

FSL Extended: Gr 4, 5, 6 Writing

Overall Expectations		<ul style="list-style-type: none"> produce short pieces of writing in a variety of forms identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work 	<ul style="list-style-type: none"> produce short pieces of writing in a variety of forms for specific purposes identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work 	<ul style="list-style-type: none"> produce written texts, a variety of forms, for various purposes, and in a range of contexts identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.
Knowledge & Skills	Key Concepts	Grade 4 Specific Expectations	Grade 5 Specific Expectations	Grade 6 Specific Expectations
Communication (Expressive)	<ul style="list-style-type: none"> clarity & precision of ideas & information forms of writing 	<ul style="list-style-type: none"> write short, simple texts in a variety of forms (e.g., greeting cards, rhymes, letters, invitations, stories), following a model organize information to convey a clear message (e.g., present facts or describe events in their proper sequence) write brief descriptions of people, places, and situations produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., computer graphics, simple charts, illustrations) 	<ul style="list-style-type: none"> write short, simple texts in a variety of forms (e.g., descriptive paragraphs, poems, letters, dialogues), following a model organize information into short paragraphs that contain a main idea and some related details write brief descriptions of people, places, and situations produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics) create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences enhance their writing by incorporating materials from various media (e.g., photographs from newspapers, magazine ads) 	<ul style="list-style-type: none"> write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas organize information into paragraphs that focus on a main idea and give some relevant supporting details write a report, following an outline, on a class research project produce written text (e.g., captions, labels) to accompany visual information (e.g., computer graphics, charts, diagrams, illustrations) use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports)
Comprehension (Receptive)	<ul style="list-style-type: none"> understand respond interpret 	<ul style="list-style-type: none"> organize information to convey a clear message (e.g., present facts or describe events in their proper sequence) write brief descriptions of people, places, and situations produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., computer graphics, simple charts, illustrations) 	<ul style="list-style-type: none"> organize information into short paragraphs that contain a main idea and some related details write brief descriptions of people, places, and situations produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics) create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences enhance their writing by incorporating materials from various media (e.g., photographs from newspapers, magazine ads) 	<ul style="list-style-type: none"> write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas organize information into paragraphs that focus on a main idea and give some relevant supporting details produce written text (e.g., captions, labels) to accompany visual information (e.g., computer graphics, charts, diagrams, illustrations) write a report, following an outline, on a class research project
Organization of Ideas	<ul style="list-style-type: none"> sequence sentence & paragraph structure variety of text forms 	<ul style="list-style-type: none"> organize information to convey a clear message (e.g., present facts or describe events in their proper sequence) 	<ul style="list-style-type: none"> organize information into short paragraphs that contain a main idea and some related details use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work 	<ul style="list-style-type: none"> organize information into paragraphs that focus on a main idea and give some relevant supporting details use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas write a report, following an outline, on a class research project
Application of Language Conventions	<ul style="list-style-type: none"> grammar & punctuation spelling & vocabulary sentence type and structure printing /cursive writing (Imm) proofreading & editing uses appropriate resources (dictionaries) 	<ul style="list-style-type: none"> use and spell correctly the vocabulary appropriate for this grade level use appropriate language structures in their writing use appropriate resources (e.g., dictionaries, word lists) to verify the meaning and spelling of familiar and newly acquired vocabulary revise and proofread their writing, with the teacher's assistance write simple sentences, using familiar and newly acquired vocabulary and appropriate punctuation (e.g., capital letters for proper nouns and at the beginning of sentences, periods at the end of sentences, commas to separate a series of items, question marks, exclamation marks) 	<ul style="list-style-type: none"> use and spell correctly the vocabulary appropriate for this grade level use appropriate language structures in their writing use of French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style begin to use compound sentences and use sentences of varying length use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work use a thesaurus to expand their vocabulary use synonyms and antonyms in their writing 	<ul style="list-style-type: none"> use appropriate language structures in their writing write a report, following an outline, on a class research project use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports) use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary use and spell correctly the vocabulary appropriate for this grade level revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style use a variety of sentence types e.g., declarative, interrogative, exclamatory) of varying length use compound affirmative and negative sentences use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work use a thesaurus to expand their vocabulary extend their use of punctuation to include the following: use of comma for inversion within a sentence (e.g., Cet après-midi, nous allons faire du ski.); use of quotation marks to indicate dialogue

*Students should recognize and use the appropriate language structures in their communicative activities in all three strands as specified for each grade.