

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 choisis-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?”