

GRADE 6

Note

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

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 6, students will:

A1.1 Using Listening Comprehension

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

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

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

A1.2 Demonstrating Understanding:

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

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

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

Instructional tips:

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

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

A2. Listening to Interact

By the end of Grade 6, students will:

A2.1 Using Interactive Listening Strategies:

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

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

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

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

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

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

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

A2.3 Metacognition:

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

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

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

A3. Intercultural Understanding

By the end of Grade 6, students will:

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

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

Instructional tips:

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

A3.2 Awareness of Sociolinguistic Conventions:

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

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

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

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

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 6, students will:

B1.1 Using Oral Communication Strategies:

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

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

B1.2 Producing Oral Communications:

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

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

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

Instructional tips:

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

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

B1.3 Speaking with Fluency:

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

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

B2. Speaking to Interact

By the end of Grade 6, students will:

B2.1 Using Speaking Interaction Strategies:

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

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

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

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

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

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

B2.3 Metacognition:

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

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

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

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

B3. Intercultural Understanding

By the end of Grade 6, students will:

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

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

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

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

B3.2 Awareness of Sociolinguistic Conventions:

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

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

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

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

C. READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 6, students will:

C1.1 Using Reading Comprehension Strategies:

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

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

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

C1.2 Reading for Meaning:

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

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

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

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

C1.3 Reading with Fluency:

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

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

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

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

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

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

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

C2. Purpose, Form, and Style

By the end of Grade 6, students will:

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

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

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

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

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

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

C2.3 Metacognition:

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

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

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

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

C3. Intercultural Understanding

By the end of Grade 6, students will:

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

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

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

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

C3.2 Awareness of Sociolinguistic Conventions:

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

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

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

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

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 6, students will:

D1.1 Identifying Purpose and Audience:

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

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

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

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

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

D2. The Writing Process

By the end of Grade 6, students will:

D2.1 Generating, Developing, and Organizing

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

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

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

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

Instructional tips:

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

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

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

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

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

D2.4 Metacognition:

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

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

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

Instructional tips:

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

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

D3. Intercultural Understanding

By the end of Grade 6, students will:

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

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

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

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

D3.2 Awareness of Sociolinguistic Conventions:

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

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

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

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