

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., make predictions before listening to a text; ask questions to clarify things they do not understand in a peer's presentation; recognize and interpret gestures, facial expressions, and tone of voice to facilitate understanding; visualize elements of an oral text*)

Teacher prompts: “Comment le fait de poser des questions t’aide-t-il à vérifier que tu comprends l’information présentée par un pair?” “Comment le langage corporel et les gestes facilitent-ils la compréhension du message entendu?” “Comment l’intonation et le rythme du texte influencent-ils votre interprétation du message?” “Comment la visualisation pendant l’écoute facilite-t-elle la compréhension de ce que tu entends?”

Instructional tips:

- (1) Teachers can support student learning by reviewing interrogative adverbs, adjectives, and pronouns that can be used to formulate questions to ask before listening.
- (2) Teachers can suggest that students share prior knowledge about the topic to make predictions about an oral text before listening.

A1.2 Understanding Purposes for Listening:

demonstrate an understanding of the purpose for listening in a variety of situations (*e.g., to gather feedback during student-teacher and peer conferences that can be used to help them plan next steps; to formulate questions on a topic based on peer presentations; to express an opinion in a class debate; to identify the perspective in the dramatization or retelling of a myth or legend*)

Teacher prompts: “Comment les suggestions de ton enseignant(e) ou de tes pairs t’aident-elles à préciser les prochaines étapes de ton travail?” “Comment l’écoute d’une variété d’opinions t’aide-t-elle à formuler ta propre opinion?” “Comment la voix de l’orateur influence-t-elle la compréhension de la perspective présentée dans l’histoire?”

Instructional tips:

- (1) Teachers can suggest various organizational strategies to help students record main points heard in a presentation.
- (2) Teachers can ask students to listen for verb tenses to identify whether an activity or event takes place in the present, the past, or the future.

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., create a poster for a product using the main ideas heard in a commercial; summarize main ideas and supporting details heard in a webcast, using a graphic organizer; create a storyboard based on*

a read-aloud; compare experiences heard in a song with their own experiences; identify whose points of view are present or missing in an oral text)

Teacher prompts: “Quels éléments utilisés dans l’annonce publicitaire facilitent la compréhension du message?” “Comment le fait de prendre des notes t’aide-t-il à comprendre le sens général de ce que tu as entendu?” “Comment tes propres expériences t’aident-elles à comprendre le message de la chanson?” “Comment ce texte peut-il être modifié pour inclure les points de vue qui manquent?”

Instructional tips:

(1) Teachers can draw students’ attention to language used in radio or television commercials to cause listeners to react emotionally.

(2) Teachers can encourage students to use complex sentences with connecting words such as “parce que”, “car”, “donc”, “de plus”, “en effet” when discussing the messages heard in texts.

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 texts for their opinions, with teacher support as appropriate (e.g., *evaluate different news broadcasts for bias; analyse the effectiveness of an advertisement aimed at a specific age group; evaluate how the visuals support the spoken messages in a documentary on Aboriginal peoples; explain how a television or radio advertisement might have a different effect on boys and on girls; identify the target audience for a documentary on an environmental issue; compile images from newspapers, magazines, and the Internet to illustrate the mood of a song or poem*)

Teacher prompts: “Quelles différences entends-tu dans la façon dont les nouvelles sont présentées dans des reportages variés?” “Comment les éléments visuels dans les textes médiatiques évoquent-ils des sentiments?” “Quelles stratégies utilisent les compagnies pour encourager le groupe cible à acheter leurs produits?” “Est-ce que l’information présentée s’applique à toutes les femmes/les cultures/les âges, et pourquoi?” “Comment est-ce que le message entendu t’aide à formuler ta propre opinion à propos du produit ou du sujet?”

Instructional tips:

(1) Teachers can demonstrate the use of comparatives and superlatives when comparing different newscasts or advertisements.

(2) Teachers can suggest that students respond to a text using a form of their own choice, such as dramatic skits, illustrations, videos, or multimedia.

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 about familiar and personally relevant topics (e.g., *ask questions to clarify meaning and understanding; paraphrase ideas from peers during a debate; ask for repetition when participating in discussions*)

Teacher prompts: “Comment tes connaissances antérieures sur un sujet d’actualité peuvent-elles influencer ta participation à un débat?” “Comment vas-tu démontrer ton écoute dans une conversation?” “Comment est-ce que la stratégie de redire le message dans tes propres mots facilite ta compréhension?” “Comment peux-tu indiquer à ton interlocuteur que tu as compris son message?”

Instructional tip: Teachers can model asking for repetition, confirmation, or clarification (e.g., “Je n’ai pas bien compris ton idée. Peux-tu clarifier ton idée?”, “Est-ce que j’ai bien compris ton message?” “Qu’est-ce que tu voulais dire par...?”).

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., *offer feedback on a peer’s presentation; respond to a speaker’s opinion while showing respect for his or her ideas; offer suggestions in a group discussion on preserving biodiversity; listen and respond during improvised role play; exchange opinions with a peer about a story read in class*)

Teacher prompts: “Comment peux-tu t’assurer d’avoir compris le message d’une présentation afin de donner des suggestions à tes pairs?” “Quels indices verbaux et non verbaux peux-tu utiliser pour montrer ton accord ou ton désaccord pendant une discussion?” “Comment l’échange d’opinions et d’idées avec tes pairs t’aide-t-il à formuler tes propres idées?” “À la suite de l’écoute d’un dialogue, comment ton opinion a-t-elle été influencée par les individus impliqués?”

Instructional tip: Teachers can suggest that students use a range of expressions for introducing personal opinions, such as “Selon moi”, “À mon avis”, “Je pense que...”, “Je suis d’accord”, “Il me semble que...”, “Je crois que...”, “D’après ce que j’ai entendu...”, “D’après ce que j’ai compris...”.

A2.3 Metacognition:

(a) describe factors that prevent them from listening effectively and strategies they found

helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., *discuss what helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often; set learning goals during a teacher conference to improve their listening skills*)

Teacher prompts: “Comment le fait de redire les idées dans tes propres mots peut-il t’aider à identifier tes forces et tes faiblesses?” “Comment certaines ressources technologiques peuvent-elles t’aider à renforcer tes habiletés d’écoute?” “Quelles stratégies trouves-tu les plus efficaces avant et pendant l’écoute?”

Instructional tip: Teachers can promote the use of the *passé composé* to describe strategies that were helpful and the *futur proche* or *futur simple* to plan next steps.

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 or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and determine some similarities and differences between the French and English versions; listen to French Canadian folktales 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 and discuss their significance to the development of Canada as a nation; listen to songs such as “À la claire fontaine”, “C’est l’aviron”, “V’là l’bon vent” and identify their significance to Métis and other French Canadian communities; listen to participate in traditional storytelling games*)

Teacher prompts: “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 les connaître?” “Quels éléments visuels de la vidéo t’aident à identifier les similarités et les différences entre la culture présentée et la tienne?” “Selon vous, comment les Premières Nations, les Métis et les Inuits ont-ils préservé leurs traditions au fil des années?”

Instructional tip: Teachers can review a variety of adjectives that students might use to describe the elements they hear or the emotions they feel when listening to a cultural presentation.

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., *language used in different French-speaking regions; formal and informal language used in a variety of social situations*)

Teacher prompts: “Comment l’orateur adapte-t-il son niveau de langage selon son auditoire?” “Comment l’écoute de chansons de deux régions francophones différentes t’aide-t-elle à distinguer les différences dans la façon dont ces deux régions utilisent la langue française?” “Quels éléments ou facteurs influencent les différences de langage entre différentes régions francophones?” “Comment les mots utilisés par un artiste dans son poème ou sa chanson reflètent-ils le langage utilisé dans sa culture?”

Instructional tip: Teachers can direct students’ attention to vocabulary specific to different French-speaking regions across Canada.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, or 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 various purposes and to a variety of audiences (e.g., *allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse with a partner or while recording themselves before sharing a presentation in a large group; use visuals to supplement and enhance a presentation; use editing tools to help make a presentation flow; use tone of voice, pace, and volume to help communicate meaning; use appropriate facial expressions, gestures, and eye contact to engage their audience*)

Teacher prompts: “Pourquoi faut-il planifier l’intonation que tu vas utiliser lors de ton discours?” “Pourquoi est-il important de choisir un registre convenable selon l’auditoire?” “Comment les gestes que tu utilises peuvent-ils faciliter la compréhension de ton message?” “Comment vas-tu organiser tes idées (avant de les présenter) afin de présenter ton discours de façon claire et fluide?” “Comment l’enregistrement de ta présentation peut-il t’aider à mieux prononcer?” “Comment le fait de répéter ton discours peut-il t’aider à améliorer ton débit?”

Instructional tip: Teachers can promote the use of the adverbial pronouns “y” and “en” and the personal pronoun “on” in informal situations.

B1.2 Producing Oral Communications:

produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (e.g., *explore various points of view through dramatization and role play; prepare an oral presentation to persuade peers to react to a social or environmental issue; share their opinion of a book or movie; deliver a speech to motivate students to participate in an environmental initiative; analyse the works of various Aboriginal artists through group discussion; talk about the purpose, message, and effectiveness of editorial cartoons; express personal reactions to a documentary on economic globalization; discuss the effectiveness of persuasive language in television ads*)

Teacher prompts: “Comment peux-tu exprimer tes idées afin d’influencer les opinions de tes pairs?” “Comment peux-tu inciter ton auditoire à réagir lors d’une présentation orale?” “Comment peux-tu développer une argumentation logique pour convaincre tes pairs de vouloir participer à une activité environnementale?”

Instructional tips:

(1) Teachers can model the use of different verb tenses for describing past, present, and future events.

(2) Teachers can model the use of temporal adverbs (e.g., “toujours”, “parfois”, “souvent”, “jamais”) for stating feelings and opinions.

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 appropriately when presenting information; use tone of voice to articulate feeling or expression during a role play*)

Teacher prompts: “Comment est-ce que les pauses appropriées et le ton de ta voix facilitent la compréhension de ton message?” “Comment pourrais-tu ajouter de l’emphase et de l’intérêt pendant le jeu de rôle?”

Instructional tips:

(1) Teachers can suggest the use of digital recorders or online voice recording software to play back oral communications for student feedback.

(2) Teachers can model correct pronunciation during read-alouds.

B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (*e.g., create a podcast presenting opposing opinions about a current event; create a television commercial for a healthy food product; create an anti-drug advertising campaign for radio; create a historical travelogue describing the journey of a First Nation guide and a European explorer; create a multimedia report on renewable sources of energy*)

Teacher prompts: “Comment les éléments visuels ou sonores aident-ils à renforcer ton message?” “Pourquoi est-il important de varier le ton de ta voix lorsque tu prépares une annonce publicitaire pour la radio?” “En quoi les annonces publicitaires radiophoniques diffèrent-elles des annonces publicitaires à la télévision ou dans un magazine?” “Comment sais-tu que ta publicité attire le groupe ciblé?”

Instructional tip: Teachers can suggest that students use reflexive verbs when describing routines and everyday life in a travelogue (*e.g., “Il se levait tous les matins à 5h”*).

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., take turns when speaking; paraphrase to clarify meaning; make connections to their own experience when responding to a peer’s comment; use facial expressions and gestures to indicate agreement or confusion*)

Teacher prompts: “Pourquoi faut-il établir des preuves d’apprentissage pour avoir une discussion de groupe productive? Comment est-ce que ces critères t’aident à mieux participer au groupe?” “Comment le fait de redire dans tes propres mots ce que dit ton interlocuteur t’aide-t-il à vérifier ta compréhension?” “Comment tes gestes peuvent-ils aider ton interlocuteur à vérifier si tu comprends son message?” “Comment le ton et l’expression de ta voix aident-ils à susciter l’intérêt de ton interlocuteur?”

Instructional tip: Teachers and students can co-construct anchor charts showing speaking strategies that can be used in a variety of interactions.

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (*e.g., participate in small- and large-group discussions on international issues; interview a partner about his or her healthy living practices; role-play a meeting between an individual from a First Nation community and an early European settler; debate a local social issue such as bullying; participate in a group discussion about what they and their peers do with their allowance*)

Teacher prompts: “Comment est-ce que le fait de jouer un rôle améliorera ta fluidité et ton expression?” “Comment le fait de jouer le rôle d’un personnage t’aide-t-il à reconnaître différents points de vue autres que le tien?” “Comment est-ce que le fait de discuter des moyens de diminuer le taxage à l’école influencera ton comportement dans la cour de récréation?”

Instructional tip: Teachers can support student engagement by helping students brainstorm and research vocabulary and expressions appropriate to the topics of their spoken interactions.

B2.3 Metacognition:

- (a) describe strategies they found helpful before, during, and after speaking to communicate effectively;
- (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., *determine which strategies were helpful when interacting with classmates; discuss the effective elements of their presentation and identify elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions*)

Teacher prompts: “Quelles ressources utilises-tu pour trouver le vocabulaire nécessaire pour interagir avec tes pairs lors des discussions de groupe?” “Quelle stratégie peux-tu utiliser afin d’identifier une faiblesse que tu souhaites améliorer? Quelles étapes suivras-tu pour atteindre ton but?”

Instructional tips:

- (1) Teachers can model think-aloud strategies to evaluate the effectiveness of speaking strategies.
- (2) Teachers can suggest students use prepositions and conjunctions (e.g., “car”, “comme”, “puisque”, “afin que”, “si”) when formulating next steps to improve their speaking skills.

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 topics in French Canadian history – such as the Métis 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 artefact or a cultural event such as a wampum belt, Journée Louis Riel, or National Aboriginal Day)

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 d’une tradition ou d’une célébration 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 tip: Teachers can model the use of 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., *levels of formality appropriate to the audience or purpose of communication; politeness/formality in customer service etiquette in restaurants or stores; expressions of gratitude; regional variations in vocabulary*)

Teacher prompts: “Quelles expressions de la liste t’aident à mieux participer lors d’une conversation?” “Comment le registre de langue change-t-il selon ton interlocuteur ou le contexte social?” “Quels sont les mots utilisés pour décrire la même chose dans deux différentes régions?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in eastern, western, or 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., *activate prior knowledge about a subject by brainstorming; make predictions about a text based on knowledge of similar texts; use visualization and mental images to clarify the message; read on to confirm or clarify understanding; summarize key points on a graphic organizer*)

Teacher prompts: “Comment est-ce que le fait d’activer tes connaissances antérieures sur un sujet t’aide à faire des prédictions sur un nouveau texte?” “Pourquoi est-ce qu’on essaie de se faire des images mentales quand on lit?” “Quelle stratégie t’aide à résumer les points importants du texte?”

Instructional tip: Teachers can model the use of connecting words (*les marqueurs de relation*, e.g., “ensuite”, “enfin”, “premièrement”, “puis”, “finalement”) for summarizing texts.

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (e.g., *create a Venn diagram to compare and contrast characters in two texts; create promotional materials to encourage others to read a text from the class library; in a guided reading group, read an article on an environmental*

issue and design the cover page for a magazine featuring the article; identify the point of view in a narrative text; summarize an informational text in their own words)

Teacher prompts: “Comment vas-tu inciter les lecteurs à acheter ton magazine (ou à lire ton article) au moyen des images et des manchettes que tu vas mettre sur la couverture?” “Quelles questions peux-tu poser pour identifier le point de vue manquant dans le texte?”

Instructional tip: Teachers can suggest that students use comparative and superlative forms of adverbs and adjectives 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, academic, and personally relevant 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 radio drama or editorial in role with suitable emphasis and phrasing; use tone of voice, pace, and expression during reader’s theatre; reread a familiar text; use knowledge of prefixes and suffixes*)

Teacher prompts: “Comment est-ce que le débit de ta lecture orale capture l’attention de l’auditoire et t’aide à comprendre ce que tu lis?” “Comment est-ce que ta participation au théâtre des lecteurs t’aidera à mieux comprendre le texte?” “Quels sont les avantages liés au fait de relire des textes lus en classe?” “Comment est-ce

que l'identification des mots d'une même famille et des mots avec préfixes et suffixes familiers t'aide à lire un texte avec fluidité?"

Instructional tip: Teachers can encourage students to reread familiar texts independently or in pairs or groups to increase accuracy and comprehension.

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (*e.g., use prefixes and suffixes to create new words; create a personal lexicon; develop a list of word patterns to determine meaning of new words; use a thesaurus to generate synonyms and antonyms for frequently used words*)

Teacher prompts: "Comment est-ce que l'utilisation d'un lexique personnel peut confirmer ta compréhension du texte lu?" "Quelles ressources peux-tu utiliser pour développer ton vocabulaire?"

Instructional tips:

(1) Teachers can support student learning by posting new vocabulary on a word wall or anchor chart and making reference to the new vocabulary regularly.

(2) 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., compare the effectiveness of written and audio advertisements for the same product; discuss how the point of view expressed in an editorial influenced their opinion; determine the implied audience of an advertisement and describe how the message might change if the advertisement were directed at a different audience; identify differences between language used in packaging for healthy food and fast food; identify features of an eco-tourism brochure that are intended to attract travellers*)

Teacher prompts: "Comment est-ce que le format d'un éditorial influence l'opinion des lecteurs?" "Comment l'annonce publicitaire changerait-elle en fonction de différents auditoires cibles?" "Pourquoi le producteur a-t-il choisi d'inclure de l'information nutritionnelle sur l'emballage du produit?" "Comment est-ce

que les éléments visuels d'une brochure aident à inciter les clients à visiter un endroit?"

Instructional tip: Teachers can encourage students to use direct object pronouns when talking about messages in a variety of media 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., myth – to explain the world through imaginary and supernatural characters; advertisement – to sell a product or promote awareness of an issue; biography – to tell the story of someone's life and accomplishments; map – to convey geographical relationships; directions for a science experiment – to explain steps to students*)

Teacher prompts: "Comment est-ce que le format de texte influence ton choix de stratégies?" "Pourquoi est-ce que l'auteur a choisi de créer une affiche pour inciter les consommateurs à acheter un produit?" "Quelles sont les tendances évidentes dans ton analyse des cartes et des tableaux?" "Pourquoi faut-il suivre les étapes en ordre afin de réussir ton expérience scientifique?"

Instructional tip: Teachers can direct students' attention to the use of the *infinitif* as a form of *impératif* in directions.

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., traditional First Nation, Métis, or Inuit story – characters, personification of objects or animals, moral or lesson; newspaper article – captions, headline, and subheadings; map – legend, coordinates, grid; persuasive letter – argument and supporting information; poetry – alliteration and rhyme; narrative – comparison, personification, simile, contrast, metaphor, sarcasm/irony, comparison, symbolism*)

Teacher prompts: "Quels sont les éléments d'un article de journal qui facilitent ta lecture?" "Comment les éléments d'une carte géographique t'aident-ils à trouver un endroit facilement?" "Pourquoi est-ce qu'on répète certains vers, mots ou rimes dans un poème?"

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:

- (a) identify, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
- (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., recognize that rereading will help them to repair meaning when understanding has broken down; evaluate how deleting unimportant information when summarizing helped them arrive at the essence of meaning; recognize how synthesizing new knowledge with prior knowledge deepens understanding of ideas or concepts)

Teacher prompts: “Comment sais-tu quand il faut relire un passage du texte?” “Quelles sont les stratégies les plus efficaces pour t’aider à vérifier ta compréhension?” “Qu’est-ce que tu peux faire afin d’améliorer tes réponses aux questions suite à la lecture?”

Instructional tip: Teachers can encourage students to record in a reader’s notebook the reading strategies they have tried, evaluate the effectiveness of these strategies, and plan new strategies based on this evaluation.

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 how family is represented in different text forms from various French-speaking regions of Canada; read a daily food log or a menu from an individual in a French-speaking community, such as Iqaluit, Saint Boniface, or Moncton, and compare its contents to 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 to identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie

and western provinces, and the northern territories; read about important French Canadian/Métis historical figures such as Louis Riel; discuss various Aboriginal stories or legends, such as *Légende de la Prairie-du-Cheval-Blanc*, and make connections to current environmental and social issues; 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 such as Elisapie Isaac, Florent Vollant, and Samian, and make comparisons with songs in their own first languages; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou)

Teacher prompts: “Comment la localisation et l’environnement d’une communauté affectent-ils la nourriture quotidienne de la communauté en question?” “Comment l’activité agricole peut-elle influencer les cultures d’une communauté?”

Instructional tip: 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.

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., formal and informal language and style in letters and advertisements; regional dialects such as l’acadien, le chiac, le Michif, le créole)

Teacher prompts: “En quoi le rituel de politesse d’une lettre adressée au rédacteur d’un journal est-il différent de celui utilisé dans un courriel envoyé à un(e) ami(e)?” “Quelles particularités linguistiques remarques-tu dans l’usage qui est fait du français dans différentes communautés francophones?”

Instructional tip: During shared and guided reading, teachers can highlight the use of appropriate vocabulary and sentence structures for specific forms of writing, such as salutations and closings in a letter.

* 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 in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, 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 create steps for the respectful resolution of conflict; to share a personal experience; to inform their peers about a global economic issue; to recount a legend; to express an opinion in an editorial; to inform classmates of the dangers of using drugs in a report; to write instructions for a sport or cooperative game; to describe the importance of forest conservation for the protection of animal and plant species*)

Teacher prompts: “Comment choisis-tu la forme de texte qui convient à l’intention de l’écrit et aux destinataires?” “Comment ton but d’écriture influence-t-il le genre de texte que tu écris?” “Comment choisis-tu la meilleure forme de texte pour raconter un événement?”

Instructional tip: Teachers can provide various mentor texts directed at different audiences and illustrating various forms of writing.

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., compose an article on a current or historical event; create a graphic text to promote the benefits of daily*

physical activity; write a diary entry from the point of view of an Aboriginal Canadian or early Canadian settler; write a script promoting anti-bullying awareness; review a movie or book; write a letter to their city councillor about steps to improve the local environment)

Teacher prompts: “Quels éléments doivent être inclus dans ton texte pour persuader tes lecteurs d’adopter ton point de vue?” “Comment peux-tu promouvoir l’inclusion à l’aide des mots que tu choisis pour les personnages de ta pièce?” “Comment est-ce que ta critique du film pourrait influencer les opinions des autres?”

Instructional tip: Teachers can model the use of the *passé composé* and the *imparfait* to recount past events.

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (*e.g., use regular and irregular adjectives and adverbs to enhance interest in text; use a thesaurus to find synonyms for commonly used words; use online and print dictionaries to determine word meaning*)

Teacher prompts: “Pourquoi est-il important de varier les mots que tu choisis lorsque tu écris?” “Comment peux-tu vérifier le sens des mots que tu utilises lorsque tu écris?” “Quelles ressources peux-tu utiliser pour trouver le sens d’un mot?”

Instructional tip: Teachers can encourage students to use word walls to identify synonyms for commonly used words.

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (e.g., use similes when comparing themselves to a character; vary sentence length and type; use persuasive language and supporting details to request a change in school rules; use personification to give life to an object or idea; use first- or third-person narration)

Teacher prompts: “Comment est-ce que le fait de changer de types de phrases peut modifier le ton du message?” “Comment le ton du message changera-t-il selon le lecteur?” “Comment le fait de personnifier un être inanimé rend-il ton histoire plus intéressante?”

Instructional tip: Teachers can review subject-verb agreement in various verb tenses for writing in the first or third person.

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (e.g., write a script for a vignette/short video depicting trade between Aboriginal and European peoples in colonial Canada; create a DVD jacket or poster for a movie; create a multimedia campaign to raise awareness about substance abuse; design a web page for an amusement park; create a blog to encourage young people to take action on or find solutions to a social issue in their community; write a script for a public service announcement to encourage healthy eating or litterless lunches)

Teacher prompts: “Comment peux-tu démontrer le conflit ou la coopération entre les personnages d’une saynète?” “Comment les éléments visuels et sonores facilitent-ils la compréhension de ton message écrit?” “Comment les mots et les éléments visuels d’une pochette d’un DVD attirent-ils les spectateurs?”

Instructional tip: Teachers can direct students’ attention to various features that could be included in a poster or a web page, such as pictures, different fonts, colour, diagrams, and graphs.

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., appropriate conjunctions and punctuation in compound and complex sentence structures; indirect object pronouns such as “lui”, “leur”; relative pronouns such as “qui”, “que”,

“dont”, “lequel”; possessive pronouns such as “le mien”, “la tienne”, “les siens”, “le leur”; passé composé, imparfait, présent, and futur of familiar verbs according to the context)

Teacher prompts: “Comment est-ce que la ponctuation peut changer le sens de ton texte?” “Pourquoi est-il important de vérifier que tu utilises le temps de verbe qui convient à la situation quand tu écris un passage de texte?”

Instructional tip: Teachers can review subject-verb agreement and provide opportunities for students to use various verb tenses in their writing.

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., before writing a procedural text, record the steps in a flow chart; brainstorm prior knowledge of a topic to generate ideas for writing; list arguments on a graphic organizer before drafting a persuasive letter; create a storyboard to outline a narrative)

Teacher prompts: “Comment les organigrammes t’aident-ils à cibler ton sujet avant d’écrire un texte?” “Comment suscites-tu des idées avant de commencer à écrire un texte?” “Comment le fait de visualiser ton histoire avant de l’écrire t’aide-t-il à développer et organiser tes idées?”

Instructional tip: Teachers can support student learning by modelling how to use a variety of graphic organizers for sorting ideas and information.

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., make an outline before writing a report; use a graphic organizer to help them organize main points and supporting details; refer to teacher models and exemplars when editing work; highlight ideas or information that should be omitted or changed; cut and paste to present their arguments more logically; use an asterisk to identify sentences that require further clarification; identify repetitive words and substitute alternatives; consider feedback from their teacher or peers)

Teacher prompts: “Comment le fait d’utiliser un gabarit t’aide-t-il à organiser tes idées?” “Comment détermines-tu quelles idées ou

informations peuvent être éliminées?” “Que peux-tu faire pour vérifier que tes idées sont logiques et claires?” “Comment peux-tu réviser ton travail afin de le rendre plus fluide?” “Comment la rétroaction de tes pairs peut-elle t’aider à réviser ton texte?”

Instructional tip: Teachers can provide a variety of exemplars of student writing and opportunities for peer editing.

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., refer to checklists and anchor charts to determine whether all criteria have been met; consider comments from peers when editing their writing; choose relevant graphics and images to enhance the message; read their written draft aloud to verify logical organization; use proofreading tools such as a spellcheck program to identify mistakes*)

Teacher prompts: “Quelles ressources peux-tu utiliser pour t’assurer que tu as respecté les critères de la tâche d’écriture?” “Comment les suggestions de tes pairs t’aident-elles à réviser et corriger ton travail écrit?” “Que peux-tu faire pour rendre ta copie finale écrite plus engageante et intéressante?” “Comment le fait de lire ton texte à haute voix peut-il t’aider à vérifier la fluidité de tes idées?”

Instructional tip: Teachers can direct students to use correct punctuation, such as periods at the end of sentences, question marks at the end of interrogative statements, and exclamation marks to indicate emphasis.

D2.4 Metacognition:

(a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing;

(b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (*e.g., determine which strategies helped them organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; record areas needing improvement and next steps in a writer’s notebook*)

Teacher prompts: “Comment te prépares-tu à écrire? Réfléchis aux comportements appropriés pour mieux se concentrer lors d’une tâche écrite.” “Comment choisis-tu l’organigramme approprié selon la tâche d’écriture?” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?” “Comment le fait de prendre note de tes questions dans ton cahier

d’écriture peut-il t’aider pendant le processus d’écriture?” “Comment le fait de réfléchir sur la rétroaction de ton enseignant(e) concernant des tâches d’écriture antérieures t’aide-t-il à planifier tes prochaines tâches d’écriture?”

Instructional tip: Teachers and students can co-create an anchor chart outlining success criteria for effective writing strategies (*e.g., “Je peux identifier mon point de vue”, “Je peux vérifier que mon écriture s’adresse au public ciblé”, “Je peux utiliser des organigrammes pour organiser mes idées”*).

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 culture 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 report on a French Canadian cultural event, making connections to an event from their own cultures; 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 report on a French Canadian tradition adapted from First Nations traditions, such as making maple syrup*)

Teacher prompts: “Comment le fait d’effectuer des recherches sur un personnage historique important t’aide-t-il à en savoir davantage 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?” “Comment le fait d’écrire au sujet des autres cultures enrichit-il tes connaissances culturelles?”

Instructional tip: Teachers can suggest that students use possessive adjectives (*e.g., “mon/ma”, “notre/nos”*) when writing about their cultures and their community traditions.

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; appropriate language for the questions in a survey)

Teacher prompts: “En quoi les expressions idiomatiques sont-elles différentes ou semblables d’une région à l’autre?” “Comment distingueras-tu les personnages dans le dialogue?” “Comment les questions du sondage changeraient-elles selon le public ciblé?”

Instructional tip: Teachers can model the use of verbs with “tu” and “vous” to show the formal or informal relationship of the speakers in written dialogue (e.g., “peux-tu”, “pourriez-vous”).

* 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.