

English Language Arts 4-6 in French Immersion

At a Glance

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English Language Arts in French immersion 4-6

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English Language Arts 4–6 in French Immersion

English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary) beginning to articulate what makes a particular book appropriate for a given purpose selecting and reading a variety of text types and various authors over time using all sources of information (cueing systems) when reading monitoring their own comprehension and using a “fix-up” strategy when meaning breaks down, such as <ul style="list-style-type: none"> predicting—using prior knowledge and text clues to think about what the text may be about confirming—while reading, check to see if the text matches the predictions monitoring—while reading, check to see if the text is too difficult or too easy self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, context sampling/gathering—noting the parts of the text that are helpful maintaining fluency—paying attention to punctuation and reading smoothly with expression using a variety of methods and techniques when searching for information in nonfiction text reading longer, more complex text to develop strategies to support understanding 	<p>Outcome 1: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) Choose “just right” texts according to interests from a growing range of genres. (Choosing "Just Right" Texts) Monitor and self-correct with growing independence and automaticity with grade-appropriate, instructional-level text. Build stamina through reading grade-appropriate, independent-level texts. (Stamina) Apply a variety of word solving strategies with growing independence. (Word-Solving Strategies) Use punctuation to enhance comprehension and fluency with increasing awareness. Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. (Text Features) Retell a narrative, using relevant details and events. (Narrative) Explain and/or represent an understanding of texts from a variety of genres. (Suggested Genre Studies and Writing Options 4-6) Discuss text with reference to author’s and illustrator’s message. (Style) Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) Discuss how applying comprehension strategies enhances understanding. (Metacognition) Use graphic organizers to build meaning. Demonstrate an understanding of the grade-appropriate text by reading aloud and using intonation, rhythm, and phrasing.

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> demonstrating understanding of text read through conversations and written responses setting goals for reading demonstrating awareness of their learning needs as they relate to reading when conferring, describe comprehension strategies that support understanding such as <ul style="list-style-type: none"> making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world visualizing—creating mental pictures/images to support understanding inferring—looking for hints and “reading between the lines” to uncover the meaning of the text questioning—asking questions about the text that help with comprehension determining importance—thinking about the purpose for reading and reading for key information analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written synthesizing—combining information from a variety of sources to create new understandings and ideas 		
<ul style="list-style-type: none"> engaging in oral language interactions beginning to develop metacognitive/reflective strategies and skills through practicing talking and writing about their thinking selecting appropriate strategies to construct and refine meaning developing appropriate strategies to construct and refine meaning participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.) 	Outcome 2: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)	<ul style="list-style-type: none"> Explore and discuss elements that contribute to the authors’ craft in a variety of texts. (Author’s Craft) Begin to experiment with author’s craft by incorporating elements in writing. (Author’s Craft) Identify how the elements of author’s craft contributes to writing style(s). Collaborate with peers, considering peers’ ideas and suggestions to craft writing.

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ communicating effectively in a variety of ways depending on purpose and audience ▪ conversing and collaborating in a variety of situations with growing sensitivity and respect, considering cultural contexts, audience, and purpose. ▪ beginning to develop critical-thinking questions to think about and discuss author’s craft ▪ practicing reading, rereading, and critiquing writing to refine writing ▪ talking about reading and writing through a variety of paired and small-group experiences ▪ drawing on prior knowledge to make better connections with new information ▪ beginning to share ideas and thoughts about reading and writing to clarify thinking ▪ beginning to build background knowledge through whole-group or small-group shared writing experiences ▪ talking about experiences and background knowledge through informal, exploratory talk to refine thinking ▪ beginning to recognize the techniques used by authors through talk ▪ beginning to develop oral and written vocabulary through exposure to author’s word choices in mentor texts ▪ experimenting with elements of author’s style through the use of mentor texts ▪ experimenting with the craft of writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author’s craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme 		<ul style="list-style-type: none"> ▪ Reflect on writing using exemplars to self-evaluate, with support. ▪ Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes) ▪ Use the conventions of written language in final products with support. (Conventions; Grammar, Spelling, Punctuation, Mechanics)

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English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ beginning to work independently to apply listening, speaking, reading, and writing skills ▪ practicing talking and writing about strategies to develop metacognitive skills (Think Aloud) ▪ practicing writing drafts to develop editing strategies and skills focusing on <ul style="list-style-type: none"> – circling words that appear to be misspelled – checking the word wall, a word reference, dictionary, or spell check to correct spelling – correctly using periods, exclamation marks, question marks, apostrophes in contractions and possessives, punctuation in abbreviations and initials ▪ drafting and revising writing with an awareness to audience ▪ taking turns listening and speaking in group-work situations ▪ giving “I messages” about personal feelings ▪ disagreeing respectfully with a classmate ▪ demonstrating respectful interactions with peers, other students in the school, and adults 		

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English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ developing a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose) – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) – editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – using appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally, publishing in a class newsletter, publishing online, submitting work to school/community newsletter) – beginning to demonstrate writing stamina and commitment to their writing – taking some pieces of writing from prewriting through to publication – producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> ○ using a variety of simple and complex structures 		

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English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ○ using periods at the ends of sentences and for abbreviations ○ using commas ○ using apostrophes for possessives and contractions ○ using question marks and exclamation marks ○ using capitals for proper names, titles, places, days, months, holidays, starting sentences ○ using meaning and syntax patterns as well as sound cues to spell words ○ using a range of spelling strategies (see <i>Spelling Primary–9: A Teaching Resource</i>) ○ spelling many words conventionally ○ beginning to use simple paragraphing ○ creating pieces of writing that are legible and enjoyable for others to read – editing/fixing for readability – experimenting with a variety of technologies to create a range of products such as <ul style="list-style-type: none"> ○ email ○ sending emails with attachments ○ multimedia presentations ○ video clips ○ digital stories ○ blogs – using software, making changes to text such as stylistic effects (fonts, colours, etc.), layout, and graphics – deciding on a topic of inquiry – developing questions to direct their investigation – searching for answers to questions in various texts and the Internet – recording jot notes about important information – developing jot notes into complete thoughts and sentences 		

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English Language Arts 4 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, digital presentations, or using their research to support discussions and debates 		

English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> ▪ selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary) ▪ beginning to articulate what makes a particular book appropriate for a given purpose ▪ selecting and reading a variety of text types and various authors over time ▪ using all sources of information (cueing systems) when reading ▪ monitoring their own comprehension and using “fix-up” strategies when meaning breaks down, such as <ul style="list-style-type: none"> – predicting—using prior knowledge and text clues to think about what the text may be about – confirming—while reading, check to see if the text matches the predictions – monitoring—while reading, check to see if the text is too difficult or too easy – self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues – word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context – sampling/gathering—note the parts of the text that are helpful – maintaining fluency—pay attention to punctuation and read smoothly with expression ▪ persevering and using a variety of methods and techniques when searching for information, including using a dictionary to find the meaning of unknown words ▪ persevering with longer, more complex text to develop strategies to support their understanding 	<p>Outcome 1: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) ▪ Choose “just right” texts according to interest from a growing range of genres with increasing independence. (Choosing "Just Right" Texts) ▪ Monitor and self-correct with independence and automaticity with a grade-appropriate, instructional-level text. ▪ Build stamina through reading grade-appropriate, independent-level texts. (Stamina) ▪ Apply a variety of word solving strategies with increasing independence. (Word-Solving Strategies) ▪ Use punctuation to enhance comprehension and fluency with awareness and increasing independence. ▪ Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. (Text Features) ▪ Retell a narrative, using relevant details and events in sequential order. (Narrative) ▪ Explain and/or represent an understanding of texts from a variety of genres with growing detail. (Suggested Genre Studies and Writing Options 4-6) ▪ Discuss text with reference to author's and illustrator's message and style. (Style) ▪ Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) ▪ Discuss and begin to reflect on how applying comprehension strategies enhances understanding. (Metacognition) ▪ Use graphic organizers to enhance comprehension.

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English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ reading a variety of expository texts (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing) ▪ demonstrating understanding of text read, through conversations and written responses ▪ setting appropriate goals for reading ▪ demonstrating awareness of their learning needs as they relate to reading ▪ when conferring, describe and discuss comprehension strategies and how the strategy supports understanding such as <ul style="list-style-type: none"> – making connections—recognizing relationships that exist between the text, other experiences, other texts and the world – visualizing—creating mental pictures/images to support understanding – inferring—looking for hints and “reading between the lines” to uncover the meaning of the text – questioning—asking questions about the text that help with comprehension – determining importance—thinking about the purpose for reading and reading for key information – analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written – synthesizing—combining information from a variety of sources to create new understandings and ideas 		<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.

English Language Arts 5 French Immersion

Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none">▪ taking turns listening and speaking in group-work situations▪ giving “I messages” about personal feelings▪ using appropriate volume of voice inside the classroom and other school spaces▪ disagreeing respectfully with a classmate▪ demonstrating respectful interactions with peers, other students in the school, and adults▪ using language that is sensitive to others’ feelings▪ reflecting on the potential power of language for negative or positive influence▪ engaging in oral language interactions▪ developing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking▪ applying appropriate strategies to construct and refine meaning▪ beginning to implement appropriate strategies to construct and refine meaning▪ participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.)▪ communicating effectively in a variety of ways depending on purpose and audience▪ designing critical-thinking questions to think about and discuss author’s craft▪ reading, rereading, and critique writing to refine writing▪ talking about reading and writing through a variety of paired and small-group experiences▪ using prior knowledge to make connections with new information▪ sharing ideas and thoughts about reading and writing to clarify thinking▪ building background knowledge in whole-group or small-group shared writing experiences	<p>Outcome 2: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none">▪ Converse and collaborate in a variety of situations with increasing sensitivity and respect, considering cultural contexts, audience, and purpose.▪ Continue to experiment with author’s craft by incorporating elements in writing. (Author’s Craft)▪ Explain how the elements of author’s craft contributes to writing style(s).▪ Collaborate with peers, selecting ideas and suggestions to craft writing.▪ Reflect on writing using exemplars to self-evaluate growing independence.▪ Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes)▪ Use the conventions of written language in final products with growing independence. (Conventions; Grammar, Spelling, Punctuation, Mechanics)

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English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ sharing experiences and background knowledge through informal, exploratory talk to refine thinking ▪ recognizing techniques used by authors through talk ▪ developing oral and written vocabulary through exposure to author's word choices in mentor texts ▪ modelling elements of author's style through the use of mentor texts ▪ crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author's craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing by exploring/studying <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ working with increasing independence to apply listening, speaking, reading, and writing skills ▪ talking and writing about strategies to develop metacognitive skills (Think Aloud) ▪ writing drafts to develop editing strategies and skills focusing on 		

English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – circling words that appear to be misspelled – checking the word wall, a word reference, dictionary, or spell check to correct spelling – using commas in a series – using periods, exclamation marks, question marks, apostrophes in contractions and possessives, dashes, ellipses, hyphens, punctuation in abbreviations and initials – drafting and revising writing, experimenting with dialogue with an awareness to audience ▪ using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques ▪ experimenting with new forms/techniques, keeping audience in mind, using word processing software to compose) <ul style="list-style-type: none"> – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) – editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – appropriate techniques for publishing/presenting (e.g., software for developing illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/community newsletter) 		

English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ demonstrating increasing writing stamina and commitment to their writing ▪ taking some pieces of writing from prewriting through to publication ▪ producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> – a variety of simple and more complex structures – periods at the ends of sentences and for abbreviations – commas in a series and in dates – apostrophes for possessives and contractions – question marks, exclamation marks, and quotation marks – capitals for proper names, titles, places, days, months, holidays, starting sentences – meaning and syntax patterns as well as sound cues to spell words – a range of spelling strategies <i>Spelling Primary–9: A Teaching Resource</i>) – subjects and verbs agreement – simple paragraphing – appropriate pronouns – many words spelled conventionally – pieces of writing are legible and enjoyable for others to read ▪ editing/fixing for readability ▪ with increasing proficiency, using a variety of technologies to create a range of products such as <ul style="list-style-type: none"> – email – sending emails with attachments – multimedia presentations – video clips – digital stories – blogs 		

English Language Arts 5 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ using software to make changes to text, such as stylistic effects (fonts, colours, etc.), layouts, and graphics ▪ deciding on a topic of inquiry ▪ developing questions to direct their investigation ▪ searching for answers to questions in various texts and the Internet ▪ recording jot notes about important information ▪ developing jot notes into complete thoughts and sentences ▪ publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc., or using their research to support discussions and debates 		

English Language Arts 6 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> selecting appropriate culturally relevant (“just right”) texts from class and school library articulating what makes a particular book appropriate for a range of purposes selecting and reading a variety of text types and various authors over time demonstrating an understanding of the characteristics of a wide range of genres effectively using all sources of information (cueing systems) when reading monitoring their own comprehension and using the most appropriate “fix-up” strategy, or cluster of strategies, when meaning breaks down, such as <ul style="list-style-type: none"> predicting—using prior knowledge and text clues to think about what the text may be about confirming—while reading, check to see if the text matches the predictions monitoring—while reading, check to see if the text is too difficult or too easy self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues word solving—using a variety of strategies (including the use of a dictionary) to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context sampling/gathering—note the parts of the text that are helpful maintaining fluency—pay attention to punctuation and read smoothly with expression 	<p>Outcome 1: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) Monitor and self-correct with independence and automaticity with grade-appropriate, instructional-level text. Build stamina through reading grade-appropriate, independent level texts. (Stamina) Apply a variety of word solving strategies with independence. (Word-Solving Strategies) Use punctuation to enhance comprehension and fluency with awareness and independence. Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade-appropriate texts. (Text Features) Retell a narrative, using, relevant details and events in sequential order with increasing independence. (Narrative) Explain and/or represent an understanding of texts from a variety of genres with increasing detail. (Suggested Genre Studies and Writing Options 4-6) Discuss text with reference to the author’s and illustrator’s message, perspective, and style. (Style) Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) Discuss and reflect on how applying comprehension strategies enhances understanding. (Metacognition) Use graphic organizers to enhance comprehension and demonstrate understanding.

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> persevering with text and selecting from an increasing variety of methods and techniques when searching for information persevering with longer and increasingly more complex text to develop strategies to support their understanding reading a wide variety of expository text (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing) demonstrating understanding of text read, through focused conversations and written responses setting goals for reading that demonstrate a deep understanding of themselves as a reader identifying and discussing their own learning needs as they relate to reading when conferring, describe and discuss a flexible web of comprehension strategies and how these strategies support the deep understanding of text. This web includes strategies such as <ul style="list-style-type: none"> making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world visualizing—creating mental pictures/images to support understanding inferring—looking for hints and “reading between the lines” to uncover the meaning of the text questioning—asking questions about the text that help with comprehension determining importance—thinking about the purpose for reading and reading for key information analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written synthesizing—combining information from a variety of sources to create new understandings and ideas 		<ul style="list-style-type: none"> Choose “just right” texts according to interests from a growing range of genres, with independence. (Choosing "Just Right" Texts) Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.

English Language Arts 6 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ taking turns speaking and listening in group-work situations ▪ clearly articulating their personal feelings and listening sensitively to the feelings of others ▪ disagreeing respectfully with a classmate ▪ demonstrating respectful interactions with peers, other students in the school and adults ▪ using language that is sensitive to others' feelings ▪ reflecting on the potential power of language for negative or positive influence ▪ engaging in oral-language interactions ▪ choosing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking ▪ using appropriate strategies to construct and refine meaning ▪ implementing appropriate strategies to construct and refine meaning ▪ participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.) ▪ communicating effectively in a variety of ways depending on purpose and audience ▪ using critical-thinking questions to think about and discuss author's craft ▪ reading, rereading, and critiquing writing to refine writing ▪ talking about reading and writing through a variety of paired and small-group experiences ▪ using prior knowledge to make connections with new information ▪ voicing ideas and thoughts about reading and writing to clarify thinking ▪ building background knowledge through whole-group or small-group shared writing experiences ▪ using experiences and background knowledge in informal, exploratory talk to refine thinking 	<p>Outcome 2: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Converse and collaborate in a variety of situations with sensitivity and respect, considering cultural contexts, audience, and purpose. ▪ Experiment with author's craft by incorporating elements in writing with increasing independence. (Author's Craft) ▪ Examine and discuss how elements of the author's craft contribute to writing style(s). ▪ Collaborate with peers, evaluating and selecting ideas and suggestions to craft writing. ▪ Reflect on writing, using exemplars to self-evaluate, with increasing independence. ▪ Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes) ▪ Use the conventions of written language in final products with increasing independence. (Conventions; Grammar, Spelling, Punctuation, Mechanics)

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English Language Arts 6 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ talking about techniques used by authors ▪ building oral and written vocabulary through exposure to author's word choices in mentor texts ▪ replicating elements of author's style through the use of mentor texts ▪ crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author's craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing by exploring/studying <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ working independently to apply listening, speaking, reading, and writing skills ▪ talking and writing about strategies to develop metacognitive skills (Think Aloud) ▪ writing drafts to develop editing strategies and skills focusing on <ul style="list-style-type: none"> – circling words that appear to be misspelled 		

English Language Arts 6 French Immersion		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – checking the word wall, a word reference, dictionary, or spell check to correct spelling – using quotation marks for a character’s speech – using commas in a series – using periods, exclamation marks, question marks, apostrophes in contractions and possessives; using periods in initials – using dashes, ellipses, hyphens, colons, semi-colons – drafting and revising writing through thoughtful dialogue with an awareness to audience ▪ independently selecting and using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques – experimenting with new forms/techniques, keeping audience in mind – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) – editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don’t look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; 		

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<p>publishing in a class newsletter; publishing online; submitting work to school/community newsletter)</p> <ul style="list-style-type: none"> ▪ demonstrating writing stamina and commitment to their writing ▪ taking some pieces of writing from prewriting through to publication ▪ producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> – a variety of simple and more complex structures – periods at the ends of sentences and for abbreviations – commas in a series and in dates – apostrophes for possessives and contractions – question marks, exclamation marks, and quotation marks – capitals for proper names, titles, places, days, months, holidays, starting sentences – meaning and syntax patterns as well as sound cues to spell words – a range of spelling strategies (see <i>Spelling Primary–9: A Teaching Resource</i>) – subjects and verbs agreement – simple paragraphing – appropriate use of pronouns – most words spelled conventionally ▪ creating pieces of writing that are legible and enjoyable for others to read ▪ editing/fixing for readability ▪ using a variety of technologies to create a range of products, such as <ul style="list-style-type: none"> – emails – sending emails with attachments – multimedia presentations – video clips – digital stories 		

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<ul style="list-style-type: none"> – blogs ▪ making changes to text using software, such as stylistic effects (fonts, colours, etc.), formats, and graphics ▪ deciding on a topic of inquiry ▪ developing questions to direct their investigation ▪ searching for answers to questions in various texts and the Internet ▪ recording jot notes about important information ▪ developing jot notes into complete thoughts and sentences ▪ publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, digital presentations, or using their research to support discussions and debates 		