

GRADE 6

Note

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

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of Grade 6, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., use visual or environmental clues to make predictions while listening to a video clip; infer underlying meaning from tone and rhythm in a song or poem; identify words that are repeated or stressed for emphasis to summarize main ideas presented; listen for cognates and word families to clarify understanding; use a checklist to highlight important information; ask for repetition and clarification during and after listening)

Teacher prompts: “Comment les éléments visuels t’aident-ils à faire des prédictions pendant l’écoute d’un vidéoclip?” “Comment est-ce que les mots apparentés et les familles de mots t’aident à mieux comprendre une présentation orale?” “Comment une liste de contrôle peut-elle t’aider à faire ressortir les idées clés d’un texte entendu?”

Instructional tip: Teachers can direct students to listen for adjectives and descriptive expressions that allow them to visualize the events recounted in a presentation or a newscast.

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to formulate opinions based on a peer’s presentation; to identify new vocabulary and expressions in a

media presentation on a social or environmental issue; to formulate questions for a guest speaker about a current issue affecting Aboriginal people)

Teacher prompts: “De quelle façon l’écoute de textes variés t’aide-t-elle à apprendre de nouvelles expressions?” “Comment peut-on modifier/changer sa position d’écoute afin de montrer son intérêt?” “Comment les points de vue des autres t’aident-ils à formuler tes propres opinions?” “Comment peux-tu faire ressortir l’information pertinente d’une présentation afin de vérifier ta compréhension de ce que tu entends?”

Instructional tip: Teachers can ask students to identify different forms of the past, present, and future tenses of familiar verbs that they hear.

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate (e.g., paraphrase information heard in a peer presentation; record information heard in a media report dealing with current events; develop questions to clarify information shared by others in small- and large-group situations; describe personal connections made while listening to a song; draw a picture based on a read-aloud; infer the speaker’s point of view by listening for discourse markers; during a jigsaw activity, paraphrase ideas of the “expert” group to members of their group)

Teacher prompts: “Comment sais-tu que tu as compris les messages clés de ce que tu viens

d'entendre?" "Quel est ton point de vue personnel à propos du sujet de la présentation de groupe? Est-ce que leurs arguments ont influencé ton opinion?" "Comment les marqueurs de relation t'aident-ils à comprendre le point de vue de la personne qui parle?" "Quelles sont les idées importantes du groupe 'expert' que tu vas partager avec ton groupe?"

Instructional tips:

(1) Teachers can encourage students to identify discourse markers (*les marqueurs de relation*, e.g., "d'abord", "ensuite", "en conclusion") when listening to information in a speech or presentation.

(2) During cooperative learning activities, such as jigsaw, teachers can encourage students to use note-taking and paraphrasing skills to relay important information back to their groups.

A1.4 Responding to and Evaluating Media

Texts: express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., *discuss personal reactions to information in a documentary or heritage moment about the relationship between early European explorers and First Nations peoples; determine how song lyrics address a specific audience; evaluate the delivery of the message in a newscast or webcast and make suggestions on how it could be more effective; discuss the effectiveness of a commercial in targeting the product's consumers; identify the various perspectives present and missing in a video related to a social or environmental issue*)

Teacher prompts: "Quelles sont les paroles de la chanson qui ont provoqué une réaction émotionnelle?" "Quel est le message implicite de cette publicité? Comment le message sera-t-il différent selon la perspective d'une autre personne?"

Instructional tip: Teachers can model the use of adjectives and adverbs and encourage students to use them when expressing their points of view.

A2. Listening to Interact

By the end of Grade 6, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics

(e.g., *ask questions for clarification; infer the intended message from the speaker's tone of voice, body language, and facial expressions; reconsider their opinion after hearing what others say; ask the speaker to repeat or explain at appropriate moments*)

Teacher prompts: "Comment est-ce que le fait de poser des questions t'aide à mieux comprendre ton partenaire?" "Quel est le ton de voix de ton partenaire? Est-ce que son ton t'aide à faire des inférences à propos des messages implicites?" "Comment est-ce que le langage corporel et les gestes utilisés par tes interlocuteurs peuvent t'aider à comprendre leurs messages?" "De quelle façon est-ce que les idées des autres participants t'aident à réévaluer ton opinion sur le sujet discuté?"

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (e.g., *respond to a peer's point of view on a healthy or active living topic by making connections to personal experience; ask questions to find out more information in an interview; share opinions about a favourite music group or author; participate in a debate about a social, economic, or environmental issue; affirm and build on the ideas of others during discussions; listen to participate in traditional storytelling games*)

Teacher prompts: "Comment les questions que tu poses durant une entrevue vont-elles t'aider à développer une réponse personnelle ou à comprendre le sujet?" "De quelle façon les opinions d'un pair influencent-elles tes propres opinions?" "Comment est-ce qu'on peut varier le rythme d'un dialogue ou d'une entrevue?" "Comment est-ce que le fait de bien écouter t'aide à faire part de tes propres opinions lors de discussions en groupe?"

Instructional tip: Teachers can suggest that students vary the structure of their questions using inversion and intonation.

A2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after listening;
 (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *ask for suggestions and act on a peer's feedback; determine the best strategies to identify key information in oral texts; assess their use of verbal and non-verbal cues to demonstrate comprehension during a dialogue; set goals to improve use of listening skills and strategies*)

Teacher prompts: "Quelles suggestions de ton partenaire t'aideront à identifier les meilleures stratégies d'écoute?" "Comment te sers-tu

d'indices verbaux ou non verbaux afin de montrer ta compréhension pendant une interaction/une présentation?" "Qu'est-ce que tu vas faire afin d'améliorer tes stratégies d'écoute?"

Instructional tip: Teachers can encourage students to apply listening strategies in situations across the curriculum.

A3. Intercultural Understanding

By the end of Grade 6, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (e.g., identify examples from audio and/or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and work in groups to map some similarities and differences between the French and English versions; listen to French Canadian folk-tales and legends, and discuss, write about, or create artworks to depict aspects that interest them; listen to historical accounts about the voyageurs and coureurs de bois who traded with First Nations, Métis, and Inuit communities, and discuss the significance of these relationships in the development of Canada as a nation; listen to songs such as "À la claire fontaine", "C'est l'aviron", "V'la l'bon vent", and identify their significance to Métis and other French Canadian communities)

Teacher prompts: "Comment les différentes communautés sont-elles représentées à travers la musique?" "Comment l'auteur ou l'artiste

évoque-t-il des émotions dans la chanson ou le poème?" "Comment est-ce que l'écoute des perspectives d'autrui t'aide à mieux connaître ces derniers?" "Comment l'apprentissage au sujet d'autres cultures t'aide-t-il à formuler des opinions sur tes propres expériences culturelles?"

Instructional tip: Teachers can introduce music from a variety of French Canadian communities that use different musical styles and instruments (e.g., drums, accordion, spoons).

A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify similarities and differences in formal and informal speech used by different groups; compare levels of language used by different age groups; compare the dialects of different French speakers)

Teacher prompts: "Comment est-ce qu'on modifie le niveau de langue en fonction de la personne avec qui on parle?" "Comment peux-tu distinguer différents niveaux de langue lorsque tu écoutes un discours?" "Comment peux-tu identifier différents dialectes?"

Instructional tip: Teachers can play audio clips featuring formal and informal conversations between different groups to help students identify and compare the levels of language used.

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

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 6, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., use facial expressions and body language; vary pace to engage the audience; use linking words and a variety of sentence structures to enhance the flow of ideas during a presentation; use subject-specific vocabulary to explain a topic clearly)

Teacher prompts: “Comment vas-tu changer tes expressions faciales et tes gestes lors de la récitation?” “Quel impact le débit de ta voix a-t-il sur l’intérêt de ton public?” “Comment vas-tu exprimer ton point de vue clairement?” “Quels mots peux-tu utiliser afin de t’exprimer de façon fluide quand tu présentes un sujet familier?” “Quels mots et expressions sont spécifiques au sujet choisi? Comment peux-tu les incorporer dans tes communications?”

Instructional tip: Teachers can support students by providing opportunities to practise presenting to different groups (e.g., to partners, to small groups, to the whole class, to the entire school, to the community).

B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual,

auditory, and visual support (e.g., present their point of view on a social or environmental issue; explain a current event in detail; perform a skit that compares traditions, festivals, or customs of First Nations, Métis, or Inuit peoples; give a speech about accessibility in public buildings; share a personal opinion about healthy living; deliver an oral presentation regarding the importance of French-language skills when travelling)

Teacher prompts: “Comment peux-tu développer tes arguments dans un ordre logique afin de convaincre ton public?” “Comment vas-tu choisir l’information pertinente au sujet choisi afin de communiquer ton message?” “De quelle façon peux-tu assurer la progression de tes idées dans ta présentation orale?”

Instructional tips:

(1) Teachers can model the use of past tenses (e.g., *passé récent*, *passé composé*, *imparfait*) and encourage students to use them appropriately when presenting information or arguments.

(2) Teachers can encourage students to use phrases such as “à mon avis” and “selon moi” when giving a personal opinion.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions (e.g., use pauses to accentuate personal preferences when describing food or music choices; use tone and intonation to indicate emphasis; make straightforward requests, express preferences, and describe

interests with minimal hesitation; use standard greetings and expressions of courtesy with minimal hesitation in classroom activities; pronounce new vocabulary correctly in classroom activities; use classroom reference materials and teacher prompts to self-correct errors in spoken French)

Teacher prompts: “Comment le fait de mettre l’emphase sur certains mots peut-il t’aider à communiquer ton message?” “Quel effet est-ce que les changements dans le ton de ta voix peut avoir sur la communication de ton message?” “Qu’est-ce que tu fais pour t’exprimer avec clarté?”

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

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., identify and use advertising strategies in a television commercial; produce a podcast explaining the impact of space exploration; create a public service announcement for peers about substance abuse; create a news report about a current event at school or in the community)

Teacher prompts: “Quelles stratégies efficaces peux-tu utiliser pour communiquer ton message au moyen d’une annonce publicitaire?” “Quels détails vas-tu inclure dans l’annonce? Comment vas-tu les présenter?” “Quelles techniques ou formes peux-tu utiliser ou ajouter afin d’intéresser ou de persuader ton public?”

Instructional tip: Teachers can model and encourage the use of the *impératif*, *futur proche*, or *futur simple* to express a point of view.

B2. Speaking to Interact

By the end of Grade 6, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., use body language and gestures to acknowledge information given by a peer; politely state agreement and disagreement during a debate or interview; use appropriate language when entering or interjecting into a conversation; ask follow-up questions to show interest and encourage conversation; anticipate responses from peers to formulate rebuttals during a debate or role play)

Teacher prompts: “Comment vas-tu montrer que tu comprends ton partenaire?” “Comment vas-tu montrer que tu es d’accord ou que tu n’es pas d’accord lors d’un débat?” “Comment les mots et les gestes que tu choisis jouent-ils un

rôle dans tes conversations?” “De quelle façon le fait d’anticiper les idées de tes pairs peut-il t’aider à formuler tes réponses lors d’un débat?”

Instructional tip: Teachers can suggest that students use phrases of interjection, opinion, and courtesy (e.g., “selon moi”, “je ne suis pas d’accord”, “excusez-moi”).

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (e.g., collaboratively determine roles for a specific group task according to areas of personal strength; review safety requirements with peers before a new physical activity; engage in a role play on the negative effects of drugs; interview a peer about a familiar topic of interest; debate the importance of getting an allowance or having homework; with a group, plan a fundraiser for a school trip; reformulate statements and ask questions in response to a peer’s presentation; make personal connections to a text during a group discussion)

Teacher prompts: “Comment vas-tu exprimer tes préférences aux autres membres de ton groupe?” “Comment vas-tu t’assurer que tous les membres de ton groupe participent à la conversation?” “Quels types de questions poseras-tu lors d’une entrevue afin de connaître les préférences d’un pair?”

Instructional tip: Teachers can suggest that students use the *impératif* when giving instructions in a group activity.

B2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss the importance of using speaking strategies to communicate ideas clearly; assess how effectively different speaking strategies engaged an audience; describe how selected speaking interaction strategies help maintain conversations; plan next steps to develop speaking skills based on feedback from teachers and peers)

Teacher prompts: “Quelles sont les stratégies les plus efficaces qui t’aident dans tes interactions?” “Qu’est-ce que tu peux faire afin d’améliorer tes interactions?”

Instructional tips:

(1) Teachers can encourage students to make eye contact, take turns, and respectfully appreciate others’ opinions when giving descriptive feedback.

(2) Teachers can provide tools to help students record their reflections on the use of various speaking strategies and their application in a variety of situations.

B3. Intercultural Understanding

By the end of Grade 6, students will:

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

Teacher prompts: “Comment peux-tu exprimer ton appréciation d’une chanson afin de convaincre la classe d’acheter le disque compact?”
 “Comment est-ce que le fait de discuter des éléments culturels d’une légende ou d’une histoire avec ton groupe t’aide à faire des comparaisons avec ta propre communauté?”
 “Quels détails trouvés lors de ta recherche

sur une fête ou un artefact culturel veux-tu incorporer dans la discussion sur cette fête?”

Instructional tips:

(1) Teachers can suggest that students use possessive pronouns and adjectives when discussing personal opinions, and the verbs “pouvoir” and “vouloir” to express possibilities and desires.

(2) Teachers can suggest that students use the *imparfait* and *passé composé* to describe historical events in French Canadian communities.

B3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., use regional terminology for food; recognize and use greetings and salutations used by youth in various French-speaking communities; give polite directions or instructions in different language registers)

Teacher prompts: “Comment vas-tu modifier ton niveau de langue par rapport à ton auditoire?”
 “Comment vas-tu adapter tes salutations selon ton interlocuteur?”
 “Comment l’usage de la négation va-t-il changer selon le public?”

Instructional tips:

(1) Teachers can encourage students to role-play various social interactions while using negative phrases.

(2) Teachers can model and encourage the effective use of the three forms of the *impératif* (i.e., “tu”, “nous”, “vous”) in various contexts (e.g., giving instructions or directions, making suggestions).

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

C. READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 6, students will:

C1.1 Using Reading Comprehension

Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (*e.g., apply prior knowledge during pre-reading activities; make predictions after previewing excerpts from a text; make connections to understand a character's motivation; identify the main idea and supporting details*)

Teacher prompts: “Comment le fait d’activer tes connaissances antérieures te permet-il de donner un sens à ce que tu lis?” “Quels indices du texte t’aident à faire des prédictions?” “Comment le fait de faire des liens avec ton expérience personnelle t’aide-t-il à mieux apprécier le point de vue d’un personnage?” “Comment le fait de trouver les idées importantes te permet-il d’approfondir ta compréhension du texte?”

Instructional tip: Teachers can model the use of connecting words, such as “ensuite”, “enfin”, “premièrement”, “puis”, “finalement”, for summarizing texts.

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (*e.g., summarize a passage from an informational text in their own words; identify implicit and explicit messages in a print advertisement; perform a monologue presenting the point of view of a character in a fiction text*)

Teacher prompts: “Comment un gabarit t’aide-t-il à organiser les points importants lus dans un texte?” “Pourquoi utilise-t-on certains visuels dans une publicité?” “Quel point de vue est représenté ou absent dans le texte?” “Comment le fait de te mettre à la place du personnage t’aide-t-il à comprendre son point de vue?”

Instructional tips:

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

(2) Teachers can suggest that students use comparative and superlative forms of adjectives and adverbs when comparing two characters in a text.

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, personally relevant, and academic topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues (*e.g., read a poem aloud with appropriate emphasis and phrasing; use tone of voice, intonation, and varied pace to express feelings during reader’s theatre; chunk text into logical sections or phrases*)

Teacher prompt: “Comment peux-tu varier le ton de ta voix pour exprimer un sentiment pendant le théâtre des lecteurs?”

Instructional tip: Teachers can model correct pronunciation and intonation, including pointing out liaisons and how they affect the flow of reading.

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., *predict the meaning of unfamiliar vocabulary by using cues such as word patterns; create a word web on a specific topic and subtopics; refer to classroom anchors and word walls; identify subject-specific terminology and incorporate it in their daily communications*)

Teacher prompts: “Comment est-ce qu’une toile d’idées peut t’aider à identifier les mots clés d’un texte?” “Comment les mots d’une même famille peuvent-ils t’aider à comprendre des textes lus?” “Comment est-ce que le vocabulaire des autres matières (maths, sciences et technologie, arts) peut t’aider à être plus précis quand tu t’exprimes?” “Comment est-ce que les ressources de la salle de classe comme le mur de mots ou les référentiels renforcent ta compréhension pendant la lecture?”

Instructional tip: Teachers can draw students’ attention to suffixes used to create related words, such as “-ment” added to an adjective to create an adverb (“lent”/“lentement”) or “-age” added to a verb stem to create a noun (“recycler”/“recyclage”).

C1.5 Responding to and Evaluating Media

Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., *describe how elements of a bumper sticker are intended to evoke a response to a social issue; explain how a print advertisement promotes a product or lifestyle; explain how graphic text features of a pamphlet such as tables or charts are used to present data; discuss how the point of view expressed in an editorial influences their opinion; evaluate the effectiveness of a summer camp brochure in appealing to the intended audience; identify the elements of a book jacket that are designed to attract readers; explain how images are used in print and television advertisements to evoke emotions, such as ways in which nature scenes or animals are used in a car commercial*)

Teacher prompts: “Comment les éléments d’un autocollant pour voiture provoquent-ils une réaction?” “Comment les techniques publicitaires utilisées dans une annonce suscitent-elles une réaction?” “Comment l’organisation graphique influence-t-elle le message du texte?” “Comment le point de vue de l’auteur te permet-il de réfléchir à ta propre opinion?” “Comment sais-tu

à qui s’adresse l’information présentée dans une brochure?” “Comment est-ce que les techniques utilisées sur la couverture d’un livre peuvent t’inciter à lire ce dernier?”

Instructional tip: Teachers can encourage students to use expressions of opinion such as “à mon avis”, “d’après moi”, and “je suis d’accord” when responding to texts.

C2. Purpose, Form, and Style

By the end of Grade 6, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., *biography – to tell the story of a person’s life and accomplishments; graphic novel – to entertain and to explore characters, ideas, and problems; social media – to share opinions; survey – to obtain and analyse information; news article – to provide information about a current event*)

Teacher prompts: “Quelles stratégies emploies-tu lorsque tu choisis un texte pour un but précis?” “Quel est le but de lecture? Est-ce que le but de lecture détermine le genre de texte que tu vas lire?” “Quelle est la raison pour laquelle l’auteur a choisi cette forme de texte au lieu d’une autre pour transmettre son message?”

Instructional tips:

(1) Teachers can model various strategies to enhance research skills (e.g., formulate questions, locate information, and compare information from a variety of sources).

(2) Teachers can provide opportunities for students to read a variety of authentic texts such as recipes, newspapers, menus, websites, and brochures.

C2.2 Characteristics and Stylistic Elements of

Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher (e.g., *textbook – text features such as table of contents, index, and headings; script – use of various type styles to indicate stage directions and spoken parts; scientific experiment – instructions and procedures in sequential order*)

Teacher prompts: “Comment les titres et les sous-titres t’aident-ils à trouver les informations importantes dans un texte?” “Comment différentes polices de caractère changent-elles

l'expression, l'action ou le sentiment d'un texte?" "Pourquoi est-il important de suivre les étapes en ordre séquentiel pendant une expérience scientifique?"

Instructional tip: Teachers can direct students' attention to complex sentences using connecting words (e.g., "parce que", "car", "donc", "en effet", "ainsi", "de plus", "ensuite", "puis") in persuasive texts.

C2.3 Metacognition:

- identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;
- determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *evaluate the effectiveness of applying prior knowledge in facilitating the understanding of the text read; assess the effectiveness of making predictions to deepen understanding; reflect on and explain the benefits of examining graphics in a brochure to support their comprehension*)

Teacher prompts: "Comment as-tu compris le texte en utilisant tes connaissances antérieures?" "Comment tes prédictions peuvent-elles t'aider à mieux comprendre?" "Comment l'étude des aspects visuels d'un texte peut-elle faciliter ta compréhension?"

Instructional tip: Teachers can encourage students to keep a log of which reading comprehension strategies were most effective.

C3 Intercultural Understanding

By the end of Grade 6, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in eastern, western, and northern Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *identify ways in which families are represented in different text forms from various French-speaking regions of Canada; read a daily food log [or a menu] from a French-speaking community, and compare its contents with their own daily diet; read maps to identify differences and similarities with respect to economic and agricultural activity in various French-speaking communities; consult an atlas or website and*

identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; read about important French Canadian and Métis historical figures such as Louis Riel; identify examples of texts – such as bilingual signs or government brochures – that reflect the status of French as an official language of Canada; read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; identify the traits of heroes in traditional stories, myths, and legends such as Ti-Jean, Kluskap, and Nanabijou)

Teacher prompts: "Comment la localisation et l'environnement d'une communauté affectent-ils les habitudes alimentaires de cette communauté?" "Comment l'activité agricole peut-elle influencer la culture d'une communauté?" "Comment le fait d'identifier les éléments culturels d'une région t'aide-t-il à mieux comprendre les gens de cette région?"

Instructional tips:

(1) Teachers can demonstrate how to use the table of contents, headings, index, legends, and charts in an atlas to find information about a particular community.

(2) Teachers can provide students opportunities to explore via the Internet historical plaques (e.g., on statues or relating to artefacts in a museum) from francophone communities across Canada.

(3) Teachers can model and encourage the use of adjectives to describe the diverse French-speaking communities in Canada outside of Ontario and Quebec (e.g., "acadien(ne)", "franco-terre-neuvien(ne)", "franco-manitobain(e)", "fransaskois(e)", "franco-colombien(ne)", "franco-yukonnais(e)", "franco-ténois(e)", "franco-nunavois(e)").

C3.2 Awareness of Sociolinguistic Conventions:

using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., *abbreviations found in French texts; dialects found in French texts; text message shorthand used in a francophone community*)

Teacher prompts: "Comment est-ce que les abréviations de ta propre langue t'aident à comprendre celles d'un texte français?" "Comment les dialectes régionaux t'aident-ils

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

à comprendre les différentes communautés?”
“Comment les dialectes reflètent-ils la diversité culturelle d’une région?” “Comment le langage texto utilisé par une communauté diffère-t-il de celui de ta communauté?”

Instructional tip: Teachers can suggest that students choose an appropriate graphic organizer to compare French abbreviations with those of their first language.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

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

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of Grade 6, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (*e.g., to write a persuasive letter to the school newspaper; to write an informative report about the dangers of using drugs or alcohol; to write a story to entertain younger children; to write a set of rules and procedure for playing a new game*)

Teacher prompts: “Comment vérifies-tu que ton texte est approprié pour le destinataire visé?” “Comment les mots que tu choisis influencent-ils tes lecteurs?” “Comment choisis-tu la forme de texte selon ton but d’écriture et ton destinataire?” “Comment les étapes séquentielles aident-elles à expliquer logiquement une procédure?”

Instructional tip: Teachers and students can co-construct anchor charts to assist students in selecting the appropriate text form for various purposes and audiences.

D1.2 Writing in a Variety of Forms:

write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form (*e.g., write a biography*

of an important Canadian historical figure such as an early settler or a member of a First Nations, Métis, or Inuit community; compose a newspaper article reporting on a current event at the school; write a script for a short play on a topic of personal interest; prepare a lab report for a science experiment)

Teacher prompts: “Comment les copies types t’aident-elles à planifier la rédaction d’un texte?” “Comment ton point de vue peut-il influencer l’information que tu présentes dans une biographie?” “Comment l’information incluse dans une biographie peut-elle influencer les opinions des lecteurs?” “Comment la manchette d’un article de journal capte-t-elle l’attention des lecteurs?” “Comment est-ce qu’on donne des instructions aux acteurs d’une pièce de théâtre?”

Instructional tip: During modelled, shared, and guided reading, teachers can introduce and explore a variety of mentor texts and exemplars to facilitate writing in a variety of text forms.

D1.3 Developing Vocabulary:

confirm word meanings and review, refine, and vary word choices, using a variety of resources (*e.g., use print or online French dictionaries to find word meanings; use a French thesaurus to explore alternative word choices; use word walls to determine the meaning of words within the same word family; create new words by adding known prefixes and suffixes such as “in-”, “dé-”, “-ion”, “-eur/-euse” to nouns, verbs, and adjectives; use a variety of*

expressions such as “Croyez-le ou non...”, “Selon les experts...”, “Quatre médecins sur cinq recommandent...”, “Tout le monde pense...” to persuade an audience)

Teacher prompts: “Comment peux-tu vérifier le sens des mots que tu utilises dans ton texte?” “Comment varies-tu les mots que tu utilises dans tes écrits?” “Pourquoi est-il important de varier ton choix de mots lorsque tu écris?” “De quelle façon les mots choisis peuvent-ils influencer les idées du destinataire?”

Instructional tips:

(1) Teachers can model the use of dictionaries and thesauri to find definitions, synonyms, and antonyms of familiar and new words.

(2) Teachers can encourage students to explore root words and word patterns to expand vocabulary and improve word choice.

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (*e.g., provide supporting details to establish a point of view in reporting on an equity issue; use a serious tone in a letter to the principal or a lively tone in a short story for younger children; select an alternative perspective in recounting an event; use the third person for a newspaper article or the first person for an editorial*)

Teacher prompts: “Comment peux-tu soutenir ton point de vue pour enrichir ton argument?” “Dans quelle perspective vas-tu rédiger ton texte?” “Comment le ton de ton texte changerait-il si tu changeais la voix du narrateur?”

Instructional tip: Teachers can suggest that students use possessive adjectives (*e.g., “notre/nos”, “votre/vos”, “leur/leurs”*) to establish a personal voice.

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (*e.g., create a book jacket to entice a potential reader; create a brochure to promote a summer camp; create a multimedia presentation on an environmental issue; create a CD cover for a song or musical group; write the script for a television commercial for a healthy product*)

Teacher prompts: “Comment choisis-tu la forme de texte médiatique appropriée pour communiquer ton message?” “Comment les éléments visuels facilitent-ils la compréhension de ton message?” “Comment vérifies-tu que ton texte médiatique reflète ton but d’écriture et répond aux besoins du destinataire?”

Instructional tip: Teachers can encourage students to use complex sentences and transition words such as “donc”, “en effet”, “ainsi que”, “car”, “ensuite”, and “puis” in their multimedia presentations.

D2. The Writing Process

By the end of Grade 6, students will:

D2.1 Generating, Developing, and Organizing

Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (*e.g. brainstorm topics independently or in small groups for writing about an equity issue; use a graphic organizer such as a fishbone to map out details; use chronological order to organize information in a biography; sort and organize ideas in order of importance*)

Teacher prompts: “Comment trouves-tu des idées avant de commencer à écrire un texte?” “Comment les organisateurs graphiques t’aident-ils à cibler ton sujet avant d’écrire un texte?” “Comment choisis-tu la façon appropriée d’organiser ton texte selon la forme choisie?”

Instructional tip: Teachers can model and encourage the use of a variety of graphic organizers to develop and organize ideas and information before writing.

D2.2 Drafting and Revising:

plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies (*e.g., use highlighters to identify words and phrases that could be omitted or changed; use descriptive feedback from peers and the teacher to ensure logical organization of ideas; add transition words and phrases to improve the flow of their writing*)

Teacher prompts: “Dans quelle mesure l’usage des référentiels et des critères de succès t’aide-t-il à planifier ton texte?” “De quelle façon une copie type peut-elle t’aider à rédiger ton texte?” “Comment vérifies-tu que tu as évité de répéter des idées?” “Comment la rétroaction de tes pairs peut-elle t’aider à réviser ton texte?” “Comment peux-tu réviser ton texte afin de le rendre plus fluide?”

Instructional tip: Teachers can encourage students to use transitional words and phrases such as “ensuite”, “aussi”, “car”, “puisque”, “cependant”, and “néanmoins” to enhance the flow of their writing.

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established

criteria, with support as appropriate (e.g., use commas to separate words in a list; use dashes in dialogue to indicate a change in speaker; use word walls to verify the spelling of high-frequency words; apply rules for forming plurals to unfamiliar words; use correct placement of verbs and adverbs in a sentence; use peer editing to improve their written text before publication; use checklists and anchor charts to verify that the specified criteria have been met; use a variety of font styles and sizes to highlight key ideas for the reader; use multimedia and visual support to enhance published texts)

Teacher prompts: “Comment la ponctuation varie-t-elle selon la forme de texte que tu écris?” “Comment détermines-tu l’épellation des mots inconnus?” “Comment vérifies-tu l’ordre des mots dans les phrases de ton texte?” “Comment vérifies-tu que tu as respecté les critères de la tâche d’écriture?” “Comment peux-tu faciliter la compréhension de ton texte écrit par les lecteurs?” “Comment les outils technologiques peuvent-ils enrichir ton texte écrit?”

Instructional tip: Teachers can encourage students to reread their written text aloud to a partner to identify and correct spelling and grammatical errors.

D2.4 Metacognition:

(1) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;
 (2) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which graphic organizers were most helpful in generating ideas before writing and in guiding the development of thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; evaluate which writing strategies were most helpful to them in completing the task)

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

Instructional tip: Teachers can suggest that students keep a writer’s notebook to plan and record their next steps for writing.

D3. Intercultural Understanding

By the end of Grade 6, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., use presentation software to share a cultural experience; write a comparative description of two cultural artefacts for a museum; write a report on a French Canadian cultural event, making connections to an event from their own culture; write a biography of a French-speaking person who has contributed to Canadian society; following an example of a French Canadian myth or legend, write a legend explaining a cultural event or geographic phenomenon from their own community; write a myth or fable for their own community that reflects a moral or value, drawing on examples from other cultures)

Teacher prompts: “Comment le fait d’écrire au sujet des autres cultures enrichit-il tes connaissances culturelles?” “Comment le fait d’écrire des textes comparatifs t’aide-t-il à apprécier ta propre culture?” “Comment le fait d’effectuer des recherches sur un personnage historique important t’aide-t-il à en savoir plus sur ta communauté?” “Comment le fait d’étudier des légendes d’autres cultures t’aide-t-il à faire ressortir les éléments nécessaires pour écrire ta propre légende?”

Instructional tip: Teachers can model the writing of a comparative text using temporal adverbs (e.g., “jamais”, “toujours”, “souvent”, “quelquefois”, “rarement”, “parfois”) and/or possessive adjectives (e.g., “ma/mon”, “notre”, “leur”).

D3.2 Awareness of Sociolinguistic Conventions:

identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., idiomatic expressions; appropriate level of formality for dialogue between strangers; use of French text shorthand in writing an email to a friend; variations in spelling to reflect a particular dialect)

Teacher prompts: “Comment montres-tu la relation entre deux locuteurs dans un texte?” “Comment la technologie influence-t-elle

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la langue écrite?” “Comment le langage utilisé dans ton texte peut-il refléter les régionalismes et les dialectes d’une communauté francophone?”

Instructional tips:

(1) Teachers can model the use of second-person singular and plural pronouns and verb agreement to show the formal or informal relationship of the speakers in written dialogue (e.g., “tu”, “vous”, “ton/ta/tes”, “votre/vos”, “peux-tu”, “pourriez-vous”).

(2) Teachers can support student learning by exposing students to examples of French dialects in written text.