

# GRADE 7

**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 7, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret oral 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 7, students will:

#### A1.1 Using Listening Comprehension

**Strategies:** identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (*e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker's tone of voice to help interpret messages accurately*)

**Teacher prompts:** “Pourquoi faut-il poser des questions avant, pendant et après l’écoute d’un texte?” “Comment est-ce que la connaissance des différents types de texte t’aide à faire des prédictions?” “Comment est-ce que tu organises les informations entendues pour t’aider à comprendre un texte?” “Comment est-ce que tu peux utiliser les idées des membres de ton groupe pour t’aider à formuler ta propre opinion?”

#### Instructional tips:

- (1) Teachers can have students create a personal reference log of new vocabulary and expressions heard in oral texts.
- (2) Teachers can encourage students to use future tenses when making predictions.

#### A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (*e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges' opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day*)

**Teacher prompts:** “Quels détails de l’annonce t’aident à planifier ta participation aux activités parascolaires?” “Comment peux-tu partager le message principal de ce balado?”

**Instructional tip:** Teachers can model the pronunciation of the different endings in feminine and masculine adjectives to give students practice in listening for gender distinctions.

## A2. Listening to Interact

By the end of Grade 7, students will:

### A2.1 Using Interactive Listening Strategies:

identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., *list key ideas from an oral text and confirm them with peers; provide relevant feedback when appropriate and/or requested; know when to interrupt politely to offer an additional point of view; use respectful body language when participating in a discussion; use appropriate vocal prompts to signal empathy, interest, and personal regard in dialogues and conversations*)

**Teacher prompts:** “Comment est-ce que tu démontres ton intérêt lors d’une conversation?”  
 “Comment est-ce que tu utilises des gestes et des expressions visuelles d’une façon respectueuse quand tu participes à une discussion?”  
 “Comment est-ce que tu organises tes idées pour donner de la rétroaction pratique à un camarade?”

#### Instructional tips:

(1) Teachers can model the use of expressions for indicating agreement/disagreement or politely presenting alternative ideas, such as “Je suis d’accord”, “Tu as raison”, “Tu l’as dit!”, “Tout à fait!”, “Tu as tort”, “D’après moi”, “Selon moi”, “À mon avis”.

(2) Teachers can demonstrate the use of “pouvoir” to indicate possibility and phrase questions and interruptions courteously (e.g., “Peux-tu expliquer...?”, “Peux-tu répéter...?”).

**A2.2 Interacting:** respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., *listen to a partner’s description of food preferences and respond by asking for more information or making comparisons to their own preferences; listen to a partner’s opinion about a story and compare reactions; listen to an enquiry about a local business and provide the information requested; listen to and participate in a class discussion about ways to conserve energy; listen to a classmate’s description of a community event they have attended or heard or read about and confirm, modify, and/or add to the report*)

**Teacher prompts:** “Comment peux-tu faire signe que tu ne comprends pas ce que ton ami

dit?” “Pourquoi est-il important d’écouter tous les points de vue présentés avant de partager tes propres idées et d’exprimer ton accord ou ton désaccord?”

**Instructional tip:** Teachers can model the use of appropriate and respectful language to indicate differences of opinion.

### A2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., *lack of familiarity with vocabulary, difficulty processing information quickly*) and some strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners; and plan steps they can take to improve their listening skills (e.g., *use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening*)

**Teacher prompts:** “Quel type de situation d’écoute est plus facile/difficile pour toi (p. ex., avec un partenaire, en petit groupe, une présentation devant la classe, un texte audio)?”  
 “Comment est-ce que la discussion des stratégies efficaces te permet de réfléchir sur tes habiletés d’écoute?” “Quelle stratégie d’écoute t’aide à mieux comprendre un texte audio qui comprend du nouveau vocabulaire?”

#### Instructional tips:

(1) Teachers can model the process of evaluating skills and strategies using verbs that identify a preference, such as “Je préfère”, “Je voudrais”, “Je n’aime pas”.

(2) Teachers can model the use of “si” (conditional or hypothetical) statements that students could use when identifying possible ways to improve their listening skills (e.g., “Si j’écoute attentivement, je saurai quoi faire”).

(3) Teachers can model and encourage students to use sentence starters for self-reflection (e.g., “Je me demande si...”, “Je viens de découvrir...”, “Je pense que...parce que”).

### A3. Intercultural Understanding

By the end of Grade 7, students will:

**A3.1 Intercultural Awareness:** using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., locate French-speaking communities in North and South America based on information from audio/ audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and write about their response or create or select images to illustrate their reactions; listen to or view a text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana)

**Teacher prompts:** “Comment identifies-tu les différences entre les expressions et les mots antillais, cajuns et franco-ontariens entendus dans un clip audio?” “Pourquoi est-ce utile de faire des liens entre les pratiques culturelles de ta propre communauté et celles des autres afin de mieux connaître ces dernières?” “Qu’est-ce que tu as appris à propos de cette communauté francophone en écoutant de la musique de cette région?” “Comment est-ce que le fait d’écouter les autres t’aide à identifier et à respecter leur point de vue?”

### A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities\* (e.g., identify expressions used in advertising that signal an attempt to persuade the listener to do or buy something; compare the language used in conversations with a teacher versus a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls)

**Teacher prompt:** “Quels sont les mots et expressions employés par une agence de voyages pour essayer de convaincre les gens de la choisir plutôt qu’une autre?”

**Instructional tip:** Teachers can model the use of expressions associated with persuasion, such as “Je te jure”, “Je te promets”, “Je t’encourage”, “Je te suggère”.

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

# B. SPEAKING

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

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

## SPECIFIC EXPECTATIONS

### B1. Speaking to Communicate

By the end of Grade 7, 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., use and reuse familiar and newly acquired phrases and sentences to state needs and preferences; use and reuse familiar sentence patterns and vocabulary to present information in a readily understandable form; use all available resources, including feedback from peers, to assist them in making their ideas understood*)

**Teacher prompts:** “Pourquoi est-il important de varier le ton et le rythme de sa voix quand on parle?” “Quelles stratégies est-ce que tu utilises pour exprimer tes préférences?” “Comment vas-tu organiser tes idées pour préparer et présenter oralement une critique d’un roman, d’un film ou d’un jeu vidéo?” “Quels éléments faut-il incorporer à ta présentation orale pour retenir l’attention de ton auditoire?”

**Instructional tip:** Teachers can model and have students practise using transition words, such as “donc”, “puisque”, “alors”, “pourtant”, and “enfin”, to clarify relationships between facts and ideas.

**B1.2 Producing Oral Communications:** using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support (*e.g., create and deliver a school announcement in French; present a personal point of view on an environmental issue; describe their hobbies, interests, and/or activities at school to the class; contribute ideas about a topic in a brainstorming activity; create and deliver a slideshow presentation to the class about a cultural event, a favourite object, or their plans for a vacation; role-play a familiar, everyday situation*)

**Teacher prompts:** “Quels mots et quelles images peux-tu utiliser pour présenter cette information à la classe?” “Comment vas-tu présenter tes idées d’une manière claire et cohérente?” “Quelles expressions connais-tu pour convaincre tes collègues d’adopter ton point de vue?”

**Instructional tip:** Teachers can model and encourage the use of the *impératif* (*e.g., “Écoutez bien”, “N’oubliez pas que...”*) when offering an explanation, making a case, or persuading someone to do something.

**B1.3 Speaking with Fluency:** speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics (*e.g., make themselves clearly understood in exchanges with a partner; leave a clear, brief message on an*

answering machine with minimal hesitation; use accurate pronunciation and elision [liaison] in classroom activities to practise new vocabulary and expressions)

**Teacher prompts:** “Comment est-ce que tu parles quand tu dois laisser un message dans la boîte vocale d’un répondeur?” “Pourquoi est-il important de pratiquer les nouveaux mots dans différentes situations?”

**Instructional tip:** Teachers can model and encourage students to practise the correct pronunciation of elided words and expressions (*liaisons*, e.g., “vas-y/allez-y”) to help students sound more natural when speaking.

## B2. Speaking to Interact

By the end of Grade 7, students will:

### B2.1 Using Speaking Interaction Strategies:

demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., *speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; ask questions and paraphrase information to confirm understanding; request repetition and explanation from peers when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view*)

**Teacher prompts:** “Quelle stratégie est efficace pour confirmer ta compréhension pendant une interaction (p. ex., une discussion, une présentation)?” “Quelles sont les stratégies que tu trouves les plus utiles pour encourager les autres à participer à une conversation?” “Avant de parler devant un groupe, pourquoi dois-tu penser aux stratégies qui seront utiles pour retenir l’attention de ton auditoire?” “Pourquoi est-il important de s’exprimer clairement lorsqu’on demande ou donne des instructions pour se rendre à un endroit?”

**B2.2 Interacting:** engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate (e.g., *exchange information with peers about their hobbies and interests, or events at school; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in*

*role plays and interactive games; with a partner, simulate an interview, taking turns asking and answering questions about personal preferences and opinions; share information about family and cultural traditions with a partner, asking for and providing clarifying information*)

**Teacher prompts:** “Comment est-ce que tu vas communiquer ton message au groupe?” “Quel est le vocabulaire nécessaire pour communiquer tes idées lors d’un travail de groupe?”

**Instructional tips:**

(1) Teachers can model the use of the possessive when referring to personal opinions (their own and others’).

(2) Teachers can encourage students to use the appropriate form of verbs in the past, present, and future when discussing family traditions or celebrations.

### B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some 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 the established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with the teacher and peers, and set goals to improve oral communication*)

**Teacher prompts:** “Quelle est ta stratégie la plus efficace pour parler clairement?” “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-t-elle à faire part de tes idées et opinions dans 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 prof ou 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 7, students will:

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities in the Americas outside 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., identify and describe characteristics of French-speaking communities in the Americas such as those in Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class; identify and present some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community)

**Teacher prompts:** “Quels liens peux-tu faire avec les communautés francophones des Amériques?”  
 “Selon toi, pourquoi est-il important de valoriser la langue et les cultures des francophones?”  
 “De quelles façons peux-tu partager ton point de vue d’une manière respectueuse?”

**Instructional tip:** Teachers can help students build vocabulary by encouraging them to make lists of adjectives, adverbs, and expressions used in descriptions of festivals and celebrations in various French-speaking regions (e.g., “joyeux”, “joyeusement”, “traditionnel”, “traditionnellement”).

### 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., in a role play or presentation, demonstrate the use of Antillean Creole and Cajun expressions and other forms of speech that vary from standard French usage – such as “cher/chère” in spoken interactions, “Est où” instead of “Où est” for “Where is...?”, “avoir” instead of “être” as an auxiliary verb as in “il a parti” instead of “il est parti”, “alle” instead of “elle”, and “asteur” instead of “à cette heure”; identify and describe to the class some Antillean Creole alternatives to standard French words – such as “Bon jou” instead of “Bonjour” for “Good day”, “wi” instead of “oui” for “yes”, “mesi” instead of “merci” for “thank you”; identify and describe to the class some Cajun alternatives to standard French words – such as “nanan” instead of “grandmère” for “grandmother”, “mouche à miel” instead of “abeille” for “honey bee”, or “pistache” instead of “arachide” for “peanut”)

**Teacher prompt:** “Pendant la pratique des jeux de rôle, comment peux-tu présenter ou incorporer des expressions de différentes régions?”

#### Instructional tips:

- (1) Teachers can model the use of expressions of agreement such as “Bien sûr!”, “D’accord”, and “Sans doute” as alternatives to “Oui”.
- (2) Teachers can model the use of expressions such as “Je te jure”, “Je te promets”, “Je t’encourage”, and “Je te suggère” to introduce attempts to convince and/or persuade.

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

# C. READING

## OVERALL EXPECTATIONS

By the end of Grade 7, 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 7, students will:

#### C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., *preview vocabulary related to the subject matter of a text; activate prior knowledge about a topic through dialogue and discussion; use pictures and illustrations to clarify meaning and make inferences; make predictions about a text based on knowledge of the author; ask questions to focus reading; use graphic organizers to identify relationships between ideas in a text; use visualization to clarify details about a character or scene; use clues related to number and gender agreement to help determine meaning in a sentence; reread key passages to confirm, clarify, or revise their understanding and predictions*)

**Teacher prompts:** “Comment est-ce que les images t’aident à faire des inférences?” “Est-ce que tu as déjà lu un texte à propos de ce personnage? Qu’est-ce qui va se passer dans ce texte? Quelles sont tes prédictions?” “Pourquoi est-il important de relire un passage?” “Quels sont les autres textes de cet auteur ou de cette illustratrice que tu connais?” “Comment est-ce que le fait de connaître un auteur ou un genre t’aide à mieux comprendre un texte?”

**C1.2 Reading for Meaning:** demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., *read and respond to suggestions in a pen pal’s letter; identify key information in a reservation confirmation; read and report on or dramatize the rules of a favourite sport; read and comment on a classmate’s journal entry about a weekend outing; using a graphic organizer, identify and record the main idea and supporting details from a text and share their answers in a small-group discussion; respond to the information in an environmental brochure by brainstorming ways to implement environmentally responsible projects in the school*)

**Teacher prompts:** “Comment est-ce que ta compréhension d’une lettre d’un correspondant t’aide à répondre à ce dernier?” “Comment peux-tu exprimer ta compréhension du texte sous une autre forme?” “Comment est-ce qu’un organisateur graphique t’aide à identifier et à illustrer les détails d’un texte afin de mieux comprendre ce dernier?”

#### Instructional tips:

- (1) Teachers can model and encourage the process of analysing texts using questions such as “Quel est le message de ce texte?”, “Qu’est-ce qui m’a surpris?”, “Avec quels détails est-ce que je suis d’accord? Pourquoi?”
- (2) Teachers can suggest that students look for examples of the different types of past tenses (e.g., *le passé récent, le passé composé, l’imparfait, le plus-que-parfait*) in a variety of texts and determine how the choice of tense affects the meaning.



**C1.3 Reading with Fluency:** read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like spoken language, with appropriate emphasis, and pauses, stops, and starts as indicated by the punctuation; identify and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials*)

**Teacher prompt:** “Quand tu lis, peux-tu reconnaître des expressions et des mots familiers que tu entends et utilises dans tes interactions? Trouves-tu cette stratégie efficace? Est-ce que cela facilite ta compréhension du texte? Est-ce que cela simplifie ta lecture?”

**Instructional tip:** Teachers can model appropriate expression, emphasis, and pauses during read-alouds and/or shared reading.

**C1.4 Developing Vocabulary:** use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., *look up and develop lists of cognates to expand vocabulary; find a synonym for an unfamiliar word; use words from electronic texts to expand vocabulary; identify synonyms and antonyms for familiar words; use note-taking to compile new words for a personal word list; recognize syntactic [language structure] cues such as word order and language patterns and use them to solve unfamiliar words*)

**Teacher prompts:** “Pourquoi est-il utile de trouver les synonymes et les antonymes de mots familiers?” “Pourquoi est-ce qu’il est important d’étudier le nouveau vocabulaire avant la lecture d’un texte?” “Quels nouveaux mots ou expressions as-tu appris dans ce texte? Lesquels vas-tu ajouter à ta banque de mots personnelle? Comment peux-tu les incorporer dans ton écriture et tes interactions?”

## C2. Purpose, Form, and Style

By the end of Grade 7, 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., graphic novel – *to tell a story through illustrations supported by text; magazine article – to provide information/explanations or outline arguments about a topic, usually related to current events; folktale, such as creation stories from First Nations, or French Canadian legends used by Métis, like La Chasse-galerie – to explain, in imaginative terms, traditional beliefs or customs of a particular cultural group; email or text message – to convey information or greetings, ask for information, or exchange ideas and opinions*)

**Teacher prompts:** “Comment le choix d’un médium peut-il influencer l’intention du texte?” “Comment l’auteur communique-t-il son intention par la forme de texte qu’il a choisie?”

**Instructional tips:**

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

(2) Teachers can direct students’ attention to an author’s use of words that define relationships between ideas in persuasive, argumentative, or explanatory texts (e.g., “parce que”, “car”, “donc”, “en effet”, “ainsi”, “de plus”, “ensuite”, “puis”).

**C2.2 Characteristics of Text Forms:** identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., graphic novel – *photographs or drawings depicting the action, captions explaining the action, speech balloons for dialogue or characters’ thoughts, graphic depictions of sound effects; folktale – human, divine, or animal characters, often with special knowledge or talents, representing aspects of a culture’s traditional belief system; magazine article – captions, illustrations, headings, pull quotes, sidebars; email message – subject line, salutation, emoticons, signature line; text message – abbreviations, acronyms, contractions*)

**Teacher prompts:** “En quoi un poème est-il différent d’une légende?” “Quelle est la différence entre un courriel et un texto?” “Si tu as besoin de trouver des informations dans des textes informatifs, quels éléments de texte est-ce que tu peux utiliser?” “Pourquoi est-il important de connaître l’intention d’un logo (symbole représentant une raison sociale)?”

**C2.3 Metacognition:**

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *plan to: use knowledge of similar forms to predict the outcome of a story, reread to find information they may have overlooked on first reading*)

**Teacher prompts:** “Qu’est-ce que tu fais pour clarifier le sens d’un texte?” “Quelle stratégie de lecture est la plus efficace pour toi?” “Que peux-tu faire si la relecture d’un texte ne te permet pas d’en clarifier le sens?” “Quelles stratégies de lecture est-ce que tes camarades de classe trouvent utiles? Comment peux-tu les adopter quand tu lis?” “Quelle nouvelle stratégie veux-tu essayer avant une autre lecture?”

**Instructional tip:** Teachers can introduce words and expressions students can use when reflecting on strategies they found helpful and effective and planning ways to improve their reading skills (e.g., “Ce que j’ai bien fait...”, “Ce que je dois faire...”, “Pour améliorer ma lecture, je dois...”, “Mon but personnel, c’est...”, “La prochaine fois, je vais...”).

**C3. Intercultural Understanding**

By the end of Grade 7, students will:

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity*)

**Teacher prompts:** “Comment peux-tu comparer les aspects de vie des francophones en Louisiane,

à Haïti ou en Guyane Française avec ceux de ta propre communauté?” “Comment est-ce que tes recherches t’aident à examiner les caractéristiques de cette communauté?”

**Instructional tip:** Teachers can ask students to identify descriptive words and expressions that are used to refer to prominent places, people, and events in French-speaking communities in the Americas outside Canada.

**C3.2 Awareness of Sociolinguistic Conventions:**

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities\* (e.g., *read the lyrics of a popular song in Antillean Creole and identify familiar versus polite forms of expression; dramatize an interaction between a Cajun or Creole French speaker and a speaker of standard French, using vocabulary found in a reading passage; identify conventions used in a letter to the editor or to the author of an advice column*)

**Teacher prompts:** “Pourquoi faut-il identifier ou reconnaître les expressions typiques d’une région dans un texte?” “Comment peux-tu déterminer le degré de formalité de la relation entre les personnages d’un texte?” “Comment est-ce que l’histoire de la région a influencé le développement de la langue française?”

**Instructional tip:** Teachers can plan and develop oral communication activities to consolidate newly acquired vocabulary and expressions found in texts that describe or originate in French-speaking communities in various parts of the world.

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

# D. WRITING

## OVERALL EXPECTATIONS

By the end of Grade 7, students will:

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

## SPECIFIC EXPECTATIONS

### D1. Purpose, Audience, and Form

By the end of Grade 7, students will:

#### D1.1 Identifying Purpose and Audience:

determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (e.g., to create a poem or song similar to one studied in class for an oral presentation to the class; to list the pros and cons of fast-food lunches on a T-chart for posting in the school cafeteria or on the class bulletin board; to invite friends or relatives to a celebration; to create a storyboard in collaboration with a partner or in a small group for a class film-making project; to express appreciation in a fan letter to a favourite celebrity; to provide instructions for using a product they have created or designed; to submit a proposal to the principal recommending environmentally responsible practices for the school)

**Teacher prompts:** “Comment est-ce qu’un diagramme en T peut t’aider à dresser une liste d’arguments pour et contre la restauration rapide?” “Pourquoi est-il important de connaître la structure d’une lettre formelle pour écrire à une vedette?” “Comment est-ce qu’un mur de graffiti dans la classe t’aide à consolider tes idées reliées au sujet?”

**Instructional tip:** Teachers can encourage students to use words and expressions of interjection, courtesy, and opinion (e.g., “selon moi”, “je ne suis pas d’accord”, “à mon avis”, “d’après moi”) in their written texts.

**D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., poem/song – *rhyming or non-rhyming patterns and use of imagery*; invitation – *description of occasion, date, time, place, information about appropriate dress, stipulation not to bring gifts [if relevant], information about how to RSVP*; “how-to” instructions for product use – *headings identifying different options for use, steps listing the procedure[s] for each option, information about any hazards connected with use*; storyboard for film – *sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot*)

**Teacher prompts:** “Pourquoi est-il important de connaître la structure d’une invitation quand on planifie une célébration?” “Comment est-ce que les éléments d’un scénarimage contribuent à ajouter des détails à un projet écrit?”

#### D1.3 Applying Language Conventions:

communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., *use resources to verify spelling of newly acquired words and expressions; position adjectives describing the physical traits of family and friends before or after the noun as appropriate; describe pastimes and personal*)

interests using expressions with “faire”; explain occurrences/events in the past, present, and future using the correct verb forms)

**Teacher prompts:** “Comment est-ce que les ressources dans la classe t’aident à vérifier l’orthographe des nouveaux mots?” “Pourquoi est-il important de vérifier le placement approprié de certains adjectifs?”

## D2. The Writing Process

By the end of Grade 7, students will:

### D2.1 Generating, Developing, and Organizing

**Content:** generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources (e.g., use collaborative graphic organizers to generate ideas about possible topics for writing; write jot notes about a topic; develop content for writing about a topic based on the questions “Qui?, Quoi?, Quand?, Comment?, Où?, Pourquoi?”; use brainstorming to activate prior knowledge about a topic; use word lists and the word wall to identify vocabulary related to a topic; use peer and teacher discussion and feedback to help clarify the focus of a topic for writing)

**Teacher prompts:** “Comment est-ce que le fait de répondre aux questions ‘Qui? Quoi? Quand? Comment? Où? Pourquoi?’ t’aide à développer le contenu d’un thème au sujet duquel tu dois écrire?” “Comment est-ce que le fait d’écrire des notes reliées à un sujet spécifique facilite le développement des idées?” “Pourquoi est-il utile de te référer au vocabulaire affiché dans la classe (mur de mots, référentiel) pour t’aider à écrire?”

**D2.2 Drafting and Revising:** plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., use a posted list of guiding questions for revision; share their work in an author’s circle to invite constructive comments; use word walls and other resources to extend and enrich word choice)

**Teacher prompts:** “Comment est-ce que le partage et la rétroaction dans un cercle d’auteur peuvent t’aider à rédiger ton travail?” “Comment est-ce que les ressources disponibles dans la classe peuvent t’aider à enrichir ton vocabulaire pour un travail écrit?” “Comment est-ce que le fait de participer à une conférence d’écriture t’aide à évaluer ta première ébauche?”

**Instructional tips:**

(1) Teachers can model the use of expressions of agreement and regret for accepting or rejecting suggestions or invitations in letters

or emails (e.g., “Bien sûr! Je voudrais manger de la pizza”, “Je regrette, mais je dois faire mes devoirs”, “J’aimerais bien t’accompagner, mais je dois faire le ménage”, “Je suis désolé, mais je dois aller chez le médecin”).

(2) Teachers can model the use of transition words, such as “donc”, “puisque”, “alors”, “pourtant”, and “enfin”, to clarify relationships between information and ideas.

(3) Teachers can model for students the use of demonstrative pronouns, such as “ceux-ci”, “celles-là”, “celui-ci”, “celle-là”, for making comparisons in written descriptions or when creating dialogue for characters in a film script.

**D2.3 Producing Finished Work:** make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., different fonts and type sizes, colour, labels, text boxes, graphics)

**Teacher prompts:** “Comment est-ce que les ressources dans la classe t’aident à inclure tous les éléments de cette forme d’écriture?” “Comment est-ce que l’usage de la couleur enrichit un produit final?”

**Instructional tip:** Teachers can remind students to try to include sentences of different types and lengths to add interest to their writing.

### D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;  
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., discuss how brainstorming and thought webs help to generate ideas for writing; determine which graphic organizers were useful to guide the development of thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; evaluate which writing strategies were most helpful)

**Teacher prompts:** “Quelle(s) stratégie(s) as-tu trouvée la(les) plus efficace(s) pour organiser tes pensées et ton information? Pourquoi?” “Comment penses-tu que l’usage des organisateurs graphiques influence ton processus d’écriture?” “Comment est-ce que la révision des textes de tes pairs t’aide à réviser tes propres textes?” “Comment est-ce que les conférences

avec un enseignant, une enseignante ou un camarade de classe t'aident à améliorer ton écriture?"

**Instructional tip:** Teachers can instruct students in the use of impersonal expressions followed by the *infinitif* (e.g., "Il est important de...", "Il est nécessaire de...") for recording goals for improvement in their writer's notebook.

### D3. Intercultural Understanding

By the end of Grade 7, students will:

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities in the Americas outside 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., *write a poem or a song about the Mardi Gras celebrations held in New Orleans using some Cajun expressions from the word wall or an anchor chart; create a travel poster advertising a French-speaking tourist destination in the Caribbean or South America; create a pamphlet describing the benefits of learning another language and developing knowledge of other cultures – benefits such as opportunities for travel, friendship, and careers*)

**Teacher prompts:** "Comment est-ce que tu peux respecter les idées des autres quand tu écris ton point de vue?" "Comment peux-tu incorporer des expressions 'cajuns' dans la composition d'une chanson qui décrit la fête du Mardi gras?" "Comment peux-tu décrire les avantages d'apprendre une autre langue et de découvrir une autre culture dans un dépliant?"

**Instructional tips:**

(1) Teachers can remind students to use inclusive, respectful language and to avoid making negative judgements, stereotyping, and generalizing when writing about social and cultural customs in other communities.

(2) Teachers can use scaffolding to help students expand their repertoire of expressions for stating opinions in their written work (e.g., "À mon avis", "C'est mon opinion", "D'après moi", "En ce qui me concerne", "Il est/C'est certain que", "Il est/C'est clair que", "C'est évident que").

### 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., *greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/hobbies/holiday plans; conventions for writing the date in French*)

**Teacher prompts:** "En quoi la structure d'une lettre formelle en français est-elle différente de celle d'une lettre informelle?" "Pourquoi est-il important de connaître quelques expressions de courtoisie quand on écrit?" "En quoi les salutations et la conclusion d'une carte postale sont-elles différentes de celles d'un courriel?"

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