

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.