

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 Héroux – “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.