

GRADE 4

Note

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

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using 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 4, students will:

A1.1 Using Listening Comprehension

Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts (e.g., ask questions about facts to clarify meaning; take notes using a graphic organizer during an oral presentation; make personal connections during and after listening to an audio text; use visualization during the description of a past or future event)

Teacher prompts: “Comment est-ce que la prise de notes durant une présentation orale te permet d’organiser tes idées pour comprendre davantage le message entendu?” “Quels liens peux-tu faire entre ton expérience et le texte?” “Quels mots et expressions du texte t’aident à visualiser la description de cet événement? Comment est-ce que cette stratégie te permet de mieux comprendre la situation?”

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 enable them to respond appropriately to peers during literature circles; to formulate an opinion about a social or environmental issue based on information provided in a broadcast; to learn from others during oral presentations; to learn new

vocabulary from songs, chants, and rhymes; to participate in a game or activity)

Teacher prompts: “De quelle façon est-ce que les opinions d’un écologue sur un problème environnemental actuel influenceront tes actions de tous les jours?” “Pourquoi est-ce que le fait de suivre les directives verbales d’un pair peut t’aider à apprendre à jouer un jeu?” “Comment est-ce que le fait d’écouter les nouvelles personnelles partagées en classe peut t’aider à poser une question pertinente?”

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., summarize main ideas using graphic organizers; paraphrase ideas heard after a think-pair-share activity; discuss the purpose and main points of an oral presentation by a peer or guest speaker; create a tableau depicting the solution to a problem from a read-aloud; use a pictogram to demonstrate sequencing after listening to the description of a historical event; express opinions on the platforms presented by candidates in a class election; explain their feelings and personal reactions to a recorded Aboriginal folktale)

Teacher prompts: “Quelles sont les nouvelles informations que tu as apprises?” “Ton opinion a-t-elle changé après cette présentation? Justifie

ta réponse.” “Comment la présentation a-t-elle répondu aux questions que tu avais à propos du sujet? Quelles questions te poses-tu après la présentation?” “Comment est-ce que la description d’un événement historique t’aide à mieux comprendre les diverses perspectives?” “Comment est-ce que les arguments des candidats présentés lors d’un débat pour une élection scolaire à ton école influenceront ton vote?” “Quelles sont tes réactions à propos du message présenté dans le conte?”

Instructional tips:

(1) Teachers can remind students to identify words and expressions that indicate that actions have happened in the past (e.g., “hier”, “auparavant”, “il y a deux semaines”, “dans le passé”, “d’habitude”) to assist in their comprehension.

(2) Teachers can model expressions associated with persuasion, such as “je te jure”, “je te promets”, “je t’encourage”, “je te suggère”.

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., *listen to a video clip on a health or environmental issue and explain its impact on their life; identify expressions heard in advertisements that signal an attempt to persuade the listener to do or buy something; listen to an advertisement aimed at youth and identify how the product is promoted*)

Teacher prompts: “Dans quelle mesure est-ce que les arguments entendus lors de la présentation te font réfléchir à propos de tes futures actions?” “Comment les arguments présentés dans un vidéoclip faisant la promotion d’un produit alimentaire santé vous inciteront-ils à consommer ce dernier?” “Comment le fait d’évaluer un texte médiatique te permet-il de réfléchir à ton propre point de vue et à tes opinions?”

Instructional tip: Teachers can ask students to listen for possessive adjectives (e.g., “mon”, “ta”, “ses”, “notre”, “vos”, “leur”) and use them when expressing feelings and opinions.

A2. Listening to Interact

By the end of Grade 4, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating

in social and academic interactions about familiar and personally relevant topics (e.g., *demonstrate an understanding of when to listen and when to speak; listen without interrupting; reconsider their opinion after hearing what others say; ask the speaker to repeat or explain at appropriate moments*)

Teacher prompts: “Comment est-ce que l’identification des stratégies d’écoute te permet d’interagir efficacement durant des échanges d’informations?” “Qu’est-ce qui t’indique que tu peux interrompre l’orateur durant une présentation afin de mieux comprendre son message?” “De quelle façon est-ce que les idées des autres participants t’aident à réévaluer ton opinion sur le sujet discuté?”

Instructional tip: Teachers can model and encourage the use of negative constructions to express opinions.

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., *acknowledge another point of view in conversation; ask and answer questions to understand a peer’s statements and opinions; respond effectively to a peer’s ideas in a think-pair-share situation*)

Teacher prompts: “Quel est le point de vue de ton partenaire? Est-ce que son opinion a influencé ta propre opinion sur le sujet discuté?” “Comment est-ce que le fait de répondre aux énoncés d’un pair ou de les remettre en question t’aide à interagir efficacement dans le cadre d’une discussion?” “De quelle façon est-ce que la stratégie ‘penser-partager-parler/réfléchir-partager-discuter’ t’aide à mieux interagir avec les autres?”

Instructional tip: Teachers can model and encourage students to use the *conditionnel présent* when expressing their point of view.

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., *refer to feedback from teachers and peers to identify areas of strength and set listening goals; reflect in a personal journal on areas in need of improvement and ways to listen more effectively*)

Teacher prompts: “Dans quelle mesure la rétroaction de ton enseignant(e) ou de tes pairs t’aidera-t-elle à identifier les prochaines étapes à suivre pour mieux réussir en situation

d'écoute active?" "De quelle façon l'usage de ton journal de bord pour noter les stratégies d'écoute que tu as utilisées te permet-il d'évaluer ces dernières pendant une interaction?"

Instructional tip: Teachers can encourage students to use future tenses when describing their plans to improve their listening skills.

A3. Intercultural Understanding

By the end of Grade 4, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to directions to locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in daily life in their immediate environment, such as the bilingual version of the national anthem sung at school or sports events; listen to a peer describe a Franco-Ontarian tradition, and make connections to a similar tradition in their own family)

Teacher prompts: "Comment est-ce qu'une chanson qui représente une communauté te permet de mieux comprendre cette dernière?" "Dans quelle mesure est-ce que les informations présentées dans un texte sur différentes cultures t'aideront à mieux connaître ta propre culture?"

Instructional tip: Teachers can direct students to listen for comparative phrases such as "celui-ci est plus...que", "celle-là est moins...que", "on utilise plus de...que" and use them when comparing traditions.

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., differences in language used in conversations with a teacher versus with a peer; conventions used in informal exchanges such as telephone calls with a family member)

Teacher prompts: "Quand est-ce que c'est approprié d'utiliser 'bonjour' et 'salut' comme salutation dans tes interactions?" "Comment est-ce que les indices non verbaux utilisés par un individu t'aident à comprendre son message?" "Comment fais-tu preuve de respect envers la personne avec qui tu parles?"

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

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

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

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of Grade 4, students will:

B1.1 Using Oral Communication Strategies:

identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., plan and rehearse their message; use gestures and visuals to support their point of view; use vocal techniques to engage the audience)

Teacher prompts: “Comment est-ce que le fait de planifier ta présentation t’aidera à mieux partager l’information avec tes pairs?” “Que fais-tu pour organiser tes pensées de façon logique lors d’une présentation orale?” “Quels outils t’aideront à mieux exprimer tes réactions personnelles?” “Comment est-ce que les gestes et l’expression non verbale auront un impact sur ta présentation?”

Instructional tip: Teachers can direct students to use varied vocabulary and a range of sentence types, such as declarative, interrogative, and exclamatory, to maintain listeners’ interest.

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., summarize or retell a First Nations, Métis, or Inuit story such as

the creation story of L’île de la tortue; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; deliver a speech communicating personal thoughts and opinions on an environmental or financial issue; share, in small or large groups, personal reactions to the music in advertisements; discuss the impact of product placement – food, beverages, toys, clothing, or games – in films and television shows; debate the suitability of video games for different age groups)

Teacher prompts: “Comment est-ce que tu te prépares pour raconter une histoire?” “Comment peux-tu partager les résultats d’un sondage d’une façon engageante?” “Comment les différents styles de présentation orale contribuent-ils à différencier la façon avec laquelle tu pourrais présenter tes informations et tes idées oralement à ton auditoire?” “Comment est-ce que les opinions des membres de ton groupe t’aident à faire part de la tienne?” “Comment exprimeras-tu ton opinion lors du débat sur le contenu de différents jeux vidéos pour des âges précis?”

Instructional tips:

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

(2) Teachers can suggest that students use sentence starters such as “Je pense que...”, “Il me semble que...”, “Je crois que...” when expressing their 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., 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: “Qu’est-ce que tu fais pour t’exprimer avec clarté?” “Pourquoi est-ce que c’est important de pratiquer et d’utiliser les nouveaux mots?” “Que fais-tu pour ajouter de l’emphase durant la présentation d’un poème?”

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., record an interview with someone in the school community about his or her role in protecting the environment; use technology to record their point of view on social media and how it affects their interactions; provide the voice-over for an advertisement advocating the purchase of fair-trade goods; create a video recounting a traditional story from a First Nation or Métis Elder*)

Teacher prompts: “Comment est-ce que l’usage de la technologie t’aidera à mieux présenter ton message?” “Quels éléments et techniques médiatiques pourrais-tu ajouter à ta publicité afin d’appuyer ton message?”

Instructional tip: Teachers can encourage students to use various question structures (*e.g., subject-verb inversion, intonation*) when conducting an interview.

B2. Speaking to Interact

By the end of Grade 4, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (*e.g., take turns when speaking in a group; make relevant and constructive comments in discussions with peers; ask relevant questions in conversations*)

Teacher prompts: “Comment est-ce qu’une discussion démontre que tu comprends les stratégies d’interaction orale?” “Comment est-ce que les questions que tu poses au sujet de la conversation illustrent une stratégie d’interaction orale?”

Instructional tip: Teachers can remind students to choose appropriate moments to ask questions to verify understanding during their interactions with their peers.

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., discuss the importance of recycling practices in their community; discuss healthy and unhealthy eating habits; ask for and give directions to specific places, such as a restaurant, friend’s home, park, or town; role-play an interaction that involves a financial transaction*)

Teacher prompts: “Quels sont les arguments essentiels qui t’aideront à convaincre les autres de recycler ou de choisir des contenants réutilisables?” “Quelles informations peux-tu partager avec tes camarades à propos de l’alimentation saine à l’école?” “Comment est-ce que le fait de connaître ton voisinage t’aidera à communiquer oralement des instructions afin d’arriver à un endroit précis dans ta communauté?”

Instructional tip: Teachers can encourage students to use prepositions and conjunctions such as “vers”, “à droit”, “à gauche”, “tout droit”, “pendant” when giving or asking for directions.

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., refer to and use established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with teachers and peers, and set goals to improve oral communication*)

Teacher prompts: “De quelles façons les critères d’évaluation établis pour une tâche de communication orale t’aideront-ils à mieux présenter ton point de vue?” “Comment est-ce que l’identification des stratégies de communication orale t’aide à partager tes idées et tes opinions lors d’une discussion?” “Quelles sont les stratégies efficaces que tes pairs ont utilisées dans leurs présentations? Lesquelles pourrais-tu employer afin d’améliorer ta prochaine présentation?” “Comment est-ce que la rétroaction de ton enseignant(e) ou de tes pairs te permettra de planifier tes futures présentations?”

Instructional tip: Teachers can encourage students to employ frequently used adverbs

(e.g., “bien”, “vite”, “lentement”, “souvent”) when commenting on their use of speaking strategies.

B3. Intercultural Understanding

By the end of Grade 4, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *give brief oral presentations describing Franco-Ontarian traditions and festivals such as le Bal de Neige in Ottawa; describe the significance of la FESFO – la Fédération de la jeunesse franco-ontarienne; research and discuss French-speaking historical and current figures and their influence on Ontario; discuss the rich cultural diversity that constitutes the Franco-Ontarian community; discuss ways in which French-speaking Aboriginal people can celebrate both their Franco-Ontarian and Aboriginal cultures*)

Teacher prompts: “Quels mots de vocabulaire pourrais-tu utiliser pour décrire cette communauté franco-ontarienne?” “Comment est-ce qu’une discussion sur tes traditions et tes célébrations culturelles te sensibilise aux différentes célébrations des communautés francophones?” “Quels éléments présenteras-tu à propos de l’influence des Franco-ontariens et des Autochtones sur l’histoire de l’Ontario?”

Instructional tip: Teachers can encourage students to use possessive adjectives (e.g., “notre/nos”, “votre/vos”, “leur/leurs”) when discussing the traditions and customs of their own families and those of Franco-Ontarian 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., *appropriate form of address – polite/familiar, singular/plural – to suit specific situations; greetings, leave-taking expressions, and expressions of courtesy appropriate to the social context; ways to accept or decline invitations; expressions of understanding or lack of understanding such as “Je comprends”, “Je ne comprends pas”, “Comment?”*)

Teacher prompt: “Pourquoi est-il pratique de déterminer comment, quand et avec qui utiliser différentes salutations, expressions de prise de congé et expressions de courtoisie en parlant?”

Instructional tip: Teachers can model polite formulas for accepting and declining invitations using expressions of agreement and regret (e.g., “Bien sûr! On veut aller au centre d’achats”; “Je regrette, mais je dois faire mes devoirs”; “J’aimerais bien t’inviter chez nous, mais mes parents ne sont pas là”; “Je suis désolé, mais je dois aller chez le médecin”).

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

C. READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

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

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 4, students will:

C1.1 Using Reading Comprehension Strategies:

identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., *activate prior knowledge through brainstorming; use visualization to clarify details; make and confirm predictions based on evidence from the text*)

Teacher prompts: “De quelle façon est-ce que tes connaissances antérieures t’aident à mieux comprendre les actions du héros/de l’héroïne?” “De quelle manière est-ce que la visualisation te permet de mieux situer l’action du texte?” “Pourquoi faut-il déterminer si tes prédictions sont confirmées ou rejetées lors de la lecture d’un texte?”

Instructional tip: During read-alouds and shared reading activities, teachers can model think-aloud stems and sentence starters that promote reading comprehension (e.g., “Selon le texte...donc je pense que...”, “Le héros me fait penser à...”, “L’image que le texte crée dans ma tête...”).

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 visual representation of a narrative in storyboard form; write a journal entry to respond to an independent reading text; dramatize important events in a story read in a literature circle*)

Teacher prompts: “Comment est-ce que la création d’un scénarimage favorise la compréhension d’un texte lu?” “Comment est-ce que les réflexions que tu as consignées dans ton journal de bord à propos d’un passage lu t’aident à exprimer tes idées et opinions à propos du texte?” “Pourquoi est-ce que la dramatisation d’une scène d’un texte lu t’aide à mieux comprendre le point de vue des principaux personnages?”

Instructional tip: During modelled, shared, and guided reading, teachers can identify or highlight descriptive language, such as adjectives, adverbs, similes, and metaphors, that helps the reader to visualize the events, setting, or characters in a narrative.

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., *use appropriate phrasing and expression when participating in a reader’s theatre; make oral reading sound like spoken language with appropriate pauses, stops, and starts indicated by punctuation*)

Teacher prompts: “Comment est-ce que tu peux capter et maintenir l’attention du public quand tu lis à voix haute?” “Pourquoi est-ce que c’est plus facile de lire un texte à propos d’un sujet familier?”

C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading (e.g., *categorize vocabulary based on word patterns; create a personal dictionary of interesting words and familiar expressions; look for familiar prefixes, suffixes, or word stems in unfamiliar words; use visuals to help them infer the meaning of unfamiliar words or expressions; read words within words*)

Teacher prompts: “De quelle façon est-ce que les mots de la même famille t’aident à lire les nouveaux mots?” “Comment est-ce que la création d’un dictionnaire personnel peut t’aider à élargir ton vocabulaire?”

Instructional tip: Teachers can encourage students to record new and interesting words along with their context in their personal dictionary or writer’s notebook, and to incorporate them in their written texts.

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., *express opinions on a magazine article; compare newspaper and online articles on the same event or subject; identify and evaluate the persuasive techniques used in advertisements; discuss how photography and headlines or slogans work together on magazine covers or billboards; identify effective elements in comics, graphic novels, or product packaging*)

Teacher prompts: “Quelle est ta réaction à propos du message de l’article?” “Comment est-ce que l’auteur a transmis son message dans la bande dessinée?” “Comment est-ce que le choix du média pourrait avoir une influence sur tes opinions à propos du sujet?” “Est-ce que la mise en page de la revue est efficace? Comment pourrais-tu l’améliorer?” “Quelles sont les techniques médiatiques que l’auteur a employées afin de capter l’intérêt de son public? Est-ce qu’il a réussi?”

Instructional tips:

(1) Teachers can suggest that students use complex sentences with connecting words (e.g., “parce que”, “car”, “donc”, “en effet”, “de plus”, “puis”) when expressing opinions about media texts.

(2) Teachers can model and encourage the use of various negative constructions (e.g., “ne... pas”, “ne... plus”, “ne... jamais”) when discussing the effectiveness of features used in media texts.

C2. Purpose, Form, and Style

By the end of Grade 4, 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., *diary/journal – to articulate a personal perspective; brochure – to present information briefly; instructions – to describe how to perform a task or use a device; receipt – to show the item bought and the price paid for it*)

Teacher prompts: “Comment est-ce que la lecture d’un journal influence ta perspective au sujet d’un événement?” “De quelle manière est-ce que la lecture d’une brochure te permettra de trouver les informations qui suscitent ton intérêt?” “Comment préfères-tu lire une marche à suivre?”

Instructional tip: Teachers can introduce students to vocabulary and expressions that refer to an author’s attempt to influence readers for a particular purpose as well as readers’ reactions to texts (e.g., “influer”, “inciter”, “impact”, “réactions”, “persuader”, “évaluer”, “jugement”, “transmettre le savoir/la culture/les valeurs”).

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., *magazine – headlines, subheadings, text boxes, and photographs; movie review – opinions and supporting evidence; letter – date, salutation, information, feelings, and opinions intended for a specific reader; travel guide – maps, images, and information divided by many headings*)

Teacher prompts: “Comment est-ce que l’auteur a communiqué son message en utilisant des éléments de style?” “Quels mots et expressions est-ce que l’auteur de cette critique de film a utilisés afin de présenter son opinion?” “Comment peut-on différencier le format d’une lettre officielle de celui d’une lettre amicale?” “Comment est-ce que les éléments de style aident le lecteur à trouver des informations dans un guide touristique?”

Instructional tip: During shared reading, teachers can direct students’ attention to the use of titles, headings, subheadings, and graphics in various texts.

C2.3 Metacognition:

- (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;
- (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *recognize when understanding has broken down; identify which reading strategies are being used effectively; discuss how the text form affects their choice of reading strategies*)

Teacher prompts: “Comment est-ce que le fait de prendre en note des stratégies de lecture améliore-t-il ta lecture?” “Comment est-ce que le fait de développer des preuves d’apprentissage et des critères d’évaluation en lecture t’aide à identifier tes forces et tes faiblesses comme lecteur?” “Quelles seront les prochaines étapes que tu devrais suivre pour améliorer ton rendement en lecture?”

Instructional tip: Teachers can encourage students to record reflections about their reading and steps for improving it in a reader’s notebook.

C3. Intercultural Understanding

By the end of Grade 4, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *compare cultural experiences and perspectives in texts to those in their own community; research the achievements and contributions of French speakers in Ontario; make connections to stories or legends from French-speaking communities in Ontario, such as *Sleeping Giant in Thunder Bay*; research information about traditions and festivals such as *le Festival des tulipes* and *le Festival Haïti en Fête – Ottawa*, *le Festival des voyageurs – Mattawa*, *Métis rendez-vous – Rivière des Français*, *le Festival Bana y’Afrique – Toronto*, and *powwows*,*

sporting events such as les Jeux Franco-ontariens, children’s games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis such as Marcel Labelle and Christian Pilon and identify some of their accomplishments)

Teacher prompts: “En quoi est-ce que tes célébrations familiales sont semblables ou différentes à celles de cette communauté francophone?” “Quels sont les contributions et exploits des francophones de ta région?”

Instructional tip: Teachers can draw students’ attention to the masculine and feminine forms of adjectives (both singular and plural) that describe traditions, nationalities, or cultural heritage (e.g., “francophone(s)”, “franco-ontarien(ne)”, “québécois(e)”, “canadiens/canadiennes”, “antillais(se)”).

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., *the familiar and formal forms of expressions used in letters, emails, and text messages, such as “À la prochaine” versus “Bien à vous”; appropriate ways to invite someone to do something; conventions of personal and business letters*)

Teacher prompts: “Dans cette lettre, comment est-ce que l’auteur a démontré sa relation avec le destinataire ?” “Comment est-ce que le personnage a invité son ami à participer à la fête?” “Quelles expressions as-tu notées dans ton carnet de lecture? Comment pourrais-tu les utiliser la prochaine fois que tu devras écrire un texte?”

Instructional tip: Teachers can draw students’ attention to expressions used in different contexts to extend, accept, and refuse an invitation (e.g., “Voulez-vous nous accompagner?”, “Allons-y”, “J’ai hâte de te voir mais...”).

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

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- D1. Purpose, Audience, and Form:** write 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 4, students will:

D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., *to give a friend directions to their home; to create a timeline of significant events to accompany a biography; to express in a letter to the parents' committee of the school their feelings about the importance of recreational equipment in the school yard; to write about the use of plants in traditional remedies*)

Teacher prompts: “Quels sont les éléments clés d’un texte procédural? Comment pourrais-tu clarifier les étapes pour ton lecteur?” “Comment est-ce qu’une lettre au comité de parents te permet d’exprimer pourquoi tu penses que c’est important d’avoir des jeux pour la cour de récréation de l’école?”

Instructional tip: Teachers can suggest that students use declarative sentences and expressions that show cause and effect (e.g., “Je suis plus content quand je joue à la marelle dans la cour”, “Vos enfants seront plus actifs pendant les récréations s’il y a plus de jeux”) when writing a persuasive letter.

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 an alternative ending to a popular folktale, fairy tale, legend, or tall tale; develop and write directions for a board game linked to bullying prevention or healthy living; write a poem, letter, or email to a veteran recognizing the sacrifices made by Canadian soldiers and peacekeepers; write a report or journal entry to convey thoughts and feelings about an environmental or social issue in their community*)

Teacher prompts: “Comment est-ce que tu respectes la structure d’un texte narratif quand tu écris ta nouvelle version de la fin de cette histoire?” “Comment t’assures-tu que la série de règlements de jeu que tu écris est logique?” “Quels expressions et mots descriptifs ajouteras-tu à ton poème afin d’exprimer ta gratitude pour les sacrifices des soldats canadiens?”

Instructional tips:

(1) Teachers can model the use of familiar verbs in the *impératif* and encourage students to use them when writing rules and instructions for their board games.

(2) Teachers can suggest that students use “voici” and “voilà” when presenting arguments in a report.

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., *select new words from a list of synonyms to avoid repetition and vary word choice; use fiction and non-fiction texts to confirm spelling and meaning; use a visual dictionary to associate pictures and written words*)

Teacher prompts: “Comment peux-tu vérifier le sens des mots utilisés dans tes productions écrites?” “De quelles façons les livres narratifs et informatifs t’aident-ils à vérifier l’orthographe des mots que tu utilises dans tes productions écrites?” “Comment peux-tu varier les mots que tu utilises dans tes productions écrites?”

Instructional tip: Teachers can direct students to use demonstrative adjectives (e.g., “ce”, “cet”, “cette”, “ces”) when discussing how to use various resources to produce a written text.

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 a main idea and supporting details in a letter; use present tense and sequencing words in an explanation; use adjectives and adverbs to describe the characters, setting, and events in a narrative*)

Teacher prompts: “As-tu inclus assez de détails pour soutenir ton point de vue?” “Comment utiliserez-vous la forme verbale du présent pour écrire une explication sur un sujet donné?” “Quels sont les mots et expressions que tu pourrais utiliser afin de décrire le lieu, les personnages et l’intrigue de l’histoire?”

Instructional tips:

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

(2) Teachers can suggest that students use impersonal expressions (e.g., “Il faut...”, “Il est nécessaire...”, “C’est important...”, “Il semble que...”, “Il vaut mieux...”) when writing an explanation.

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 poster to illustrate a procedure or to promote healthy living; create a brochure for a provincial park; design a bumper sticker about a social or environmental issue; create a map with labels and a legend showing where plants with medicinal properties such as blueberries, apples, and wild ginger can be harvested*)

Teacher prompts: “Comment est-ce que tu peux incorporer des éléments tels que des photos ‘avant et après’ pour convaincre les autres d’être plus actifs physiquement?” “Comment peut-on inciter les touristes à aller visiter un parc provincial? Quel format choisirais-tu pour appuyer ton message?”

Instructional tip: Teachers can provide examples of slogans or posters that promote healthy living that students can use as mentor texts when creating their own media texts.

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., *masculine and feminine forms of adjectives; irregular plural nouns such as “travail/travaux”, “cheval/chevaux”; present, past, and future tenses of familiar -er, -ir, and -re verbs; expressions with “avoir” and “faire” such as “avoir besoin”, “avoir faim”, “avoir soif”, “faire chaud”, “faire du ski”; passé récent using “venir de”, such as “Je viens d’arriver”; impératif to give directions and instructions; demonstrative adjectives such as “ce”, “cet”, “cette”, “ces”; position and agreement in gender and number of irregular adjectives with nouns, such as “bel arbre”, “neige blanche”; possessive adjectives such as “notre/nos”, “votre/vos”, “leur/leurs”; position of frequently used adverbs such as “peu”, “beaucoup”, “assez”, “trop”; the prepositions “voici” and “voilà”; subject-verb inversion to ask questions; compound sentences using connecting words such as “d’abord”, “et”, “puis”, “ensuite”*)

Teacher prompts: “Quels mots et expressions te permettent de bien décrire des objets, des personnes?” “Quel temps de verbe te permet d’écrire les instructions? Comment est-ce que tu adaptes ces instructions pour des destinataires différents?” “Quelles ressources t’aident à vérifier l’accord du verbe avec son sujet?”

Instructional tip: Teachers can suggest that students use irregular adjectives (e.g., “un bel enfant”, “une bonne forme”, “un vieil homme”) when writing a poem.

D2. The Writing Process

By the end of Grade 4, 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., *order the events in a story on a storyboard; select an idea from their writer’s notebook*)

and develop questions to guide research; sort and classify ideas by highlighting key words, using graphic organizers, or making jot notes)

Teacher prompts: “Comment est-ce qu’un schéma de récit peut t’aider à organiser les événements d’une histoire?” “Quelles questions peux-tu te poser afin de lancer et guider la recherche sur un sujet?” “Quel outil d’organisation préfères-tu utiliser quand tu classifies les idées selon leur ordre d’importance?”

Instructional tip: Teachers can remind students to refer to anchor charts (e.g., *toile d’idées*, *tableau de références*, *schéma du récit*) when developing ideas before and during 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., *outline the elements of their report on a graphic organizer; consult classroom resources when editing their writing; refer to teacher models and exemplars when revising their writing*)

Teacher prompts: “Quel organisateur graphique t’aidera à planifier un texte?” “Quelles ressources seront utiles lors de l’édition d’une production écrite?” “Comment le modèle écrit ou les copies-types t’aident-ils lors de la révision de tes travaux écrits?”

Instructional tip: Teachers can remind students to verify that they have used a variety of sentence types and lengths to maintain the interest of the reader.

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 feedback from their teacher or peers when refining or proofreading their writing; consult a checklist to ensure that they have included all the appropriate elements in their narrative; enhance the presentation of information in a report with diagrams, pictures, and illustrations; add personal touches that support the message, such as titles, subtitles, word art, or text boxes, using presentation software*)

Teacher prompts: “Quels conseils de ton partenaire/enseignant(e) t’aideront à améliorer tes productions écrites?” “De quelle façon est-ce que la liste de vérification te permet d’incorporer tous les éléments d’un texte narratif?” “Quels éléments visuels ou stylistiques peux-tu utiliser afin que ton message soit plus clair?” “Comment est-ce que la rédaction d’un rapport écrit te permet-elle d’incorporer tes sentiments et opinions?”

Instructional tip: Teachers can encourage students to use a bulleted list to provide key information in a report.

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., *discuss the importance of co-constructing success criteria before writing; describe how using exemplars helps improve writing skills; evaluate the effectiveness of using a checklist to improve the final draft*)

Teacher prompts: “Pourquoi est-ce que les critères d’évaluation sont si importants? Comment est-ce que ces critères t’aident à mieux rédiger ton texte?” “De quelle façon est-ce que ton texte ressemble aux copies types qu’on a étudiées? Qu’est-ce qui manque dans ton texte? Que peux-tu faire pour améliorer ton texte?”

Instructional tip: Teachers can suggest students use connecting words (e.g., “premièrement”, “alors”, “après”, “ensuite”) when reflecting on their use of writing strategies and setting goals for improvement.

D3. Intercultural Understanding

By the end of Grade 4, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Ontario, including aspects of their culture and their contributions to *la francophonie* and the world, and make connections to personal experiences and their own and other communities (e.g., *write a report about a Franco-Ontarian tradition and compare and contrast it with a personal tradition; write a journal entry about the contributions of local Franco-Ontarians; research a Franco-Ontarian legend/myth/story and develop a song or poem about it; compare modern and traditional methods used in French-speaking Aboriginal communities to produce maple syrup*)

Teacher prompts: “Quels sont les détails de la tradition que tu veux présenter dans ton rapport? En quoi la tienne est-elle semblable ou différente?” “Quels mots et expressions peux-tu utiliser pour écrire un poème ou une chanson à propos de la légende franco-ontarienne?”

Instructional tip: Teachers can encourage students to record in their learning log how their knowledge of a particular Franco-Ontarian community helps them to better understand themselves and their own community.

D3.2 Awareness of Sociolinguistic

Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (*e.g., conventions of an invitation; conventions for writing numbers, such as the use of spaces in numbers with four or more digits [1 000], the position of currency signs after the amount, and the use of a comma rather than a decimal point in currency amounts [1,75\$]*)

Teacher prompts: “Quelles informations faut-il inclure dans ton invitation à la fête?” “En quoi la façon d’écrire les chiffres et les sommes d’argent en français est-elle différente de la façon de l’écrire en anglais?”

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