comment est-ce que tu évites de longues pauses quand tu fais une présentation?” “Que peux-tu identifier comme stratégie pour mieux communiquer tes sentiments lorsque tu lis à haute voix?”

Instructional tip: Teachers can model and encourage students to use strategies to avoid long pauses during speech (*e.g., paraphrase, describe or define forgotten words, reword awkward phrases, use gestures to support the message*).

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*)

Teacher prompts: “Comment est-ce que tu peux utiliser les médias afin de communiquer ton message?” “Comment présenteras-tu ton message?” “Quels éléments et techniques médiatiques pourrais-tu utiliser afin de convaincre ton public?” “Quels sont les éléments essentiels d'une publicité? Comment vas-tu les incorporer dans cette tâche?”

Instructional tip: Teachers can model the use of transition words (*les marqueurs de relation*, *e.g., “donc”, “en effet”, “ainsi que”, “car”*) in increasingly complex sentences.

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*)

Teacher prompts: “Quelles sont les preuves d'apprentissage d'une discussion de groupe productive? Comment est-ce que ces normes influenceront la façon dont tu parleras?” “Quelles stratégies de groupe peux-tu utiliser pour inclure les idées de tous les membres?” “Comment vas-tu communiquer avec ton pair afin de lui montrer que tu comprends?”

Instructional tip: Teachers can model the appropriate use of various verb tenses (*e.g., the passé composé and the imparfait*) when asking questions.

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*)

Teacher prompts: “Comment est-ce que le fait de discuter avec tes camarades du code de vie de la salle de classe t'aide à mieux exprimer tes opinions et tes idées?” “Comment est-ce qu'une réflexion en petits groupes t'aide à mieux organiser tes idées?”

Instructional tip: Teachers can scaffold the use of various forms of interrogative adjectives and pronouns (*e.g., “quel”, “quels”, “quelle”, “quelles”*).

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*)

Teacher prompts: “Quels aspects de tes présentations désires-tu améliorer? Quelles sont les étapes à suivre pour y arriver?” “Quelles

stratégies sont les plus efficaces pour t'aider à exprimer des idées plus clairement?" "À quoi penses-tu quand tu prépares une présentation pour tes auditeurs?"

Instructional tip: Teachers can model the use of various negative constructions (e.g., "ne... plus", "ne...jamais") as they provide feedback on students' use of speaking strategies.

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*)

Teacher prompts: "Comment est-ce que tes nouvelles connaissances t'aident à mieux comprendre les communautés québécoises?" "Comment est-ce que la diversité de la classe t'aide à mieux te mettre à la place des autres?" "Quelles sont les valeurs les plus chères des gens de cette communauté? des individus dans la classe? En quoi est-ce que les tiennes sont semblables à celles des autres?"

Instructional tip: Teachers can model the use of words and expressions (e.g., "célèbre", "renommé(e)", "doué(e)", "influencer", "promouvoir", "vedette", "artiste", "impact") that describe some famous or influential Québécois(es) and their accomplishments.

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*)

Teacher prompts: "Que peux-tu faire afin que les autres comprennent des salutations et des expressions variées?" "Comment le vocabulaire de ton discours variera-t-il selon un contexte formel ou informel?"

Instructional tip: Teachers can model and encourage the effective use of the three forms of the *impératif* (i.e., "tu", "nous", "vous") in various contexts (e.g., giving instructions or directions, making suggestions).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Quebec) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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)

Teacher prompts: “Quelles sont les questions que tu t’es posées pendant ta lecture du texte? Est-ce que tu as été capable de trouver les réponses à tes questions? Où peux-tu trouver les réponses?” “Est-ce que faire des liens avec ton expérience personnelle t’aide à mieux comprendre le texte? Comment?” “Comment est-ce que les idées principales et les détails importants du texte te permettent de mieux comprendre le texte?”

Instructional tip: Teachers can direct students to use varied interrogative constructions (e.g., “Comment”, “Pourquoi”, “Est-ce que”, inversion) when asking questions about a 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., 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)

Teacher prompts: “Quel est le point de vue du personnage principal? Est-ce que son point de vue t’aide à mieux formuler ta propre opinion à son sujet?” “Pouvez-vous expliquer comment le sujet de la protection de la planète est abordé dans le texte?” “Comment est-ce que la lecture d’un dépliant touristique sur les attraits du Québec pourrait t’inciter à y aller un jour?”

Instructional tip: Teachers can direct students to identify demonstrative adjectives in texts (e.g., “ce”, “cette”, “cet”, “ces”) and use them in their responses.

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)

Teacher prompts: “Comment est-ce que tu peux pratiquer ta prononciation, ton expression, ta fluidité et ta précision?” “Comment est-ce que

la variation du débit, de l'intonation ainsi que des temps des verbes aura une influence sur l'impact de ta présentation lors d'un jeu de rôle?"

Instructional tip: Teachers can model correct pronunciation and intonation, including pointing out liaisons and how they affect the flow of reading.

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*)

Teacher prompts: "Comment est-ce qu'une toile de mots peut t'aider à explorer les idées présentées dans le texte?" "Comment les mots d'une même famille peuvent-ils t'aider à comprendre des textes lus?" "Comment est-ce que le vocabulaire des autres matières (maths, sciences et technologie, arts) peut t'aider à être plus précis quand tu t'exprimes?"

Instructional tip: Teachers can encourage students to use word structures, root words, prefixes, and suffixes to assist understanding.

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*)

Teacher prompts: "Comment est-ce que l'auteur a bien visé son public avec le message présenté dans la publicité?" "Comment le média choisi peut-il influencer l'efficacité de la transmission du message?" "Quelles sont tes réactions au message du logo créé par le graphiste?" "Comment est-ce que les mots et expressions de cette publicité nous incitent à acheter ce produit?" "Comment est-ce que le support visuel choisi par le photographe appuie le message de l'article?" "Pourquoi est-ce que le réalisateur a ajouté des sous-titres à son film?"

Instructional tips:

(1) Teachers can model the use of phrases that express personal preference and choice (e.g., "à mon avis", "je pense que", "selon") to help students convey opinions effectively.

(2) Teachers can direct students to identify the *impératif* and discuss how that verb form affects a message.

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*)

Teacher prompts: "Quels aspects de l'histoire courte est-ce que tu as aimés? Pourquoi?" "Quels sont les nouveaux renseignements que tu as appris au sujet de ton ami(e) de plume? Comment est-ce que tu le(la) connais mieux?"

Instructional tip: Teachers can model various strategies to enhance research skills (e.g., formulate questions, locate information, and compare information from a variety of sources).

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*)

Teacher prompts: "Comment est-ce que le format du texte dans une marche à suivre facilite ou influence l'utilisation de cette dernière?" "Comment est-ce que les éléments stylistiques utilisés dans des textes variés t'aident à comprendre le message?" "Comment est-ce que l'auteur a utilisé des éléments stylistiques afin de présenter son message d'une manière efficace?"

Instructional tip: Teachers can encourage students to identify temporal adverbs in short stories (e.g., "bientôt", "jamais", "aussitôt") to help sequence the events.

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; analyse 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*)

Teacher prompt: “D’habitude, quel genre de texte lis-tu? Quels sont les aspects de ce genre que tu préfères? Pourquoi faut-il varier les genres de texte que tu choisis? Quel est ton plan pour choisir une variété de genres afin d’élargir ton répertoire?”

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*)

Teacher prompts: “Comment est-ce que l’étude des communautés franco-canadiennes t’aide à te sensibiliser à différentes perspectives?” “Comment la culture autochtone influence-t-elle la culture francophone?” “Comment peux-tu utiliser les informations des histoires et légendes pour te faire tes propres opinions?”

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 infinitif in recipes or procedural texts*)

Teacher prompts: “En quoi est-ce qu’une lettre adressée à la direction de ton école est différente de celle que tu envoies à ton ami(e)?” “Comment est-ce que la mise en page et le langage utilisé dans l’article t’aident à mieux comprendre le point de vue de l’auteur?” “Comment est-ce que tu détermènes les mesures justes en lisant la recette?”

Instructional tip: Teachers can direct students’ attention to conventions of different forms of writing, with a particular attention to formality (“tu” and “vous”) and to the use of double verb constructions with “vouloir”, “pouvoir”, and “devoir”.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Quebec*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment présenteras-tu tes arguments dans la lettre?” “Comment est-ce que le destinataire du texte influence ce que tu écris?” “À quels critères te réfères-tu quand tu commences à écrire?” “Comment est-ce que le genre de texte détermine le style de ce que tu écris?”

Instructional tips:

(1) Teachers and students can co-construct anchor charts to assist in selecting the appropriate text form for various audiences and purposes.

(2) Teachers can promote the use of expressions of opinion and preference, such as “À mon avis...”, “Selon...”, and “Je pense que...”.

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)

Teacher prompts: “Quelle forme de texte choisiras-tu afin de faire part des résultats de tes recherches?” “Quels détails historiques ou scientifiques vas-tu inclure dans ton récit?” “Quelles instructions dois-tu inclure dans une courte pièce de théâtre?”

Instructional tip: Teachers can encourage the use of direct object pronouns (*e.g., “le”, “la”, “l’”, “les”*) as well as the impersonal pronoun “on” in non-fiction texts.

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*)

Teacher prompts: “Quelles ressources peux-tu utiliser afin d’améliorer le choix et la variété de mots dans ton écriture?” “Comment varies-tu le choix de mots dans ton écriture? Pourquoi faut-il varier ton vocabulaire lorsque tu écris?” “Comment est-ce que tes connaissances antérieures t’aident à créer une liste de mots qui t’aidera à mieux choisir tes mots?”

Instructional tip: Teachers can encourage students to explore root words and word families to expand vocabulary and improve word choice.

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*)

Teacher prompts: “Quelles stratégies utilises-tu afin d’articuler et de présenter ton point de vue?” “Comment est-ce que le message d’une histoire ou d’un article change selon l’auteur?” “Comment est-ce qu’une métaphore ou une comparaison peut appuyer le message et exprimer le point de vue de l’auteur?”

Instructional tip: Teachers can model the use of comparative (“plus”, “moins”) and superlative (“le plus”, “le moins”) adjectives when expressing personal opinions.

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*)

Teacher prompts: “Comment peux-tu choisir la police qui convient à ton but?” “Quelles informations faut-il inclure sur ton affiche?” “Quelles techniques peux-tu utiliser afin de convaincre les autres d’acheter des produits locaux?”

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*)

Teacher prompts: “Quelle est l’importance de l’orthographe et de la ponctuation pour

comprendre ton message?” “Comment est-ce que tu détermènes le temps de verbe qui convient à la situation?” “Comment peux-tu varier tes questions?”

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*)

Teacher prompts: “Comment vas-tu organiser tes idées et tes questions avant de commencer tes recherches?” “Quels outils sont les plus efficaces pour t’aider à choisir des idées pour tes travaux écrits?” “Est-ce que tes pairs peuvent t’aider à développer tes idées?”

Instructional tips:

(1) Teachers can encourage students to catalogue their emotions and sensations as a basis for describing their responses to an event or experience (e.g., “Ce que je peux voir”, “Ce que je peux sentir”, “Ce que je peux goûter”, “Ce que je peux entendre”, “Ce que je peux toucher”, “Ce que je peux ressentir”).

(2) Teachers can model the correct use of ordinal numbers (e.g., “En premier”, “deuxièmement”, “troisièmement”) to organize and present information 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., *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*)

Teacher prompts: “Comment choisis-tu l’organigramme qui t’aidera le plus?” “Comment est-ce que les modèles et les copies types t’aident à faire tes révisions?” “Quelles stratégies utilises-tu quand tu travailles en dyade?”

Instructional tip: Teachers can direct students to revise their texts with a focus on subject-verb and noun-adjective agreement in number and gender.

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*)

Teacher prompts: “Comment est-ce que tu vérifies ton travail selon les critères établis?”
“Comment vas-tu t’assurer que ton texte est intéressant pour le lecteur?”

Instructional tips:

(1) Teachers can refer students to classroom visuals and resources (*e.g., word walls, anchor charts, editing checklists*) that support the refinement of written pieces prior to publication.

(2) Teachers can model the use of complex sentences with transitional words (*e.g., “ensuite”, “aussi”, “car”, “puisque”*) to enhance flow.

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*)

Teacher prompts: “Quelle(s) stratégie(s) as-tu trouvée(s) la(les) plus efficace(s) pour organiser tes pensées et ton information? Pourquoi?”
“Comment penses-tu que les organisateurs graphiques influencent ton processus d’écriture?”
“Comment est-ce que la révision des textes de tes pairs t’aide à réviser tes propres textes?”

Instructional tip: Teachers can model and encourage students to use sentence stems that signal self-reflection during the process of evaluating writing strategies and skills (*e.g., “Je me demande...”, “Je pense que...”, “Je crois que...”, “Je sais...”, “Je veux essayer...”*).

D3. Intercultural Understanding

By the end of Grade 5, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Quebec, including aspects of their 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 “Bienvenue au Québec” brochure for children immigrating to Canada; write a newspaper article comparing some school settings from around the world; 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(e) such as Michaëlle Jean, Régine Chassagne, Bruny Surin, Marc Faureau*)

Teacher prompts: “Quelles connaissances antérieures t’aident à mieux comprendre les gens d’une autre communauté?” “Quels sont les aspects des coutumes des autres que tu trouves les plus intéressants? Comment est-ce que cette nouvelle connaissance t’aide à mieux comprendre les traditions des autres?”

Instructional tip: Teachers can model the writing of a comparative text using temporal adverbs (*les adverbes de temps*, *e.g., “jamais”, “toujours”, “souvent”, “quelquefois”, “rarement”, “parfois”*).

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., expressions from different French-speaking regions; conventions related to personal and formal letters; elements in a note accepting or declining an invitation*)

Teacher prompts: “Comment pourrais-tu communiquer ton message à un destinataire francophone d’une autre région?” “Quels éléments sont essentiels dans une lettre d’amitié?”
“Comment pourrais-tu accepter ou refuser une invitation d’une manière polie?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in Quebec*) but are not expected to do so.

GRADE 6

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment le fait de poser des questions t’aide-t-il à vérifier que tu comprends l’information présentée par un pair?” “Comment le langage corporel et les gestes facilitent-ils la compréhension du message entendu?” “Comment l’intonation et le rythme du texte influencent-ils votre interprétation du message?” “Comment la visualisation pendant l’écoute facilite-t-elle la compréhension de ce que tu entends?”

Instructional tips:

- (1) Teachers can support student learning by reviewing interrogative adverbs, adjectives, and pronouns that can be used to formulate questions to ask before listening.
- (2) Teachers can suggest that students share prior knowledge about the topic to make predictions about an oral text 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 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*)

Teacher prompts: “Comment les suggestions de ton enseignant(e) ou de tes pairs t’aident-elles à préciser les prochaines étapes de ton travail?” “Comment l’écoute d’une variété d’opinions t’aide-t-elle à formuler ta propre opinion?” “Comment la voix de l’orateur influence-t-elle la compréhension de la perspective présentée dans l’histoire?”

Instructional tips:

- (1) Teachers can suggest various organizational strategies to help students record main points heard in a presentation.
- (2) Teachers can ask students to listen for verb tenses to identify whether an activity or event takes place in the present, the past, or the future.

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)

Teacher prompts: “Quels éléments utilisés dans l’annonce publicitaire facilitent la compréhension du message?” “Comment le fait de prendre des notes t’aide-t-il à comprendre le sens général de ce que tu as entendu?” “Comment tes propres expériences t’aident-elles à comprendre le message de la chanson?” “Comment ce texte peut-il être modifié pour inclure les points de vue qui manquent?”

Instructional tips:

(1) Teachers can draw students’ attention to language used in radio or television commercials to cause listeners to react emotionally.

(2) Teachers can encourage students to use complex sentences with connecting words such as “parce que”, “car”, “donc”, “de plus”, “en effet” when discussing the messages heard in texts.

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*)

Teacher prompts: “Quelles différences entends-tu dans la façon dont les nouvelles sont présentées dans des reportages variés?” “Comment les éléments visuels dans les textes médiatiques évoquent-ils des sentiments?” “Quelles stratégies utilisent les compagnies pour encourager le groupe cible à acheter leurs produits?” “Est-ce que l’information présentée s’applique à toutes les femmes/les cultures/les âges, et pourquoi?” “Comment est-ce que le message entendu t’aide à formuler ta propre opinion à propos du produit ou du sujet?”

Instructional tips:

(1) Teachers can demonstrate the use of comparatives and superlatives when comparing different newscasts or advertisements.

(2) Teachers can suggest that students respond to a text using a form of their own choice, such as dramatic skits, illustrations, videos, or multimedia.

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*)

Teacher prompts: “Comment tes connaissances antérieures sur un sujet d’actualité peuvent-elles influencer ta participation à un débat?” “Comment vas-tu démontrer ton écoute dans une conversation?” “Comment est-ce que la stratégie de redire le message dans tes propres mots facilite ta compréhension?” “Comment peux-tu indiquer à ton interlocuteur que tu as compris son message?”

Instructional tip: Teachers can model asking for repetition, confirmation, or clarification (e.g., “Je n’ai pas bien compris ton idée. Peux-tu clarifier ton idée?”, “Est-ce que j’ai bien compris ton message?” “Qu’est-ce que tu voulais dire par...?”).

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*)

Teacher prompts: “Comment peux-tu t’assurer d’avoir compris le message d’une présentation afin de donner des suggestions à tes pairs?” “Quels indices verbaux et non verbaux peux-tu utiliser pour montrer ton accord ou ton désaccord pendant une discussion?” “Comment l’échange d’opinions et d’idées avec tes pairs t’aide-t-il à formuler tes propres idées?” “À la suite de l’écoute d’un dialogue, comment ton opinion a-t-elle été influencée par les individus impliqués?”

Instructional tip: Teachers can suggest that students use a range of expressions for introducing personal opinions, such as “Selon moi”, “À mon avis”, “Je pense que...”, “Je suis d’accord”, “Il me semble que...”, “Je crois que...”, “D’après ce que j’ai entendu...”, “D’après ce que j’ai compris...”.

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*)

Teacher prompts: “Comment le fait de redire les idées dans tes propres mots peut-il t’aider à identifier tes forces et tes faiblesses?” “Comment certaines ressources technologiques peuvent-elles t’aider à renforcer tes habiletés d’écoute?” “Quelles stratégies trouves-tu les plus efficaces avant et pendant l’écoute?”

Instructional tip: Teachers can promote the use of the *passé composé* to describe strategies that were helpful and the *futur proche* or *futur simple* to plan next steps.

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*)

Teacher prompts: “Comment l’auteur ou l’artiste évoque-t-il des émotions dans la chanson ou le poème?” “Comment est-ce que l’écoute des perspectives d’autrui t’aide à mieux les connaître?” “Quels éléments visuels de la vidéo t’aident à identifier les similarités et les différences entre la culture présentée et la tienne?” “Selon vous, comment les Premières Nations, les Métis et les Inuits ont-ils préservé leurs traditions au fil des années?”

Instructional tip: Teachers can review a variety of adjectives that students might use to describe the elements they hear or the emotions they feel when listening to a cultural presentation.

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*)

Teacher prompts: “Comment l’orateur adapte-t-il son niveau de langage selon son auditoire?” “Comment l’écoute de chansons de deux régions francophones différentes t’aide-t-elle à distinguer les différences dans la façon dont ces deux régions utilisent la langue française?” “Quels éléments ou facteurs influencent les différences de langage entre différentes régions francophones?” “Comment les mots utilisés par un artiste dans son poème ou sa chanson reflètent-ils le langage utilisé dans sa culture?”

Instructional tip: Teachers can direct students’ attention to vocabulary specific to different French-speaking regions across Canada.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, or northern Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Pourquoi faut-il planifier l’intonation que tu vas utiliser lors de ton discours?” “Pourquoi est-il important de choisir un registre convenable selon l’auditoire?” “Comment les gestes que tu utilises peuvent-ils faciliter la compréhension de ton message?” “Comment vas-tu organiser tes idées (avant de les présenter) afin de présenter ton discours de façon claire et fluide?” “Comment l’enregistrement de ta présentation peut-il t’aider à mieux prononcer?” “Comment le fait de répéter ton discours peut-il t’aider à améliorer ton débit?”

Instructional tip: Teachers can promote the use of the adverbial pronouns “y” and “en” and the personal pronoun “on” in informal situations.

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*)

Teacher prompts: “Comment peux-tu exprimer tes idées afin d’influencer les opinions de tes pairs?” “Comment peux-tu inciter ton auditoire à réagir lors d’une présentation orale?” “Comment peux-tu développer une argumentation logique pour convaincre tes pairs de vouloir participer à une activité environnementale?”

Instructional tips:

(1) Teachers can model the use of different verb tenses for describing past, present, and future events.

(2) Teachers can model the use of temporal adverbs (*e.g., “toujours”, “parfois”, “souvent”, “jamais”*) for stating feelings and opinions.

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*)

Teacher prompts: “Comment est-ce que les pauses appropriées et le ton de ta voix facilitent la compréhension de ton message?” “Comment pourrais-tu ajouter de l’emphase et de l’intérêt pendant le jeu de rôle?”

Instructional tips:

(1) Teachers can suggest the use of digital recorders or online voice recording software to play back oral communications for student feedback.

(2) Teachers can model correct pronunciation during read-alouds.

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*)

Teacher prompts: “Comment les éléments visuels ou sonores aident-ils à renforcer ton message?” “Pourquoi est-il important de varier le ton de ta voix lorsque tu prépares une annonce publicitaire pour la radio?” “En quoi les annonces publicitaires radiophoniques diffèrent-elles des annonces publicitaires à la télévision ou dans un magazine?” “Comment sais-tu que ta publicité attire le groupe ciblé?”

Instructional tip: Teachers can suggest that students use reflexive verbs when describing routines and everyday life in a travelogue (*e.g., “Il se levait tous les matins à 5h”*).

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*)

Teacher prompts: “Pourquoi faut-il établir des preuves d’apprentissage pour avoir une discussion de groupe productive? Comment est-ce que ces critères t’aident à mieux participer au groupe?” “Comment le fait de redire dans tes propres mots ce que dit ton interlocuteur t’aide-t-il à vérifier ta compréhension?” “Comment tes gestes peuvent-ils aider ton interlocuteur à vérifier si tu comprends son message?” “Comment le ton et l’expression de ta voix aident-ils à susciter l’intérêt de ton interlocuteur?”

Instructional tip: Teachers and students can co-construct anchor charts showing speaking strategies that can be used in a variety of interactions.

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*)

Teacher prompts: “Comment est-ce que le fait de jouer un rôle améliorera ta fluidité et ton expression?” “Comment le fait de jouer le rôle d’un personnage t’aide-t-il à reconnaître différents points de vue autres que le tien?” “Comment est-ce que le fait de discuter des moyens de diminuer le taxage à l’école influencera ton comportement dans la cour de récréation?”

Instructional tip: Teachers can support student engagement by helping students brainstorm and research vocabulary and expressions appropriate to the topics of their spoken interactions.

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*)

Teacher prompts: “Quelles ressources utilises-tu pour trouver le vocabulaire nécessaire pour interagir avec tes pairs lors des discussions de groupe?” “Quelle stratégie peux-tu utiliser afin d’identifier une faiblesse que tu souhaites améliorer? Quelles étapes suivras-tu pour atteindre ton but?”

Instructional tips:

(1) Teachers can model think-aloud strategies to evaluate the effectiveness of speaking strategies.

(2) Teachers can suggest students use prepositions and conjunctions (e.g., “car”, “comme”, “puisque”, “afin que”, “si”) when formulating next steps to improve their speaking skills.

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)

Teacher prompts: “Comment peux-tu exprimer ton appréciation d’une chanson afin de convaincre la classe d’acheter le disque compact?” “Comment est-ce que le fait de discuter d’une tradition ou d’une célébration avec ton groupe t’aide à faire des comparaisons avec ta propre communauté?” “Quels détails trouvés lors de ta recherche sur une fête ou un artefact culturel veux-tu incorporer dans la discussion sur cette fête?”

Instructional tip: Teachers can model the use of the *imparfait* and *passé composé* to describe historical events in French Canadian communities.

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*)

Teacher prompts: “Quelles expressions de la liste t’aident à mieux participer lors d’une conversation?” “Comment le registre de langue change-t-il selon ton interlocuteur ou le contexte social?” “Quels sont les mots utilisés pour décrire la même chose dans deux différentes régions?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, or northern Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment est-ce que le fait d’activer tes connaissances antérieures sur un sujet t’aide à faire des prédictions sur un nouveau texte?” “Pourquoi est-ce qu’on essaie de se faire des images mentales quand on lit?” “Quelle stratégie t’aide à résumer les points importants du texte?”

Instructional tip: Teachers can model the use of connecting words (*les marqueurs de relation*, e.g., “ensuite”, “enfin”, “premièrement”, “puis”, “finalement”) for summarizing texts.

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)

Teacher prompts: “Comment vas-tu inciter les lecteurs à acheter ton magazine (ou à lire ton article) au moyen des images et des manchettes que tu vas mettre sur la couverture?” “Quelles questions peux-tu poser pour identifier le point de vue manquant dans le texte?”

Instructional tip: Teachers can suggest that students use comparative and superlative forms of adverbs and adjectives when comparing two characters in a text.

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*)

Teacher prompts: “Comment est-ce que le débit de ta lecture orale capture l’attention de l’auditoire et t’aide à comprendre ce que tu lis?” “Comment est-ce que ta participation au théâtre des lecteurs t’aidera à mieux comprendre le texte?” “Quels sont les avantages liés au fait de relire des textes lus en classe?” “Comment est-ce

que l'identification des mots d'une même famille et des mots avec préfixes et suffixes familiers t'aide à lire un texte avec fluidité?"

Instructional tip: Teachers can encourage students to reread familiar texts independently or in pairs or groups to increase accuracy and comprehension.

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*)

Teacher prompts: "Comment est-ce que l'utilisation d'un lexique personnel peut confirmer ta compréhension du texte lu?" "Quelles ressources peux-tu utiliser pour développer ton vocabulaire?"

Instructional tips:

(1) Teachers can support student learning by posting new vocabulary on a word wall or anchor chart and making reference to the new vocabulary regularly.

(2) Teachers can draw students' attention to suffixes used to create related words, such as "-ment" added to an adjective to create an adverb ("lent"/"lentement") or "-age" added to a verb stem to create a noun ("recycler"/"recyclage").

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*)

Teacher prompts: "Comment est-ce que le format d'un éditorial influence l'opinion des lecteurs?" "Comment l'annonce publicitaire changerait-elle en fonction de différents auditoires cibles?" "Pourquoi le producteur a-t-il choisi d'inclure de l'information nutritionnelle sur l'emballage du produit?" "Comment est-ce

que les éléments visuels d'une brochure aident à inciter les clients à visiter un endroit?"

Instructional tip: Teachers can encourage students to use direct object pronouns when talking about messages in a variety of media texts.

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*)

Teacher prompts: "Comment est-ce que le format de texte influence ton choix de stratégies?" "Pourquoi est-ce que l'auteur a choisi de créer une affiche pour inciter les consommateurs à acheter un produit?" "Quelles sont les tendances évidentes dans ton analyse des cartes et des tableaux?" "Pourquoi faut-il suivre les étapes en ordre afin de réussir ton expérience scientifique?"

Instructional tip: Teachers can direct students' attention to the use of the *infinitif* as a form of *impératif* in directions.

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*)

Teacher prompts: "Quels sont les éléments d'un article de journal qui facilitent ta lecture?" "Comment les éléments d'une carte géographique t'aident-ils à trouver un endroit facilement?" "Pourquoi est-ce qu'on répète certains vers, mots ou rimes dans un poème?"

Instructional tip: Teachers can direct students' attention to complex sentences using connecting words (e.g., "parce que", "car", "donc", "en effet", "ainsi", "de plus", "ensuite", "puis") in persuasive texts.

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*)

Teacher prompts: “Comment sais-tu quand il faut relire un passage du texte?” “Quelles sont les stratégies les plus efficaces pour t’aider à vérifier ta compréhension?” “Qu’est-ce que tu peux faire afin d’améliorer tes réponses aux questions suite à la lecture?”

Instructional tip: Teachers can encourage students to record in a reader’s notebook the reading strategies they have tried, evaluate the effectiveness of these strategies, and plan new strategies based on this evaluation.

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 Volland, 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)

Teacher prompts: “Comment la localisation et l’environnement d’une communauté affectent-ils la nourriture quotidienne de la communauté en question?” “Comment l’activité agricole peut-elle influencer les cultures d’une communauté?”

Instructional tip: Teachers can demonstrate how to use the table of contents, headings, index, legends, and charts in an atlas to find information about a particular community.

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*)

Teacher prompts: “En quoi le rituel de politesse d’une lettre adressée au rédacteur d’un journal est-il différent de celui utilisé dans un courriel envoyé à un(e) ami(e)?” “Quelles particularités linguistiques remarques-tu dans l’usage qui est fait du français dans différentes communautés francophones?”

Instructional tip: During shared and guided reading, teachers can highlight the use of appropriate vocabulary and sentence structures for specific forms of writing, such as salutations and closings in a letter.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in eastern, western, and northern Canada*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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*)

Teacher prompts: “Comment choisis-tu la forme de texte qui convient à l’intention de l’écrit et aux destinataires?” “Comment ton but d’écriture influence-t-il le genre de texte que tu écris?” “Comment choisis-tu la meilleure forme de texte pour raconter un événement?”

Instructional tip: Teachers can provide various mentor texts directed at different audiences and illustrating various forms of writing.

- 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 councillor about steps to improve the local environment)

Teacher prompts: “Quels éléments doivent être inclus dans ton texte pour persuader tes lecteurs d’adopter ton point de vue?” “Comment peux-tu promouvoir l’inclusion à l’aide des mots que tu choisis pour les personnages de ta pièce?” “Comment est-ce que ta critique du film pourrait influencer les opinions des autres?”

Instructional tip: Teachers can model the use of the *passé composé* and the *imparfait* to recount past events.

- 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*)

Teacher prompts: “Pourquoi est-il important de varier les mots que tu choisis lorsque tu écris?” “Comment peux-tu vérifier le sens des mots que tu utilises lorsque tu écris?” “Quelles ressources peux-tu utiliser pour trouver le sens d’un mot?”

Instructional tip: Teachers can encourage students to use word walls to identify synonyms for commonly used 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., *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*)

Teacher prompts: “Comment est-ce que le fait de changer de types de phrases peut modifier le ton du message?” “Comment le ton du message changera-t-il selon le lecteur?” “Comment le fait de personnifier un être inanimé rend-il ton histoire plus intéressante?”

Instructional tip: Teachers can review subject-verb agreement in various verb tenses for writing in the first or third person.

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*)

Teacher prompts: “Comment peux-tu démontrer le conflit ou la coopération entre les personnages d’une saynète?” “Comment les éléments visuels et sonores facilitent-ils la compréhension de ton message écrit?” “Comment les mots et les éléments visuels d’une pochette d’un DVD attirent-ils les spectateurs?”

Instructional tip: Teachers can direct students’ attention to various features that could be included in a poster or a web page, such as pictures, different fonts, colour, diagrams, and graphs.

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)

Teacher prompts: “Comment est-ce que la ponctuation peut changer le sens de ton texte?” “Pourquoi est-il important de vérifier que tu utilises le temps de verbe qui convient à la situation quand tu écris un passage de texte?”

Instructional tip: Teachers can review subject-verb agreement and provide opportunities for students to use various verb tenses in their writing.

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*)

Teacher prompts: “Comment les organigrammes t’aident-ils à cibler ton sujet avant d’écrire un texte?” “Comment suscites-tu des idées avant de commencer à écrire un texte?” “Comment le fait de visualiser ton histoire avant de l’écrire t’aide-t-il à développer et organiser tes idées?”

Instructional tip: Teachers can support student learning by modelling how to use a variety of graphic organizers for sorting ideas and information.

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*)

Teacher prompts: “Comment le fait d’utiliser un gabarit t’aide-t-il à organiser tes idées?” “Comment détermines-tu quelles idées ou

informations peuvent être éliminées?” “Que peux-tu faire pour vérifier que tes idées sont logiques et claires?” “Comment peux-tu réviser ton travail afin de le rendre plus fluide?” “Comment la rétroaction de tes pairs peut-elle t’aider à réviser ton texte?”

Instructional tip: Teachers can provide a variety of exemplars of student writing and opportunities for peer editing.

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*)

Teacher prompts: “Quelles ressources peux-tu utiliser pour t’assurer que tu as respecté les critères de la tâche d’écriture?” “Comment les suggestions de tes pairs t’aident-elles à réviser et corriger ton travail écrit?” “Que peux-tu faire pour rendre ta copie finale écrite plus engageante et intéressante?” “Comment le fait de lire ton texte à haute voix peut-il t’aider à vérifier la fluidité de tes idées?”

Instructional tip: Teachers can direct students to use correct punctuation, such as periods at the end of sentences, question marks at the end of interrogative statements, and exclamation marks to indicate emphasis.

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*)

Teacher prompts: “Comment te prépares-tu à écrire? Réfléchis aux comportements appropriés pour mieux se concentrer lors d’une tâche écrite.” “Comment choisis-tu l’organigramme approprié selon la tâche d’écriture?” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?” “Comment le fait de prendre note de tes questions dans ton cahier

d’écriture peut-il t’aider pendant le processus d’écriture?” “Comment le fait de réfléchir sur la rétroaction de ton enseignant(e) concernant des tâches d’écriture antérieures t’aide-t-il à planifier tes prochaines tâches d’écriture?”

Instructional tip: Teachers and students can co-create an anchor chart outlining success criteria for effective writing strategies (*e.g., “Je peux identifier mon point de vue”, “Je peux vérifier que mon écriture s’adresse au public ciblé”, “Je peux utiliser des organigrammes pour organiser mes idées”*).

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 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*)

Teacher prompts: “Comment le fait d’effectuer des recherches sur un personnage historique important t’aide-t-il à en savoir davantage sur ta communauté?” “Comment le fait d’étudier des légendes d’autres cultures t’aide-t-il à faire ressortir les éléments nécessaires pour écrire ta propre légende?” “Comment le fait d’écrire au sujet des autres cultures enrichit-il tes connaissances culturelles?”

Instructional tip: Teachers can suggest that students use possessive adjectives (*e.g., “mon/ma”, “notre/nos”*) when writing about their cultures and their community traditions.

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)

Teacher prompts: “En quoi les expressions idiomatiques sont-elles différentes ou semblables d’une région à l’autre?” “Comment distingueras-tu les personnages dans le dialogue?” “Comment les questions du sondage changeraient-elles selon le public ciblé?”

Instructional tip: Teachers can model the use of verbs with “tu” and “vous” to show the formal or informal relationship of the speakers in written dialogue (e.g., “peux-tu”, “pourriez-vous”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, and northern Canada) but are not expected to do so.

GRADE 7

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 7, 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 explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (*e.g., review relevant vocabulary, expressions, and idioms to prepare for listening to an oral text; ask questions to make connections to the ideas heard; synthesize key ideas to reinforce comprehension*)

Teacher prompts: “De quelle façon la création d’une liste de vocabulaire contextuel avant l’écoute d’un enregistrement audio a-t-elle un impact sur ta compréhension des messages entendus et sous-entendus du texte?” “Est-ce que tu peux faire des liens entre tes expériences personnelles et le message du texte? Lesquels?” “Dans quelle mesure la synthèse des idées principales d’un enregistrement audio te permet-elle d’améliorer ou d’éclaircir ta compréhension du texte?”

Instructional tip: Teachers can model strategies for generating relevant vocabulary and expressions before listening to 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 identify contrasting points of view during a*

discussion related to an environmental, social, or political issue; to learn new information; to make inferences about messages heard during a storytelling performance)

Teacher prompts: “De quelle façon l’écoute de différents points de vue lors d’une discussion a-t-elle un impact sur ta position initiale sur le sujet?” “Quel est le point de vue de la personne qui parle? Comment le sais-tu?”

Instructional tip: Teachers can model how to use clues to make inferences from an oral text.

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 a variety of familiar, academic, and personally relevant topics, with support as appropriate (*e.g., develop an advertising campaign related to key ideas and messages heard in a presentation about accessibility issues; create a timeline of key events based on a read-aloud of a historical or fictional text; identify implicit messages in public service announcements aimed at adolescent audiences; synthesize different points of view heard in a media clip about the effects of environmental changes on various Aboriginal communities*)

Teacher prompts: “Dans quelle mesure la ligne du temps te permet-elle de démontrer ta compréhension des événements entendus dans l’enregistrement audio?” “Comment la synthèse de texte médiatique te conscientise-t-elle

à divers points de vue et te permet-elle de développer et d'éclaircir le tien?"

Instructional tips:

(1) Teachers can suggest that students listen for transition words (e.g., "premièrement", "puis", "prochainement", "ensuite") and temporal expressions (e.g., "en" plus a date) to identify and chronologically order key events recounted in an audio text.

(2) Teachers can direct students to listen for coordinating conjunctions (e.g., "car", "donc", "ensuite", "puis", "cependant") and subordinating conjunctions (e.g., "quoique", "bien que", "malgré que", "même si", "tandis que", "pourvu que", "sauf si") to identify similar and contrasting points of view in a media clip.

A1.4 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *express an opinion about viewpoints heard during a listener-response broadcast on financial issues facing adolescents; explain personal reactions to sentiments expressed in songs; identify the explicit and implicit messages in online advertising clips; preview a movie trailer and infer key aspects of the story; discuss how the language, music, and special effects convey the message in a public service announcement related to a social or environmental issue*)

Teacher prompts: "Dans quelle mesure le fait d'exprimer ton opinion et tes pensées suite à l'écoute d'une émission radiophonique sur les choix financiers des adolescents te conscientise-t-il davantage aux défis auxquels tu auras à faire face dans ce domaine?" "De quelle manière les vidéoclips choisis pour la bande-annonce du film influencent-ils ta décision de voir ou ne pas voir le film en question, et pourquoi?" "De quelle façon les mots, la musique et les effets sonores de l'annonce d'intérêt public te sensibilisent-ils davantage aux messages entendus et sous-entendus du texte, et pourquoi?" "Comment l'identification des informations implicites présentées dans un message d'intérêt public te sensibilise-t-elle au pouvoir des médias informatifs sur les choix des adolescents?"

Instructional tip: Teachers can suggest that students use connecting words such as "puisque", "alors", "alors que", "cependant", "donc", "pourtant", and "tandis que" when expressing personal reactions to songs.

A2. Listening to Interact

By the end of Grade 7, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in a variety of extended interactions in familiar social and academic contexts (e.g., *ask relevant questions to make connections and extend a discussion; indicate interest and engagement in a conversation by using vocal prompts; paraphrase a speaker's point of view*)

Teacher prompts: "Dans quelle mesure le fait de créer des liens entre le message et tes expériences personnelles t'aide-t-il à participer davantage à la discussion?" "De quelle façon tes affirmations vocales durant une situation d'écoute confirment-elles ta compréhension du message et ton intérêt à la discussion?" "Comment le fait de redire le point de vue d'un locuteur t'aide-t-il à confirmer ta compréhension du message entendu?"

Instructional tip: Teachers can suggest that students use a variety of sentence starters (e.g., "J'imagine que...", "Je comprends que...", "Oui, c'est vrai que...") and questioning techniques when encouraging a speaker to extend the discussion.

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., *negotiate solutions to problems, interpersonal misunderstandings, and disputes; discuss current events with peers; participate in oral interactive story building*)

Teacher prompts: "De quelle façon le processus de discussion de groupe te permet-il d'échanger au sujet des problèmes rencontrés dans ta vie sociale, de réagir à ces derniers et de les résoudre?" "Comment peux-tu faire un résumé des avantages et des inconvénients à propos du message de ton partenaire afin de lui faire part de ton opinion?" "Comment peux-tu montrer ton accord ou ton désaccord à propos des opinions des autres dans une discussion?"

Instructional tip: Teachers can remind students to listen for past, present, and future verb tenses to facilitate the collaborative creation of an oral interactive story.

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., after an activity, explain why they think particular listening strategies were more effective than others; reflect on successes and areas in need of improvement and record them in a learning log; following a presentation, identify and evaluate with a peer the strategies used to understand the speaker's message; maintain a record of learning strategies that they used effectively during listening tasks)

Teacher prompts: “Quelle nouvelle stratégie est-ce que tu peux essayer pour t’aider à améliorer tes compétences auditives?” “De quelle façon une discussion avec un pair aura-t-elle un impact sur les stratégies d’écoute que tu choisiras d’utiliser à l’avenir?” “Qu’est-ce que tu peux faire afin d’améliorer tes interactions avec les autres?”

Instructional tip: Teachers can ask students to listen for the *conditionnel présent* (e.g., “Tu devrais...”, “Tu pourrais...”) in constructive feedback from peers.

A3. Intercultural Understanding

By the end of Grade 7, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., locate French-speaking communities in North and South America based on information from audio and audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and write about their response or create or select images to illustrate their reactions; listen to Franco-Caribbean stories and make connections with their own family's stories; listen to a text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states, and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana; listen to media texts describing customs and traditions of Franco-American communities and compare them to their own)

Teacher prompts: “De quelle façon l’écoute de textes sur les traditions des communautés francophones de l’Amérique te conscientise-t-elle

aux caractéristiques spécifiques à chacune de ces communautés? Comment cela te permet-il d’évaluer les différences et les ressemblances entre ces communautés et la tienne?” “Comment est-ce que l’écoute d’histoires traditionnelles haïtiennes/antillaises te sensibilise-t-elle aux caractéristiques culturelles de ces communautés et t’aide-t-elle à faire des liens avec celles de ta propre famille?”

Instructional tip: Teachers can remind students to listen for descriptive language, such as adjectives and adverbs, to help them understand information about the cultural elements presented in oral stories or media texts.

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., regional pronunciation and expressions from different French-speaking cultures; language registers in interactions between youth and adults; language conventions that differ in written and oral contexts)

Teacher prompts: “Comment est-ce que l’écoute de deux chansons raps de communautés francophones différentes t’aide à distinguer les accents spécifiques à chaque culture et t’encourage à en apprendre plus à leur sujet?” “Comment l’écoute de conversations entre des adolescents et des adultes francophones te sensibilise-t-elle aux choix sociolinguistiques faits par les locuteurs?” “Comment l’écoute de divers textes publicitaires te permet-elle d’identifier des différences entre le français oral et le français écrit?”

Instructional tip: Teachers can draw students’ attention to regional vocabulary and expressions heard in various audio and media texts, and can ensure that they are added to class word walls, personal dictionaries, or similar resources.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 7, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (*e.g., use tone of voice and facial expressions to emphasize emotion; select appropriate vocabulary; use speaking notes in a debate; use known vocabulary when speaking about familiar subjects*)

Teacher prompts: “Quel impact aura le ton et le débit de ta voix sur le public lors de ton discours oratoire?” “Comment l’utilisation d’une voix expressive permet-elle de susciter l’intérêt de l’auditoire lors d’une présentation orale?” “Comment choisis-tu les mots et les expressions que tu vas utiliser afin de transmettre ton message?”

B1.2 Producing Oral Communications:

produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (*e.g., compose and recite a poem about the impact of a natural disaster; relate an anecdote about a personal embarrassing moment to entertain the class; deliver a speech, using visual supports, to campaign for class president; share personal reactions while presenting a photo essay on a social issue; discuss the possible financial consequences of their personal consumer choices*)

Teacher prompts: “Comment pourrais-tu maintenir l’intérêt de ton public?” “Quels sont les éléments importants d’un discours dans lequel on se présente pour la présidence de classe/d’école?” “De quelle façon peux-tu utiliser les photos et les images afin de renforcer ton message à propos du problème d’équité?”

Instructional tips:

(1) Teachers can suggest that students use descriptive adjectives and adverbs to add detail and interest to a humorous personal anecdote.

(2) Teachers can encourage students to use comparative adverbs (*e.g., “plus”, “moins”, “autant que”*) and superlative adverbs (*e.g., “le plus”, “le moins”*) when discussing the efficacy of various advertising techniques.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions (*e.g., avoid awkward pauses by describing an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; change expression and intonation to reflect the message and situation; change tone/inflection to express sarcasm, irony, respect, and other emotions*)

Teacher prompts: “Où est-ce que tu mettras de l’emphase afin de capter l’intérêt du public?” “Comment peux-tu éviter de longues pauses et des hésitations lorsque tu parles?”

B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *review a book, movie, or community event in a podcast; create a commercial promoting inclusiveness in the school community; create and record a voice-over narration for a video; present a personal point of view in a news broadcast; create a short video about an important issue faced by a First Nation, Métis, or Inuit community*)

Teacher prompts: “Dans quelle mesure une annonce publicitaire te permet-elle de sensibiliser ta communauté scolaire au principe de l’inclusion?” “Comment l’animation d’un texte médiatique te donne-t-elle la possibilité d’expérimenter différentes techniques vocales?” “Quels points de vue présenteras-tu dans le reportage? Comment est-ce que ton choix influencera l’auditoire?” “Quelles stratégies publicitaires pourrais-tu utiliser pour transmettre ton message?”

Instructional tips:

- (1) Teachers can direct students to use the appropriate past tenses when reviewing a film or community event that they have recently attended.
- (2) Teachers can suggest that students use relative pronouns (e.g., “qui”, “que”, “dont”, “où”) in the narration for a video.

B2. Speaking to Interact

By the end of Grade 7, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., *use appropriate gestures and phrases to indicate that they have something to share; rephrase questions or restate information to ensure that others understand; use appropriate tone and expression during discussions; remain on topic during group discussions*)

Teacher prompts: “Pourquoi est-il important d’accorder l’occasion de parler à chaque membre du groupe lors d’une conversation?” “Comment le ton de ta voix et le débit avec lequel tu parles te permettent-ils de véhiculer clairement ton opinion lors d’un débat?” “Pourquoi ne faut-il pas que tu t’éloignes du sujet lors d’une discussion de groupe?”

Instructional tip: Teachers can model expressions that encourage others to share in group discussions (e.g., “Peux-tu expliquer fournir plus d’explications?”, “As-tu d’autres choses à partager?”, “Pourrais-tu clarifier ton argument avec un exemple?”).

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in social and academic contexts, about academic and personally relevant topics (e.g., *debate with peers the points of view presented in a news report on an issue or event in a developing nation; with a partner, brainstorm and discuss what could have been done to prepare for a natural disaster; role-play with a partner asking for and giving directions while on vacation*)

Teacher prompts: “Dans quelle mesure un débat sur les points de vue présentés dans un reportage sur un sujet d’actualité te donne-t-il la chance d’exprimer tes idées devant tes pairs?” “De quelle façon un remue-méninges avec un partenaire sur un désastre naturel alimente-t-il la discussion sur les solutions possibles?” “Lors d’un jeu de rôle entre un touriste et un natif francophone, quelles structures langagières utilisées au préalable te serviraient afin de t’assurer que le message est compris?”

Instructional tip: Teachers can suggest that students use sentence starters such as “À mon avis...”, “Je pense que...”, “Il me semble que...”, “Franchement...” when discussing points of view presented in a news report.

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 with a partner the efficacy of role-playing situations in enhancing their understanding of the levels of formality in French; plan strategies to avoid use of languages other than French, such as seeking alternative French vocabulary; review a recording of their speech with a peer to determine speaking strategies used effectively and most frequently*)

Teacher prompts: “Dans quelle mesure le jeu de rôle favorise-t-il la compréhension de l’utilisation des différents niveaux de la langue française?” “De quelle façon le fait de planifier à l’avance des stratégies sur l’utilisation du français pendant des interactions t’aide-t-il à parler seulement en français?” “De quelle façon la critique d’un enregistrement de ton discours te permet-elle d’explorer les stratégies de prise de parole que tu utilises le plus fréquemment et celles que tu voudrais utiliser pour améliorer ta production orale?”

Instructional tip: Teachers can encourage students to use the *conditionnel présent* and *conditionnel passé* when reflecting on and identifying next steps to improve their speaking skills.

B3. Intercultural Understanding

By the end of Grade 7, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside 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., identify and describe characteristics of French-speaking communities in the Americas such as Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class in a presentation or role play; identify and make a presentation on some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community)

Teacher prompts: “Dans quelle mesure la réalisation d’une présentation sur une tradition culturelle te permet-elle d’identifier les caractéristiques propres à ta culture et celles propres à la culture présentée?” “Comment la dramatisation d’événements historiques te donne-t-elle la chance de te sensibiliser aux sentiments et aux émotions ressentis par diverses communautés culturelles?”

Instructional tip: Teachers can direct students to think about the appropriate use of articles (definite, indefinite, and partitive) when preparing and presenting audio-visual clips about French-speaking communities in the Americas.

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 dialects; language registers for different audiences; expressions of thanks appropriate to different contexts; the use of Antillean Creole and Cajun expressions and other forms of speech that vary from standard French usage, such as “cher/chère” in spoken interactions, “Est où” instead of “Où est”, “avoir” instead of “être” as an auxiliary verb as in “il a parti” instead of “il est parti”, “alle” instead of “elle”, and “asteur” instead of “à cette heure”, “Bon jou” instead of “Bonjour”, “wi” instead of “oui”, “mesi” instead of “merci”, “nanan” instead of “grandmère”, “mouche à miel” instead of “abeille”, or “pistache” instead of “arachide”)

Teacher prompts: “Quels mots et expressions que tu as entendus/que tu as lus peux-tu incorporer dans tes interactions?” “Comment est-ce que ton public influence le langage que tu utilises pour remercier?” “Pendant la pratique des jeux de rôle, comment peux-tu présenter ou incorporer des expressions de différentes régions?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 7, 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 on a topic and note key points on concept maps; make predictions about a text based on knowledge of similar texts; make sketches to assist them in visualizing the action in a scene from a story or a process described in an informational text; read or reread to confirm or clarify understanding*)

Teacher prompts: “Comment tes connaissances antérieures sur le sujet lu te permettent-elles de contribuer à l’élaboration d’un organigramme?” “Dans quelle mesure la visualisation durant la lecture te permet-elle de décrire le déroulement de l’histoire?” “Quelles stratégies de lecture t’aident à interpréter le message de l’auteur d’un texte que tu as lu?”

Instructional tip: Teachers can direct students’ attention to the use of temporal adverbs to signal the sequence of events or the steps of a process.

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 support as appropriate (*e.g., identify and discuss story elements in a literature circle; infer the intended audience for and implicit messages in a selection of posters; write short book reports; select and*

synthesize information from websites to create a brochure promoting the benefits of a bilingual and multicultural Ontario; find specific items for the classroom or a school event in classified advertisements)

Teacher prompts: “Comment tes expériences personnelles et celles de tes camarades enrichissent-elles ta compréhension d’un texte?” “Comment les mots et les expressions choisis par le créateur des affiches te permettent-ils d’inférer le public prévu et les messages explicites et implicites du texte?” “Qu’est-ce qui t’aide à réaliser une synthèse des informations recueillies sur plusieurs sites afin de créer une brochure promotionnelle?”

Instructional tip: Teachers can encourage students to pay attention to the use of the indefinite pronoun “on” in website text, and then use it when preparing a promotional brochure based on compiled information.

C1.3 Reading with Fluency: read a variety of French texts containing increasingly complex 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 in role with suitable emphasis and phrasing to dramatize a text for an audience; read aloud selected excerpts from poetry, song lyrics, or a novel to inspire and challenge peers; read the class or school daily announcements*)

Teacher prompts: “Pendant ta lecture d’un texte de style ‘théâtre des lecteurs’, quelles stratégies

t'ont aidé à garder l'attention de ton public afin qu'il comprenne le message véhiculé dans ta présentation?" "Comment le fait de lire à voix haute avec expression va-t-il influencer la fluidité de ta lecture d'un texte littéraire?" "Comment le débit d'une annonce lue à l'interphone influence-t-il la compréhension du message véhiculé?"

Instructional tip: When reading aloud, teachers can model the correct pronunciation of contractions and abbreviated words in song lyrics, dialogue, or poetry (e.g., "J'suis", "y'a pas", "pis", "ben").

C1.4 Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading (e.g., *record new words found in texts they have read; construct a word web of vocabulary related to the personality traits of a character in a narrative; decode unfamiliar words by using prefixes and suffixes to relate them to known words and cognates*)

Teacher prompts: "Comment la toile de mots t'a-t-elle aidé à évaluer la personnalité du personnage principal?" "Comment les préfixes et les suffixes t'aident-ils à décoder les mots inconnus?" "Comment le fait d'identifier les mots apparentés dans la lecture d'un texte te permet-il d'enrichir ton vocabulaire?"

Instructional tip: Teachers can help students understand new words by explaining the meanings of common prefixes and suffixes (e.g., "re-", "pré-", "a-", "-ment", "-age", "-et(te)").

C1.5 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *discuss with peers the efficacy of image and caption choices in a poster; evaluate the presentation of the material in billboard advertisements or banner ads and discuss possible reactions; read fashion magazines and explain how images, word choice, text fonts, and graphics appeal to particular audiences*)

Teacher prompts: "Comment une discussion sur l'efficacité des images d'une affiche te permet-elle de former ta propre opinion?" "Comment les mots et images présentés sur des panneaux publicitaires vont-ils susciter des réactions émotionnelles chez le public qui les lit?" "Comment les mots et images d'un texte médiatique influencent-ils dans le but de persuader le public et de promouvoir un produit?"

"Comment les techniques médiatiques utilisées dans les différents textes que tu as lus t'aident-elles à comprendre le sens du message transmis?"

Instructional tip: Teachers can suggest that students use indefinite demonstrative pronouns (e.g., "ce", "cela", "ça") when referring to previously mentioned ideas in a discussion group.

C2. Purpose, Form, and Style

By the end of Grade 7, 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., *novel/short story – to give realistic portrayals of imaginary characters; owner's manual – to inform about the use or maintenance of a product; poetry/song lyrics – to tell a story, inform about an aspect of culture, entertain, or make a social commentary*)

Teacher prompts: "Comment la lecture d'un texte narratif te sensibilise-t-elle aux émotions véhiculées par les personnages dans l'histoire?" "De quelles façons les directives et les schémas d'un manuel d'instructions te permettent-ils de compléter la tâche ou le modèle présenté?" "Dans quelle mesure la lecture de poèmes t'informe-t-elle sur les traditions de cultures différentes?"

Instructional tip: Teachers can draw attention to descriptive language in novels or short stories that generates empathy for specific characters.

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 explicit and implicit messages, with support and guidance from the teacher (e.g., *poetry/song lyrics – repetition, rhyme and use of descriptive words and metaphors to help the reader visualize something; invoice or bill – headings, subheadings, tables, graphs; catalogue or flyer – categories, descriptions, and images to promote products*)

Teacher prompts: "Lorsque tu lis les paroles d'une chanson, de quelle façon les rimes t'aident-elles à choisir la bonne expression et le bon rythme?" "Lorsque tu lis une facture, comment les titres et les sous-titres orientent-ils la découverte de l'information recherchée?"

Instructional tip: Teachers can help students identify key verbs and adjectives in metaphors in a poem or song.

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., use a journal to keep track of the tools and reading strategies used for improvement and next steps; consider descriptive feedback from the teacher and peers when setting goals; discuss strategies to self-monitor reading comprehension*)

Teacher prompts: “Pourquoi est-il important de consulter ton journal de référence?” “Comment la rétroaction peut-elle t’aider à identifier les étapes nécessaires pour accomplir la tâche?” “Dans quelle mesure le fait de discuter avec tes pairs du texte lu te permet-il d’identifier des stratégies qui t’aideront à comprendre tes prochaines lectures?” “Pourquoi est-il important d’être conscient de nos pertes de compréhension?”

Instructional tip: Teachers can remind students to use strategies to self-monitor their understanding of a text, such as pausing during reading to ask questions or to paraphrase information.

C3. Intercultural Understanding

By the end of Grade 7, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., read information about landmarks and attractions in various French-speaking communities; compare and contrast celebrations from Louisiana and Haiti as recorded in arts and entertainment reports; infer from posted signage the interests, values, and societal norms of a French-speaking community; research aspects of life for French-speaking individuals or groups in the Americas and make connections to life in their own communities, with the aid of a graphic organizer such as a T-chart; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identities*)

Teacher prompts: “Quelles caractéristiques de la communauté as-tu ressorties des textes d’auteurs francophones? Comment pourrais-tu partager

ces informations avec tes camarades de classe?” “De quelles façons les célébrations de diverses régions francophones aux Amériques se ressemblent-elles et se distinguent-elles les unes des autres?” “Comment la lecture des signes et des panneaux courants dans une communauté francophone t’aide-t-elle à inférer les normes culturelles de la communauté en question?”

Instructional tip: Teachers can remind students to look for transition words (*e.g., “alors”, “après”, “d’abord”, “ensuite”, “enfin”, “donc”, “en plus”*) to facilitate comprehension of media reports.

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 colloquial expressions in selected French-speaking communities; language conventions of informational texts; language conventions in comic strip dialogue; abbreviations, acronyms, and symbols used in text messages and posts on social networking sites*)

Teacher prompts: “Comment les régionalismes de diverses communautés francophones t’aident-ils à comprendre les conventions langagières utilisées par les habitants?” “Dans quelle mesure les structures langagières choisies par un auteur t’aident-elles à identifier les relations entre les gens?” “Comment est-ce que l’étude du langage des sites de médias sociaux t’aide-t-elle à analyser le message transmis sous forme d’abréviation?”

Instructional tips:

- (1) Teachers can model the identification and examination of various sociolinguistic differences exemplified in interactions among characters in a narrative.
- (2) Teachers and students can co-construct an anchor chart or word wall of common acronyms, abbreviations, and symbols used in electronic texts.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in the Americas outside Canada*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 7, 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 letter in the role of a historical figure such as Chief Pontiac, Joseph Brant, or Marie-Josèphe Angélique, sharing his or her experiences with family members; to advertise a new product; to express a personal view in a rap or poem; to explain an environmental disaster and describe possible preventative measures in a report*)

Teacher prompts: “Comment le fait d’écrire une lettre en personnifiant un héros historique te permet-il de partager les expériences qu’il a vécues et te sensibilise-t-il à ce qui lui est arrivé?”
 “Comment l’écriture d’une chanson rap te permet-elle d’exprimer ton point de vue sur un produit présenté dans une publicité?”
 “De quelle façon la rédaction d’un rapport sur un désastre environnemental te permet-elle de communiquer les détails importants du désastre?”

Instructional tip: Teachers can encourage students to use past and present tenses appropriate to the context when writing in the role of a historical figure.

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (*e.g., write an article or an online post about a recent event; develop an expository text outlining arguments on all sides of an issue related to global economic inequities; write an alternative ending for a short story, narrative, or legend read in class*)

Teacher prompts: “Dans quelle mesure le fait d’écrire un essai te permet-il de présenter tes arguments sur un problème mondial?” “Quels détails vas-tu changer afin de rédiger une nouvelle fin à cette histoire?”

Instructional tip: Teachers can suggest that students use conjunctions indicating cause and effect (*e.g., “à cause de”, “parce que”, “alors”, “donc”*) to add complexity to a report.

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (*e.g., incorporate vocabulary from word walls and anchor charts; use print and online resources such as a thesaurus or French dictionary*)

Teacher prompts: “Quels mots et expressions pourrais-tu ajouter à ton texte afin qu’il soit plus sophistiqué?” “Comment la liste/le mur

de mots te permet-il de réutiliser des structures de phrases dans ta production écrite?”
 “Explique comment le fait d’utiliser un dictionnaire français t’a aidé dans ton choix de mots pour ton texte écrit.”

Instructional tip: Teachers can suggest that students use a variety of conjunctive phrases (e.g., “ainsi que”, “bien que”, “tandis que”, “pour que”, “tant que”, “de manière que”) to link ideas in their writing.

D1.4 Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view (e.g., *include graphics, visuals, and descriptive language in an article on a health issue for the class newspaper; select words and expressions to share personal responses to a current global issue discussed in an online forum; choose evocative words to create a slogan*)

Teacher prompts: “Comment la rédaction d’un article te permet-elle d’exprimer ton point de vue sur les bons choix nutritifs que les adolescents devraient faire?” “Comment un forum en ligne te donne-t-il l’opportunité d’exprimer ton point de vue personnel sur des problèmes mondiaux?” “Comment évoquer tes sentiments sur un sujet d’actualité dans un slogan?”

D1.5 Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form (e.g., *create a comic strip about the relationships in a group or community; create a poster to inform students about safe behaviour during science experiments or gym class; create promotional materials to inform adolescents about active living options in their community; create an anti-littering sign for a local park, beach, or trail*)

Teacher prompts: “Selon toi, comment est-ce qu’une bande dessinée peut véhiculer un message? À qui ce message s’adresse-t-il?” “Comment est-ce que la présentation de tes idées et opinions peut contribuer d’une façon positive à ta communauté scolaire?” “De quelle manière peux-tu informer les autres à l’aide de textes multimédias?” “Comment le choix du texte médiatique contribue-t-il à la qualité de ton message et à l’atteinte de tes objectifs?”

Instructional tip: Teachers can suggest that students use a variety of verb tenses and moods (e.g., *présent, impératif, conditionnel présent*) in their promotional materials.

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., *indirect object pronouns “y” and “en”; personal indirect object pronouns “me”, “te”, “lui”, “nous”, “vous”, “leur”; past, present, and future tenses of familiar regular and irregular verbs; conjunctions such as “car”, “comme”, “puisque”, “afin que”, “si”; use of the infinitif as an impératif; disjunctive pronouns “moi”, “toi”, “lui”, “elle”, “nous”, “vous”, “eux”, “elles”; the relative pronoun “où” to describe where or when an action has taken place*)

Teacher prompts: “Comment peux-tu éviter de répéter une idée que tu as déjà mentionnée?” “Quels temps de verbe faut-il utiliser dans ton texte? Comment sais-tu que tu as utilisé les temps qui conviennent à la situation?” “Comment peux-tu relier deux idées dans ton texte écrit?”

Instructional tip: Teachers can suggest that students use direct object pronouns when expressing a personal point of view (e.g., “Il me semble que...”).

D2. The Writing Process

By the end of Grade 7, 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., *generate ideas and group them in mind maps or web charts; record and develop ideas using jot notes; organize their ideas with the aid of a digital graphic organizer; brainstorm a list of writing topics related to personal interests*)

Teacher prompts: “Comment est-ce qu’un tableau référentiel te permet d’articuler tes idées pour un texte écrit?” “Comment les notes télégraphiques t’aident-elles à développer tes idées pour une production écrite?” “Comment est-ce que le fait d’organiser tes questions avant l’écriture pourrait t’aider à composer un texte?” “Comment le fait d’être conscient de tes intérêts peut-il contribuer à la fluidité de tes écrits?”

Instructional tip: Teachers can model the use of tools such as mind maps and concept webs to assist students in generating and expanding upon their 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 range of strategies (e.g., *use a*

digital graphic organizer to help them plan writing pieces; review exemplars while co-constructing success criteria with teachers and peers; use animation software to create a storyboard for a short story or film script)

Teacher prompts: “Comment un organisateur graphique t’aide-t-il à classer tes idées avant ta production écrite?” “Comment est-ce que tu peux utiliser le texte de l’écriture partagée comme inspiration pour ton propre texte?” “De quelle façon les critères de succès t’aident-ils à dresser une rétroaction au sujet de ton travail d’écriture?” “Comment est-ce que la technologie t’aide à planifier ton projet d’écriture?”

Instructional tip: Teachers can remind students to pay attention to the position of object pronouns in 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 peers when revising content; use agreed-upon success criteria to assess writing for areas of greater and lesser strength in order to improve the final product; proofread using available classroom and technological resources; consider layout and characteristics of a text form when producing a final product*)

Teacher prompts: “Comment la rétroaction avec tes pairs t’aide-t-elle à réviser ta production écrite afin d’améliorer ton produit final?” “Comment est-ce que la présentation de ton document influencera la réaction de ton lecteur?” “Comment les éléments visuels et les caractéristiques de texte aident-ils ton lecteur à repérer l’information pertinente?” “Comment sais-tu que ton travail final satisfait aux attentes de la situation?”

Instructional tips:

- (1) Teachers can conference with students during guided practice to support them in revising, editing, and polishing their writing.
- (2) Teachers can encourage students to record feedback from their peers for current and future revision of writing pieces.

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 graphic organizers helped them organize information and ideas effectively; consider feedback*

from peers when identifying areas of greater strength in writing, and setting learning goals to improve areas of lesser strength; in conference with the teacher, discuss goals for improving writing, and develop a checklist of specific steps to achieve those goals)

Teacher prompts: “Quels sont tes forces et tes défis comme auteur?” “Comment les questions et commentaires générés par tes pairs, dans votre discussion, te permettent-ils d’améliorer tes habiletés et ton travail aujourd’hui et à l’avenir?”

Instructional tip: Teachers can suggest that students maintain a learning log to track and update learning goals throughout the year.

D3. Intercultural Understanding

By the end of Grade 7, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in the Americas outside 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., write about the accomplishments of an individual or group from the Americas that has contributed to la francophonie; create a pamphlet about a cultural exchange opportunity in a French-speaking region of the Americas; write an opinion piece about the role of sports in various French-speaking communities; write a nutrition plan outlining healthy food choices for their family and a Creole family in Louisiana based on local agriculture; compare the carbon footprint of a family in Guadeloupe to that of their own family*)

Teacher prompts: “Comment le fait d’écrire à propos des réalisations d’autrui nous permet-il d’évaluer les besoins de sa communauté?” “Comment ce projet d’écriture t’a-t-il sensibilisé à l’importance de bien connaître les intérêts de son partenaire pour un échange culturel?” “Comment le fait d’entrer dans la peau d’un personnage t’aide-t-il à comprendre sa culture?”

Instructional tip: Teachers can suggest that students use present and future tenses when writing about a proposed cultural exchange.

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 thank-you letters with different levels of*

formality; regional expressions and terminology in diverse French-speaking communities; regional idiomatic expressions)

Teacher prompts: “De quelle façon peux-tu intégrer quelques exemples d’expressions idiomatiques et de régionalismes dans ton texte?”
“Pourquoi est-il important de connaître quelques expressions pour se présenter dans différentes situations sociales?”

Instructional tip: Teachers can suggest that students use affirmative and negative forms of the *infinitif* following impersonal expressions (e.g., “il est important de...”, “il faut...”, “on doit...”) when writing a thank-you note.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in the Americas outside Canada) but are not expected to do so.

GRADE 8

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using appropriate listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 8, 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 explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (*e.g., use personal experience to make preliminary connections prior to listening to an oral text; create a list of questions to guide listening; visualize key events discussed during an interview or read-aloud; confirm their understanding after listening by analysing predictions made before listening*)

Teacher prompts: “Comment est-ce que la visualisation durant l’écoute d’un texte renforce ta compréhension du message véhiculé par l’auteur?” “Après avoir fait l’écoute d’un texte, de quelle façon l’analyse de tes prédictions consolide-t-elle ta compréhension du message?”

Instructional tip: Teachers can suggest that students use a learning journal to record and consolidate information heard in an audio text.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., to interpret the key messages in a song or radio advertisement; to synthesize ideas heard in a literature circle; to create a character sketch based on a read-aloud; to make decisions about future paths during an oral presentation on course selection for high school; to respond to media releases about current health issues*)

Teacher prompts: “Comment est-ce que l’écoute des différents points de vue de tes camarades durant le cercle de lecture t’a permis de comprendre le texte présenté?” “Comment l’écoute de la présentation orale influencera-t-elle les décisions que tu prendras concernant le sujet présenté?” “Quel impact est-ce que l’écoute de différents bulletins de nouvelles aura sur les choix que tu feras par rapport au problème présenté?”

Instructional tip: Teachers can direct students to use future tenses when responding to a presentation regarding secondary school options.

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 a variety of familiar, academic, and personally relevant topics, with support as appropriate (*e.g., describe points of view stated during a debate; use graphic organizers to highlight the main ideas in an oral presentation; summarize the points made by a spokesperson on an environmental issue; identify the messages in song lyrics*)

Teacher prompts: “De quelle façon l’écoute du débat sur l’actualité politique te permet-elle d’exprimer une opinion sur les points de vue entendus en utilisant les marqueurs de relation suivants : ‘premièrement’, ‘puisqu’il’, ‘alors que’, ‘enfin’, ‘ainsi que’, ‘tandis que’?” “Après avoir écouté le discours d’un porte-parole d’un organisme politique sur le réchauffement climatique, comment peux-tu exprimer ton point de vue en réponse au message?” “Dans quelle mesure les mots choisis par l’auteur

d'une chanson patriotique t'aident-ils à identifier le message implicite?"

Instructional tips:

(1) Teachers can suggest that students use strategies and organizational tools such as note taking, comparative charts, or mind maps when synthesizing ideas heard during a presentation or a debate.

(2) Teachers can suggest that students use sentence starters such as "puisque", "donc", "pourtant", "alors que", "par conséquent", "cependant" to explain the message of a song.

A1.4 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (*e.g., respond to an advertisement by a human rights organization; express an opinion about the messages in a television advertisement aimed at young children; parody a media report*)

Teacher prompts: "Comment le message implicite d'une publicité télévisée visant les jeunes enfants te fait-il réagir au pouvoir qu'ont les médias sur nos vies, et pourquoi?" "Est-ce que la présentation du message était efficace? Qu'est-ce que l'auteur aurait pu faire pour rendre son message plus efficace?" "Comment un bulletin de nouvelles peut-il se prêter à la parodie?"

Instructional tip: Teacher can suggest students use various verb tenses when expressing their opinions about an advertising campaign.

A2. Listening to Interact

By the end of Grade 8, students will:

A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in a variety of extended interactions in familiar social and academic contexts (*e.g., ask relevant questions to elicit further information; paraphrase to clarify meaning; express interest in what is being said during a presentation by commenting and questioning*)

Teacher prompts: "Comment la formulation de questions te prépare-t-elle à interagir lors d'une discussion de groupe sur un sujet d'actualité?" "Durant un débat, dans quelle mesure le fait de paraphraser en utilisant les expressions et mots de relation suivants ('Si j'ai bien compris...', 'D'après ce que j'ai compris, tu veux dire que...')

t'aide-t-il à clarifier les idées exprimées?"

"Comment est-ce qu'une liste de questions pourrait-elle t'aider à interagir avec tes camarades de classe pour expliquer ton point de vue?"

Instructional tip: Teachers can suggest that students use a graphic organizer such as an inquiry chart to help them formulate questions during an interview, debate, or group discussion.

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 different points of view in a discussion on healthy living; during an interview, prepare, ask, and adapt questions based on the speaker's responses; respond to a speaker's opinion; respond to ideas and opinions presented in small- or large-group situations*)

Teacher prompts: "Comment est-ce que ta compréhension des arguments présentés dans un débat te permet de participer activement à la discussion et de partager ton opinion, ta perspective? Qu'est-ce que tu peux faire quand tu ne comprends pas?" "Comment est-ce que tu peux montrer que tu comprends le point de vue de la personne qui parle pendant un échange virtuel ou face à face?" "Quelles informations mises en commun lors d'une discussion t'aident à mieux comprendre et à mieux répondre aux questions posées?"

Instructional tip: Teachers can suggest students use various verb tenses when giving their opinion during a debate or classroom interaction.

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., consider peer feedback when reflecting on areas in need of improvement and setting goals to improve listening skills; record an authentic exchange with peers and use it to determine next steps to improve their listening skills; refer to a checklist based on success criteria to identify listening strategies that might be helpful during a group discussion*)

Teacher prompts: "Comment la rétroaction d'un pair te permet-elle d'identifier tes prochains défis liés à l'écoute durant une interaction de groupe?" "Dans quelle mesure l'anticipation des réponses des autres durant une discussion de groupe affectera-t-elle ta participation aux échanges et améliorera-t-elle tes habiletés

d'écoute active?" "De quelle façon une liste de critères d'évaluation te permet-elle d'identifier les stratégies d'écoute qui sont efficaces pour toi?" "Comment l'identification des stratégies d'écoute qui t'aident avant, durant et après une activité d'écoute te permet-elle de planifier tes prochaines étapes pour améliorer tes habiletés d'écoute?"

Instructional tip: Teachers can suggest that students use the *conditionnel présent* and the *conditionnel passé* when reflecting on their listening skills.

A3. Intercultural Understanding

By the end of Grade 8, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., listen to descriptions of tourist destinations in France and identify and describe significant landmarks; identify important or interesting messages, themes, or values in songs by French artists; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in France and make connections to their own community; listen to a podcast from a community or group in France about celebrations or traditions and identify how their new understanding helps them better relate to the people from that community*)

Teacher prompts: "Quels liens fais-tu entre ta propre situation et le message ou le personnage de la chanson? Est-ce que la chanson t'a aidé à mieux comprendre la situation des jeunes dans cette communauté?" "Quels sont les liens que tu as faits entre les valeurs et les traditions culturelles présentées dans le texte et tes propres traditions culturelles?"

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., expressions specific to the backgrounds of different speakers; pronunciations from different regions in France; appropriate uses of different language registers*)

Teacher prompts: "De quelle façon les expressions entendues au cours de l'entrevue d'une personnalité connue te permettent-elles de comprendre le dialogue entre l'intervieweur et l'interviewé?" "Quelles stratégies te permettent d'identifier les accents des personnes parlant français?" "Quelles sont les expressions et les interjections que les ados utilisent?"

Instructional tip: Teachers can encourage students to listen for different spoken interjections and record them in their personal dictionary, word wall, or learning journal.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in France*) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 8, 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., alter volume and tone to engage audience; use dramatic pauses to create suspense; use terminology and vocabulary specific to the subject and audience*)

Teacher prompts: “Quelle importance aura le ton de ta voix et ton expression faciale lors d’un reportage?” “Pourquoi faut-il adapter ta voix, ton débit et ton expression quand tu fais un jeu de rôle pour un auditoire spécifique?” “Dans quelle mesure le vocabulaire que tu choisis aura-t-il un impact sur la compréhension du message par l’auditoire visé?”

Instructional tip: Teachers can suggest that students use the appropriate past tenses when recounting a current event or personal experience.

B1.2 Producing Oral Communications: produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (*e.g., deliver a monologue in the role of a prominent historical figure; present a slideshow on immigration trends; give instructions to lead the class during daily physical activity; communicate their thoughts and feelings on a social or environmental issue through a rap or song lyrics*)

Teacher prompts: “Quels éléments d’expression orale te serviront lors de la présentation d’un monologue?” “Quels conseils peux-tu donner à quelqu’un qui doit animer une activité physique?” “Comment choisiras-tu les informations importantes à communiquer pendant ta présentation?” “Dans quelle mesure un rap ou une chanson te permettent-ils de communiquer ton opinion et tes émotions au sujet d’un événement d’actualité que tu as entendu à la radio?”

Instructional tips:

(1) Teachers and students can co-construct reference materials that outline effective presentation skills.

(2) Teachers can suggest students use sentence starters such as “Je pense que...”, “Selon moi...”, “Je crois que...”, “Cela me fait penser à...” when role-playing a historical figure.

(3) Teachers can suggest students use the *impératif* when giving instructions during a lesson.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions (*e.g., use appropriate pauses and emphasis to clarify important ideas; vary intonation and tone of voice when asking questions*)

Teacher prompts: “Quelles expressions t’aident à mieux exprimer ton opinion? Pourquoi est-il plus facile de faire part de ton opinion à propos de sujets familiers?” “Pourquoi est-il important

de varier ton expression, ton intonation et ton de voix quand tu parles?” “Comment est-ce que les autres sauront que tu poses une question?”

B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., *create a multimedia presentation about a social or environmental issue; record a radio advertisement promoting healthy schools; create a video on the importance of healthy living for young adults; create a public service announcement about the benefits of buying locally produced food*)

Teacher prompts: “Dans quelle mesure le fait de créer une annonce publicitaire à la radio a-t-il un impact sur les choix que tes pairs et toi-même ferez concernant votre alimentation?” “Comment est-ce que la production d’une vidéo sur l’importance de la vie saine et active te fait réfléchir davantage aux choix que toi et tes pairs ferez pour demeurer en santé?”

Instructional tip: Teachers can suggest that students use future tenses when explaining the impact of lifestyle on health.

B2. Speaking to Interact

By the end of Grade 8, students will:

B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., *follow established roles during group work, such as reciprocal teaching; respond to non-verbal cues; adjust language register and pace based on audience*)

Teacher prompts: “Qu’est-ce qui t’aide à présenter ton point de vue à tes camarades?” “Dans quelle mesure un contact visuel constant aura-t-il un impact sur la communication de ton message?”

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in social and academic contexts, about academic and personally relevant topics (e.g., *engage in a round-table discussion exploring hobbies, current events, potential career paths, hopes, or ambitions; improvise a conversation between a soon-to-be exchange student and his or her host family; discuss an urban planning situation, such as what kind of facilities should be built for youth or aging populations; establish norms for group work through discussion; participate in a four-corner activity*

based on the effectiveness of a movie trailer; teach peers a computer application; participate in a debate on a current environmental issue)

Teacher prompts: “Dans quelle mesure les pronoms indéfinis tels que ‘rien, personne, plusieurs, tous, etc.’ lors d’une table ronde sur les buts et les ambitions des jeunes adolescents t’aident-ils à renforcer ton point de vue sur le sujet?” “Comment l’improvisation lors d’une conversation te donne-t-elle l’opportunité de parler spontanément et avec aisance?” “De quelle façon le conditionnel présent t’aide-t-il à préciser tes idées lors d’une discussion sur toutes les situations de planification?” “De quelle façon l’activité ‘Quatre coins’ t’aide-t-elle à développer ta pensée critique et à convaincre tes pairs d’adopter ton point de vue sur la publicité d’un film que tu as vu?” “De quelle façon le fait d’être un mini-prof durant une leçon sur l’usage de la technologie t’a-t-il aidé à déterminer la structure langagière que tu as dû utiliser?” “Quelles sont les structures langagières qui te seront utiles pour préparer ton débat sur un événement d’actualité touchant l’environnement?”

Instructional tips:

- (1) Teachers can suggest students use the impersonal expression “il faut que” with the *subjunctif présent* of common irregular verbs (e.g., “avoir”, “être”, “aller”, “faire”, “savoir”).
- (2) Teachers can remind students to use expressions such as “il est vrai que...”, “évidemment”, “sans aucun doute”, “ainsi que”, “tandis que” when debating.

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., *debrief and discuss with a peer strategies used to capture and maintain an audience’s attention during a dramatic presentation; reflect on the efficacy of word choices made during an improvisation task, setting goals to improve French vocabulary usage when speaking*)

Teacher prompts: “Dans quelle mesure la rétroaction de tes pairs/ton enseignant suite à ta présentation orale te permet-elle de te fixer des buts pour t’améliorer lors d’une prochaine présentation orale?” “Comment une réflexion sur l’efficacité de ton choix de mots lors

d'une improvisation peut-elle influencer le développement de buts afin d'améliorer ton expression orale?" "Comment une discussion de groupe sur les stratégies à utiliser lors de situations parlées te permet-elle d'améliorer les stratégies que tu utilises déjà et celles que tu voudrais utiliser?"

Instructional tips:

(1) Teachers can encourage students to use "je peux" statements when reflecting on feedback after an oral presentation.

(2) Teachers can suggest that students use future tenses when evaluating strategies to use in future speaking situations.

B3. Intercultural Understanding

By the end of Grade 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in France, 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 an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs in France; identify and explain reasons for learning French; create an advertisement about the lifelong benefits of learning another language and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment)

Teacher prompts: "Dans quelle mesure un échange sur les éléments culturels qui incitent les touristes à visiter certains endroits te permet-il de prendre conscience de ceux qui reflètent ta propre communauté, et pourquoi?" "Comment est-ce que la publicité qui promeut le français sur le marché du travail influence ton opinion sur la valeur de l'apprentissage de la langue française?"

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., *formal and informal language to suit the context and audience; introduction etiquette in different French-speaking communities; colloquialisms, idioms, and gestures appropriate to different settings*)

Teacher prompts: "Dans quelle mesure le fait de comparer des mots de présentation de communautés francophones différentes te permet-il d'analyser le langage spécifique à chacune et te renseigner sur les choix que tu feras pour te présenter?" "Dans quelle mesure les mots que tu utilises sont-ils influencés par le public à qui tu dois t'adresser, et pourquoi?"

Instructional tip: Teachers can suggest students use the *conditionnel présent* and the *conditionnel passé* when explaining the language they must use for different audiences.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 8, 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 the main idea and important details; use visualization and comparisons with images from other sources to clarify details of characters, scenes, or concepts; make inferences from visual elements to identify explicit and implicit messages*)

Teacher prompts: “Comment ta visualisation et tes comparaisons avec les images durant la lecture d’un texte médiatique t’aident-elles à clarifier les concepts, les scènes et les détails concernant les personnages?” “Comment les éléments d’une affiche publicitaire t’aident-ils à inférer le message de l’auteur, et pourquoi?”

Instructional tip: Teachers can suggest students use sentence starters such as “Je pense que...”, “Cela me fait penser à...”, “J’imagine que...” when making inferences about a text or describing what they visualize while reading.

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 support as appropriate (e.g., *identify and discuss story elements in a mock interview with the author; following a read-aloud, create an animation summarizing a segment of the text; following*

shared reading of song lyrics, compose an additional verse; identify interesting jobs on employment websites and explain what skills are relevant to the responsibilities posted; identify the details that make a story believable; skim and scan to extract important information from a non-fiction text using titles, subtitles, headers, and margin references)

Teacher prompts: “Quelles questions pouvez-vous poser à l’auteur afin d’identifier son message?” “Qu’est-ce que tu peux faire afin de représenter le point de vue de l’auteur?” “Quel est le message implicite de l’auteur? Comment peux-tu l’exprimer en composant des versets supplémentaires pour les paroles de la chanson?” “Comment est-ce que l’information présentée dans des sites Internet sur les possibilités d’emplois dans ta communauté t’aide à faire des choix pour l’avenir?” “Dans quelle mesure le fait d’identifier les détails de l’histoire que tu lis te permet-il de déterminer la plausibilité de celle-ci?” “De quelle façon les titres, les sous-titres et les références dans les marges d’un texte informatif t’aident-ils à extraire l’information?”

Instructional tip: Teachers can encourage students to use adjectives and other descriptive language in song lyrics.

C1.3 Reading with Fluency: read a variety of French texts containing increasingly complex 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 to entertain a younger*

class using suitable emphasis, intonation, and phrasing; read a statement on current events to inform their peers, using intonation that follows the punctuation)

Teacher prompts: “Quelles sont les stratégies que tu auras besoin d’utiliser pour lire une histoire à un auditoire plus jeune, et pourquoi?” “Comment la ponctuation d’un texte dictera-t-elle l’intonation que tu utiliseras pour lire un communiqué d’actualités?”

Instructional tip: Teachers can suggest that students use pre-reading strategies such as highlighting cognates and familiar words to improve fluency and enhance comprehension when reading aloud.

C1.4 Developing Vocabulary: identify and use a variety of different strategies to expand vocabulary through reading (e.g., *analyse word parts and look for familiar words and mots apparentés that are similar to words in their first language; create a personal word list of mathematical terminology; use symbol-sound relationships between the letters of the alphabet and the sounds they represent to recognize words they have only heard before*)

Teacher prompts: “Quand tu lis un texte, dans quelle mesure les mots apparentés et les mots familiers te permettent-ils de faire des liens avec le vocabulaire de ta première langue?” “Comment les mots familiers inscrits dans ton journal de maths te sont-ils utiles pour résoudre des problèmes mathématiques?” “De quelle façon la relation entre les sons et les lettres de l’alphabet t’aide-t-elle à développer ton vocabulaire de français?”

C1.5 Responding to and Evaluating Media

Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., *write a comment agreeing or disagreeing with the opinions in a blog post; evaluate the stereotypes presented in print ads; analyse the messages presented in different company slogans and logos and how they influence the consumer; describe how song lyrics convey their message; read advertisements for back-to-school items and analyse their influence on youth choices, including their own; explain the impact of fashion magazines on how young adults dress; compare the treatment in various print media of an environmental issue such as the exportation of water*)

Teacher prompts: “Après avoir lu le message d’un auteur sur son blogue, qu’est-ce que tu veux lui dire à propos de son opinion? Quelles sont tes réactions personnelles? Comment

peux-tu exprimer ton opinion d’une manière efficace et polie?” “Dans les publicités que tu as lues, quels sont les éléments qui t’ont permis d’identifier les stéréotypes?” “Comment est-ce que la mode pour les jeunes adultes est influencée par les revues de mode? Comment est-ce que ces textes exercent une influence sur les choix que tu fais?”

Instructional tips:

(1) Teachers can encourage students to share their opinions about and reactions to media texts in an online class forum.

(2) Teachers can encourage students to study the techniques used to advertise various items to help them question the messages presented in various media.

C2. Purpose, Form, and Style

By the end of Grade 8, 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 – *to express feelings or ideas*; online media/newspaper – *to inform about current events and issues*; report – *to describe and analyse an experience or event*; magazines – *to publish articles related to a particular subject*; autobiography – *to share personal experiences and reflections*; credit card statement – *to show the source and amount of charged purchases and the balance owed*)

Teacher prompts: “Quel est le but de ce journal? Comment le sais-tu?” “De quelle façon les magazines variés que tu choisis de lire reflètent-ils tes intérêts?” “Pourquoi est-ce que cet auteur a choisi d’écrire son autobiographie?”

Instructional tip: Teachers can suggest that students use possessive pronouns (e.g., “le mien”, “le tien”, “le sien”, “les leurs”, “la mienne”) when discussing their experience of reading different text forms.

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 explicit and implicit messages, with support and guidance from the teacher (e.g., graphic novel – *visuals and text that work together to tell a story*; poster or flyer – *descriptive language, captions, headlines, pictures, colour, punctuation, and fonts*; calendar – *gridlines, boldface print, and icons of important dates and events*)

Teacher prompts: “Pourquoi l’auteur a-t-il utilisé cette couleur pour le texte/les mots sur cette

affiche?” “Quels éléments de style est-ce que l’auteur a bien utilisés pour appuyer son message?”

Instructional tip: Teachers can suggest that students identify stylistic devices such as onomatopoeia in a graphic novel to help understand the meaning.

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; determine which reading strategies they are using effectively*)

Teacher prompt: “Selon toi, quelles sont les stratégies nécessaires pour être un bon lecteur? Justifie ta réponse.”

C3. Intercultural Understanding

By the end of Grade 8, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (*e.g., read tourist brochures from different regions in France to identify elements of daily life/culture in each; read restaurant menus from different regions of France and compare dishes with their own food; using an online encyclopedia and maps of France, identify the major regions and cities and discuss local agriculture; identify symbols,*

personalities, landmarks, organizations, and traditions related to France and former French colonies; identify and compare environmental issues of concern in France and Canada; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them)

Teacher prompts: “Comment est-ce que la lecture de différentes brochures touristiques peut influencer ton choix de destination pour tes vacances?” “Dans quelle mesure la lecture de différents menus de restaurant t’informe-t-elle sur les habitudes alimentaires des cultures de ta communauté et te sensibilise-t-elle aux choix qui te sont offerts?”

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., words and expressions unique to certain regions; language registers in personal and business letters; the use of slang/colloquial/familiar versus “standard” French in posters, cartoons, graphic novels, or advertisements; expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities*)

Teacher prompt: “Comment est-ce que les compositeurs ont présenté leurs messages dans les textes? Quel langage est-ce qu’ils ont utilisé? À qui s’adressent ces textes? Comment le sais-tu?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (*e.g., French-speaking communities in France*) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- D1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 8, students will:

D1.1 Identifying Purpose and Audience:

determine their purpose for writing and the audience for French texts they plan to create (e.g., *to persuade someone to continue studying French in high school; to support the school's environmental initiatives with a campaign flyer or brochure; to depict the point of view of a survivor of a natural disaster in a journal; to raise awareness about an equity campaign such as Shannen's Dream*)

Teacher prompts: “Quels sont les mots persuasifs que tu choisiras pour souligner l'importance de poursuivre des études en français?” “Quel langage utilises-tu pour exprimer clairement les initiatives environnementales de ton école?” “Comment est-ce qu'un journal intime exprimant le point de vue d'une victime d'un désastre environnemental te permet de comprendre ses émotions et ses expériences?”

Instructional tips:

- (1) Teachers can suggest that students use impersonal expressions such as “C'est essentiel...”, “Il est primordial...”, “Il est capital...” in persuasive texts.
- (2) During shared writing, teachers can model and encourage the use of a variety of sentence types (i.e., declarative, imperative, interrogative, exclamatory) and lengths to maintain reader interest.

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (e.g., *write a memoir or an article from the perspective of a newcomer to Canada or someone affected by a social issue; write a narrative poem about the importance of Remembrance Day, the Day of Pink, or the International Day for the Elimination of Racial Discrimination; write a report on an environmental issue to persuade their peers to take action in their community; write a dialogue or script for a short play about a historical character such as Louis Riel or George-Étienne Cartier*)

Teacher prompts: “Comment est-ce que tu peux organiser tes idées dans l'écriture d'un article pour raconter l'expérience d'un immigrant?” “Comment est-ce que tu peux mieux comprendre les expériences des autres quand tu écris de leur point de vue?” “Quelle forme de texte t'aidera à souligner l'importance de reconnaître les sacrifices et la bravoure des héros et héroïnes canadiens?” “Quels sont les éléments d'un rapport qui te permettent de persuader tes pairs d'agir pour faire une différence dans votre communauté?”

Instructional tips:

- (1) Teachers can encourage students to use expressions such as “premièrement”, “deuxièmement”, “tout d'abord”, “ensuite”, “après que” to organize their ideas.

(2) Teachers can encourage students to verify the position of adverbs with affirmative and negative compound verbs (e.g., “Ils ont bien présenté le produit”, “Les compagnies ne sont pas souvent trouvés responsables des actions des gens”) when writing a report.

(3) Teachers can remind students to pay close attention to the position of object pronouns with compound verbs (e.g., “Il lui a dit...”, “Elle l’a mentionné...”) and the *infinitif* (e.g., “Il voulait nous dire que...”) when writing a dialogue or script.

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *use a thesaurus to expand their vocabulary; use online and print French dictionaries to confirm meaning; use print and online sources to locate information about word origins; incorporate new words from fiction and non-fiction texts in their writing; use vocabulary from the word wall and classroom visuals in context*)

Teacher prompts: “Quelle est la ressource que tu trouves la plus efficace pour élargir ton vocabulaire? Est-ce que cette source est fiable? Comment le sais-tu?” “Comment les livres narratifs et informatifs te permettent-ils de clarifier la compréhension des mots que tu as choisis pour ta production écrite?”

Instructional tip: Teachers can encourage students to write using new vocabulary as well as expressions that they have encountered in other subjects and during listening and reading.

D1.4 Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view (e.g., *use comparison to illustrate an idea; use specialized vocabulary and terminology specific to the topic they are writing about; create a comic strip using idioms to describe a political issue; use emotive language to evoke a reaction to a past event or experience*)

Teacher prompts: “Quels traits d’écriture t’aideront à communiquer ton message?” “Comment est-ce que les expressions idiomatiques et les onomatopées pourraient t’aider à exprimer ton opinion sur un événement politique actuel dans ta bande dessinée?” “Quelles figures de style t’ont aidé à articuler tes pensées lors de la description d’une expérience que tu as vécue?”

Instructional tip: Teachers can suggest that students use the comparative and superlative forms of “bien” (i.e., “mieux”/“le mieux”) and “mal” (i.e., “pire”/“la pire”) to express their opinion.

D1.5 Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form (e.g., *adapt a short story for a comic book or multimedia presentation; design a web page that promotes informed financial decisions; create an ad campaign to raise awareness about a social, environmental, or health-related topic; create a slideshow explaining the threats to endangered animals in Canada and describing possible solutions*)

Teacher prompts: “Comment l’adaptation d’une histoire courte en bande dessinée te permet-elle d’identifier des éléments d’écriture précis?” “Quels éléments incorporeras-tu dans le site web?” “Comment choisis-tu des images pour la création d’une page publicitaire sur le bien-être des adolescents? Comment est-ce que ces images appuient ton message?”

Instructional tip: In shared writing, teachers can highlight the use and agreement of the adjective “tout” (e.g., “tout le monde”, “toutes les personnes”, “On a tous apprécié le 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., *position of object pronouns with the impératif, such as “Expliquez-moi votre raisonnement”; “Donne-lui le message”; indefinite relative pronouns such as “ce qui”, “ce que”; use of indefinite pronouns such as “on”, “rien”, “personne”, “tout”, “plusieurs”, “aucun(es)”, “quelqu’un(e)”, “quelque chose”, “certain(e)s”, “chacun(e)” to avoid repetition and vary sentence structure; transitional words and phrases; the imparfait and passé composé; expression of possibility or future wishes using the conditionnel présent of regular and irregular verbs; the expression “il faut” followed by the subjonctif présent of frequently used verbs, such as “Il faut que tu arrives avant 13h00”; conjunctive phrases such as “ainsi que” and “tandis que”*)

Teacher prompts: “Comment est-ce que les ressources de la classe t’aident à vérifier l’orthographe des nouveaux mots?” “Pourquoi est-il important de vérifier le placement de certains adjectifs?”

Instructional tip: Teachers can remind students to use transitional words and phrases (e.g., “ensuite”, “aussi”, “car”, “puisque”, “cependant”, “néanmoins”) to clarify the connections between ideas and improve the flow of their writing.

D2. The Writing Process

By the end of Grade 8, 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 tables, charts, and success criteria to help them select and organize ideas for their writing; rank ideas in order of importance or significance; use organizational patterns such as cause and effect*)

Teacher prompts: “Comment est-ce que l’établissement de critères de réussite facilitent le processus d’écriture, et pourquoi?” “Comment les traits d’écriture t’aident-ils à clarifier ton choix de style dans ta production écrite?” “Quel outil ou schéma préfères-tu pour organiser tes idées?” “Pourquoi faut-il organiser ses idées avant d’écrire?”

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 range of strategies (e.g., *use a checklist when revising drafts; participate in a student-teacher writing conference; use a timeline to assist them in ordering events in a narrative*)

Teacher prompts: “Dans quelle mesure une liste de vérification t’est-elle utile pour réviser le brouillon d’une production écrite?” “Comment la rétroaction par ton enseignant/tes pairs peut-elle t’aider avant de terminer ta production écrite?”

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 class-generated success criteria to ensure all required elements are present in their final draft; consider feedback from their teacher or peers when editing*)

Teacher prompts: “Dans quelle mesure le modèle écrit de l’enseignant(e) t’aide-t-il à rédiger et réviser ton texte écrit?” “Comment incorporeras-tu la rétroaction de tes pairs avant de finaliser ta production écrite?”

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., *plan how to incorporate feedback from the teacher and peers in their future writing projects; describe the usefulness of the success criteria posted in the classroom and make suggestions to improve them; recommend a helpful strategy to a classmate during peer conferencing; revise a personal editing checklist*)

Teacher prompts: “Comment les critères de réussite affichés dans la salle de classe t’aident-ils à élaborer ton processus d’écriture?” “Parmi les stratégies que tu as listées pour écrire ton travail, laquelle recommanderais-tu à tes camarades de classe, et pourquoi?” “De quelle façon une liste de vérification peut-elle t’être utile avant la mise au point de ta production écrite?”

D3. Intercultural Understanding

By the end of Grade 8, students will:

D3.1 Intercultural Awareness:

in their written work, communicate information about French-speaking communities in France, 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 an article for a student magazine about the benefits of travelling to a lesser-known region of France; write a biography of a French political figure or celebrity; create and label a map for a food-tasting tour across France; recount an important historical event and how it affected French people from diverse communities; prepare a report on water consumption and conservation in France; write a historical report about France’s first settlers in Canada and their relationships and alliances with First Nations people*)

Teacher prompts: “De quelle façon le fait d’écrire un éditorial dans un magazine destiné aux jeunes te permet-il de promouvoir l’exploration de diverses cultures francophones moins connues?” “Quels événements historiques ont eu un grand impact sur la population francophone? Comment est-ce que cela t’aide à mieux comprendre leur histoire?”

Instructional tip: Teachers can suggest that students use verbs such as “pouvoir”, “vouloir”, and “devoir” to persuade their readers to visit a particular region (e.g., “On peut voir...”, “Vous voulez visiter...”, “Nous devons aller...”).

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 fiction; idiomatic expressions in a poem or dialogue; conventions for a formal letter*)

Teacher prompts: “Comment la rédaction d’un poème te permet-elle d’incorporer des expressions typiques utilisées dans une région francophone?” “Comment est-ce que l’incorporation des expressions idiomatiques te sensibilise aux différences régionales du français?” “Quels sont les éléments qui doivent être inclus dans une lettre formelle?”

Instructional tip: Teachers can model the use of the *conditionnel présent* in formal written communications as a mark of politeness and/or respect.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) but are not expected to do so.

GLOSSARY

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

audience. Intended readers, listeners, or viewers of a particular work.

authentic language task. A language learning task that involves using language to understand or communicate a message or to accomplish a purpose in a relevant real-world situation (e.g., to communicate with peers using social media, to make a purchase, to read an advertisement or listen to a commercial, to read a menu and order food).

authentic materials (texts). Learning materials (e.g., newspaper articles, short stories, novels, poems, television programs, films) originally created for public consumption and designed for a French-speaking audience. Language structures in authentic materials are not controlled, as they are in texts designed for French language learners. As students develop competence in the second language, they are better able to understand the content of authentic materials.

characteristics of text forms. The key elements of a particular text form (e.g., *story*: plot, characters, setting, theme).

cognate (*mot apparenté*). A word that is related to a word in another language because the two words have a common source (e.g., *table/table*, *telephone/téléphone*, *hospital/hôpital*).

comptine. A nursery rhyme, song, or poem traditionally taught to children at an early age (e.g., “*Pomme de reinette et pomme d’api. Tapis, tapis rouge. Pomme de reinette et pomme d’api. Tapis, tapis gris.*”)

conventions. *See language conventions.*

critical thinking. Some aspects of thinking critically are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

cues, non-verbal/visual. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language, illustrations, typefaces, and punctuation.

cues, verbal. Aspects of spoken and unspoken language that convey meaning. Examples include: tone of voice, intonation, inflection, emphasis; types of words (e.g., nouns, verbs, adjectives); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace.

culture. The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group. It includes the arts, literature, lifestyles, and traditions.

dramatization. The recasting of a story or other material into the form of a play or drama.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

elements of style. See **stylistic elements (or literary devices)**.

elements of writing (composition and style). Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; use of an introduction and conclusion; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

forms of fictional texts. Examples include: story, short story, adventure story, detective story, levelled reader, myth, legend, folktale, poem, song lyrics, ballad, novel, mystery novel, science fiction novel, play, script, storybook, picture book, pattern book, chapter book.

forms of graphic texts. Examples include: chart, word web, diagram, label, advertisement, public sign, poster, comic strip, comic book, graphic novel, logo, schedule, graph, map, table, illustration, pictorial text, symbol.

forms of informational texts. Examples include: history book, geography text, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, manual, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, brochure, reference book, encyclopedia.

forms of media texts. Examples include: advertisement, email, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewellery, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television or radio drama, nature program, interview, travelogue, television commercial, cartoon, web page, multimedia text, blog, database.

forms of oral texts. Examples include: dialogue, monologue, greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama.

forms of writing. Types of writing that students may be expected to produce. Examples include: story or other narrative piece, anecdote, commentary, description, instructions, account (personal, narrative, informational), transcription of an interview, announcement, creative piece (fiction, non-fiction, poetry), expository essay, personal essay, descriptive essay, argumentative or persuasive essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, song text, dialogue, label, summary, cartoon caption, log, diary, journal, riddle, commercial, advertisement, list, survey, word web, chart.

francophonie, la. The geographical areas where people use French in their daily lives and communications for all of the time or part of the time. The term was first used in the nineteenth century. The term *la Francophonie*, on the other hand, refers to states and other governmental bodies that have in common the use of French in their work or their trade; *la Francophonie* is associated with the International Organisation of la Francophonie (IOF).

futur proche. A verb construction used to describe an action that is about to happen in the immediate future (e.g., “Je vais manger” / “I am going to eat”).

graphic novel. A story in comic-strip form, published as a book.

inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *fire fighter* includes both males and females, whereas *fireman* refers only to males.)

independent reading. Written texts that students must read on their own. Usually, students write a book report, give a book talk, or complete a written assignment after reading their selection.

intonation. The stress and pitch of spoken language.

language conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index).

language knowledge. Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

language register. A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction.

language structures. Verbal forms and structures that are used in speaking and writing. Examples include: verb tenses (e.g., present, past, future); noun-adjective and subject-verb combinations

that agree in number, gender, case, and person; affirmative and negative constructions; conventional sentence structures (e.g., simple, compound); structures used for questions (inversion of subject and verb, use of “est-ce que”); contractions.

listening strategies. A variety of techniques that students can use before, during, and after listening. Examples include: focusing attention on listening and avoiding distractions; making connections to what is already known about the topic; considering the speaker’s point of view; using non-verbal cues from the speaker; avoiding interrupting the speaker; using body language to show interest (e.g., leaning towards the speaker). *See also speaking strategies.*

mentor text. High-quality, well-written texts that can be used by teachers to introduce students to a strategy, literacy device, and/or text feature. Students can refer to mentor texts when they need to remember how to apply or to recall a literacy device or text feature. Any text form can be a mentor text, as long as it is well crafted and meets the intended learning goals.

metaphor. An implied comparison in which a word or phrase normally applied to an object or a person is used to describe something or someone else.

open-ended activities. Activities that do not follow a predetermined pattern or procedure; for example, activities in which students express opinions and answer personal questions, conduct interviews, engage in impromptu dialogues, make presentations, or watch and comment on films and videos. *See also structured activities.*

pattern book. A book containing text with predictable language patterns.

personification. A stylistic device in which human qualities are attributed to things or ideas.

point of view. The position of the narrator in relation to the story; thus the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

print and electronic (re)sources. Materials in print or electronic media, including reference materials. Examples include: books (fiction, non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, print or digital dictionaries, interactive software, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, thesauri, spell-check programs.

proofreading. The careful reading of a final draft to eliminate typographical errors and correct errors in grammar, spelling, and punctuation.

purposes of reading. Some purposes of reading are to gather and process information; make connections between experience and what is read; develop opinions; broaden understanding; develop and clarify a point of view.

purposes of writing. Some purposes of writing are to explore ideas and experiences; examine ideas critically; inform, describe, and explain; provide instructions; record thoughts and experiences; clarify and develop ideas; inquire into a problem; entertain; persuade; express thoughts, feelings, and opinions.

reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using graphic organizers

(e.g., Venn diagrams, story maps); skimming text for information or detail; scanning text to determine purpose of text or type of material; recording key points and organizing them in a sequence; monitoring comprehension.

revising. The making of major changes to the content and/or organization of a draft.

scaffolding. Teacher support for student learning and performance that is adapted to the student's needs. Examples are: simplifying and shortening French texts for reading; speaking in the present tense; asking students to choose answers from a list or complete a partially finished outline or paragraph; using visual aids to present information and asking students to respond by using graphic organizers, tables, charts, outlines, or graphs; making use of cooperative learning and hands-on learning techniques. Support is gradually withdrawn as students develop the ability to apply newly learned skills and knowledge independently.

simile. An explicit comparison in which one thing is likened to something quite different by use of the word *comme*.

speaking strategies. A variety of techniques that students can use to help them communicate orally. Examples include: using body language (e.g., gestures, facial expressions, eye contact); adjusting pace, volume, and intonation; practising or rehearsing messages with a peer; consulting anchor charts and word lists for new vocabulary and expressions; recording their speaking and listening to the recording to improve their delivery; asking questions or rephrasing ideas to clarify meaning; using speaking notes for a presentation or debate. *See also listening strategies.*

structured activities. Activities that follow a predetermined pattern or procedure; for example, activities in which students answer factual questions, play games, engage in dialogues patterned on a model, or work on cooperative crosswords. *See also open-ended activities.*

stylistic elements (or literary devices). Particular patterns of words, figures of speech, or techniques used in speech or writing to produce specific effects, usually in order to persuade, interest, or impress an audience. Examples include: rhyme, rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause, comparison, contrast, parallel structure, irony, foreshadowing, allusion, analogy, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism.

synonym. A word that has the same or almost the same meaning as another word (e.g., “clean”/“pure”).

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text and/or aid in the presentation of content (e.g., title, table of contents, headings, subheadings, lists, charts, illustrations, diagrams, captions, footnotes, typefaces, bold and italic fonts, colour, index).

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

Venn diagram. A diagram formed by two or more overlapping circles. It is used to help students categorize information for written or oral assignments.

voice. The style or character of a written piece revealed through the author’s use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

word pattern. A particular arrangement of components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the addition of -é to the verb root in the formation of the past tense in a group of verbs.

word web. A diagram showing the relationships between ideas.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one’s message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

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